



ONTARIO INSTITUTION FOR THE DEAF AND DUMB, BELLEVILLE.

The Regular Annual School Term begins on the second Wednesday in September, and closes the third Wednesday in June of each year. Any information as to the terms of admission to pupils, &c., will be given upon application to me by letter or otherwise.

W. W. H. BROWN, Superintendent.

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THIRTEENTH
ANNUAL REPORT

—OF THE—
ONTARIO INSTITUTION

—FOR THE—
DEAF AND DUMB

—AT—

With Compliments of
R. Mathison,
Superintendent.



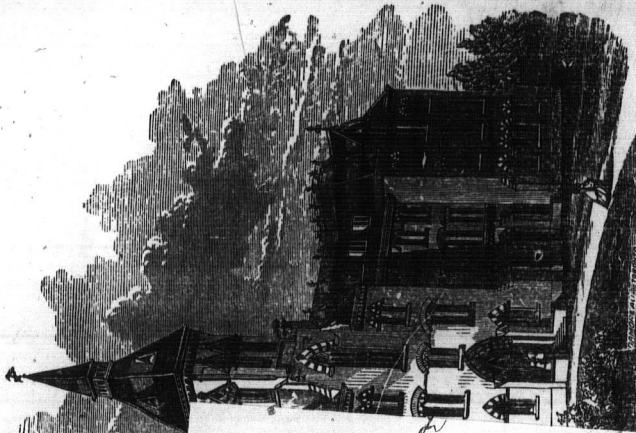
R. MATHISON, Superintendent.

BELLEVILLE:
"THE DAILY ONTARIO" STEAM PRINTING AND BOOKBINDING ESTABLISHMENT.
1884.

ONTARIO INSTITUTION FOR THE DEAF AND DUMB, BELLEVILLE.

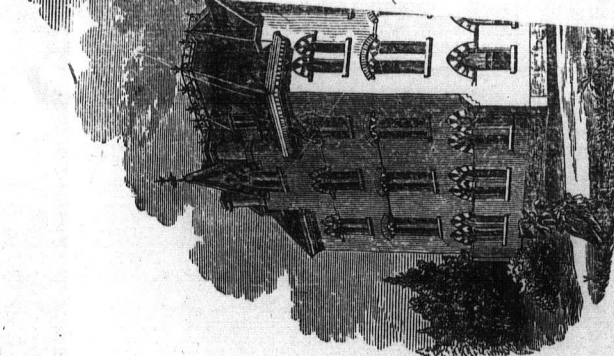
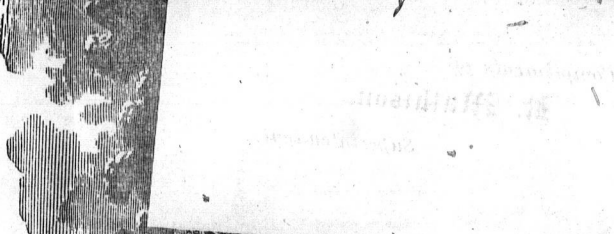
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MATHISON, Superintendent.



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The Regular Annual Session begins the 20th

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ANNUAL REPORT

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— AT —

BELLEVILLE, ONT.

— FOR THE —

Fiscal Year Ending 30th of September, 1883.



R. MATHEWSON, Superintendent.

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Government Inspector :

R. CHRISTIE.

Officers of the Institution.

R. MATHISON
A. LIVINGSTON
J. B. MURPHY, M. D.

SUPERINTENDENT.
BURSAR.
PHYSICIAN.

D. R. COLEMAN, M. A.,
J. S. WATSON.
P. DENYS.
S. T. GREENE, B. A.
J. B. ASHLEY.
D. J. MCKILLOP.
J. H. BROWN, TEACHER OF ARTICULATION.

MRS. J. G. TERRILL.
MISS S. TEMPLETON.
MISS M. M. OSTROM.
MISS A. M. BOLSTER.
MISS MARY BULL.

SUPERVISING TEACHER.

MRS. M. SPAIGHT, Instructress in Ornamental
and Fancy Work.

MISS A. M. BOLSTER, Teacher of Drawing.

MRS. M. SPAIGHT,
D. S. CANNIFF,
GEO. BEGG,
MISS TINA McDOUGALL,
J. MIDDLEMASS,
M. O'DONOGHUE,
WM. NURSE,
MICHAEL O'MEARA,
THOMAS WILLS,

MATRON.
CLERK AND STOREKEEPER.
SUPERVISOR OF BOYS.
INSTRUCTRESS OF SEWING.
ENGINEER.
MASTER CARPENTER
MASTER SHOEMAKER.
FARMER.
GARDENER.

INSPECTOR
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REPORT

OF THE

INSPECTOR OF PRISONS AND PUBLIC CHARITIES UPON THE INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB, BELLEVILLE.

The most important topics in regard to the history of this Institution during the past year are the unfortunate outbreak of typhoid fever, the cause thereof, and the means taken to prevent the recurrence of such cause. The first case of fever was reported to me in March, and during that month and the ensuing one some twenty pupils were attacked by the disease. I am glad to say that only one case resulted fatally. When the outbreak assumed its alarming proportions, I went down to the Institution, and, after inquiry and consultation with the Superintendent and the Physician, could come to no other conclusion than that the quality of the water supplied was bad, and was the cause of the fever. Immediately on my return, I made the following report to the Public Works Department, with a view to procuring a supply of pure, wholesome water for the use of the inmates of the Institution :—

“As you are aware, several cases of typhoid fever have lately appeared in the Institution for the Deaf and Dumb at Belleville, which appear to have been caused by the impure water supplied to the inmates of that Institution.

“The sewage from the building is now discharged into the Bay at two points, say 200 feet apart, east and west, and about equally distant from the wharf, close to which the supply of water is drawn

“After a minute examination of the position, it appears to me that several improvements are immediately and imperatively necessary to secure a better supply. First in order, is the extension of the supply pipe from 500 to 600 feet into the Bay, in order to reach the deeper water and current which must, to a greater or less extent, flow from the west.

“Drawing the water from this distance would not alone, however, prove to be permanently satisfactory, and a settling, as well as a filtering, basin of ample capacity is also indispensable, and should be excavated, and constructed near the water line and adjacent to the pumping-house, and so built as to admit of being cleaned out at any season of the year. The settling basin, which would first receive the water by the pipe running into the Bay, would materially lessen the amount of sediment and necessity for disturbing the filtering basin by frequent cleanings; then from the filtering basin adjoining the supply for the Institution would be pumped.

“I would also recommend that the sewer to the west be tapped at the proper point to afford sufficient fall, and be connected with the sewer on the east side, which would prevent any deposit of sewage from reaching the supply pipe.

“There is also a well at the building, sunk to the rock, which does not afford a permanent supply, but might be increased if bored say 60 or 70 feet, and, in view of the probability of finding a good supply of fresh water, I would recommend the sinking of the well to the depth named.

“Please give this matter attention, and bring it under the notice of the Honourable the Commissioner as soon as possible.”

My recommendations were approved of, and as soon as practicable, a contract was let for the works specified. On deepening the well referred to a good supply of water was found, and the Government Analyst who tested it, pronounced it to be wholesome drinking water. Thus an adequate supply was obtained, and it was decided to open the session at the usual time and re-admit the pupils. At the close of the year, the

other works in connection with the water supply were not completed. When they are, a most abundant supply of pure water will, I think, be the result, and there need be no fear in the future of any disease arising from bad water.

It is my duty to put on record, and I do so with pleasure, the care with which the sick pupils were treated and attended by the Physician, Superintendent, and all the officers of the Institution. In the midst of most trying times, they faithfully performed all their duties, not only in providing for the proper attention of the sick, but in quieting the fears of those not attacked by the disease.

No formal examination by an officer of the Educational Department was made of the literary classes during the session, as the Institution was closed a month earlier than usual, it being considered best to return all the pupils to their homes until the water supply was improved. Before the school broke up, however, the Superintendent had an examination of each class made by the teachers, and the result thereof showed that satisfactory progress had been made. An examination, of course, could have been made in the usual way, but it would not have been a fair test of the result of the work of the session, for many of the pupils were in the infirmaries, others had been taken home by their parents, and the remainder could not have been expected, under the circumstances, to undergo a prolonged examination.

During the session of 1882-83, 293 pupils were under instruction, being a slight reduction as compared with the number during the previous session. The usual statistics regarding these pupils are attached to the Superintendent's report, which follows my own. In the appendix to this report will be found a series of papers written by the various teachers of the Institution upon subjects connected with the education and training of deaf mutes. The papers will be found of much interest, and they shew, in addition, that the institution has a staff, the members of which take an earnest and intelligent interest in the calling they have adopted.

INSPECTIONS.

I made three visits to the Institution during the official year and recorded the following minutes thereof:—

"An official inspection of this Institution was commenced by me on the 2nd of April, when there were in residence 245 pupils, 133 boys, and 112 girls.

"The full number entering for the current term was 256. Four, however, have been removed at the request of the Superintendent on account of the precarious state of their health. Three have left for minor causes and four have lately been removed by their parents, in consequence of their anxiety regarding the spread of typhoid fever, cases of which have appeared in the Institution.

"The health of the pupils during the present term has not been up to the usual standard. Ailments of various kinds have, from time to time appeared, such as malignant sore throat, bronchial affections, etc., and these have been followed by cases of typhoid and low fever. Although this condition of health has given rise to much anxiety, yet no deaths have resulted, and the sufferers each appear to be approaching that condition of convalescence, when they will be able to take their places in the class-room again.

"In consequence of this state of health, the ordinary routine of studies has, to some extent, been interfered with. Yet a fair measure of progress has generally been made, and now that the health of the pupils is in a great measure restored, good progress may be looked for up to the close of the session. Every effort on the part of the Superintendent, and the other officers of the Institution, appears to have been used to secure the health of the pupils, and during their illness to care for them by proper attention and nursing.

"Persistent efforts have also been made to discover the cause of the sickness

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among the pupils, and from the investigations made, the only conclusion to be arrived at is, that it has been wholly due to the impure water supplied to the Institution from the Bay of Quinte. An analysis of it lately obtained shews that in its present impure condition, it is totally unfit for domestic purposes, and in view of the present state of health in the Institution, questions of importance, such as the possibility of obtaining an immediate and permanent supply of good water at a moderate outlay, immediately present themselves.

"The wells in the neighborhood of the Institution, although in most cases supplying moderately pure water, generally fail in the dry season, so that no permanent supply can be hoped for by digging ordinary wells for it, and although there is represented to be in Oak Lake ample quantity and excellent quality, and sufficient elevation, the distance (say twelve miles from the Institution) is too great to make it available for the present at least.

"Means must then be adopted to secure wholesome water from the present source. In order to accomplish this, it will be recommended that the Public Works Department extend the present supply pipe 500 or 600 feet further into the bay in order to reach the deeper water and current, which must, to a greater or less extent, flow from the west. Drawing the water from this distance, would not alone, however, prove to be permanently satisfactory, and the construction of a settling and filtering basin as well, will also be recommended, which, with due regard to capacity and construction, will no doubt remedy the evil, and afford a sufficient supply of pure water.

"In view of the prevailing sickness during the past session, it is gratifying to note the superior order and cleanliness of the building in all its apartments, as well as in its surroundings. Every effort has unquestionably been made during the winter, to preserve the health and comfort of the pupils.

"The appropriations for the purpose of putting wooden ceilings in the halls, painting and fitting up main hall, together with repairs to officers' rooms, in the building during last vacation, have all been completed in a substantial manner, and are now in a satisfactory state. And where these improvements have been made the Institution building presents a very neat and much improved condition.

"The appropriation for the further improvement and repairs to the building during the season, are as follows:—Repairs to ceiling, plastering, painting, etc., and in order to expedite the work the Superintendent is authorized to issue his requisition upon the Bursar for the purchase of the necessary material, at such date as will secure the prosecution of the work as soon as the vacation commences.

"The appropriations for educational appliances, farm implements, etc., will be expended according to requisition, sent in and approved of for those purposes, and the Superintendent is authorized to expend the sum appropriated for grounds, trees, etc. In each case the appropriations by the Legislature for the specific purpose for which they were granted must not be exceeded."

My second report was as follows:—

"I visited the Institution on the 9th June, principally for the purpose of making an inspection of the internal repairs now in progress. On the occasion of a former visit, the Superintendent was authorized, as soon as vacation commenced, to begin the work of repairs to the ceiling, and to the main building generally, and continue them under his own supervision till completed, utilizing as far as possible the labour of the institutions employees.

"I found that the work was well under way, considerable progress having been made. All the loose plaster had been removed and several of the large dormitories and the stairways of the girls side of the building were completed and ready for painting. The sheeting and wainscoting were being done by the carpenter and his assistant,

The pine sheeting, which is being used for the ceilings is not quite good enough in quality, and instructions were given to procure a better grade.

"The carpenter will have no difficulty in completing the repairs under his charge in ample time for the painters to finish before the return of the pupils.

"Provision has been made for the painting and graining of all the woodwork in every apartment of the main building, and the new building adjoining, and as the Superintendent has made arrangements for the thorough fumigation and cleansing of every part of the institution, it cannot be otherwise than in a most healthful condition on the reassembling of the pupils.

"The great want of a water closet and bath-tub, with hot and cold water at hand, in the hospital for girls was very apparent during the sickness which occurred at the Institution recently. I will therefore, recommend that the Public Works Department take the matter in hand and arrange for these improvements being added at once. If the pipes, hopper, bath-tub, and other fittings were supplied, the work might be done by the Engineer of the Institution. It is certainly necessary that the construction of the closet should be proceeded with at once.

"The roof of the main building is found to be still in a defective condition and after a rainfall water leaks through to the dormitories. I will therefore recommend that the roof be thoroughly repaired.

"The roof of the Bursar's house is also in a leaky condition, and as it is in immediate need of repair, an expenditure of \$25 is authorized for the purpose.

"In the plan for the further extension of the water-pipe into the bay, I find it is only intended to carry the pipe 600 feet from pump house. In my report of the 7th April relative to the water supply, I recommend that the present supply pipe be extended 600 feet so as to draw water from the running stream. After this, the second examination, under more favorable circumstances than when the bay was covered with ice, I am more assured of the necessity for the extension of the pipe to a greater distance from the shore, and will call the attention of the Public Works Department to the matter, recommending that the pipe be carried out to at least 700 feet from the end of the present pipe, so that the object in view may be fully secured.

"All the bedding in the Institution has been inspected, and what there is of it was found in an admirable condition, having been washed and mended since the close of the school in May. In consequence, however, of the more than ordinary wear and tear by frequent washings, rendered necessary by the late sickness, a considerable quantity has had to be condemned as totally unfit for further use, and additions will have to be made for the usual school requirements. I therefore authorized the Superintendent to make requisitions on the Bursar for a sufficient quantity of twilled sheeting, pillow cotton, white quilts, roller towelling, etc., to meet the Institution's needs, and also to replace two worn out carpets with new ones. The purchase of a few small pieces of furniture, to meet absolute requirements, was also authorized.

"The brickwork under the boilers is being repaired by one of the Institution employes, and instructions were given to have all water tanks, steam pipes, and water-closet pipes thoroughly overhauled, cleaned and repaired during the vacation.

"The farm work is well advanced, and an effort is being made to secure a sufficient supply of roots and vegetables for the Institution without purchasing.

"School work closed on the 16th May, and all the children except three were able to return to their homes on that day, accompanied by the Superintendent and officers; over the usual lines of railway, to their respective destinations. Those who were then too ill to go, have since recovered and gone home.

"All the officers and employes of the Institution deserve commendation for their

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untiring efforts on behalf of the sick children, who were ill from typhoid fever. The letters received by the Superintendent from their parents show how fully they appreciate the kindness and care bestowed upon the children.

"The Superintendent is authorized to visit various parts of the Province during the vacation, to meet the parents of children now attending the Institution, and also parents who desire to have their children admitted. He is required to forward a list of those pupils who are over age, those who have been in the Institution for seven years and desire an extension of the time, and those who are not to be re-admitted, with his recommendation respecting each pupil.

"I again visited the Institution during the official year, and made the minutes given hereunder in respect thereof:

"On the 17th and 18th July, I visited the Institution for the Deaf and Dumb, Belleville, for the purpose of inspecting the progress made in the internal improvements which have been under way since the commencement of the vacation, and also to see the position of the work under contract for the purpose of supplying the Institution with water. The Provincial Architect accompanied me.

"The internal improvements in the main building are rapidly approaching completion, and the work in the boys' dormitory is finished. The painting and graining in this building are well done, and add very much to its appearance. The whole of the internal improvements will be completed in ample time for the re-assembling of the pupils on the 12th September next.

"The work of excavating for the settling and filtering basins is not in such a forward state as is desirable or as might have been expected, in view of the fact that the contractor had notice of the acceptance of his tender for the work early in June, and there does not appear to be any sufficient reason for his delay in its prosecution.

"With this condition of things in regard to the progress of the main work by which a water supply could be arranged in time for the re-assembling of the pupils on the 12th September, it is gratifying to know that boring for water to the east of the Institution buildings appears to have resulted in the finding of an ample supply. The well has been bored in rock to the depth of about thirty, the rock being about twelve feet from the surface. The well is estimated to pump 1,500 gallons per hour, and the water is apparently excellent. The only available means of testing the well, however, has been with an ordinary hand-pump, and the supply could neither be drawn so rapidly nor so continuously as to afford a reliable test of the capacity of the well to furnish the required quantity. If, on being thoroughly tested, the well should hold out, the quantity named would be quite sufficient for the wants of the Institution, and, in view of the necessity of determining as to the supply, say not later than thirty days before the day of re-assembling the pupils, the Public Works Department will be requested to make the necessary test immediately. This can be best accomplished by placing a small portable engine at the well, and connecting the pipes to the well with the tanks which have formerly been in use in the building.

"In order to have further assurances in regard to the quality of the water, the superintendent has been requested to forward a sample, which will be sent to the Government Analyst."

MAINTENANCE EXPENDITURES.

The statement given below shews the aggregate cost of maintaining the Institution ;
also the cost per pupil :—

SERVICE.	Aggregate Cost.	Cost per Pupil.
	\$ c.	\$ c.
Medical department	189 61	0 77.00
Food of all kinds.....	9774 53	39 67.33
Bedding, clothing, and stores.....	1135 21	4 60.76
Fuel	4391 29	17 82.36
Light.....	1261 18	5 11.89
Laundry, soap and cleaning.....	367 10	1 49.00
Books and apparatus.....	449 50	1 82.44
Printing, postage and stationery.....	817 08	3 31.64
Furniture and furnishings.....	722 15	2 93.11
Farm, feed, and fodder.....	573 69	2 32.85
Repairs and alterations.....	883 43	3 68.57
Miscellaneous.....	748 77	3 03.91
Salaries and wages.....	17702 83	71 85 31
Totals.....	39016 37	158 36.17

There is nothing in the above statement calling for any special comment or explanation from me.

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

BELLEVILLE, September 30th, 1883.

R. CHRISTIE, ESQ.,

Inspector of Prisons and Public Charities for the Province of Ontario.

SIR,—I have the honor to present the Thirteenth Annual Report of this Institution for the year ending September 30th, 1883.

The advantages enjoyed by Deaf and Dumb children at the present time, as compared with those within the reach of children similarly afflicted, even a few decades gone by, testify to the fact that this is an age of philanthropy and progress. In Ontario deaf and dumb children have every advantage that can be secured for them; Our Institution is beautifully situated on the shore of the Bay of Quinte, with lovely scenery on every hand, and the healthiness of the location is all that could be desired. The building is fitted up specially for the comfort and convenience of those for whom it was erected. The appropriations of the Legislature have been liberal, and the people are content to know that the money is expended with a wise economy in such humane work, and for the benefit of a deserving class of the community.

The education of the deaf and dumb has claimed the attention of great minds for many years, and the efforts of those engaged in the work at the present time are earnest and effective. In the early ages deaf-mutes were considered incapable of instruction, and they were debarred from the rights of citizenship.

Aristotle laid it down in his writings "that of all the senses hearing contributes the most to intelligence and knowledge, and that the deaf are wholly incapable of intellectual instruction." Notwithstanding this, instances are recorded where deaf and dumb

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persons have become eminent in various walks of life, and we have some in Ontario to-day who rank among our most intellectual citizens. In the fifteenth century Jerome Cardan, an eminent man of that time, after paying considerable attention to the subject, came to the conclusion that "the instruction of the deaf and dumb is difficult, but it is possible. History gives the credit of systematic teaching of the deaf and dumb to Pierre de Poince, a Benedictine Monk, of Spain and to that country belongs the honor of having the three first teachers of this class. Thomas Braidwood, a Scotchman, in 1760, taught a few pupils whose friends were in a position to pay large fees, and thus established the first regular school for deaf mutes in Great Britain. The first Institution for the deaf and dumb, free to all, and supported by Government, was opened at Leipsic in 1778. The early instructors of the deaf and dumb in Great Britain were unwilling to reveal their modes of teaching unless their very exorbitant terms were complied with, consequently it was only children of comparatively wealthy people who could obtain an education. When the late Dr. Gallaudet visited England in 1815, for the purpose of gaining information with a view of establishing an institution in Hartford, Conn., he found it impossible to induce the possessors of the art to part with their secrets. At this time, however, the instruction of the deaf and dumb had made great strides in France, and he was welcomed there by the celebrated Sicard, who gave him every assistance in qualifying himself for the contemplated work in America,

As the result of his mission, the Institution at Hartford was established, and from it has sprung many others, every State in the neighboring Republic having its own school for the deaf, and in the Dominion four of the Provinces. In Ontario, the late Mr. J. B. McGann established a private institution at Toronto, which was afterwards removed to Hamilton, supported in part by a Government grant, fees from the counties for pupils residing within their bounds, and voluntary contributions. His energy and perseverance called attention to the necessity for a Provincial Institution, and he lived to see his fondest hopes realized.

I give herewith an interesting summary of all the Institutions in the world, also a tabular statement of the Institutions in Canada, as published in *The American Annals for the Deaf and Dumb*.

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SUMMARY
Of the Institutions of the World.

COUNTRY.	No. of Institutions.	No. of PUPILS.			No. of Teachers.
		Total.	Male.	Female.	
Australia	3	147	83	65	11
Austria-Hungary	17	1147	656	454	64
Belgium	10	864	482	382	.....
Brazil	1	32	32	.....	8
Canada	7	898	397	406	64
Denmark	4	826	150	176	41
France	67	3482	.....	.....	.....
Germany	90	5608	1042	908	580
Great Britain and Ireland	46	2650	1413	1237	244
Italy	35	1491	815	676	237
Japan'	2	65	37	28	7
Luxembourg	1	29	15	14	3
Mexico	2	30	23	7	7
Netherlands	3	465	256	209	40
New Zealand	1	22	13	9	2
Norway	7	283	155	128	34
Portugal	1	8	7	1	1
Russia (including Courland and Finland)	10	584	363	221	59
Spain	7	222	125	97	16
Sweden	17	680	421	259	76
Switzerland	11	380	182	198	39
United States	55	7155	4085	3070	481
Total	397	26473	10751*	8545*	2029

* The Reports from France and Prussia do not indicate the sex of the pupils.

Tabular Statement of the Institutions of Canada.

No. of Instructors.

No. of Pupils.

Tabular Statement of the Institutions of Canada.

Name.	Location.	Date of Opening.	Chief Executive Officers.				No. of Pupils.				No. of Instructors.				Total No. of publications received last fiscal year.
			During the Year.		Male.	Female.	Semi-mute.	Present Dec. 1, '81.	Whole No.	Male.	Female.	Deaf-mute.	Semi-mute.	For buildings and grounds.		No. Volumes in Library.
1 Catholic Ins'n (Male)	Montreal, P. Q.	1848	150	None.	4	1-3	27	27	None.	4	None.	3	143	600	442
2 Catholic Ins. (Female)	Montreal, P. Q.	1851	215	None.	95	215	31	31	None.	32	4	4	2000	2000	500
3 Catholic Institution.	Halifax, N. S.	1857	81	37	3	56	4	3	None.	1	1	1	181	400	256
4 Ontario do	Bellefleur, Ont.	1870	303	165	138	255	16	8	8	8	3	1	39923	3500	685
5 Mackay Institution.	Montreal, P. Q.	1870	36	22	14	36	3	2	2	1	2	2	6000	1200	85
6 New Brunswick Ins.	Frederickton, N. B.	1873	18	16	2	18	2	1	1	1	None.	None.	1800	1800	18
7 Frederickton Ins'n.	Frederickton, N. B.	1872	803	397	406	703	84	41	43	14	1	1			1909
Institutions in Canada.															
Name.	Method of Instruction.	School Hours.	Trades.	How Supported.		Value of buildings and grounds.	Expenditure last fiscal year.		Total No. of publications received last fiscal year.						
				For support.	For buildings and grounds.		No. Volumes in Library.								
1 Montreal Cath. In. (Male)	Oral	8 to 11 and 1 1/2 to 4.	Es., Cab. Ed. Fr., St., Va. Wl.	Provinces, labor, and vol. contributions.	50000	3 1/43	1200	600	442						
2 Montreal Cath. In. (Fem.)	Combined	8 to 12 and 1 to 3 1/2.	Dr., Se.	Maritime provinces and vol. contrib.	175 00			2000	500						
3 Halifax Institution.	do	9 to 12 and 2 to 4.	Car., Ge., Fr., Sh.	Car. Dr., Sh., Va. Provinces	20000	6039	181	400	256						
4 Ontario do	do	9 to 12 and 1 1/2 to 3.	Car., Fr.	Provinces, pay pupils, and vol. contrib.	152491	39923	3500	1410	685						
5 Mackay do	do	9 to 3.	Car., Fr.	Provinces, pay pupils, and vol. contrib.	50000	6000	1200	200	85						
6 New Brunswick Inst'n.	Manual	do	do	do	3 00	1800			18						
7 Frederickton Institution.	Combined	9 to 12 and 2 to 4.	None.	do					1909						
Institutions in Canada.															

Our Institution is a monument of which the people of the Province may feel justly proud. It is thoroughly equipped in every department for the good work in which we are engaged, and I believe our scholars obtain as thorough an education as it is possible to give deaf and dumb children in the time allotted to them. Our teachers are systematic, energetic, experienced educators, and every educational appliance required for their assistance is obtained. Our system of instruction is the one in use in all of the best institutions in the United States, and our chief aim is to teach language first, last, and all the time. The course of study embraces exercises in arithmetic, geography, history, physiology, etc., but every lesson is made one of language, as it is the great want of the deaf mute. Our motto is, "Still Onward."

It was a matter of regret that the sickness among the pupils in the Institution in April and May last prevented the usual annual examinations being held by the Government examiner. As some of the pupils were, and had been ill, and after it was decided to close the Institution before the usual time, others had left for their homes, a regular examination would have been at best only partially satisfactory. In order, however, to obtain a fair knowledge of the standing of those who remained, the teachers had a general review of all the exercises of the term and gave their classes an examination, in some instances the questions propounded being prepared by the teacher of a class other than the one under examination. Most of the work was done on paper, and the whole is now on file in my office. In addition, each teacher reported upon the individual capacity, progress and standing of his or her pupils. The result was highly satisfactory to all concerned, and I have no hesitation in saying that the pupils as a whole made very commendable progress.

There are at present 28 pupils in six classes, who receive instruction in articulation daily, the length of each lesson being from twenty to forty minutes.—Class I.—Comprising two pupils, receive only twenty minutes' instruction. They are reading the lessons contained in the Royal Reader, third part. In lip-reading the questions at the end of each lesson are orally asked by the teacher. Class II.—Consisting of five pupils, are continuing in colloquial language, the work being more advanced than last session, forming sentences from a word or phrase that is written on the slate by the teacher. Class III.—Six pupils; can speak the names of the different parts of the body; things in the room; days of the week, and most of the common kinds of food. Oral description of actions performed by themselves and teacher. Class IV.—Seven pupils; mastered the sounds, combining them into words of one and two syllables; count to twenty; learning phases. Class V.—Four pupils, two of these have been away for a session or more. The work will be to master the sounds and speak words forming simple combinations of them; counting to ten, and short sentences. Class VI.—This is a class of new pupils. It consists of six pupils, four of whom have heard. The session work will be to learn all the sounds of the language and to combine two or more of them together. Mr. Brown is doing excellent work in this specialty as the results will attest.

The members of the drawing class are persevering, and the excellence of many of their drawings call forth complimentary remarks from visitors. Some of the best pictures have been framed and placed in the parlors of the Institution. James Hadden a pupil, exhibited four of his drawings at the West Hastings Show, and secured first prize. Wm. Kay, of Stratford, a former pupil, excels in crayon portrait work, and is executing commissions in that line. Another former pupil, Miss Cassie Johnson, is now an expert retoucher of negatives in the photographic establishment of Messrs. Hunter & Co., Toronto.

The pupils have been very exemplary during the year and have given very little trouble. Their offences were few, and of a minor character, and the punishments generally consisted of bread and water, a few hours walking drill, or confinement in the reflection chamber for a short time. I am inclined to think that the same number of speaking boys and girls would be much more unruly than our deaf and dumb children.

The attentions of the supervising teacher, Mr. Coleman, have been of great service

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to the teachers, especially those who have recently joined our staff. He will still continue his half-hour visits to the class-rooms each afternoon.

I requested the teachers to prepare papers on subjects connected with the education of the deaf and dumb, and their essays will be found appended hereto. They will well repay careful perusal.

The sign-class for new teachers, taught by Professor Greene, is accomplishing the work intended, and a uniformity of signs, very essential in the Institution, is one of the results.

The pupils came back promptly after the opening on the 12th inst., thus enabling us to re-arrange the classes and classify the pupils without unnecessary delay.

RELIGIOUS INSTRUCTION.

During the year we have had regular visits from some of the resident clergymen of the city, and occasional ones from others. We are pleased when they favor us. For visits we are indebted to the Rev. Mr. Burke, Monseignor Farrelly, Rev. Mr. Mitchell, Rev. Mr. McLean, Rev. A. Turnbull, Rev. J. Stobo, and Rev. Mr. Shorey; Rev. Mr. Herridge, of London, and Rev. W. R. Parker, of Chatham. Mr. Denys has charge of the religious exercises of the Catholic pupils and is devotedly attached to his work. Mr. McKillop continues the religious instructions of the little ones. The general Sunday lectures are taken in turn by the male teachers, and the Bible class is taught every Sunday afternoon by myself. The Baptist pupils regretted the departure from the city of the Rev. A. Turnbull, who for nearly six years made monthly visits to the Institution and had meetings of those belonging to his denomination.

INDUSTRIAL DEPARTMENT.

We still continue the industrial departments, and have reason to feel gratified by the result of our labors in this direction. From the shoe-shop several boys go out every year with a good knowledge of a useful trade, and no difficulty is experienced in procuring situations for those who are capable. The foreman of the shoe-shop, Mr. Nurse, himself a semi-mute, is very much interested in the boys under him, and displays the greatest anxiety in pushing them forward. We have made several lots of boots and shoes for the London Asylum, and our goods will compare favourably for durability with any similar wares turned out by any other establishment in the country. We are debarred from placing our boots upon the market, and, beyond the requirements of our own Institution, and the orders for the Asylum at London, do not enter into competition with the general trade. I understand that a shoe-shop has been established in connection with the Asylum at London, and our market at that place may, perhaps, be curtailed to some extent in consequence. If we are not permitted to fill the usual annual order for the Asylum our operations must be curtailed. The authorities at London may, perhaps, save a few dollars yearly by having a shop of their own, but the small saving there is at the expense of deaf and dumb boys, who are thereby denied the opportunities of learning a trade here. We do not expect our shop to be a source of revenue. If it pays expenses, or nearly so, our duty to the public clearly demands its continuance; and even if it were a small annual loss, the good accomplished cannot accurately be estimated in dollars and cents. Five boys are now working all day, and 21 put in a few hours before and after school. In the carpenter shop one boy works all day, and eight or ten others are taught the use of tools, and to make general repairs about the Institution. For a number of years past the suggestion has been made to establish a printing office, and the publication of a paper. I have no doubt it would be a very great advantage to some of the boys here, who would like to learn the art of printing, but at the present time, for various reasons, I cannot see my way clear to recommend the establishment of such an addition. On the girls' side the tailoring and dressmaking departments are efficiently managed by Miss McDougall. Several of the girls who last year were working in our Institution, under her direction, are making comfortable livings at home. This year seven girls work from nine till five, and all the

girls, both little and big, are taught plain sewing for an hour or two each school day. We have seven kinds of sewing machines in use, and we want one or two more to meet requirements. The fancy-work class, recently under the direction of Miss Lorenzen, is now in charge of the Matron, Mrs. Spaight. Many useful and fancy articles have been taken home by the little ones. The girls make their own beds, and assist in turn in washing dishes after meals, and ironing in the laundry, but the tasks set them are never beyond their strength, and are only intended to familiarize them with household work.

WHAT WE ARE DOING.

It was a source of pleasure to me, and a gratification to many of the parents of the children attending the Institution, that I was enabled, prior to the opening of the school for this term, to visit various places in the Province, to talk over with them the prospect of their children. They were glad to see me and I was equally so to see them. A large proportion of our scholars come from places remote from the Institution, and a considerable number of the parents have not visited the Institution at any time; they felt a desire to see and talk to the person who, for nine months in the year, has charge of their children. A few minutes conversation elicited many points of interest which will enable me in the future to more thoroughly understand the children who are here, and help me to devise means for their advancement. At all my appointments the audiences were full, interesting, and productive of good results. During my visits I met and conversed with deaf and dumb persons, young men and young women, who had been pupils of the Institution at various times since it was founded. In nearly every case they were in some remunerative employment, and were a credit to themselves, and an honour to their parents and friends. It was touching to see them express their gratitude and regard for the teachers who had taught them and those who had been instrumental in furthering their interests in the world. I have often been asked what our pupils did when they left school. In order to gain the desired information, I made enquiries, and found that of those who had left the Institution within the last few years that the following named ex-pupils were engaged as stated hereunder:—

Name	Occupation	Residence
Johnson, Thomas	Shoemaker	Belgrave, Ont.
Baines, Stephen	do	do
Flynn, John	do	Toronto, Ont.
Rhodes, John	do	do
Sanderson, Richard	do	Cobourg, Ont.
Gallagher, John J.	do	Rochester, N. Y.
McDonald, Alexander	do	Keene, Ont.
Morrison, Duncan	do	Collingwood, Ont.
Gee, John W.	do	do
Smith, Albert E.	do	Maddox, Ont.
Larkins, Walter B.	do	do
Robbins, Elias O.	do	Flinton, "
Lowry, Thomas R.	do	Parry Sound, "
Fraser, Philip	do	Woodstock, "

Golds, Charles
 Rose, William
 Reid, James
 O'Neil, James
 Palmer, Ezra
 Willis, Richard
 McDonald, G.
 McIntosh, A.
 White, William
 Raven, James
 Peake, J. J.
 Busch, S. J.
 Elliott, Charles
 Mason, A. V.
 Kay, William
 O'Brien, Thomas
 Lloyd, Joshua
 Sutton, Robert
 Douglas, John
 Wilson, Isaac
 Beemer, James
 Frank, Solomon
 Grant, Hector
 Smith, Charles
 Howe, Charles
 Greene, Robert
 Ellis, John
 Mason, Henry
 Smith, George
 Soper, George
 Pettiford,
 Riddell, J.
 Keyser, S.

OCCUPATION OF EX-PUPILS—Continued.

Name.	Occupation.	Residence.
Golds, Charles.....	Woodstock,	Paris
Rose, William J.....	do	do
Reid, James.....	do	Dundas,
O'Neil, James.....	do	Hamilton,
Palmer, Ezra.....	do	Port Erie,
Willis, Richard W.....	do	Orillia,
McDonald, George.....	do	Uptergrove,
McIntosh, A. A.....	Printer.....	Chatham, Ont.
White, William.....	do	Chicago, Ill.
Raven, James.....	do	Brantford, Ont.
Peake, J. J.....	do	Winnipeg, Man.
Busch, S. J.....	Wood Carver.....	Kingston, Ont.
Elliott, Charles.....	Decoator.....	Toronto,
Mason, A. W.....	Artist.....	do
Kay, William.....	do	Stratford,
O'Brien, Thomas.....	Machinist.....	Hamilton,
Lloyd, Joshua.....	do	Brantford,
Sutton, Robert.....	Carpenter.....	do
Douglas, John B.....	do	Go'dsmith,
Wilson, Isaac.....	Painter.....	Chicago, Ill.
Beemer, James.....	do	Simcoe,
Frank, Solomon.....	do	Strathroy,
Grant, Hedley.....	Sailmaker.....	Hamilton,
Smith, Charles.....	Baker.....	Toronto,
Howe, Charles.....	Bookbiuder.....	do
Greene, Robert.....	do	do
Ellis, John.....	do	do
Mason, Harry.....	Blacksmith.....	Hamilton,
Smith, George.....	do	do
Soper, George.....	Carriage-maker.....	Frankville, Ont.
Pettiford, Charles.....	Moulder.....	Guelph,
Riddell, Robert.....	Spinner.....	Pakenham,
Keyser, Samuel.....	Brickmaker.....	Keyser,

Many others, whose whereabouts I could not ascertain, are doubtless succeeding as well as some of those mentioned. Those I met with were all well dressed, and their appearance denoted they were active, energetic members of the communities in which they live. I failed to find one who had spent any considerable time at the Institution a burden to himself or the charitable public. I could not learn of any who were tramping the country soliciting alms. This is somewhat remarkable, as the nature of their infirmity, if taken advantage of, pleads very directly to the sympathies of the charitably disposed. Many boys have gone from the Institution to their homes on the farm, and are diligently helping their fathers, or are tilling the soil on their own account. Girls, too, who before receiving instruction were careless, indifferent, and sometimes unmanageable at home, have become industrious and willing helpers to their mothers. It is very satisfactory to me to be in a position to report that every parent whom I met was satisfied with the efforts put forth for the advancement of his or her child. Every child who has attended the Institution has gone away much improved in a greater or lesser degree for having been here. Some of course have received more benefit than others, but all had the same opportunities. The bright children, by reason of their aptitude, have made greater progress than the less bright, but even the dullest show evidences of the care and instruction given them.

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NEWSPAPERS.

The publishers of newspapers still continue to supply us with plenty of reading matter for our pupils, and their liberality deserves special mention. As the papers are received they are placed on file in the reading room, accessible to the pupils, and are eagerly read by the more advanced of them. Our thanks are due to the publishers of the following newspapers for courtesies received, and also to private individuals whose names are mentioned:—

Name.	Where Published.	Name.	Where Published.
Evening Times.....	Hamilton.	Enterprise.....	Chesley.
Daily Advertiser.....	London.	State an.....	Bowmanville.
Daily Free Press.....	Winnipeg.	Confé rate.....	Mount Forest.
Daily News.....	Kingston.	Echo.....	London.
Weekly Telegram.....	Brantford.	Northumberland Enterprise.	Colborne.
Weekly Expositor.....	Brantford.	Canada Christian Advocate.	Hamilton.
Free Press.....	Acton.	Express.....	Colborne.
Journal.....	Uxbridge.	Norfolk Reformer.....	Simcoe.
Weekly Telegraph Herald.	London.	Standard.....	Listowell.
Herald.....	Georgetown.	Times.....	Wingham.
Renfrew Mercury.....	Renfrew.	Enterprise.....	Arthur.
Western De-patch.....	Strathroy.	Echo.....	Warton.
Canadiah Farmer.....	Welland.	Manitoulin Expositor.....	Manitowaning.
Whitby Chronicle.....	Whitby.	Bulletin.....	Collingwood.
Ingersoll Chronicle.....	Ingersoll.	Thunder Bay Sentinel.....	Port Arthur.
British Canadian.....	Simcoe.	Ensuir.....	Brighton.
Brockville Monitor.....	Brookville.	Courier.....	Trenton.
Weekly Mercury.....	Guelph.	Advertiser.....	Petrolia.
Examiner.....	Peterborough.	Banner.....	Dundas.
New Era.....	Drayton.	Beeton Chronicle.....	Beeton.
Gazette.....	Almonte.	Sentinel-Review.....	Woodstock.
Muskoka Herald.....	Bracebridge.	Courier.....	Embro.
Observer.....	Penbrooke.	Sawyers' Illustrated Penman	Otawa.
Post.....	Thorold.	Independent.....	Bobaeygeon.
Spectator.....	Hamilton.	Mutes' Journal.....	Omaha, Neb.
Canadian Champion.....	Milton.	Deaf Mute Mirror.....	Flint, Mich.
Reporter.....	Kingsville.	Goodson Gazette.....	Stanton, Va.
Niagara Review.....	Niagara Falls.	Kentucky Deaf Mute.....	Danville, Ky.
Standard.....	Dundas.	Index.....	Col-rado Springs.
Enterprise.....	Collingwood.	Star.....	Olatha, Kan.
Advocate.....	Cookston.	Companion.....	Fairbault, Minn.
Canadian Casket.....	Napanee.	Deaf Mute Advance.....	Jacksonville, Ill.
Ontario Chronicle.....	Belleville.	Deaf Mute Ranger.....	Au-tin, Texas.
Guide and News.....	Port Hope.	Deaf Mute Times.....	Dalavan, Wis.
F. Leslie's Ill. Newspaper.....	New York, N. Y.	Vis-a-Vis.....	Columbus, Ohio.
Dominion Churchman.....	Toronto.	Deaf Mute Bulletin.....	Frederick City, Va.
Evangelical Churchman.....	Toronto.	Tablet.....	Romney, West Va.
Courier.....	Perth.	Deaf Mute Record.....	Fulton, Mo.
Weekly Planet.....	Chatham.	Deaf Mute Hawkeye.....	Coun-il Bluffs, Iowa
Essex Record.....	Windsor.	Leader.....	Brook'yn, N. Y.
North Hastings Review.....	Madoc.	Optic.....	Little Rock, Ark.
Trent Valley Advocate.....	Tie-ton.		

Rev. Mr. Burke has kindly paid for the Dominion Churchman for two years for our use.

The Rev. Mr. Withrow, Toronto, donated a large number of papers and periodicals suitable for the Christmas holidays.

THE AUDIPHONE, DENTAPHONE, ETC.

During the past year the Province has been literally flooded with circulars advertising the merits of the Audiphone, Dentaphone, and other instruments said to be beneficial to deaf and dumb persons of all ages. These circulars contain certificates signed

by clergymen and others of apparent respectability, couched in language so inviting and delusive as to catch the unwary. We have tried the above-mentioned aids to hearing in our Institution and have proved them to be utterly worthless. Many people throughout the country have invested their money in the purchase of an Audiphone or Dentaphone, and have afterwards written here enquiring as to the merits of the instruments. I have made it a point to have all these supposed helps to hearing thoroughly tested in the Institution, and if we find any of them to be of any benefit to deaf and dumb persons the public will be apprized of the result at the earliest possible moment.

CHANGE OF OFFICERS AND TEACHERS.

As mentioned in my last report, Mr. McDermid, whose resignation was just then handed in, left in November and transferred his services to the Institution in Iowa. Mr. Parker, who was in the work about a year, severed his connection in January, and is now Professor of Elocution at Trinity College, Toronto. The departure of both these young men was regretted, and we hope in the future they will distinguish themselves in their new spheres. Miss Lorenzen, a former pupil of the Institution, and for four years a teacher, was married to Mr. McDermid, and is now with her husband in Iowa. Miss Lorenzen was a pains-taking, energetic, conscientious and successful teacher, and we shall miss her very much. Mrs. Martin, who filled the position of matron and house-keeper for several months very acceptably, was transferred to the Agricultural College at Guelph, and she was succeeded by Mrs. M. Spaight, who was housekeeper here for four years prior to her promotion to the matronship of the Institution for the Blind at Brantford. Her four years previous experience eminently fits her for the position of matron here, as her thorough knowledge of the language of the deaf and dumb is a great assistance to her in the discharge of her duties. Miss A. M. Bolster, Miss Mary Bull and Mr. J. B. Ashley have been added to the teaching staff, and all give promise of making good teachers, as they are enthusiastic in their work. Miss Bolster, in addition to teaching a literary class, has charge of the art department, and in both her classes her pupils are making commendable progress. Miss Bull, who was a former pupil, is now engaged as a monitor teacher, and is succeeding very well indeed. Mr. Ashley, a successful teacher of speaking children, lost his hearing about eight years ago, from the effects of scarlet fever, and of necessity has been compelled to familiarize himself with the modes of communication used by the deaf, and is therefore a desirable acquisition.

FARM AND GARDEN.

Our front grounds this year looked somewhat better than for years past, and presented a more pleasing aspect. The trees have thriven better and encouraged us to hope that our labours will not be altogether thrown away in planting them. The hay crop was abundant and the roots generally a very fair yield. We shall have about one thousand bushels of potatoes, or nearly enough for our requirements. The garden stuff has turned out better than at first anticipated, and from that source we shall receive sufficient vegetables of all kinds for officers' and pupils use. Mr. Wills, the gardener, secured twenty-eight prizes at the West Hastings Show for flowers and vegetables. The farm and garden are both well managed by Mr. O'Meara and Mr. Wills, who have them in charge.

THE GENERAL HEALTH.

I regret that I cannot report the general health of the pupils during last term as good. Early in the session many of them had severe sore throats; one case of mild scarlet fever recovered without any others being affected; but in March of this year an outbreak of typhoid fever caused us much anxiety and solicitude. There were twenty cases in all of the latter disease. Prompt measures were taken in caring for the sick; everything that could be done was done to ensure their recovery, and a kind Providence smiled upon our efforts, as only one pupil died of the fever. Some of the parents of the ailing children came here to attend the little ones, and all were tenderly nursed. The

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parents were notified of the epidemic in the Institution just as soon as the disease made its appearance, and were frequently informed of its progress. We took them wholly into our confidence, hid nothing from them, and their grateful and encouraging letters were particularly gratifying to us. The Institution physician was unremitting in his attentions, being here early and late. The matron, Mrs. Spaight, on the girls' side, and the supervisor, Mr. Begg, in charge of the boys, with the nurses under them, were always at their posts, and I thank them most heartily for their conscientious discharge of duty under such trying circumstances. From the time it was first announced we had typhoid fever in the building there was no panic among the inmates, the officers, teachers and employees were in their accustomed places, and the classes went on as usual with here and there a vacant chair. We could not account for the appearance of typhoid fever in our midst as the sanitary condition of our Institution was supposed to be first-class; an analysis of some of the water generally used, however, revealed the fact that it was impure, and had most likely caused the disease. Steps were immediately taken to ensure a pure supply, and we now have from a well sunk into the rock a sufficient quantity of water pronounced good and wholesome after a careful analysis by Dr. Ellis, of Toronto, for all drinking purposes. Extra assistance has been obtained, and the well water is put in filters placed in accessible parts of the building so that the children may obtain it when they are thirsty. The extension of the supply pipe into the bay and the erection of the large filter will give us an unlimited supply of filtered water for all purposes. There were three deaths during the year—William Scott, thirteen years of age, a weakly lad, succumbed to an attack of inflammation of the lungs; his distressed father arrived a couple of hours after the vital spark had fled. Annie McBride, aged twenty-three, after a severe illness of typhoid fever, from which she was apparently recovering, had a relapse and passed away. Her parents were with her and cheered her dying moments with the hope of meeting again in heaven. Her remains were buried in the Belleville Cemetery, whither they were followed by many of her mourning companions. The last one to go was Hannah Cunningham, aged nineteen, from an acute attack of meningitis of only a week's duration. Her mother was with her in her last hours, and for several days before she died. Hannah was a general favourite, had been here for nine terms, and many were the tears shed over her decease. The stricken parents had our fullest sympathy in their bereavements. Up to this time, since the opening on the 12th, the pupils have been remarkably healthy, and we sincerely hope they will continue so through the ensuing session.

REPAIRS AND ALTERATIONS.

The repairs and alterations inside the building for which estimates were prepared, and appropriations made, have been completed. All the woodwork in the main building back to the kitchen was grained and papered. The bad ceilings have been replaced by pine sheeting, and all the broken plaster on the walls repaired. The inside of the Institution now presents a very clean and tidy appearance. Next year we shall require an appropriation for the re-flooring of a considerable portion of the main building, as the present pine floors are nearly worn out. The outside woodwork of the buildings on the grounds was re-painted by order of the Department of Public Works. We have made good the worn-out sidewalks on the grounds, and put the farm buildings into a thorough state of repair. The ventilation of the water-closets is an immediate necessity and ought not to be delayed for any length of time. The general repairs were carried out under the superintendence of our carpenter, Mr. O'Donoghue, and he deserves commendation for the promptitude with which the work was accomplished.

MISCELLANEOUS.

A conservatory would be both useful and ornamental, and is a necessity for the keeping of the gardener's plants through the winter.

Through the kindness of the West Hastings Agricultural Society, the pupils were admitted free to the fall show, and enjoyed the privilege.

I would suggest the erection of balconies for the several flats put at the ends of the main building, built in such a manner as to be available for fire escapes, if necessary.

On the 31st October last year, the teachers, officers, and pupils visited the Cemetery for the purpose of unveiling the monument erected by the deaf mutes of Ontario to the memory of the late Professor J. B. McGann, pioneer teacher of the deaf and dumb in Ontario. Suitable addresses were delivered by the Superintendent and Professors Greene and Denys.

It gives me pleasure to report that the officers, teachers and employees are working harmoniously together for the general prosperity of the Institution. The Bursar's department, is efficiently managed. The Clerk and Storekeeper, Mr. Canniff, during the past year, had considerable extra work, but was equal to the task, and has at all times rendered me every assistance in his power.

The Institution officers and teachers are compelled by the nature of their duties to spend most of their evenings at the Institution. During the winter months, time hangs somewhat heavily on their hands. Some of them are musically inclined, and if there were a piano provided by the Government it would be a source of great pleasure and enjoyment to all concerned. I hope you will make arrangements for the purchase of one to be placed in the officers parlour, as I fully assure you it would be highly appreciated.

We are under continued obligation to the Grand Trunk, Canada Pacific, Northern, Toronto, Grey and Bruce, and Midland Railway Companies for giving us reduced fares for the children going to and returning from their homes during vacation. To James Stephenson, Esq., General Passenger Agent, and William Edgar, Esq., Assistant General Passenger Agent of the Grand Trunk Railway, we are specially indebted for liberal arrangements, and placing special cars at our disposal. Mr. Gunn, Agent at Belleville, Mr. Gormley, Agent at Toronto, have, as usual, been unremitting in their attentions for the comfort of persons coming here. The conductors and station masters on the various lines of Railways take the greatest possible care of the deaf and dumb children placed in their charge, and see them safely *en route* to the Institution.

Attached herewith will be found the statistical tables required :-

- A. Showing the nationality of parents of pupils.
- B. " religion " " "
- C. " occupation " " "
- D. " ages of pupils.
- E. " number of pupils and counties from which they came.

Hoping that our labours in the future may be even more successful than our efforts in the past, and that we shall still have the watchful care of a kind Providence in the discharge of our duties,

I have the honor to be, Sir,

Your obedient servant,

R. MATHISON,

Superintendent.

(c) NATIONALITY.

NAME.	No.	NAME.	No.
Canada	110	United States	7
Ireland	46	Indian	1
Scotland	45	Unknown	32
England	37		
Germany	15	Total	293

Presbyterians ..
 Methodists
 Church of Engl
 Roman Catholi
 Baptists
 Bible Christian
 Lutherans
 Mennonites' ..
 Agent

Axe-maker ..
 Baker

Blacksmiths ..
 Bookkeepers ..
 Brakesman ..
 Brewer

Bricklayer ..
 Cabinet-maker
 Carder

Car Inspector ..
 Carpenters ..
 Carriage-ma
 Cigar-maker ..
 Cheese-mak
 Conductor ..
 Carriers

Draymen ..

(b) RELIGION.

NAME.	No.	NAME.	No.
Presbyterians	91	Jewish Synagogue	1
Methodists	74	Plymouth Brethren	1
Church of England	41	New Jerusalem	2
Roman Catholics	40	Evangelical	1
Baptists	23	Unknown	2
Bible Christians	8		
Lutherans	5		
Mennonites	4	Total	293

OCCUPATIONS.

	No.		No.
Agent	1	Dressmakers	3
Axe-maker	1	Engineers	4
Baker	2	Farmers	124
Blacksmiths	8	Fisherman	1
Bookkeepers	2	Harness-maker	1
Brakesman	1	Hotel-keepers	2
Brewer	1	Ironfounder	1
Bricklayer	1	Keeper of park	1
Cabinet-maker	1	Labourers	57
Carder	1	Livery proprietors	2
Car Inspector	1	Machinists	2
Carpenters	12	Ma'tster	1
Carriage-makers	3	Marble Cutters	2
Cigar-maker	1	Masons	3
Cheese-maker	1	Merchants	7
Conductor	1	Millers	3
Carriers	2	Millwright	1
Draymen	1	Moulder	1

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293

COUNTIES FROM WHICH PUPILS ADMITTED DURING THE YEAR CAME—*Continued.*

No.	NAME.	No.	NAME.	No.
1	Lincoln	1	Renfrew	7
1	Middlesex.....	15	Simcoe.....	12
1	Muskoka District	5	Stormont, Dundas and Glengarry.....	15
1	Norfolk	5	Victoria.....	1
1	Northumberland.....	6	Waterloo	11
1	Ontario	6	Welland	1
1	Oxford	8	Wellington.....	
11	Peel	3	Wentworth	15
293	Perth.....	14	York	15
	Peterborough	3		
	Prescott and Russell.....	9		
	Prince Edward	1	Total.....	293

THE NUMBER OF PUPILS IN ATTENDANCE DURING THE YEAR ENDING
SEPTEMBER 30th, 1883.

Males.....	158
Females.....	135
Total.....	293

NUMBER OF PUPILS IN ATTENDANCE EACH OFFICIAL YEAR SINCE THE OPENING
OF THE INSTITUTION.

	Male.	Female,	
From October 20th, 1870, to September 30th, 1871.....	64	36	100
do 1st, 1871, do 1872.....	97	52	149
do 1872, do 1873.....	136	63	193
do 1873, do 1874.....	145	76	221
do 1874, do 1875.....	155	83	238
do 1875, do 1876.....	160	96	256
do 1876, do 1877.....	167	104	271
do 1877, do 1878.....	166	111	277
do 1878, do 1879.....	164	105	269
do 1879, do 1880.....	162	119	281
do 1880, do 1881.....	164	132	296
do 1881, do 1882.....	165	138	303
do 1882, do 1883.....	138	135	293

COUNTIES FROM WHICH THE TOTAL NUMBER OF PUPILS WERE RECEIVED.

COUNTY.	Male.	Female	Total	COUNTY.	Male.	Female	Total
Algoma	1	.....	1	Middlesex	23	13	36
Brant	14	5	19	Norfolk	9	6	15
Brace	12	7	19	Northumberland	5	10	15
Carleton	14	6	20	Prescott	3	1	4
Dufferin	1	.....	1	Ontario	11	5	16
Durham	11	5	16	Oxford	6	6	12
Igin	6	8	14	Peel	4	2	6
Essex	3	11	14	Perth	19	12	31
Frontenac	7	5	12	Peterborough	10	2	12
Grey	18	11	29	Prince Edward	3	.....	3
Haldimand	5	1	6	Renfrew	7	7	14
Halton	2	4	6	Russell	2	4	6
Hastings	18	11	29	Simcoe	13	12	25
Huron	10	19	29	Stormont	5	4	9
Kent	12	6	18	Dundas	4	3	7
Lambton	18	4	22	Glengarry	3	1	4
Lanark	6	2	8	Victoria	1	2	3
Leeds	8	3	11	Waterloo	10	9	19
Grenville	3	1	4	Welland	3	2	5
Lennox	3	2	5	Wellington	14	12	26
Addington	1	1	2	Wentworth	18	4	22
Lincoln	3	3	6	York	21	19	40
Parry Sound	1	.....	1	New Brunswick	2	.....	2
Muskoka District	3	3	6	Tota's	377	254	631

OCCUPAT

Accountant ..
 Agent

Axe-maker ..
 Baggage-man ..
 Bakers

Barrister

Blacksmiths ..
 Boarding hou ..
 Boiler-maker ..
 Bookkeepers ..
 Brakesman ..
 Brewers

Bricklayers ..
 Brickmaker ..
 Butcher

Cabdriver

Cabinet-maker ..
 Captain of ..
 Carder

Car Inspector ..
 Carpenters ..
 Carriage-m ..
 Cheese-maker ..
 Cigar-maker ..
 Civil Servic ..
 Clerks

Conductor ..
 Coopers

Curriers ..
 Dealer in ..
 Draymen ..
 Dressmak ..
 Engineer ..
 Engineer ..
 Farmers ..

OCCUPATION OF PARENTS OF PUPILS ADMITTED SINCE THE OPENING OF
THE INSTITUTION.

Total	No.	—	No.
	1	Fire Insurance Inspector	1
36	1	Fishermen	3
15	1	Governor of Genl.	1
15	1	Gunsmith	1
4	3	Harness-maker	1
16	1	Iron-founder	1
19	14	Keeper of Park	1
6	1	Labourers	106
31	1	Livery Proprietors	2
12	4	Machinist	1
3	1	Maltster	1
14	2	Marb e-cutters	2
6	2	Masons	9
25	1	Manufacturers of Agricultural Implem'ts	2
9	1	Mechanic	1
7	1	Merchants	12
4	2	Millers	3
3	1	Millwrights	2
19	1	Miner	1
5	1	Minister	1
26	21	Moulder	1
22	5	Non-Commissioned Officers	1
40	1	Nurseryman	1
2	1	Painters	8
631	1	Pedlar	1
	3	Plasterers	3
	2	Plate-driller	1
	3	Printer	1
	3	Saddlers	1
	1	Sailors	4
	3	Sailmaker	1
	8	Seamstresses	2
	3	Servant	1
	1	Shoemakers	18
	286	Tailors	6

OCCUPATION OF PARENTS OF PUPILS, ETC.—Continued.

	No.		No.
Tavern keepers	8	Unknown	
Teachers	6	Watchmakers	2
Teamster	1	Weaver	1
Traders	2	Total	631

AGES OF THE PUPILS ADMITTED SINCE THE OPENING OF THE INSTITUTION.

Age.	No.	Age.	No.
4	1	19	18
6	18	20	13
7	70	21	9
8	61	22	9
9	63	23	5
10	45	24	5
11	50	25	5
12	45	26	4
13	36	27	2
14	30	30	1
15	44	36	1
16	31	Unknown	11
17	27		
18	27	Total	631

CAUSE OF DEAFNESS.

CAUSE.	No.	CAUSE.	No.
Abscess	1	Cold	31
Accident	1	Congenital	250
Affection of the ears	2	Congestion of the brain	6
Burn	1	Dysentery	1
Canker	1	Fall	13
Cerebro-spinal meningitis	15	Fever, bilious	4
Cholera	1	“ brain	16

CAUSE OF DEAFNESS—Continued.

CAUSE.	No.	CAUSE.	No.
Fever, intermittant	1	Mumps	4
“ scarlet	45	Paralytic stroke	1
“ spinal	11	Rickets.	1
“ malarial	1	Scabs	1
“ typhus	5	Scald	1
“ typhoid	4	Scald heads	2
“ undefined	18	Shocks	2
Fits	8	Sickness undefined	18
Gathering in the ears	1	Spinal disease	37
Gathering in the head	3	Swelling on the neck	1
Inflammation of the brain	7	Teething	3
“ “ ears	1	Water on the brain	5
“ “ lungs	1	Whooping cough	6
“ “ pulmonary organs	2	Worms	2
“ “ spinal marrow	1	Causes unknown or undefined	79
Measles	16	Total	631

DATE OF DEAFNESS AFTER BIRTH.

—	No.	—	No.
Under 1 year of age	43	Between 10 and 11 years	4
Between 1 and 2 years	66	“ 11 “ 12 “	1
“ 2 “ 3 “	60	“ 12 “ 13 “	1
“ 3 “ 4 “	45	“ 13 “ 14 “	4
“ 4 “ 5 “	24	“ 14 “ 15 “	2
“ 5 “ 6 “	21	Unknown at what age they lost their hearing, but were not born deaf	86
“ 6 “ 7 “	7	Congenital deaf mutes	253
“ 7 “ 8 “	6	Total	631
“ 8 “ 9 “	3		
“ 9 “ 10 “	5		

RELATIONSHIP OF PARENTS.

1st cousins	45
2nd "	11
3rd "	4
Distinctly related.....	16
Not related.....	535
Unknown.....	20
Total	631

NUMBER OF DEAF MUTES IN THE FAMILIES REPRESENTED.

1 family contained 5 mutes.....	5	
2 families " 4 " each.....	8	
10 " " 3 " "	30	
39 " " 2 " "	78	
510 " " 1 " "	510	
552	Total.....	631

REPORT OF THE PHYSICIAN TO THE INSTITUTION.

BELLEVILLE, October 2nd, 1883.

R. CHRISTIE, ESQ.,
Inspector of Public Charities, Ontario

SIR,—I have the honour of submitting the Annual Medical Report of the Ontario Institution for the Education of the Deaf and Dumb, for the year ending 30th September, 1883.

The total number of pupils in attendance was 293, all of whom, with two exceptions were of proper school age, and in every way capable of sharing in the educational advantages of the establishment. The parents of those two, who are of that unfortunate class who can hear but cannot speak, and who, so far as my experience goes, are invariably feeble-minded, were informed at the end of the session that they would not be re-admitted, and advised to send them to the Institution at Orillia as more suitable to their requirements.

Heretofore we have been able to congratulate ourselves upon the beautiful situation of the Institution, and the general healthfulness of its surroundings, and although there has been a feeling of anxiety about the water for some time, we have not yet had to report any bad effects from its use since the extension of the supply pipe a few years ago. An outbreak of typhoid fever, however, which attacked a number of pupils during the months of March and April, and which has been traced to the drinking of impure water, fully demonstrated the defectiveness of the existing system, and determined the necessity for procuring a better quality. The water used was obtained from two sources. A well at the east of the carpenter's shop supplied a considerable quantity of good water, but by far the greater quantity was pumped from the bay into a large tank at the top of the main building, and from there distributed by pipes wherever required that intended for drinking and cooking purposes being passed through a filter containing alternate layers of charcoal and gravel. The bay water, though at all times containing traces of vegetable matter, is, during ordinary fine weather, of a fair quality, but the great thickness of the ice last winter so interfered with the escape of sewage

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from the sewers into the channel, that the water in the vicinity of the supply pipe became contaminated. Many of the children, instead of drinking the well water or the filtered water, intended for that purpose, were in the habit of using unfiltered water obtained from the taps in the bath-rooms, and from this habit, I have no doubt, the fever rose, as a quantity of the water sent to Dr. Ellis, of Toronto, for analysis, was pronounced unfit for use.

It is needless to state that the outbreak caused considerable alarm among the inmates and their friends, but I am pleased to be able to say that the greatest good sense was displayed by all concerned. Immediately after the disease manifested itself the officers, teachers and pupils were informed of its nature, and a printed circular setting forth its real character was sent by the superintendent to all the parents. This step appears to have been most wise, for while it revealed to them the dangers to which their children were exposed, it also served as an assurance that our true position being understood, we could the more successfully grapple with the difficulty.

Every possible attention was given to the sick ones by those who had charge of them; the officers and their assistants being at all times ready to attend to their wants, and to contribute to their comforts. The superintendent was indefatigable in his attention, visiting the hospital at all hours, and displaying as great solicitude for each individual as he could for a member of his own family.

By the employment of every available sanitary measure, and a strict prohibition of the use of unfiltered water, a general spread of the disease was prevented, and the number of cases fortunately limited to twenty.

A number of cases of severe sore throat occurred during the early part of the session.

One case of scarlet fever was imported, but by placing the boy in the hospital and keeping him thoroughly separate from the others while any danger of infection existed, a spread of the disease was averted.

Three deaths occurred: one from typhoid fever, one from acute meningitis, and one from inflammation of the lungs.

The summer vacation began a month earlier than usual in order that certain necessary improvements, contemplated by the Government, in the sanitary arrangements could be proceeded with. The contractors are progressing with the works and expect to have them completed in a short time. A sewage drain 360 feet in length has been constructed through the grounds, connecting the two sewers, and henceforth all sewage matter will be discharged through one outlet. As there is at all times a slight current in this part of the bay towards the east, and as the influence of the prevailing winds is in the same direction, there is no doubt but that the closing of the outlet of the sewer to the west of the water pipe is a wise sanitary precaution, as it removes what has been in the past one source of contamination.

The supply-pipe through which the bay water is procured has been extended to a distance of 600 feet from the shore in order to procure as pure a supply as possible.

The large filter near the bay, which is being constructed according to the most improved plans, is approaching completion, and henceforth all the water taken from the bay will be filtered before entering the building, and it is confidently expected that by those changes the dangers which have threatened the health of the inmates from that source, will be removed.

The well has been deepened, rendered impervious to the entrance of surface water, and now furnishes good, wholesome water. If one or two more wells were dug in order that there would be a certainty of a sufficiency of water for all requirements, in case of an accident to the engine or pipes interrupting the supply from the bay, I think the water system would be about as perfect as it is possible to make it.

Cases of the following diseases have received treatment during the year :—

Abrasions.
Abscess.
Amenorrhœa.
Anœmia.
Boils.
Bronchitis.
Burns.
Catarrh.
Colic.
Contusions.
Constipation.
Debility.
Diarrhœa.
Dysentery.
Dyspepsia.
Ear-ache.
Eczema.
Erysipelas.
Fever, typhoid.
Fever, scarlet.
Gastralgia.

Head-ache.
Hemoptysis.
Lumbago.
Laryngitis.
Meningitis.
Menorrhagia.
Neuralgia.
Ophthalmia.
Palpitation.
Pleurodynia.
Pneumonia.
Ringworm.
Rheumatism.
Scabies.
Sciatica.
Tooth-extraction.
Tonsillitis.
Urticaria.
Vomiting.
Wounds.

I have the honour to be, Sir,

Your obedient servant,

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

LAST OF PU
OF THE

BRANT.

Brockbank, H.
Douglas, Geo.
Forsyth, Louis
Foulds, Sarah
Gladiter, Isak
McKenzie, Bo.
McPherson, R.
Smith, Archib.
Sours, David.

BRUCE.

Channon, Alb.
Channon, Jos.
Falkar, Jane.
Glichrist, Am.
Grant, Ellen.
Hubbard, The.
Macaulay, Ma.
Morgan, Jose.
McKenzie, Jo.
McKenzie, K.
McKitchie, P.
Porter, Mary.
Porter, Willie.
Robinson, Ro.
Stephen, Ant.
Zingg, Eva A.

CARDWE.

Norman, Har.

CARLET.

Armstrong, I.
Montgomery.
McEwen, Ra.
Waggoner, J.

DUPRE.

Metcalfe, Alb.

DURHAM.

Lancaster, A.
McCulloch.

ELGIN.

Blue, Dunc.
Couse, Jenn.
Dewar, Agne.
Gray, Marth.
James, Ada.
McCollum,
McCollum,
McCollum,
McIntyre, I.
McIntyre, F.
McMillan, F.

ESSEX.

Fall, Mabel.
Campbel, St.
Graves, Lou.
Jedoin, No.
Lafferty, K.
Lafferty, So.
L'Herauld.
Sepner, Alb.
St. Louis, J.

LIST OF PUPILS IN THE ONTARIO INSTITUTION FOR THE EDUCATION
OF THE DEAF AND DUMB FOR THE YEAR ENDING SEPTEMBER
30TH, 1883, WITH POST OFFICE ADDRESS.

BRANT.	P. O. ADDRESS.
Brookbank, Henry B.	St. George.
Douglas, George	Onondaga.
Forsyth, Louis	St. George.
Foulds, Sarah	Brantford.
Gladstier, Isabelle H.	do
McKenzie, Robert M.	New Durham.
McPherson, Robert U.	Brantford.
Smith, Archibald V.	do
Sours, David.	Norfield Centre.

BRUCE.	P. O. ADDRESS.
Channon, Albert E.	Dyer's Bay.
Channon, Joseph M.	do
Falkar, Jane	Kincardine.
Gilchrist, Annie	Eskdale.
Grant, Ellen	Holyrood.
Hubbard, Thomas	Tara.
Macaulay, Margaret	Millarston.
Morgan, Joseph E.	Kincardine.
McKenzie, John	Glammis.
McKenzie, Kenneth	do
McKitchie, Prudence E.	Maple Hill.
Porter, Mary	Falaley.
Porter, William	do
Robinson, Robert J.	Kincardine.
Stephen, Anthony	do
Zingg, Eva A.	Walkerton.

CARDWELL.	P. O. ADDRESS.
Norman, Hannah L.	Mono Road.

CARLETON.	P. O. ADDRESS.
Armstrong, Levi S.	South March.
Montgomery, Harriet	Richmond.
McEwen, Raehael	Carsonby.
Waggoner, Andrew S.	Ottawa.

DOFERRIN.	P. O. ADDRESS.
Metcalfe, Alfred	Honeywood.

DURHAM.	P. O. ADDRESS.
Lancaster, Annie S.	Port Granby.
McCulloch, John A.	Enfield.

ELOIN.	P. O. ADDRESS.
Blue, Duncan	Dutton.
Couse, Jenny A.	Fingal.
Dewar, Agnes A.	do
Gray, Martha A. B.	Springfield.
James, Ada M.	St. Thomas.
McCullum, Georgina	Stratfordville.
McCullum, Henrietta	do
McCullum, Violeta J.	Fingal.
McIntyre, Duncan	do
McIntyre, Dugald	do
McMillan, Flora E.	Dutton.

ESSEX.	P. O. ADDRESS.
Fall, Mabel	Windsor
Campbel, Susan	do
Graves, Louis	do
Jedoin, Noah	Essex Centre.
Lafferty, Matilda J.	Windsor.
Lafferty, Sophia	do
L'Herauld, Mary N.	do
Sepper, Albert E.	do
St. Louis, Annie	Walkerville.

FRONTENAC.	P. O. ADDRESS.
Clench, William H.	Wolfe Island.
Dennison, John	Kingston.
Martin, Ida J.	Hartington.
Miller, Mary J.	Mississippi Station.

GREY.	P. O. ADDRESS.
Andrew Maud C.	Owen Sound.
Calvert, Francis A.	Horning's Mills
Cambell, Wm. J.	Owen Sound
Carter, Roland	Markdale
Corbott, Wm. C.	Owen Sound
Jarvis, Martha	Warston
Middleton, Thomas	Horning's Mills
McColouch, David	Clavering
Purvis John	Allen Park
Queen Ellen	Pricerville
Tone, William	Ayton

HALDIMAND.	P. O. ADDRESS.
radshaw, Thomas	Jarvis.
Furry, Adeliza S.	do

HALIBURTON.	P. O. ADDRESS.
Illman, Alfred	Haliburton.

HALTON.	P. O. ADDRESS.
Cunningham, Hannah A.	Oakville.
Cunningham, Nellie	do
Hinton, John	Kilbride.
Newell, John R.	Milton West.
Willoughby, Rose	Georgetown.

HASTINGS.	P. O. ADDRESS.
Allan, Frank P.	Deseronto.
Drum, Matilda	Belleville.
Irvine, Eva	do
King, John	New Carlow.
Lyon, Arthur	Sargison.
Messier, Edward	Trenton.
McLean, Jeanie	Amble.
Wannamaker, Lucinda	Eldorado.

HURON.	P. O. ADDRESS.
Agnew Ellen	Blake.
Cunning, Lily M.	Dunlop.
Engel, George	Cranbrook.
Henderson, James	Ethel.
Hoggard, Hepzibeth	Londesborough.
Ketterer, Wilhelmina	Seaforth.
Krause, Henrietta B.	Credition.
McCrimmon, Duncan	Wingham.
McCullough, Mary E.	Blythe.
Pettypiece, Annie	Wingham.
Pettypiece, Mary	do

KENT.	P. O. ADDRESS.
Bowden, Mary T.	Guilds.
Campbell, Marion	Chatham.
Flater, Annie	Buckhorn.
Flater, Laura	do
Flater, Walter	do
Gorman, Daniel	Chatham.
Harris, Martha	do
Henry, Louis J.	do
Liddy, William	do
McKay, Alexander	do
Thompson, William M.	do

LANSDOWN. P. O. ADDRESS.

Hadden, James. Moore.
McFarland, Aggie. Forest.
Schuler, Joseph R. Pointe Edward.
Steel, Edith. Sarnia.
Steel, Mabel. do
Summers, William J. do
Turrill, David A. Florence.
Wark, Walter. Sarnia.
Wright, Albert. Mosside.

LANARK.

Brian, Levi. Carleton Place.
Larkins, Walter B. Blakeney.
Lookhart, Alfred P. Almonte.
Malone, Peter J. do

LEEDS AND GRENVILLE.

DAVISON, Howard M. Phillipsville.
Earl, John. Glenn Buell.
Hazelton, Thomas. Delta.
Howison, Albert E. Brockville.
Murray, Matthew. North Augusta.
McLarui, Archibald J. Prescott.
Quinn, Margaret. Kemptville.
Rape, Correll. Lansdowne.
Warren, Ira. Mallorytown.

LENOX AND ADDINGTON.

Campbell, Mary A. Flinton.
Meeks, John. Plevna.

LINCOLN.

Wallace, William. Merriton.

MIDDLESEX.

Bryce, Lily A. Byron.
Cowan, Alfred H. London.
Dark, David A. B. London East.
Evans, Emma. London.
Fleming, John. Newbury.
Fleming, Minnie. London.
Greene, Thomas M. do
Leitch, Mary. Knapdale.
Miller, William. London.
McCallum, Nell A. Gladstone.
McIntyre, Eliza A. London.
McLellan, Elizabeth. Park Hill.
McPherson, Sarah. Gleanworth.
Noyes, Jessie E. Denfield.
Thompson, Simpson. London East.

MURKOKA DISTRICT.

Fletcher, William N. Housey's Rapids.
Francis, Alice. Hntsville.
Hunter, George F. Burk's Falls.
McDowell, Mary E. Stoneleigh.
Wingfield, John A. Utterson.

NORFOLK.

Buck, Lillian B. Cultus.
Chamberlain, George. Port Rowan.
Kelly, George A. Glen Meyer.
Lewis, Levi. Vannessa.
McIsaac, John A. Delhi.

NORTHUMBERLAND.

McArdie, Isahla. Bewdley.
Reynolds, Emma J. Warkworth.
White, Alexander. Bewdley.
White, Juliet. do
White, Kate. do
White, Margaret. do
Wright, William J. Newcombe's Mills.

ONTARIO.

Baker, Letitia. Valentyne.
Cannard, William. Oshawa.
James, Eliza L. do
King, John. do
McKinnon, Margaret L. Cannington.
McRae, Murdoch. Beaverton.

OXFORD.

Broom, Jane M. Woodstock.
Chute, Edwin G. Ingersoll.
Goddard, Ellen. Woodstock.
Harmer, Charles. Stratford.
Moore, Elizabeth. St. Mary's.
Moore, Sarah. do
Stauffer, John F. Plattsville.
Whealy, Henry. Norwich.

PERL.

Dean, Joseph. Sand Hill.
Little, Annie. Lockton.
Scott, William. Caledon.

PERTH.

Barthel, Edward. Sebringville.
Basler, George. Carthage.
Duncan, James. Stratford.
Fuller, Margaret E. Mitchell.
Gould, Justus S. St. Mary's.
Jordan, Thomas. Dublin.
Kennedy, Margaret. Mitchell.
Moore, Claude C. Sebringville.
Pauli, Matilda. do
Quinlan, William F. Stratford.
Reid, Sarah. St. Mary's.
Roberts, Hannah. Mitchell.
Trachsel, John. Shakespeare.
Wolf, Barbara. Gowansstown.

PETERBOROUGH.

Emery, William J. Peterborough.
Iobister, John A. Lakefield.
Simon, Edgerton. Hiawatha.

PERSCOTT AND RUSSELL.

Cahill, Catherine. St. Eugenie.
Cahill, Patrick. do
Campbell, Dennis. Lafaire.
Gray, Alfred. Metcalfe.
Herrington, Isabella. Russell.
Herrington, Rachel L. do
Labelle, Alexander. St. Albert.
McEwen, Joseph S. Billings Bridge.
McLaren, Archibald J. Prescott.

FRANCE EDWARD.

Davis Charles. Picton.

RENFREW.

Kidd, William. Locksley.
Melnitz, Charles F. Pembroke.
Mick, Janet. Micksburg.
McBride, Ann e. Westmeath Front.
McPee, Gertrude. Palmer's Rapids.
Fraser, Albert E. Pembroke.
Russell, Janet. Renfrew.

SIMCOE.

Avarell, Samuel. Newton Robinson.
Avarell, Sarah. do
Bassett, Sarah E. Everett.
Baird, William J. Berton.
Crosbie, Agnes M. Lisle.
Johnson, Joseph U. Barrie.
Lawrence, Betty Ann. Maple Valley.
Morrison, Margaret S. Collingwood.
Morrison, Mary. do
Munro, Mary. Midhurst.
Rodger, John. Midland.
Taylor, John T. Singhampton.

STORMONT, DUNDAS, GLENGARY.

Baker, Laura M. Woodlands.
Festory, Fanny. Amherstville.
Faubert, Joseph. Cornwall.
Gagne, Elzear. do
Hanes, Christia A. Chesterville.
Hanson, Robert. Cambridgeburg.
LaBundie, Henrietta. Winchester S.
Merchand, Edward C. Ormond.
Morrande, Samuel. St. Raphael.

STORMONT.

McDonald. do
McDonald, Phillips. I.
Valance, do
Valance, do
Wood, Pe. do

VICTORIA.

Cody, Errol. do

WATERLOO.

Bull, Mar. do
Gottlieb, do
Gottlieb, do
Hoffman, do
Nahrgang, do
Plate, A. do
Ruetz, Pa. do
Turnbull, do
Thompson, do
Windem. do

WESTMONT.

McMurray. do

WINDSOR.

Bridgford. do
Farrell, J. do
Halliday, do
Kahler, do
Munroe, do
Murphy, do

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STORMONT, DUNDAS, GLENBARRY— P. O. ADDRESS.
Continued.

McDonald, Flora.....	St. Raphael.
McDonald, Ronald J.....	Harrison's Corners.
Phillips, Louis.....	Cornwall.
Vallance, Christina.....	do
Vallance, Isabella.....	do
Wood, Percival.....	Winchester Springs.

VICTORIA.

Cody, Ernest H.....	Oakwood.
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WATERLOO.

Bull, Mary.....	Berlin.
Gottlieb, Emil.....	Ayr.
Gottlieb, Henry.....	do
Hoffman, Sarah.....	Heidelberg.
Nahrgang, Isaac.....	New Hamburg.
Nahrgang, Louisa.....	do
Plate, Adeline.....	Bridgeport.
Ruefs, Peter.....	Bursfield.
Turnbull, Agnes.....	Galt.
Thompson, Albert E.....	do
Windenburg, Allan.....	New Dundee.

WELLAND.

McMurray, Elizabeth.....	Niagara Falls.
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WELLINGTON.

Bridgeford, George T.....	Harrison.
Farrall, Margaret.....	Salen.
Haldray, Emily J.....	Harrison.
Kahler, Louis.....	Palmerston.
Munroe, Albert A.....	do
Murphy, Ellen.....	Guelph.

WELLAND—Continued.

P. O. ADDRESS.

Pickard, Edward C.....	Mount Forest.
Res, Margaret.....	Mimosa.
Scott, Matthew C.....	Palmerston.
Watt, Margaret.....	Guelph.

WENTWORTH.

Bryce, William.....	Hamilton.
Byrne, John.....	do
Feast, Alfred.....	do
Feast, Linnie.....	do
Goodbrand James.....	Ancaster.
Kent, Ruth.....	West Flamboro'.
Mortimer, Charles.....	Hamilton.
Mosher, James H.....	do
McClashen, Thomas.....	do
Nolan, Elizabeth.....	do
Pettit, Syrian H.....	Storey Creek.
Ryan, Charles.....	Lynden.
Siembaugh, William W.....	Weir.
Sutherland, Ariel R.....	Lynden.

YORK.

Ball, Bessie.....	Toronto.
Benway, Charlotte.....	do
Clarke Arthur A.....	do
Cook, Joseph.....	Aurora.
Crispden, Alanson.....	Lemonville.
Elliott, Eva.....	Yachell.
Gates, Jonathan A.....	Toronto;
Hunt, Sarah.....	do
Harris, Francis.....	North Toronto;
McGillivray, Neil.....	Purpleville.
Phoenix, Margaret.....	Toronto.
Riddle, Frederick.....	Box Grove
Shepherd, Arnival C.....	Aurora.

PAPERS BY THE VARIOUS TEACHERS OF THE INSTITUTION

MATHEMATICS AS APPLIED TO THE EDUCATION OF THE DEAF
AND DUMB.

By D. R. COLEMAN, M.A.

The subject assigned for this paper involves a wider range in its scope and meaning than is necessary for present consideration. It is not the writer's intention to suggest theories unverified by practice, or dictate methods whereby mathematics may be taught as a factor in deaf-mute education, but rather to set forth briefly some facts and conclusions which have been gathered after several years of observation in the class rooms.

That some knowledge of this branch of science is essential to the deaf and dumb in acquiring an education is a truth which goes without argument, and the great desirableness of such knowledge is conceded by all; but there are questions in relation thereto that it may not be amiss to consider, viz. :—

1. How early and to what extent may mathematics be taught? and
2. Does its study aid the deaf mute in acquiring and using language?

We need not be told that the young mind is like a tender plant, and that it is when its perceptive faculties are beginning to germinate that the skilful hand of the educator is to take hold and train it; but it may be useful to enquire what subjects are best adapted to its development. I believe one of the chief of these is the study of numbers, because it appeals at once to the reason, and can be illustrated by natural objects. Chil-

dren begin to show their intuitive knowledge of numbers and quantity at a remarkably early age. If "little George" gets a bigger piece of cake or more sugar-plums than his younger brother, the latter will be quick to perceive the relative value of his share, although he may not have reached the age of three years, or learned the form or use of a single letter of the alphabet. Would it not be wise to take advantage of such early and natural mental processes, and begin at once to lead the child along in the mode of thought, however crude, which he instinctively forms for himself. Practical results in our primary classes have abundantly proved that a knowledge of numbers and their relative value can be readily imparted to the youngest child that enters school, and that the study has been made interesting as well as profitable.

Next, as to how far this branch of learning is to be extended. Our practice is to extend it as far and no farther that it may be of use to the pupils after leaving school, and this is based on the belief that not one in one hundred of them will ever require a knowledge of mathematics beyond what has been prescribed in our course of study. I do not wish to be understood as undervaluing the higher branches of mathematics or implying that the deaf and dumb are mentally incapable of grasping its principles. I fully appreciate the important work being done at the National Deaf Mute College, in Washington, and in institutions where academic classes are established, and the time for attendance at school extended to ten or twelve years; but I have reference now to what will be actually necessary in after life for the deaf and dumb as a whole.

The mathematical subjects taught here are confined simply to elementary arithmetic, and embrace the following:—The four rules, fractions, loss and gain, compound numbers, analysis, and simple interest. In an Institution similar to ours, nay, in any school, either for the deaf or the hearing, here the term is limited to seven years, and the annual examinations are conducted with a thoroughness that leaves no uncertainty as to what is being accomplished, to attempt to teach more would certainly lead to confusion and failure. Besides, if a pupil passes through this course of study, possessing a thorough acquaintance with the various operations involved, and ability to apply them when needed in the practical affairs of life, we may safely conclude that he is prepared to take care of himself and make a useful member of the community.

We come now to consider the most important question of all: "Does the study of mathematics aid the deaf mute in acquiring and using language?" It is one that has been the subject of much discussion, and concerning which a variety of opinions have been expressed. One writer, for instance, declares "that among the deaf the best mathematicians are generally the worst masters of written language, and *vice versa*"—a sweeping assertion. Another lays it down as his "firm conviction that a class should be introduced to the study of arithmetic, only after three years have been spent exclusively in acquiring written language," while still another claims that there are "a multitude of words in arithmetic which do not occur in the study of history or any other science, and that the only way to have practice in them is to study arithmetic itself." I might go on quoting writers on this subject, but enough has been cited to show that the views of educators are far from being uniform. Whence comes this want of uniformity I think it may be accounted for in the various methods employed in teaching, and in the advocates of each method claiming that theirs is the only proper one. I am not prepared to deny that any good can result from pursuing a mode of instruction different from what I may deem the best, as proofs are not wanting to show that such a position would be erroneous; but whatever be the method employed, unless the teacher be possessed of good judgment, the power to demonstrate clearly, skill in exciting and maintaining the interest and attention of his class, determination, and untiring patience, the fruits of his labour will be unsatisfactory and discouraging.

If it is the aim of the teacher, or if his instruction has the tendency to perfect his class in mere mechanical work, and make it familiar with the various operations as applied to abstract numbers alone, or if he makes it a practice to explain in sign language what is required to be done in the solution of every problem, then it is granted that the

study of arithmetic. There have been conditions in mental form operations the meaning as far," twice to teach the Take, for example, pupil could be in question; The mere ab stands its us arithmetic c

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study of arithmetic will be of little value to the deaf mute in acquiring written language. There have been instances where pupils were astonishingly quick in answering questions in mental arithmetic expressed in symbols, and could rapidly and accurately perform operations in multiplication covering the side of a slate, but who were ignorant of the meaning of such phrases as "more than," "as many as," "as much again," "half as far," "twice as old," etc. Let me ask how the second writer quoted above proposes to teach their meaning "before the pupil is introduced to the study of arithmetic." Take, for example, "half as old as." In a class where arithmetic is not taught, the pupil could show his conception of the meaning only by making the sign for the phrase in question; but is this enough to satisfy the teacher that the idea is fully comprehended? The mere ability to give the sign for a word or phrase is not proof that the pupil understands its use, and the sign should not solely be relied upon when illustrations from arithmetic can be employed to give a clearer idea of the meaning.

It should be impressed upon the pupil from the outset that for every arithmetical equation or numerical combination there is a corresponding form of written language, and that he must be able readily to transform the one into the other. The very moment that he can write $1 + 2 = 3$, he should be made to know that it is only a sign for, and of less importance than "one and two are three," and so on. It has been found to be a profitable exercise to write simple numerical equations on the slate, and require the class to construct their own questions upon them. For instance, we write $6 + 4 = 10$; the pupil writes, "John has 6 apples and James has 4; how many have both?" Again, we write, $12 + 4 = 16$, and ask the pupil to form a question containing the phrase "more than." He writes, "John has 12 cts., and Henry has 4 cts. more than John; how much has Henry?" I was agreeably surprised one day after writing $70 - (15 \times 3) + (4 \times 3) = 13$, to have a pupil compose the following: "A man had \$70; he bought 3 cows at \$15 each, and 3 sheep at \$4 per head; how much had he left?"

In the solution of problems, great care should be taken that pupils thoroughly comprehend the meaning of the language employed in stating them, and that they have a clear idea of what is required to be done before they are permitted to commence work on their slates. Nothing is more trying to the teacher's patience than to have his class begin to figure away at a problem before he has given the least intimation of what he wishes them to do. Teachers well know the tendency of a great many pupils in this respect, and whether it be the result of a careless and idle habit, or of natural causes arising out of a radically defective mental condition, unless it is checked, and habits of *thinking* insisted upon, their labours will be worse than in vain.

Let me now give one or two practical illustrations, showing how the solution of problems by analysis may be beneficial to the pupils in the use of written language. Take the following: If six men can cut 90 cords of wood in 10 days, how many cords will 4 men cut in 8 days? The pupil proceeds thus:—

If 6 men in 10 days can cut.....	90 cords.
	90 cords.
1 man in 10 days will cut.....	6
	90×4 cords.
4 men in 10 days will cut.....	6
	90×4 cords.
4 men in 1 day will cut.....	6×10 cords.
	$90 \times 4 \times 8$,
4 men in 8 days will cut.....	6×10 or 48 cords.

Observe, that in the second step of the above analysis the pupil is required to make a distinct written statement, differing in form from anything contained in the general statement of the problem; in other words, to transpose from the hypothetical to the declarative form of expression. Notice also in the second step, that, although the only change in language is from the plural to the singular form,

there is an important arithmetical operation indicated. The expression $\frac{90}{6}$ is not to be considered a fraction, as such, but merely a convenient form for expressing division, or, if written in full, "one-sixth of ninety," and the reason for so expressing it is that *one man* in 10 days will cut *less*, or fewer cords, than will *six men* in the same time. So, also, in the third step we find the expression $\frac{90 \times 4}{6}$ which the pupil has been previously taught to understand as meaning that *4 men* will cut *more* cords in a given time than will *1 man*, or "*4 times one-sixth of ninety.*" The general idea is to have the pupil know that if *more* is required, he must place the number reduced to or from unity *above* the line (multiplication), and if *less* is required, *below* the line (division). The final answer is easily obtained by cancellation.

Again, in the above question, let it be required to find the number of men instead of cords, and we have the following:—

In 10 days 90 cords will be cut by 6..... men.
 In 1 day 90 cords will be cut by 6×10 men.
 In 8 days 90 cords will be cut by $\frac{6 \times 10}{8}$ men.
 In 8 days 1 cord will be cut by $\frac{6 \times 10}{8 \times 90}$ men.
 In 8 days 48 cords will be cut by $\frac{6 \times 10 \times 48}{8 \times 90}$ or by four men.

Here we notice in the first step that the statement contains a change from the active to the passive form of the verb, necessitated by the nature of the question, and requiring the exercise of some knowledge of language to write it correctly. I cannot stop here to explain the apparent absurdity, contained in the third and fourth steps of this analysis, if carried out to their logical result, of the fractional part of a man being required to perform a given work. The reasoning is correct, and serves the present purpose.

These are only two examples given to show how hundreds of other problems may be solved on the same principle of analysis, or, as it is sometimes called, by the *unitary method*, and I am fully convinced, from the practical results obtained by its general application in the past, that it is the most natural, and, consequently, the most effectual method that can be adopted in teaching arithmetic to a class of deaf mutes.

In conclusion, and to recapitulate, I believe that the best interests of the deaf and dumb will be promoted by introducing them to the study of numbers when they first enter school; by continuing that branch of instruction as far as, and no farther than, it will be of practical benefit to them when they go out into the world, and by impressing it upon ourselves, as teachers, that the great object to be had in view in teaching arithmetic, or any other branch of learning, is to familiarize our pupils with the proper and ready use of written language.

HOW TO AWAKEN THE INTEREST AND ATTENTION OF DEAF MUTES.

BY JAS. WATSON.

Few persons, except those who are actually engaged in the work of instruction, can have any just conception of the difficulties under which teachers of the deaf and dumb labor to create in the minds of their pupils an interest in their studies.

When we take into consideration that the two chief avenues through which the mind holds communication with the outer world are, in the case of the deaf-mute, sealed, that all the knowledge he has of what is transpiring in the world around him has been derived from ocular observation, and even that has been in a large majority of cases circumscribed within the limits of the family circle and his own immediate relations; and that, although possessed of the same feelings in common with those in the enjoyment of the sense of hearing and the faculty of speech, yet he knows not the name of a single object in creation. Need we wonder, then, at the chaotic state of his mind when he first comes under the care of the instructor? True, he has a few crude signs which necessity has compelled him to form to make known his commonest wants, and with which his family are in some measure acquainted, but

beyond this he has having received under the parent's earliest period of roundings through characterized as "the only means which This can best be he would in all telling a short

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beyond this he cannot hold any intercourse whatever with the outer world. He comes to us without having received the lessons of early childhood, which his more fortunate brothers and sisters gained under the parental roof, with its heartfelt sympathies and loving caresses. Therefore, we should at the earliest period of his school-life, endeavour to induce him to tell something about his home and its surroundings through the medium of the sign language, which the late Moritz Hill, of Germany, characterized as "the element in which the mental life of the deaf-mute begins to germinate and grow—the only means whereby he on his admission to the school may express his thoughts, feelings, and wishes." This can best be accomplished by showing him pictures of animals—with the habits and uses of which he would in all likelihood be already acquainted—and scenes of farm and city life. at the same time telling a short story which the scene presented may suggest.

Converse with him about his family, how many brothers and sisters he has, if he can play ball etc. His face will begin to brighten, and he will respond to your enquiries and strive to make himself understood. Let the teacher proceed upon the same principle which he would adopt to gain the affection of a hearing and speaking child.

Once we have secured his affection and confidence, with what vivacity will he set about acquiring the names of the various objects presented to his notice, both by the manual alphabet and by writing, and with what eagerness and pride will he show the neatness of his handwriting!

He now discovers that he has entered a community with whom he can exchange an idea; his interest is somewhat aroused. *He has learned his first lesson*, and, if he is an intelligent child, will at once understand that he is placed in the Institution for the purpose of acquiring an education.

The next step would be to teach him to form sentences, on the principle laid down in that admirable text book, "Language Lessons," by the able Principal of the New York Institution for the Deaf and Dumb, Dr. Isaac L. Peet. The teacher will place, for instance, a hat upon the desk, and direct each pupil to touch the object. He will then write the question on the blackboard, "What did you do?" and teach the pupils to answer in writing, "I touched the hat." Show by the expression of your countenance that you appreciate their effort—even if they should not grasp it as quickly as you would desire; remembering that a cheering smile or a kind word often turns the scale between discouragement and resolution, and cheers up the sinking spirit of these little ones for a fresh effort.

Replace the hat with another object, and require each pupil to touch it, and to express, in writing, what he did, and so on in the same manner, several objects with the names of which he is already familiar. The exercise can be changed, and the interest of the pupil heightened by each one of the pupils performing the action, and being instructed to express the act in writing. Also teach him to express his wants, which is a very important matter to a child, such as, "I want a pen;" "I want a drink," etc.

All of these exercises are of such a nature, each pupil being required to take part, as to keep them lively and interested, and consequently quicken slow capacities and improve the brightest.

In teaching adjectives of colour, size, quality, and dimension, the pupils' interest can be secured by pointing out the various colours in dress worn by the pupils in the class-room, and also by contrast, as black gloves and white gloves, a large slate, a small slate, a long cane, a short cane, a sharp knife, a dull knife. A practical illustration of the last example can be given by showing the different effects produced by a sharp knife and a dull knife on a piece of wood. Always endeavour to give familiar practical illustrations of every step of the work, as by these means the attention of the pupils is attracted and life and interest given to the lesson. The pupil now being able to express his wants and feelings in simple language, he should be encouraged to write a letter to his parents acquainting them of the state of his health and also of his needs. His pleasure in this exercise will only be surpassed by the unbounded delight with which he receives the reply from home. With what eagerness will he strive to understand all the home news and the loving messages therein contained. But his knowledge of language being limited, he must seek the assistance of his teacher to explain it in that language which touches the heart, and reaches the mind of the slowest of comprehension of this class—the sign language. A good opportunity is now presented to impress upon him the necessity of paying greater attention to the exercises in the class-room, and of acquiring that familiarity with the idioms of language which will enable him, unassisted, to read the letters which he receives from his friends. Letter-writing is a powerful incentive to the deaf-mute to acquire a knowledge of verbal language.

At this stage of his education, and throughout the remaining years of his school life, the pupil should be required, especially in the class-room, to make all his complaints and enquiries either by dactylography or by writing; and he should also be encouraged to do the same at all other times. Always to carry about with him writing materials, so as to be in a position to enter into conversation with any hearing or speaking person with whom he may come in contact. This is very necessary, as it is a well-known fact that the book-learning of many deaf-mutes ceases when they leave school; but if they have been trained to express themselves in correct, even though it should be in simple language, that famous theory of "education by contact," which they will then be able to practice with considerable skill, they go on throughout their entire lifetime, and be the source of a vast amount of knowledge of which they will become possessed. It sets to work the moment two people are thrown together, for two implies conversation, and conversing and picking up new ideas are synonymous processes with deaf-mutes a

well as with those who are in the enjoyment of all their senses. It will enable the mute to take in the thoughts of others in order to draw out his own, as "dry pumps will not play till water is thrown into them."

Another good plan to enable the deaf-mute to gain the mastery of language, and one which develops his thinking powers, is to write elliptical sentences on the blackboard and allow him to supply the various parts of speech, as "The boy _____ I gave the book _____ studied his lesson," and also to incorporate words, which he has been taught into original sentences.

Another important step toward securing the interest and attention of a class, is the telling of interesting stories in the sign language; for instance, if we show a pupil the picture of a cow, it does not awaken any particular interest in his mind, the animal is so familiar, but let the usefulness of the animal during life be explained to him, and also that when dead, that there is not one part of the body but that can be made subservient either to our use or to our comfort. At once his interest in that domestic animal will be awakened and his mind furnished with new ideas.

Another good plan to enable the deaf-mute to gain the mastery of language, and one which develops his thinking powers, is to write elliptical sentences on the blackboard and allow him to supply the various parts of speech, as "The boy _____ I gave the book _____ studied his lesson, and also to incorporate words, which he has been taught, into original sentences.

Without dwelling on each step of the school room processes, as not two teachers are wholly agreed upon the order or manner in which language can be most successfully taught, I would remark in reference to the subject of Arithmetic, that it is a difficult, but important study, and one that in an eminent degree develops the reasoning powers of the deaf-mute—one that no matter what business in life he may be engaged in, it is highly desirable, nay, necessary that he should have a thorough acquaintance with the principles of Arithmetic. To make the study of it agreeable to him, and at the same time, to present it in such a manner as to bring it within the grasp of his comprehension; it being difficult for him to understand it in the abstract, a counting frame may be used by which he can be taught to add, mentally, with a rapidity that is truly astonishing; and until he is able to accomplish this, he should remain in addition. We would not confine him to the counting frame, but would give him various exercises, such as telling the number of panes of glass in the room, the number of crayons in the box and would also give many, very many, practical questions; for example James paid fourteen cents for apples ten cents for oranges, and seven cents for candy How much did he spend? In this way we are not only teaching him Arithmetic in an attractive form, but we are at the same time grounding him in the use of language.

Just in proportion as the pupil is expert in addition will the principles of subtraction and multiplication appear to him plain. It is well to show him that the latter is but a short way of doing the former, but, above all, require him to commit to memory the multiplication table, to have it so fixed in his mind that it would be almost impossible for him to make an error. I would emphasize this point, as I know from experience the trouble and annoyance which an imperfect knowledge of the multiplication table has caused both teacher and pupil. Give him exercises in mechanical multiplication, that he may acquire rapidity in his calculations, and also many practical examples, such as: A man paid — cents each for — lemons, and — cents each for — oranges; how much did they cost? And man paid — cents each for — lemons, and — cents each for — oranges. Furnish problems require him to give a written answer, as: He paid — cents for oranges and lemons. Furnish problems involving the three rules, frequently varying the phraseology. Practice the pupil well in short division before attempting the more difficult work of long division. Every pupil should be able to divide by every number up to twelve—short division. In order to do so he must thoroughly master the multiplication table. Drill well in mental arithmetic. A good way to stimulate to become expert in mental calculations is to have weekly tests of their ability. The teacher may select two of the pupils of his class as captains, and allow them to choose, alternately, the pupils whom they will play the game, and companies. Write a certain number of questions on the black-board, examine each pupil's slate, and write out each of their names with the number of correct answers opposite, so that all may see the result. I have known pupils to practise out of school so as to give a high standing in his exercise. Many practical problems involving the four rules should be given. They can be framed in such a manner as to stimulate him to increased exertion. It has been my practice, when I observed a pupil flag in his attention and become listless, to encourage him to devise a problem and write it on the blackboard for his class-mates to solve. This I have found to be a good plan to awaken an increased interest amongst the pupils, and, at the same time, a good exercise in language to the pupil propounding the problem. He is very careful to put it in correct English, but should he commit an error the necessary correction is made in presence of the class. I am aware that such a plan is strongly objected to by some teachers, they believing that it tends to make the pupil committing the error a "but" for the class. I can only say that such has not been my experience.

In teaching demomonstrate numbers, there is not, I believe, a more attractive form to engage the attention and fix the tables in the mind of the pupil, than to bring into the school room the various measures and also a set of weights. Show him by actual use the number of pints in a quart, the number of ounces in a pound, etc. A class, who had committed all the tables to memory and could tell what commodities were to be weighed or measured by each, was asked to tell the probable size of a parcel containing a pound of tea. Only two pupils could give anything approaching to a correct answer, they having been permitted to do some shopping for their parents at home.

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The teacher who has carried a pupil through to this stage of his education will so understand the deaf-mute mind as to be readily able to supply the incentive for the study of fractions, interest, etc. As the mind of a class of children are as different as their faces, no rules can be laid down which will suffice to awaken the interest of each. Therefore the teacher must depend upon his own ingenuity and tact, as the method for introducing a subject to the comprehension of one pupil, may convey but a very imperfect conception of it to another.

I will now pass onward to the sister studies of Geography and History. The study of Geography in the mere memorizing of the definitions and the names of places, rivers and mountains, is of little interest to the learner. But let the teacher outline a map on the blackboard asking the pupil to direct him in filling in the names of the cities, chief towns, rivers, etc., at the same time informing him for what each place is noted, the manufactories there established, and he will enter into the work with animation. It was my privilege, recently, to listen to a lecture delivered by a gentleman of large experience as a teacher in our common schools and subsequently as "inspector." During the course of his lecture, when speaking about awakening the interest of the pupils, he particularized the case of a boy to whom the study of Geography had no attraction. The lesson for the day being on that part of America embracing the Andes Mountains, the idea struck him that he would tell the class about the large bird that builds its nest in these mountains. As soon as he began to describe the bird's immense size and strength, the boy's interest became awakened and as, with distended mouth, he took in the story of the strong-winged Condor, the teacher at the same time put in the Andes Mountains. From that day forth the boy took a lively interest in the study of Geography, and could always remember where that mountain chain is to be found. In a similar manner must we endeavor to make the study of Geography attractive to our pupils if we would have them take an interest in the study and retain the lessons learned. Another important aid is the selection of paragraphs, both of home and foreign news, from the daily and weekly newspapers. The benefits derivable from this are of a two-fold nature. It not only acquaints a pupil with the geographical position of places, but it also familiarizes him with the idioms of our language; thus will a taste for reading be developed and that constant complaint of every instructor of deaf-mutes, "my pupils will not think," will be in a great measure removed.

The study of history, which appears at first to the pupil as a complication of dates, battles, etc., can be presented in such a way as to interest him, by dividing it into periods and arranging the events in each under its appropriate head. By doing so the attention of the pupil is confined to one special topic at a time, thus enabling him to remember the events pertaining to that topic more easily than if he were required to learn a variety of events simultaneously, because they happened at the same time. The importance of the study of this subject to the deaf-mute cannot be over estimated, as not merely does it furnish his memory with a catalogue of recorded events, but by it his comprehension is enlarged, the faculty of penetration sharpened, the ability to trace the relation between cause and effect developed, and his understanding of the idioms and phrases of our language vastly improved. Teach the deaf-mute to read history, not for the mere sake of learning to do so, nor even for the sake of reading, but as a means of acquiring knowledge, which will largely ameliorate the loneliness of his condition. The system of written monthly examinations by the teacher. By the latter mode, each pupil, as is also that of written monthly examinations by the teacher. By the latter mode, each pupil in the class is made aware of his capability, and stimulated to still greater proficiency. Another method of awakening an interest in his studies on the part of the pupil, is to excite his ambition by the offering of prizes or medals to such as merit them. This stimulus is condemned by some teachers as tending to create a jealous feeling in the minds of those who are slow to acquire, but my experience, as far as it goes, bears testimony in favor of a system of rewards.

I am well aware that what I have here said, can only convey a faint idea of the various methods pursued. It is impossible, within the limits of a paper, to describe the many school-room processes which the teacher of tact and ingenuity may devise to interest and stimulate the deaf-mute to acquire that knowledge which will qualify him for the practical business of life. I shall, however, be abundantly satisfied should the foregoing suggestions lead to a fuller and more detailed consideration of the important subject touched on in this paper.

THE IMPORTANCE OF A THOROUGH TRAINING IN LANGUAGE, AND THE METHODS TO BE ADOPTED TO SECURE DESIRABLE RESULTS.

BY PAUL DENYS

When, on the 16th of May last, assembled in the chapel of the Institution, we, after a short but laborious session, bade farewell to our worthy Principal, and the teachers and pupils grasped the hand of one another, and we took our leave of books and scholastic duties of all kinds, reasoning that man is a dual being, I decided that, while the vacation lasted, as well should I place a check on the reflective portion of self and put the animal to grass. In order to do this I sallied forth from the scene of industry with portmanteau scrupulously divorced from all intellectual objects, or anything approaching thereto; not a book, not a pen; no, nor even a bonnet—that ally of thought—would I carry with me. Filial instinct drove me home. Picturesque Ste. J.ienne, in the county bearing the historic name of Montcalm, nestled in the flanks of the Laurentian hills, is where the grazing was to be done and the man renewed. Hither came I, and, for a time, gambolled at will. But there soon came the

hay season, and parental solicitude promptly advised more outdoor exercise, just for a stimulant. This I accepted as gospel, and set to work like the "hero of a hundred battles." The hygiene, however, did not seem to me to work satisfactorily, and when the Superintendent's letter came requesting me to contribute a "paper" to his Annual Report, right glad was I of so plausible an excuse for returning to the blissful shades of our front-door maples.

In the troubled and regretful times of Louis XIII, it is said that Richelieu, after much diplomatic "laid by the pen and took up the sword." A little variation makes me "lay by the scythe and take up the pen." This, however, I do not do without some hesitancy, for, much as I may love to lend my humble talent for the furtherance of the cause, the reflection that I must descend into the arena of discussion on the ground of "best methods to secure desirable results," to discover the enemy and hit the blow in such a manner to pass without the profession, to merit the approbation of those mighty warriors who not only fought and conquered prejudice, parsimony and indifference, but who also traced those learned paths from which subsequent effort dare scarcely depart; of those noble men who taught and toiled and devised great and comprehensive systems; of those philanthropists who sacrificed talent, health and wealth that the road to learning might, as far as possible, be made clear of difficulties, and the deaf-mute allowed to emerge from the obscurity of his pitiable ignorance into the world of light and content. The reflection that so many able educators, such as the Peet, the Gallaudet, the Hutton the McGann, the P. tiengill, the Keep, the Latham, the Storrs the Greenberger, and dozens of others, have spoken either in convention or in print, and are, some of them, still benighted by the world with the reproduction of their long and valuable experience, and when those opinions, honest and learned, yet in not a few cases diverge so widely, there is reason for a younger counsellor to halt and hesitate. When, however, the attempt is made in compliance with wishes expressed and under avowed difficulties, the indulgence of right-minded men cannot be wanting.

Of the "importance of training these children in language," I need scarcely speak. The fact is so patent that it renders an advocacy of its urgency altogether useless. The lack thereof in our pupils is, indeed, the wail of every pen. With language as a foundation, you erect the scholastic temple with certainty and ease. Histon without, and depend on Babel. What, really, will it avail a poor boy to possess the whole world, geographically speaking, or to be a regular Babbage in dry measure or cubic roots, if he can't distinguish between "preserve" and "pickle." I read, I know not where, about the master who taught his pupil the word "violate" to mean "break," and gave, as an instance, "a bad boy violated the commandment of God." The next morning, young Smart came to Magister with the following on his slate: "a bad boy violated a looking-glass!" This and similar countless difficulties will arise at every step, which, unless the teacher be wide awake and perfectly *à fait*, will cripple his efforts. They are the rocks on which the unwary will founder. When I come upon a word having several meanings I generally make it a rule to dwell on that word and give one or two written instances illustrative of each particular meaning. If I recollect right, the first four years in the "Institut Royal de Paris" are exclusively devoted to the acquirement of language. I think, however, the practices followed here of introducing, at an early age, simple numbers and penmanship by way of varying the exercises and breaking the monotony of the school hours, to be quite beneficial.

Coming to the "methods which should be adopted in order to secure the best results," I may briefly remark that, since the days of Lucretius, who wrote—

"To instruct the deaf no art could ever reach,
No care improve them and no wisdom teach,"

opinions have considerably changed, and with good reason. Though the march of progress various systems have, from time to time, sprung up, whereby it was found possible to instruct those children, and the erroneousness of the former idea reality recognized. One of the leading men in the profession has lately written that, ordinarily, "deaf-mutes are fully equal to those who can hear and speak in their mental and moral endowment." If this be true, as it no doubt is, we are at once confronted with the fact of the absolute necessity of giving those children, not a slip-shod education, but one such as will, as near as possible, put them on an equality with "those who can hear and speak." The first and most necessary thing to be done is to give him language, that is, the power to express his ideas in our vernacular. Until he can do this he remains isolated in the midst of his fellow-men. But to give him this power requires tact, labor and system. System is the teacher's trowel, tact his mortar, and work the stone. It is with these the Kruse, Lowe, Fontenay, Gomage, Kitto, Spofford, Berthier and others were rewarded.

Not to mention the many skillful expellents which energetic teachers are sure to devise for themselves, I may say there are four great methods of systems now contending for supremacy. They are: the *Oral* and the *Manual*, the *Scientific* and the *Natural*. Each counts many devotees who are ready to stake their all on the particular merits of the method of their choice. A minority, in some direction or other, have done good. In institutions not exclusively devoted to articulation there may be found combinations of the *Oral* and *Manual*, or of the *Manual* and *Scientific*. While the pure oralists claim to more fully restore the deaf-mute to society, the manualists contend that their action is more gradual, more rapid, more sure, and, consequently, more beneficial. The scientific method, systematically, whilst the natural would have the abnormal child acquire language at school after the manner in which the hearing infant acquires it at home. In order to form a just estimate of the respective merits of each it were necessary to have separate classes formed of equally bright pupils, trained by teachers equally skilful in their own particular theory, and compare results.

Whatever merits or demerits may be possessed by those four great systems, nobody will dispute that one of the most important steps is to get your pupil from the outset to *think* in language. There was a time when a deaf-mute would memorize a whole lesson and then reproduce it, without

oftentimes correct. These are more rarely seen, but have been called the "parrot" method, and correctly he requires. So originally in the can command times, in the and invaluable

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oftentimes comprehending a word of what he wrote. He was a sort of automaton. Men, nowadays, are more rational. They *draw out*; they do not *crawl*. They depend less on text books, which have been called the refuge of the lazy and incapable, and more on themselves. If a child is to speak correctly he must lose no opportunity to acquire that flexibility of voice which perfect articulation requires. So, also, if, with Dr. Stard, we see "the importance, for our pupils, to express themselves originally in the language of the speaking world," we must insist on their discarding signs when can command better forms of expression, and encourage them by every possible means, and at times, in the manipulation of the alphabet, when by the habit of *thinking* in words shall be acquired and invaluable practice obtained in correct phraseology.

To resume, we may philosophize as much as we like, and at the end be practically where we started. It is with deaf-mutes as with plants. Some will thrive in any clime and under any sort; cultivation. Others never get beyond a stunted growth, despite the care and attention. An ounce of practice is worth a pound of theory. Give me the man who, from his own ingenuity, will contrive such plans as will bring a congenital mute on to write English or French or any one language accurately and idiomatically, and I care not if he ever heard of Ponce, or Amman, or Bylwer, or Pereire, if he ever possessed this or that system, if he is a manualist or an oralist; he is an Alexander, a Cæsar; he rules in Eldorado; the country owes him tribute, and the profession admiration and love!

Let language be the primary object in all teaching. Let parents and friends at home second the efforts of teachers and others at school, and, with such liberal provision as is made in Ontario for the education of these children, we ought surely to come out next to none in the great and noble race for intellectual progress in this country or on the continent.

THE PROPER MODE OF TEACHING NEW PUPILS.

By S. T. GREENE, B.A.

The work of teaching deaf-mutes, especially beginners, is one which engages every energy of my head and heart, and it is the work to which I have consecrated my life, and to which I have devoted my time ever since I left college. But as this Institution is almost the only sphere in which I have laboured, I do not possess the varied experience necessary to qualify me for speaking of the subject in the general way which is called for by the text, as Mr. Mathison has given it to me. I will therefore, instead, take the liberty of giving you my views and experience in teaching pupils as they come to the Institution, fresh from the home and the mother, prefacing my remarks with this general and most important observation: The parents of deaf-mute children do not appreciate how much the whole *est* life of these little ones is injured by the prevalent neglect to teach their silent children as carefully as they do their more privileged sisters and brothers. If parents would give these little ones some loving instruction from their earliest infancy, their *first* teacher at school would find, not so much that his work was made lighter (for that would be a paltry consideration, and not a very convincing one for me to bring forward), but that he would be able to advance them in the real work of school, of their solid, substantial education for life, much more rapidly than he could if he must take them quite in their crude state, with no other means of communication than his impulsive gesticulation of each passing emotion.

When I undertake the charge of a perfectly untaught class, I do not at once begin to teach them anything. I devote two or three days, or perhaps the first week, to studying them, and teach them MYSELF. I seek to learn the peculiarities of taste and disposition, the intellectual ability and spiritual needs of each child, and then I try to teach them *myself*, who I am, that I am their friend, not their teacher merely, that I love to do them good in *every way*, that their advancement is my pleasure, and that their sorrows grieve me. In this way I encourage their confidence, and try to win their affection, that this may be incentive not only to diligence in study, but also to general good behaviour, and make the whole work, as much as may be, a real labour of mutual love. To me, the advantages of such a basis of work in a class-room seem very great, and I hardly think that among my readers will be found any to differ from my estimate of its importance.

As to my method of really teaching new pupils, I do not know if it has many novel features about it, but I do know that I feel it to be a very great improvement on the way in which I was taught, and if these remarks shall have the effect of converting one from the method of teaching in use twenty-five years ago to the gentler discipline of to-day, I shall feel that I have not written in vain.

I always make the arrangement of furniture, ornaments, and pictures of the class-room as pleasant and attractive to the eye as possible. This is a feature of more importance than might at first appear. One wall, behind my desk, is covered with the manual alphabet, in characters as large as my hand, and in different parts of the room are hung pictures representing familiar objects. The desks are arranged in two rows, and I assign a place to each pupil, according to his height.

My first step is to teach them thoroughly the manual alphabet, and to this end divide the pupils into four or five groups. I call the first group to stand, and teach them three characters at a time. Then I dismiss them and call up the second group, giving them the same work, and so on with the other groups in turn until they all perfectly master the whole alphabet. Some do it in one hour, some in one day, and some in one week (or even weeks), according to their mental power.

I next write, in a plain, round hand, the letters on their slates, three at a time, and tell them to copy them as neatly as they can. As soon as they are familiar with these, I give them three new ones, and so on, until the whole alphabet, in writing, is perfectly familiar with them. But, when I give a class new letters to copy, I always make them repeat the old ones. This is most important, and cannot be omitted without causing confusion.

My next step is to teach them the names of objects in use in the room. I put three things, box, pen, book, on a table which is so placed that all can see them to advantage. On my black-board I write "the box," and then point to the box on the table; and again I write "the pen," and point to that object, and so on. Then I point to the words "the box," and tell them to show me the thing on the table which these words represent. This I repeat until they understand that the written words represent the objects, and then let them commit one word to memory without any assistance, which they can readily do, as they have already learned to spell on their fingers, and to form written letters. Here is one advantage gained by teaching them the alphabet first.

Great care should be taken not to teach beginners too many words at once, for confusion is sure to be the result. Once I tried to teach a few bright pupils five words at a time, coat, shirt, vest, pantaloons, boot. When they raised their hands to let me know that they had learned their words, I told them to write them out on their slates. Two did so correctly, while one wrote "coat pant, shirtaloons, vestboot." The other one put "boat" for coat, and "coot" for boot. A new pupil in a gymnasium is not taught the more difficult exercises at first, his muscles must be developed gradually. I observe the same method with the intellectual powers of a beginner, which are weak and unaccustomed to work.

As soon as the pupil can write the names of about ten objects without any hesitation, short sentences may be taught him. At this point in my course of instruction, I find much careful drilling necessary. For example I write "Touch the box" on my blackboard, then I myself touch the box, and direct the pupil to do the same. Next I write "What did you do?" and explain the meaning of the question as naturally as possible, when I examine them to see if they clearly understand it. Then I write "I touched the box," and proceed in this manner, until they are quite familiar with all the primitive tenses.

I teach the pronouns in much the same way. One pupil must spell some such question as "What did we do?" with his pencil or fingers; then the answer, "We touched the box," and I touched the box myself. The signs I find of the greatest use in impressing upon young minds the exact meaning of the different pronouns: in fact, were the use of signs forbidden in our Institution, I should be at a serious loss in what way to teach this part of speech. These examples are enough to show my method of teaching the elements of grammar, and it is not necessary to multiply illustrations on this point. I always take great pains to cultivate a neat and plain handwriting, and that my pupils maintain the orthodox position of hand and body while writing.

I have found it of great use and interest in the class-room to let the pupils describe, in writing, different acts of visitors or others present, and connect these sentences with the suitable conjunctions, thus: You shut the door, sat in the chair, and read the book.

If a class is faithfully drilled in the manner that I have endeavored to describe for four or five months, the best pupils will generally be able to write long and complicated sentences correctly; such as, Mr. Greene came into this room, took off his hat, bowed to us, gave a letter to Sarah, and she read it; he then took two books from his desk, and went out.

I teach adjectives of color, size, form, etc., by means of ten pieces of card board, two inches square, nailed to the moulding above the blackboard, each card representing a color, and the names of the colors written beneath their respective cards. They must learn adjectives by seeing, handling, smelling and tasting; of size, form, etc., I show them objects of the same kind, but differing in the quality which I wish to illustrate.

I teach my pupils to count in figures and words *both*, in the usual rotation, thus: 1, one, 2, two, 3, three, etc. When they know them well, I make them count by objects, and also in language, to answer such questions as "How many people are there in this room?" etc.

I am convinced that it is natural for the young deaf-mute to count. One day, at the beginning of the term, with a view of encouraging my pupils to memorize the alphabet, I offered five apples for the best effort, and three for the second best. By chance the prizes became transposed, when No. 1 pointed out that he should have two more, in order to complete his reward.

During the last term, I tried with one pupil the experiment of making him count objects in irregular order, and found the result to be that he could soon count much more accurately and faster than those taught by the old method in use. I shall adopt this plan in future classes.

As soon as they can understand signs, I tell a simple story (often a very laughable one), and sometimes lessen the monotony of the school-room drill, by letting a pupil play teacher while I become a pupil, and purposely make mistakes for them to detect. It has often surprised me to find how much is learned in a short time by this little "game," so to speak. Besides being heartily amused, and made to enjoy the school hours, each one seems filled with ambition to be the first to find out if I make any mistakes, and what they are, and how to correct them, and is so proud if he succeeds in discovering and making right my errors.

When any pupils have progressed as far as this, they are ready for promotion out of my class, and my subject brings itself to a close; but I would say, in conclusion, that my experience has convinced me that, to force or "cram" a deaf-mute pupil, does him a positive injury, whatever effect it may be found to have upon a speaking child, and that, altogether, if an affectionate kindness is to be maintained, it must go hand in hand with perfect firmness of discipline.

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THE MORAL AND RELIGIOUS TRAINING OF DEAF-MUTES.

By EFFIE TERRILL.

The compound word deaf-mute is easy of pronunciation, but what a sad, dead meaning it conveys to the heart-stricken mother, who for the first time hears it addressed to her beloved child, and how difficult to comprehend its full significance, even to those who, in full possession of all their faculties, have made the subject one of life-long study.

To be deaf and dumb, to be unable by speech to make known one's wants and thoughts, to be incapable, through the deficiency of hearing, to know the wants and thoughts of others, is something that even imagination fails to depict in its real character.

In each deaf-mute we see not only a soul enclosed in a material frame, but a soul imprisoned. The two chief avenues by which the intellect is reached are closed to it; therefore, the deaf-mute comes to the instructor, with his mind undeveloped—a perfect blank; or, even worse, full of erroneous impressions. In the twenty-second annual report of the American Asylum at Hartford, are annexed several questions addressed to a number of the pupils.

"Before you were instructed in the Asylum, had you any idea of a Creator?"
 ("The answers are given of a number of the pupils, which are substantially alike.)
 "No; I had no idea of a God at all before I entered the Asylum." Had you reasoned or thought about the world, or the beings or things which it contains?" "I never attempted to suppose who had made the world, or how it had ever come into existence."

"Had you any idea of your own soul?" "I never conceived such a thing as a soul, nor was I ever conscious that my mind had faculties or operations different and distinct from those of my body."

The deaf and dumb are not only "ignorant of words, but devoid of the ideas conveyed by words." They are endowed with all the feelings and finer sensibilities of others, some of them possessing even the finest intellects, yet they are deprived of all the pleasures and enjoyments that we derive from the sense of hearing. No song of bird, no melody of the human voice, no music of nature or of art, ever awaken the emotions or thrills the soul. They have no language to express their feelings, except through the medium of the meagre language of a few natural gestures, invented by themselves and their friends, to express their every-day wants.

Upon those natural signs, instructors have built up a beautiful and graceful language of conventional and arbitrary signs, which is readily acquired by the deaf-mute.

By this means the dormant mind is reached, and ideas, religious and moral, can be taught much earlier in school life than it would be possible by either written language or dactylography.

The deaf and dumb are susceptible in a very high degree to religious and moral training, and to their credit, be it said, that in our country a trial of a deaf-mute for crime is a thing almost unknown.

Some twenty years ago, a deaf-mute boy named Jacob Zimmers, was tried for murder at the Simcoe assizes. The late Prof. J. B. McGann, in his evidence, stated, "From my personal knowledge of the prisoner, I do not think he could distinguish right from wrong. He could be educated and made an intelligent being. He is not an intelligent being now; I may say he has had no educational advantages at all. It would take him four years to attain to the abstract idea of guilt or intentional turpitude of, or the penalty attached to, crime. The prisoner is not in the remotest degree capable of defending himself when charged with a crime, which is supported by purely circumstantial evidence, either by instructing counsel or by asking questions." This poor boy's father, who was a German, had often carried him on his back to church, and had family worship daily, yet, he said, that he had never been able to impart religious instruction to him.

The late Rev. Dr. H. P. Peet, in his valuable little work, "Notions of the Deaf and Dumb before Instruction," remarks: "It should be understood that the failure of so many anxious parents and relatives of uneducated deaf-mutes to impart to those unfortunates any ideas on religious subjects, is owing, not to any adaptation in the language of gestures for the communication of such ideas, but to their own want of skill in its use. As it exists in our institutions, this language is fully inadequate to the clear and vivid expression of religious truths. The rude and uncultivated dialects of gestures generally serve only to recall ideas with which both parties are already familiar. It requires an ingenuously proved dialect, and a master in its uses, to impart new ideas, especially if elevated and intricate."

The subject of the education of the deaf and dumb is of no light importance, involving as it does the happiness, both present and future, of so many of the human race. It is a science very imperfectly understood, even by those who have made it a study. It is indeed a profession which requires peculiar tact and energy, trying the patience of the teacher to the utmost.

An instructor must not only be an adept in the sign language, but also in the contrivances resorted to, and the ingenious methods of illustration which are devised to teach abstract ideas.

Much responsibility rests upon the teachers and officers of an institution who have daily opportunities to engraft good principles into the minds of the pupils. This should not be delayed. It should form a part of the instruction of the very first term at school.

The late Dr. H. P. Peet, than whom none has written more voluminously on the subject of deaf-mute education, says: "If we leave them uninstructed on such points, till the latter part of an ordinary course of instruction, not a few may be taken from our care before that important part of education is reached."

As these children judge everything by sight, the example of the instructors is of the utmost importance; with what circumspection we should act; with what an air of solemnity we should proceed to the chapel, or in asking the blessing at meals. What order and quietness should be observed

at the time, and in the place of worship. What respect for the teacher who conveys the knowledge of a God, a Saviour, and a Bible to these little ones.

It is our bounden duty to teach our pupils to love God and their neighbor; to be temperate, obedient, honest, and truthful. We should seek to lead them to Christ and teach them to love Him. Let us kindly win these "children of silence," whose infirmities isolate them and upon whose ear no gentle mother's voice ever fell in tones of loving admonition. Lead them to respect and love the Sabbath. Lay aside all secular books and place in their hands simple religious works (according to their capacity), and an abundance of illustrated Sunday-school papers. Deaf-mutes so active on a week day, are restless on Sunday. Their attention can be gained, by the relation of short stories illustrated by a pretty, bright colored print, fully and graphically explained in their own beautiful language. In the matter of religion, we must touch the heart as well as the intellect.

Direct them in prayer, not at first by a form of prayer, but the simple requests of a child's heart. At the Eighth Convention of American Instructors, the late Prof. G. P. Carruthers, in speaking of the religious training of the pupils in the Arkansas Institution, said: "The importance of each pupil praying for himself or herself is impressed." On the same occasion, Principal J. S. Hutton remarked: "The younger pupils then retire to their dormitories, each being required to perform, as far as he is able, his own private devotions." These are most valuable suggestions, as the deaf-mute is apt to learn a form of prayer without understanding a single request which he makes. The frequent repetition of which does not even convey an idea to him.

Take for instance the Lord's Prayer, which is repeated once or twice a day in every institution. The mute may sign it, or even write it correctly, and still not have the remotest idea of the meaning of the petitions which it contains.

Then how important that this beautiful prayer should be thoroughly explained word for word by those in charge of religious instruction, equally important is the thorough knowledge of the Ten Commandments which contain the whole Moral Law. Explain short stories in Scripture to them. There is a small amount of morality where there is no religion. The two are inseparable. In teaching religious truths you inculcate morality. In leading them to read and love God's word, they learn by it how to serve God and do His will.

At the same convention before alluded to, all were much touched by the lucid manner with which Dr. T. Lewis Peet rendered in signs the beautiful hymn, "Oh, for a thousand tongues to sing my Great Redeemer's praise." It could not fail to make a lasting impression upon deaf-mutes, and carried with it all the pleasurable emotion of singing.

Religion previously incomprehensible to the deaf-mute by such a mode of tuition becomes simple and easy. First, by a glimmering, the knowledge of a Saviour comes. He knows of the Great Creator, of His works; the trees, grass, flowers, the depths of the summer sky, with a revealed heaven beyond, all have new beauty for him. His heart swells with thankfulness. How could he offend so great a Being.

The seed which has been sown in the school-room and in the chapel by earnest and loving teachers, soon begins to develop, and grow, and finally bursts into beautiful foliage and full fruit, and when our pupils go into the "wide, wide, world," we find that they hold their own in moral and religious tone.

Deaf-mutes are remarkably observant and discriminating. "Example is better than precept." Be it therefore, on our part as teachers, to be ever watchful of ourselves, and "in our walk and conversation," show ourselves worthy of our high and noble calling. Let us be good, true, and all that is great in action.

Strong in showing our abhorrence of evil. Strict yet gentle and patient. Example goes far in assisting moral instruction, and it is something remarkable to observe the idiosyncrasies of the teacher, manifesting themselves in the pupil. "In the morning sow thy seed, nor stay thy hand at evening hour, never asking which shall prosper, both may yield the fruit and flower."

THE EXPERIENCES OF A NEW TEACHER AND SCHOOL ROOM EXERCISES.

By MISS SARAH TEMPLETON.

The position of a teacher, in any grade or phase of the profession whatever, is a difficult one, providing he or she is thoroughly imbued with the spirit of the work and regards it, not as the mere avenue through which dollars and cents accrue, but one in which minds are the material to work upon and the buildings to be erected, not only the career in this world, but also that in the world to come.

Without under estimating the parental and home influence on children, I would venture to assert that many are either made or marred by the training received in the school-rooms of the land. Hence, a keen insight into character is one of the essential requisites of a teacher. If it be correctly stated that no two leaves are of precisely the same form, how much greater is the diversity in the human mind! Some youthful minds need a great deal of encouragement, and a helping hand ever held out to coax forward and assist their tottering steps, then the gradual withdrawing of assistance until they are beguiled into thinking and acting for themselves.

Others require to be checked and often made retrace their steps, and this with a gentle but firm hand, so that the enthusiasm (which, with some, once damped so difficult to again fan into a flame), may not be quenched but directed into the proper channels and made subservient to system and thoroughness.

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While some require strict disciplining, or to be made feel "that the iron hand is beneath the silken glove," and that paying strict attention to commands given and tasks assigned, is the only path in which they can comfortably and safely walk, other minds of a much finer calibre, (though, perhaps, not so well fitted to battle with the world and carve out their own future), are controlled by a look or a tone and would wither and droop under an open rebuke or chastisement. Although many, through the impetus given them in the school-room by a judicious teacher, develop into active, self-reliant, ingenious, literary, and otherwise, noble and useful members of society, are there not some whose mental and moral growth are blighted by the, perhaps, well-meaning but incompetent and injudicious teacher?

How skilful then should be the workmen who has such various and delicate material to work upon, and the effects of whose work are of such vital importance, not only to those directly entrusted to his care, but the whole human family, since all are more or less affected by the success or failure of each individual member!

If the position of a teacher of speaking children is difficult, where mind can speak directly to mind through language (characterized by some writer as the "gulf 'twixt man and ape which no Darwinian theory can bridge over,") and all the different aspects of a subject be presented in words, clear and intelligible to the pupils, how much greater must be the difficulties of one who attempts to teach those who have no idea of speech, and many of whom have never even heard the sweet sound of their mother's voice! It is hard to realize the position of these unfortunate members of society, whose ear have been closed to the delightful tones of companionship, and have no conception of the many voices of an mate nature around

Hearing children entering school, at from five to seven years of age, possess a command of language that requires the deaf-mute several years of unremitting labor, on the part of both teacher and pupil to acquire.

They are familiar with the names of objects, animals, etc., in fact possess a vast amount of information; thus the teacher at once possesses a broad avenue of communication with the pupils, and the process of drawing forth ideas and storing the mind with valuable information can flow in an easy current. The deaf-mute, however, enters school with no language whatever, often not knowing his own name, and every word and sentence acquired by him are prized by the teacher as little rills that will unite, and, after a while, form a channel of communication between him and his fellow-beings.

Having but lately enrolled myself as a worker in this particular field of education, I may claim to know practically somewhat of the experiences of a new teacher.

Taking possession of a class of deaf-mutes for the first time, you feel as if landed on the shore of some foreign country, look about with a dazed expression and wonder if you will ever understand and be understood by those around. Twenty pairs of eyes (the average number of pupils in a class), scan your countenance and watch you every movement, and if they have been at school during any previous session, your measure is quickly taken.

Now comes the difficulty of arousing their interest, gaining their confidence and retaining their attention. Having, to some extent, familiarized yourself with the work they have already gone over, you ask them some very simple question. If you chance to use the same words placed in precisely the same order as have been used before, the probability is the answer will, in a majority of cases, be the correct one. Should your question vary in the least from what they have previously seen, or should it be an entirely new one (though, perhaps, much simpler than many that can be readily answered), you will be met by blank looks, and, provided you are quick enough to catch him, will likely see some little fellow calling you "ignorant," "crazy," "fool," etc., to the no slight amusement of his fellow pupils. For instance you ask, "How old are you?" All go to work and answer like a flash, but should you happen to ask, "What is your age?" you may find all completely at sea. It does not at first seem possible to you that the slightest difference in the arrangement of words will so puzzle them, and after repeated discouragements and failures to get them to understand, you are tempted to throw up the work in disgust. But here you must remember that speaking children are constantly hearing others work in disgust. And here you must remember that speaking children are constantly hearing others do so themselves; thus from infancy are being trained in the idioms of our language, while those who are attempting to instruct have but lately attempted the acquisition of language and have only their eyes and the teacher to guide them. Every new word or exercise has to be illustrated, taught, drilled on again and again, until it seems as though the very desks comprehend it; then you may review the work and will likely find some have not yet grasped it. It is very discouraging to you to go back, drill again, present the subject in some other way, so as not to allow the interest of the class to flag, and you will after a while accomplish what you are aiming at. Some pupils will perform their work in a slipshod, careless manner, paying little heed to the use of capitals, punctuation marks, manner of writing, etc. Each of these mistakes must be pointed out and corrected, not only once but every time they occur, also the pupils themselves to make the corrections. The patience of the teacher will be severely taxed by those who are done quickly, communicating with each other, and attracting the attention of other members of the class. Often some of the tardy writers are deserving of more praise than many of those who were quickly done, and must be encouraged in such a way as not to be disheartened at their own tardiness nor check the ambition of those who were first.

There must be winners in every race, and if there were none who excelled, competition, the stimulus of the race would soon disappear. Some pupils will seem so careless and indifferent that you really despair of ever accomplishing anything with them, and require to be coaxed, urged, and often compelled to throw off their sluggishness and go to work with a will. This, even with speaking children, who one can reason with and appeal to through many channels, is often a work of very great difficulty—how much greater with the deaf and dumb, only those who have attempted it can ever

realize! The remark is often made, that as a class, the deaf and dumb are very stubborn. Are we not all more or less so when people attempt rashly to guide us, whose motives we do not understand, and who seem to always rub us against the grain? May not this often account for the stubbornness imputed to this unfortunate class, and certainly great charity should be exercised in judging the members of it?

The ingenuity of the teacher is often taxed to the utmost to devise modes of presenting the simple exercises of the schoolroom in such a way as to stamp them ineffaceably on the minds of the pupils, and neither weary them by too much uniformity nor confuse them by too great variety of expression. It is absolutely necessary to repeat again and again one form of expression, style of question, etc., until it is indelibly stamped on the minds of the pupils; then vary the expression, repeating the process until all are familiar with the various modes used in everyday life. Change of work rests the mind as well as the body; therefore, it is not wise to keep the pupils too long at one style of exercise. By doing so their interest and attention are often only forced, and while their eyes may be on the work before them their thoughts are far from it. A change of posture, a few moments devoted to calisthenics, a hearty laugh, or some other simple expedient, instead of being a loss, is often a great saving of time, as it arouses and enlivens a class and keeps the faculties of the pupils on the alert. Every exercise should be definite, neither grasping too much nor attempting too little, but such as will leave a distinct picture on the mind and memory of the pupils. From the known, proceed to the unknown, carefully linking each exercise in any subject to the preceding one, and selecting, as far as possible, words, expressions and facts met with in every day life. The teacher must always bear in mind that the goal to be arrived at is the training of the pupils in the use of language, so as to be able readily to communicate with those around, and intelligently read papers, books, etc., thus enabling them to carry on their education when the schoolroom period is past. Many persons often ask "What do you teach the deaf and dumb?" "Do you teach them arithmetic, geography, history, etc.?" My reply has always been, "We endeavor to teach them language, to give them the means of intelligently communicating their wants, wishes etc., and exchanging ideas with their fellow-beings."

Arithmetic, geography, history, etc., all serve as distinct pivots, around which circles of words may move, enlarge, and multiply until the pupils are familiar with the many phrases, idioms and diverse forms of expression that are constantly met with. The storing of the mind with facts in any subject is of only secondary importance, for of what use are bare facts if the possessor cannot, by clothing them in words, convey them intelligently to others and utilize them when necessary?

All exercises, therefore, must be lessons in language, beginning with very simple, and advancing step by step, until the ban condemning deaf-mutes to a species of social ostracism, on account of their misfortune, is removed and they can readily exchange ideas and enjoy the pleasures of social intercourse with those around. Exercises given with a view to incite rapidity and stimulate a class should be such as depend largely on the memory, and require little thought; while those intended to develop the thinking powers should be given a reasonable time to accomplish, as anything more benefit to them than the pupils themselves, even if it consumes a little more time, is of infinitely more benefit. Always re-extra work that could, perhaps, with a little assistance, be performed in the same time. Always require a complete sentence as an answer to a question is an invaluable assistant in teaching language. Composition is thus being constantly taught the pupils, even in arithmetic, which affords a wide scope for diversity of expression, and by always requiring the work and explanation in full on slates or papers, may be converted into a very valuable language lesson. All errors of expression, spelling, etc., must be pointed out, and the pupils required to make the corrections themselves, not only once but again and again, no matter how wearisome and useless it sometimes seems. A constant dropping wears a stone, so constant repetition will, after a while, stamp the correct form on even dull and careless pupils. By always insisting on neatness, cleanliness, punctuality, and orderly deportment, the pupils are being trained in systematic and orderly habits that will adhere to them in after life, and ensure them some measure of success in whatever vocation they may happen to be placed.

In conclusion, allow me to say, I feel totally inadequate to do justice to the subject assigned to me, but, while a teacher of deaf-mutes, am always willing in any way to further the interests and promote the well-being of this interesting class of the community.

DISCIPLINE AND METHOD.

By Miss M. M. Ostrom.

Order and system are essential to success in any line of business. School discipline is confessedly difficult. A certain writer has said, "it required as much ability to govern a school as to rule a kingdom." Order must be obtained in a school or a teacher cannot succeed. The ability to keep order is one of the essential characteristics of a successful teacher. It is impossible for a disorderly class to receive instruction. The teacher should see that each pupil is giving attention before he attempts to teach. Children love order and propriety. True order is that which is maintained with the least effort. Very much depends on the teacher; if he would govern a class successfully he must be able under all circumstances, to exhibit self-control, and he must be orderly and pleasing in his ways or cannot teach his pupils to be such. He should aim at making them self-governing, courteous, law-abiding, God-fearing, etc.; he should endeavor to arouse in the pupils a sense of their responsibility, and teach them the effects of doing wrong; he should understand the motives that govern humanity, and study carefully the character of each pupil; and he should try to draw out the best qualities of every child under his control.

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distribution of light and shade, the educated eye of a deaf-mute will quickly discover the lights and the hand will faithfully respond in depicting them, while the shadows will be blended in such a manner as to exhibit a delicacy of the sight and touch which is obtained only by constant training.

In respect of drawing and shading from casts, the knowledge obtained in the two former courses, combined with the increased delicacy of touch acquired therein, will secure deaf-mutes success in that division.

Finally, as regards perspective, the rules having been mastered, the eye is the principal factor, consequently has ample scope for displaying the benefit of its training. If, to the eyes of a speaking person who has devoted some time to the study of perspective, objects appear to resolve themselves into homogeneous groups of vanishing lines and angles, how much more readily will they do so before the subtle vision of a deaf mute after a short time.

It is to be regretted that despite the qualifications of deaf-mutes, so few have procured distinction by their success in art. It may be explained by the fact that, when the school course is completed, other duties engross their attention, and art is abandoned for the pursuit of apparently more useful vocations. If they could be incited to a continuation of that beautiful study and would they aspire to an elevated position among the votaries of art, their speaking brother artists will be obliged to look to their laurels or they would find themselves distanced in the race.

OBJECT TEACHING.

BY MISS MAY SAWYER.

In the schools for hearing children, we find that a prominent place is given to object lessons, the aim being to awaken new ideas and teach new forms of expression. If such a course of lessons is necessary for a hearing child, who enters school with considerable knowledge of the external world, much more useful is it for one of our pupils whose stock of ideas cannot possibly be considered a sufficient foundation upon which to build language. So, we teach them to express what they know already about real life when they commence to study language, and by placing objects and pictures before them we recall to their memories scenes that they have witnessed.

As the chief aim is to make the pupil able to communicate, not with other deaf persons, but with the hearing world around him, he must be taught the language of his country.

There are two modes of employing objects in teaching language. First, by selecting one word or phrase, and using a number of objects to illustrate it; second, by giving the pupil an object and teaching him a number of ideas about it. Of the two the latter is preferable, as it not only awakens new ideas and teaches new forms of expression, but also words for ideas, which the pupil already has, but cannot express except by signs.

Then, in teaching a pupil by the latter method, we enable him to associate an object directly with its name, so that, when he sees the name, he at once remembers the object, and when he sees the object, he is able to dominate it, and each lesson being on one object only, the pupil is so entirely absorbed in thought that he learns words and forms of speech almost unconsciously.

As the number of real objects that can be brought into a class room are limited, we have recourse to pictures. The view of a mountain, the ocean, a desert or a river will explain these objects far more vividly than could be done by a written description, and the objects thus presented far more easily remembered.

Pictures form good subjects for compositions. When the pupil has learned the names of the objects in the picture, and has been questioned upon the actions performed by the persons in it, then, if each pupil writes a description of it in his own words, the opportunity is given him to express his own ideas about it, as well as to show to what extent he has understood and remembered the lesson.

THE DUTY OF RESIDENT FEMALE TEACHERS TO LITTLE GIRLS AFTER SCHOOL HOURS

BY MISS MARY BULL.

The duties of a resident teacher, I know from experience, are very numerous. A teacher who has the charge of a large class of children, ranging from seven to ten years of age, can find plenty of work for pupils under her care, after school hours. Children in the lower classes cannot use printed books, consequently the teacher must make a book for each pupil, containing nearly all they are taught in the class. I do not wish any teacher to think I would make their duties too arduous, for any one who has undertaken the task will know it is a hard one.

I think the resident teachers should be willing to do anything for their pupils after school hours that will help to make them useful and industrious, for instance, teaching sewing, knitting, tatting, etc., etc., also when playing with each other to do so without quarrelling. A daily walk, accompanied by one of the teachers, will be beneficial when the weather will permit, and to keep them employed with that which will help to make them remember with pleasure their school days. By little cords of love we may draw the little ones where we will. As the twig is bent so is the tree inclined. What we have to do is to bend this twig aright, notwithstanding it is not so easy to bend the human twig as you will. But we have the Divine promise that if we "train up a child in the way he should go; when he is old he will not depart from it." Surely there is no higher or better object than that of a teacher when she proposes to herself the good of her pupils.

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We shall not find our duties so hard as at first sight they may appear, if we strive to put our confidence upon God. Our aim should be to seek only the highest good for the little girls. Teach them to imitate God in seeking to bless others, and to follow the law of kindness. Their love of knowledge increases every day. Friendship at school will be to them like a flower in a desert, and they will appreciate it like some dry and thirsty land rejoicing in a shower. Point out to them their errors, and encourage them to avoid them in future.

The Bellefleur Institution seems a paradise for these little ones. A teacher may amuse them with simple stories which will at the same time teach them useful lessons, always remembering that young minds should not be overtaxed. Continuous recapitulation will fasten the lesson on the memory. Little by little may be taught the "Lord's Prayer" and the Commandments. I think it is the duty of each teacher to endeavor to lead the pupils to Him who made a little child the object of instruction, and therefore be sure and early impress the idea of a God, and His constant care and love for those who love Him. This can be easily done, and would fix ideas in their young minds that could never be eradicated. If this is attended to, it will be very little trouble for the teacher to get her pupils to be polite, obedient, truthful, honest and noble, and, indeed, prove a blessing to themselves and to others. I also think it is a teacher's duty to teach her pupils the necessity of behaving well at the table, and to be sure to pay the respect due to all older than themselves. A resident teacher can do this much better than one who is not always with them.

MECHANICAL PURSUITS FOR DEAF MUTES.

By WM. NURSE.

There are few whom fortune has so favoured as to obliterate the necessity of their doing some useful labour, either with the hand or brain. It is by industry we gain success; without it all is a failure. Work is not by any means degrading; the greatest men of all ages have all been earnest workers, each in their own particular sphere. Work promotes health, happiness, and leads to a life of usefulness, elevation and progression. It is the physical means by which human beings provide for the needs of their existence; and deaf-mutes, objects of pity and charity as many think them to be, are no exception. They also must add their quota of labour for their own good and the good of the universe. There are many mutes who trade on their misfortune and extort a living from those charitably inclined; this should not be so. Generally only those who know but little of deaf-mutes, consider them below the status of others in the ability to gain a livelihood. Those connected with our institution, and in constant contact with them, look at them in a different light. They see daily evidence that in all labour requiring strength of limb, brightness of eye, correctness of judgment, and power of construction, the average deaf-mute is the equal, and often the superior, of many others possessing all their faculties, and as such they are responsible; and the success which attends and crowns honest labour is as attainable by them as by others.

The question which many parents having deaf-mute sons are asking themselves is, "What shall our sons do?" There are two employments which probably engage more than one half of the people—one is agriculture, or farm work; the other is mechanical industry. Either of these two are open to deaf-mutes. The one affords most of the material for food and clothing; the other prepares it for use; and for the time and money spent in acquiring a knowledge of them and the capital required to carry them on, there are no branches of labour that will give as good returns, or lead to such general success, as these two. Among the different mechanical arts which experience has shown may be worked successfully by the deaf-mute, are the printing, carpentering, shoemaking and bookbinding trades. Of these, printing and shoemaking appear, from the majority engaged in them, to be the most suitable. In these and other vocations, there are now hundreds of mutes engaged heartily, and successfully, enjoying the confidence of their employers and supporting themselves in comfort, and in many cases the families dependent upon them.

The obstacles in the way of mutes acquiring a trade by the same methods as pursued by those not similarly afflicted are so great that few employers care to take them under instruction. Those interested in their education are alive to this fact, and the pupils of all the leading deaf-mute institutions in the world now possess opportunities not only for educating the mind to reason, but also to train the hand to skillful employment. The object of many employers is to get as much work and profit out of their apprentices as possible, their improvement being only a secondary consideration; but in the institutions the reverse is the rule. The improvement of the mute is placed before all other advantages. He is entrusted with work to practice upon, even at the risk of his spoiling it, or making it saleable only at or below cost, surrounded by congenial companions, untrammelled by the bonds of apprenticeship, under instructors alive to the wants, and familiar with their language and habits, it will be seen that the mute has many advantages not possessed by others similarly circumstanced. There are, of course, some unfitted by mental capacity or health for succeeding, but these are few. In general those who fail to do so from faults to which they themselves might apply a remedy—either an idle propensity or a lack of energy and perseverance. So that the mute with good health and average mental capacity who fails to fit himself for some useful calling, after enjoying the advantage of our Institute, is not an object of pity but rather of censure. Carlyle says "the saddest sight on earth is a man able and willing to work, yet needing and vainly seeking employment." This may be sad, but sadder far is the spectacle of men seeking work in vain, not because they knew not how to do it. But he who has prepared himself for a trade, however humble, is in a manner in-

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

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

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

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

THE DUTIES OF A SUPERVISOR.

By GEORGE BEGG.

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

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