

# FOURTEENTH ANNUAL REPORT

OF THE

ONTARIO INSTITUTION

FOR THE

# DEAF AND DUMB

*With Compliments of*

**R. Mathison,**

*Superintendent.*



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R. MATHISON, SUPERINTENDENT.

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**Belleville :**

THE DAILY ONTARIO STEAM PRINTING AND BOOKBINDING ESTABLISHMENT, OPP. CITY HALL.  
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# DEAF AND DUMB

AT

BELLEVILLE, ONTARIO,

FOR THE

FISCAL YEAR ENDING 30TH OF SEPTEMBER, 1884.



R. MATHISON, SUPERINTENDENT.

Belleville :

THE DAILY ONTARIO STEAM PRINTING AND BOOKBINDING ESTABLISHMENT, OPP. CITY HALL.  
1885.

## 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.,

SUPERVISING TEACHER.

JAS. 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 M. S. SAWYER.  
MISS AMELIA HORKINS.  
MISS MARY BULL.

MISS MARY BULL, Instructress in Ornamental  
and Fancy Work.

MISS HORKINS, Teacher of Drawing.

MRS. M. SPAIGHT,  
D. S. CANNIFF,  
WM. DOUGLASS,  
MISS. H. B. BICKERSTAFF,  
J. MIDDLEMASS,  
M. O'DONOHUE,  
WM. NURSE,  
MICHAEL O'MEARA  
THOMAS WILLS,

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

## REPORT OF THE

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

It is with much satisfaction that I am able to state my full concurrence in the opinion expressed by the Superintendent in his report that the year just closed was one of the most successful in the history of the Institution. Unlike the preceding year, there is no outbreak of sickness and its consequent hindrances to record, but instead thereof prevailing good health, progress in educational and industrial pursuits, and a general improvement in the arrangement of the building and its surroundings. The works connected with the water supply have been completed and they insure a constant and sufficient supply of pure water. In many other ways, detailed in my inspection minutes and in the Superintendent's report, improvements have been carried out with the result of additional comfort to the pupils and staff of the Institution and of efficiency in its management.

Dr. Carlyle, of the Educational Department, again examined the literary classes and speaks of the result in high terms of praise. "One of the chief features in the course of training in force is the thorough grounding in the elements of the English language now given to every pupil. In the Superintendent's Report will be found an interesting disquisition on the various systems of teaching deaf mutes, and he brings strong arguments to bear in favour of the conclusion that the "Combined System," as taught in the Ontario Institution, is the most practical and the most productive of useful results. This system gets its name from the fact that it consists of a combination of manual alphabet, signs, writing and articulation, and lip reading. It is satisfactory to learn that some of the most eminent and experienced men in the profession are strongly in favour of it.

During my various inspection visits I have found the greatest harmony to exist between the Superintendent and his staff, and between the members thereof. The pupils, too, exhibited confidence in and affection towards those in charge of them, and no doubt this condition has much to do with the success attained in the carrying on of the Institution. When Superintendent, staff and pupils are all working together to reach the same object, it would be strange if considerable progress on the road to it were not made.

The number of pupils under instruction was seven less than during the session of 1892-1893—the figures being, session 1893-94, 236; session, 1892-93, 293. The fact that there has been a lesser number in attendance during the last two years would seem to indicate that there is no increase in the ranks of the deaf-mutes throughout the Province, but rather an insufficient number to fill up the places of those who have finished their course at the Institution and who consequently are discharged from it. This, however, is by no means certain, for well-known though the Institution may be, there are doubtless many deaf-mute children whose parents are in ignorance of its existence or the advantages it holds out; and again there are other parents who cannot bear to send away the afflicted one out of the family circle.

I annex the Report made to me by Dr. Carlyle after he completed his examination of the classes. It is of much interest and shows the improvement being made, not only in the pupils but in the teachers and in the method of teaching.

In compliance with the request of the Hon. A. S. Hardy, I have made a thorough examination of all the pupils in the Deaf and Dumb Institution, at Belleville, in the course of instruction prescribed by the Superintendent for each class, and I now desire to report the result to him through you.

Accompanying this more general report you will find one of each class, and a tabulated statement of the number of marks given for each subject, and the number obtained by each pupil.

In arriving at the value of the work being done in this Institution, I can only compare the result with what was done formerly in it, and with what is done in schools for hearing children. I am sorry I cannot compare it with similar Institutions of other countries, for I have a very high opinion of our own.

I am sure you will be as much pleased to hear as I am to report that the Institution is in a very high state of perfection. Without exception there is good, faithful, preserving and successful effort being put forth by all the teachers. The Superintendent may well feel proud of the present condition of the Institution. He began with the determination of making it an educational institution where the deaf and dumb of our Province might have the opportunity of getting an education which would fit them for carrying on the ordinary business relations of life, and for a comparative free communication with their more favoured brethren. His efforts have been eminently successful, for, aided as he is by earnest, interested teachers, he has accomplished this and far more.

While the remarks appended to the report of each class are gratifying and show plainly what is being accomplished in the acquirement of an education, they do not indicate all that is being done. While I was pleased at the high percentages obtained, I was delighted with the order, discipline, interest and spirit of the children. The interest of the pupils in their work was most gratifying. Although the examinations continued until six and later, there was no signs of lack of interest, no

restlessness or anxiety to get out. They wished to go on as long as I did. They wanted to answer every question. In this respect there is a marked improvement on former years, and I congratulate all concerned upon the result, and wish this spirit and interest could be extended to other schools. The order while in the class-rooms, the absence of noise, the orderly way of retiring, were all that could be desired. Their command of the ordinary language of daily life is better than I ever found it before. Their writing, with few exceptions; is good; their compositions with reference to punctuation, capitals and other things, would surprise many of our speaking children, and their mental arithmetic I think, cannot be surpassed by any speaking children of the same school age in the Province.

Those familiar with my reports of former examinations will know how to value these high commendations, for those most interested thought I was rather severe with my remarks, and that I did not make sufficient allowance for the difficulties encountered in teaching the deaf and dumb. I did not hesitate to say that more could be accomplished than was being done. The result of systematic, persevering, thorough teaching and classification is quite evident. Two of the oldest teachers in the Institution admitted that their class of this year was the best they had ever had, and they are composed of younger children. In the highest class where the pupils know more language than those in the lower classes, I found more mistakes in the composition and in the use of language. This is due to the fact of the pupils being in the Institution before the present system was adopted, and they did not get that thorough drill in the elements of their education that those entering now get.

I was much pleased with the appearance of the class-rooms. They are clean and nicely painted and uniformly furnished. The walls are tastefully adorned with prints, cards and pictures suitable to the pupils. They are very a clean, healthy, happy contented lot of children.

I notice also that the Superintendent is forming a reference library for the teachers, which already contains the American Cyclopaedia of General Knowledge, and other standard works.

In conclusion, I desire to say that the teachers rendered me all the assistance in their power. I could scarcely have got through the examinations without the aid of Mr. Mathison who seems to write all I only know what is done by each teacher, but he knows the standing of each pupil in the Institution. It is to his care, energy and wise direction of affairs that the present excellent condition of the Institution is chiefly due. I have suggested a few modifications in the course of instruction for some of the classes. I do not know that I have any others. The Institution is at present in good hands and excellent work is being done. It affords me great pleasure to assure you of this.

The first classes visited were those in articulation under Mr. Brown. Many of them manifested some ability in lip-reading and more of them in talking. While perhaps only a few of those under instruction will be able to do much at lip-reading in daily communication with others, more of them will be able to speak intelligently, and all of them will be benefited by the methods of instruction adopted by Mr. Brown. The knowledge they get of our language while they are being taught is of great value to them, and the course which has been pursued during the past year is a very practical one, and, in my opinion, more successful in giving them a knowledge of language. Mr. Brown seems to be as earnest, interested and energetic as ever.

Class A.—This class consists of sixteen, and it is made up of first year pupils and others who are not fit to be promoted. They have however taken great interest in the work this year and are well up in their course. While some of this class are slow and dull none of them are hopeless. Miss Bull has accomplished a good work with most of them, for they are now interested in the work.

Class B.—This is a class of very dull pupils, many of them are old before they come to the Institution. However, Mr. McKillop has awakened a little interest in even these. All of them write very well and many of them have learned the names of common things and a few adjectives and a few verbs. Their teacher deserves much credit for what he has done, considering the condition of his pupils.

Class C.—This is a class of pupils of much promise. With the exception of four, the pupils are all about the same. They are most orderly, interested and attentive. They all did well. I was much pleased with their progress. They write well. They have learned a great many names, verbs, here, prepositions and pronouns. They can count to one hundred, express the different numbers, perform addition with small numbers. There is the greatest sympathy between teacher and pupils, and the spirit and interest of the class is very pleasing. Mr. Greene has reason to be proud of his class and of what they have accomplished.

Class D.—This is a class of twenty-three second year pupils and with the exception of two are well up in their work. They are quick, active, attentive and anxious. So much so that if they think they have made a mistake they are unable to control their emotion. They obtained high percentages in all their work. Just a little care is needed with the writing. The little things are so anxious to do their work quickly that the writing is not as good as desirable. Miss Sawyer has much reason to feel gratified with the progress of her class and with the spirit and interest of them all. They have got a good start, and much in the future may be expected of them.

Class E.—This is a class of large girls and boys who have been in the Institution for some time but they are very dull and not fit for promotion. They have been collected into one class and placed under Mrs. Terrill, who has by her sympathy and perseverance been able to awaken a little interest in them. Their progress is very slow, but to secure any improvement needs great patience and unflagging perseverance. More has been accomplished with some of them than I expected.

Class F.—This is a class of twenty-one pupils of nearly the same attainments. They are bright,

intelligent anxious and much in earnest in their work. The interest and spirit of the class is very pleasing. Although kept at work until after six there was no cessation of interest. Their knowledge of their course is good, they have excellent command of language. Scarcely a mistake. I was more than satisfied with the result. Miss Ostrom has proved herself to be an excellent teacher of the deaf and dumb. The whole class is ready to be promoted, and much may be expected of the pupils if they return to the Institution.

*Class G.*—This class consists of nineteen, two being very dull. The others were interested and anxious, and tried to do their best. They passed a satisfactory examination in all their subjects. Their command of the language is quite pleasing. Mr. Ashley is a hard working, earnest, sympathetic teacher and has succeeded in getting his pupils to take a lively interest in their work. Their order, discipline, and attention were excellent.

*Class H.*—This class consists of nineteen pupils of nearly the same attainments. They are all bright, interested, quick, anxious pupils, and well up in the different subjects of their course. They have great command of language. Their description of a picture which they had not seen before was so good that I have kept some of them to show speaking children what may be accomplished in three years by deaf and dumb pupils. They are quick and accurate with figures and good writers. I was very much pleased with the results of my examination. The pupils are well prepared for promotion, and I expect much from them in the future. Miss Templeton has much to be proud of.

*Class I.*—This is a class of twenty-one fairly graded pupils, none of them very dull. I found here the same interest, attention and desire to do the very best, as elsewhere. There was less freedom and accuracy in the use of language in this class than in those immediately below or above them. There were more mistakes called "mutisms." The writing was not quite up to the standard. While on the whole the examination was satisfactory, there were many mistakes. Perhaps this class is introduced to more new material than others, and this may account partly for some of the errors. Their teacher is energetic, kind and hard-working, and will no doubt learn from the result of this examination, just where a little more attention is needed. She has accomplished a good work.

*Class J.*—This class consists of twenty-two well graded pupils, who all do well. Many of them are those pupils who did well two years since. I expected them to do well, and I was not disappointed. The results were exceedingly gratifying and show conclusively that the system adopted is a good one. The order, spirit and interest of the class were all that could be desired. The answers were generally correct, and the style and writing in which they were given were just about perfection, showing plainly what can be accomplished by energy, perseverance and care. Mr. Denys is to be commended for his success and like some others, deserved more than I have said.

*Class K.*—This class consists of fifteen well graded pupils. This class manifested the same interest and spirit as elsewhere. The order and attention were good. The result of the examination in the subjects of their course was very satisfactory. The pupils are well prepared for the highest class, and will no doubt give a good account of themselves in future examinations. I was very much pleased with this class, and Mr. Watson may feel very much pleased with the result of his year's work.

*Class L.*—This consists of sixteen pupils divided into two parts—a senior and junior part. All the pupils did well. Their course is somewhat extensive, and they have acquired a fair knowledge of each subject. In some subjects their knowledge was very minute and accurate. They were especially good in arithmetic. In the use of language there were a good many slips. These pupils have not had the benefit of the thorough drill in the elementary part of their education as the younger pupils have. They, however, acquitted themselves well reflecting credit on their teachers. The only feature which did not give satisfaction was their execution of book-keeping and commercial forms. While they were on the whole fairly correct, as to fact, the writing and style were not so good as desirable. I feel satisfied that in future this slight defect in what is otherwise so good, will be remedied. Mr. Coleman has the full sympathy and confidence of his class, and that so many of them are so well prepared for the work of life, must afford him great satisfaction.

I also examined the drawing books and specimens of drawing of those pupils who are learning to draw. I am glad to be able to say that some of these were very good, and all of them manifested care on the part of the pupils and considerable improvement.

#### INSPECTIONS.

I was only able, through great pressure of business, to make two thorough inspections of the buildings and premises, but I was in constant communication with the Superintendent. The minutes I made of these two visits are as follows:—

On the 17th and 18th of April I made an inspection of the Institution for the Deaf and Dumb, Belleville.

There were 240 pupils in attendance, 136 boys and 104 girls. Since the present session of the school commenced, the health of the pupils has been exceptionally good, no serious case of illness has been reported, and during my visit the pupils seemed bright, happy and comfortable.

On this occasion I saw all parts of the building and found every apartment in excellent order, the most scrupulous cleanliness was observed throughout, and the general condition of the Institution internally was superior.

The ventilation in the main building has been much improved by the alteration made during last year, and I did not observe the slightest indication of offensive or foul air in any part. I visited every class-room while the scholars were under instruction and although my time was somewhat limited it was long enough to observe that every teacher was striving to make his or her work interesting as well as instructive, and this case appears to be extended to each individual in the class-rooms which, in the case of the deaf and dumb, is an all important means in their instruction. A record of the progress, together with notes as to the general capacity of each pupil, is also made from time to time, by reference to which their development is no doubt more systematically secured.

In the industrial department on the girls side a large number were engaged in tailoring, dress-making and sewing generally, and the girls engaged in this work were reported to be active and making satisfactory progress. Since my last visit Miss McDougall former instructor of sewing died. Her death is a loss to the pupils as she was most painstaking and conscientious in the discharge of her duties. Miss Campbell has been appointed temporarily in the position.

The fancy work class during this term is being taught by the matron in addition to her other duties; and the various articles made by the pupils give evidence of skill and taste in their production.

In the shoe shop 23 boys are taught the trade, four work all day and two of the four when this term ceases will be able to make their living outside. A large number of boots and shoes are on hand ready to be forwarded when they are required, and it is gratifying to state that orders from the Toronto Asylum which have been filled lately have given superior satisfaction in every respect, the work being preferable to what can be purchased elsewhere.

Under the foreman carpenter 8 or 10 boys are employed in making necessary repairs in and about the building. In addition to the benefits derived from the instruction of the boys in this branch of trade, it effects a saving of a considerable sum which would have to be paid for outside labour.

The proficiency of quite a number of pupils in the drawing class is also worthy of note. Some of their work is very creditable indeed, and displays superior aptitude which is likely to result in the successful study of art.

I attended the meals at which all the pupils were present and saw that the food supplied was ample, well prepared and neatly served.

During a recent storm, a considerable portion of the west end of the roof of the main building was damaged, the iron sheeting being blown off and blown up so as to expose a considerable section of it. Substantial repairs will be required in order to prevent further damage, and the Public Works Department will be requested to do the necessary work at the earliest possible date.

The Superintendent suggests a number of reasons for the disuse of the old gymnasium building and not a few, equally substantial, for its removal from its present site and attaching it to the unused store-house nearer the side road. As this improvement when made would materially increase the distance of this wooden structure from the main building, and the buildings united would afford sufficient accommodation for play-room both summer and winter, the Superintendent is authorized to have the change made. The removing and fitting up to be done exclusively by the carpenter and boys.

The water from the new well continues to be of excellent quality and a sufficient quantity is got for all drinking purposes. The filter at the bay shore is now nearly ready for use. The work was handed over by the Public Works department, and the pump and section pipes were being placed in position by the Engineer of the Institution at the time of my visit.

I arranged with the Superintendent as to the various repairs, etc., to be undertaken during the summer, and for which appropriations have been made on Capital Account as follows:

For dining-room and general repairs.....	\$400 00
<i>Carpenter's Material.</i>	
<i>Furniture and Furnishings.</i>	
To replace worn out articles:—mattresses, straw palliases, hair pillows, etc.....	\$1,395 00
<i>Educational and Industrial Appliances</i>	
Object lesson cards; books for library; sewing machines, etc.....	\$805 00

On the 23rd and 24th September I made another inspection of this Institution in company with the Superintendent. Every part of the main and outbuildings was visited, and it is gratifying to note that everything was found to be in a commendable state of order and cleanliness, so far as the management could effect these conditions.

During the vacation various repairs and alterations were undertaken under the direction of the Superintendent, the work being principally done by the Institution staff.

The plaster ceiling in the old dining-room having been replaced by pine sheeting, and the wood-work painted and grained, the room now presents a very inviting appearance. Worn out doors have been replaced by new ones in various parts of the building, and general repairs have been made where needed.

The old gymnasium has been removed and fitted up in connection with the old storehouse near the side road, and the structure when completed will be used by the pupils after school hours as a play shed in stormy weather and as a skating rink during the winter.

A conservatory is in course of construction in the garden in the rear of the main building. This work has been undertaken by the Institution employees, and will be finished without the assistance of outside labour.

During the vacation the wood work throughout the main building was thoroughly cleaned, the walls calomined or painted, and every apartment fumigated.

The dormitories were examined and the utmost order and cleanliness was observable in each of them.

The Institution reopened on the 10th September, and at the time of my visit there were 232 pupils in attendance—132 boys and 100 girls—as compared with 241 on the same date last year.

At the close of the term in June the Superintendent reported that a number who had been in the Institution for the allotted time could not be benefitted by returning, and re-admission was not therefore granted to them.

Others whose parents had in the meantime removed to the United States were not entitled to the benefit of the Institution; and the present slight decrease in numbers is owing to these changes.

The new pupils (27 in all) are seemingly bright and intelligent children. In ten days after the opening the regular classification of the pupils has been made, and interviews with the teachers in the class-rooms shewed that they were at their posts and rapidly getting their classes into order for the work of the new session.

The children as a whole look happy and contented and seem anxious to learn. The class-rooms are tastefully fitted up with Pictures and maps, and a uniform style of desk is now being used in each of them.

Owing to the foreman shoemaker being engaged in assisting the newly appointed supervisor, and there being some delay in procuring stock, the regular work of the shoeshop had not commenced. It will, however, be organized in three or four days with some lads working full time, and 24 of them before and after school hours.

The matron, in addition to her other duties, has taken charge of the sewing class until the arrival of the instructress engaged to superintend that department.

I visited the pupils' dining-room and saw the children at meals. The food was good in quality, abundant in quantity, and served in a popular manner.

The Superintendent complained of the quality of butter supplied, and after an examination of some on hand which was inferior to the requirements of the contract, I gave strict instructions to reject all that was inferior.

The general health of the pupils was good, only two of them being on the sick list, one a little boy suffering from chronic meningitis, and who was under a doctor's care before leaving home, seemed to be in such precarious condition that on the advice of the physician the Superintendent had sent for his friends. The other patient was a girl who was suffering from headache.

A short time since the Inspector of Boilers had reported that one of the boilers in the engine-room was blistered and he recommended certain repairs. Immediately on receipt of the report the Superintendent was communicated with, and prior to my visit he had engaged a thoroughly practical boiler-maker who, in company with the Institution engineer, subjected the boiler complained of to two or three severe tests, and found that it stood a cold water pressure of 100 pounds to the square inch. A new boiler or repairs to the old one may be found necessary, and if so representation will be made to the Public Works Department in regard to the matter. The other boilers, pipes and machinery were found to be in good order.

My attention was again called to the unsatisfactory condition of the main building. During recent rain the water has come through in such quantities as to loosen patches of the plaster, and some of it has fallen. The Superintendent will endeavor to have such repairs made as will prevent further damage during the autumn and winter; but the roof requires to be renewed, and the attention of the Public Works Department will be called to this matter with a view to having such permanent improvements made as are necessary.

Owing to the unfavourable weather in the spring the products of the garden will not be as abundant this year as they have been in former seasons. The yield of vegetables, however, will be about equal to the requirements of the Institution. The farm crops promise better, and the potato crop will about equal that of former years.

Some of the floors in the main building, more particularly on the girls' side, and in the dining-room and kitchen, require to be renewed with hard wood flooring, and it will be suggested that the purchase of the material be made at the earliest possible date so that it may be in good order for laying by the Institution carpenter during the next vacation.

The kitchen at the lodge house gate is also in a very dilapidated state and required to be rebuilt. Appropriations for these purposes will be required.

Many of the bedssteads both on the girls' and on the boys' side are in a very rickety condition and new ones are necessary. A number of palliasses and mattresses are also required.

During my stay at the Institution I could not fail to notice the general good feeling and confidence existing between the Superintendent and teachers and officials. They seemed to be working harmoniously together, each one striving to do his or her duties in the best possible manner, and all devoting themselves heartily to the work in hand.

### MAINTENANCE EXPENDITURE.

The following statement shows the total cost of maintaining the Institution as well as the annual cost per pupil :

SERVICE.	Aggregate cost.	Annual cost per Pupil.
	\$ c.	\$ c.
Medical Department.....	111 14	0 46
Food of all kinds.....	11076 95	45 58
Bedding, clothing, and shoes.....	1135 29	4 67
Fuel.....	4157 28	17 11
Light.....	1204 20	5 20
Laundry, soap and cleaning.....	317 09	1 30
Books and apparatus.....	492 67	2 03
Printing, postage and stationary.....	854 94	3 52
Furniture and furnishings.....	615 16	2 53
Farm, feed and fodder.....	914 48	3 76
Repairs and alterations.....	909 21	3 99
Miscellaneous.....	685 81	2 82
Salaries and wages.....	18391 46	75 69
<b>Total.....</b>	<b>40985 68</b>	<b>168 66</b>

The reports of the Superintendent (with statistical tables) and of the Physician are appended.

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

R. CHRISTIE, Esq.,

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

BELLEVILLE, September 30th, 1884.

SIR,—I have the honour to submit the Fourteenth Annual Report of this Institution for the year ending September 30th, 1884. In doing so it gives me pleasure to be able to say that I believe the session which closed in June last was one of the most successful in the history of the Institution. Our great object is the advancement and well-being of those placed in our care, and the progress made by our pupils, as shewn by the records, is exceedingly encouraging to all concerned.

Your unannounced official visits during the year have enabled you to see the general work of the Institution as it goes on from day to day, to judge in some degree how results are obtained, and the spirit governing the whole. Your kindly sympathy has largely aided us and your commendation for duty faithfully performed imbued us with increased zeal in our work.

It is gratifying to know that the Government Examiner, Dr. Carlyle, after a most searching and painstaking examination of the various classes, extending over seven days, reports substantial progress made by nearly all the pupils.

In June and July of this year two very important conventions of persons engaged in the instruction of the deaf and dumb in America were held, one in New York city and the other in Fairbault, Minnesota. I had the pleasure of attending the one at Fairbault, and received many useful suggestions that will aid us in our Institution.

The convention held in New York was largely composed of instructors who advocate the pure Oral Method of educating the deaf. The President, A. Graham Bell, a very eminent and distinguished man, gives it as his opinion that the deaf-mutes in America may be taught to speak and understand the speech of others by artificial means; that the instruction of deaf children should go hand in hand with those who can speak and hear in the public school, not in the same school-rooms but in the same buildings. In Germany it is stated all deaf-mutes are taught to speak, and in Italy nearly all. In Germany they are taught to understand the utterances of their friends by watching the movements of the vocal organs, and it is asserted that there is no reason why the perfect mouths of the deaf children of this country may not be educated to produce as perfect sounds as the mouths of other people. In the United States Institutions about 2,000 deaf children are being taught to speak, but there are 5,000 others for whom no efforts are being made. In nearly all of the institutions for the deaf and dumb in the United States and Canada articulation is taught to a percentage of the pupils; the general education of the children, however, being directed under the Combined Method, viz., manual alphabet, writing, signs, articulation and lip-reading.

The purely oral method is no new departure, as it is what has been generally known as the "German System." History gives us numerous instances of deaf and dumb persons who were taught to speak, and read the lips of others. In the year 1530, a deaf man is mentioned who had attained such proficiency in lip-reading that he understood the preaching of the Reformer, Acolampadius, following the motion of his lips. Pedro Ponce, a Benedictine Monk of Spain, and who made the first systematic attempt to teach the deaf and dumb, taught two sons of a Castilian noble, and several others, to read, write, speak, and understand Spanish and Latin. Ponce "employed no other means than first instructing them to write, then pointing out to them the objects signified by the written characters, and finally exercising them in the repetition by the vocal organs of the utterances, which correspond to the characters;" and it is asserted that his pupils could both speak and read the lip with fluency. Later on, in the fifteenth century, another monk, Juan Pablo Bonet, taught a pupil, who had become deaf at the age of two, and who, when a young man, could speak as distinctly as any other man and understand a prolonged conversation even though the speaker was at considerable distance. This same monk laid down the rules for articulation, but considered lip-reading an accomplishment depending entirely on the pupils' quickness of sight. He relied on gestures to explain the meaning of words that were not the names of visible objects, and made use of a manual alphabet, very much the same as the single-hand alphabet now in use in this Institution. Bulwer in 1648, maintained that a man born deaf and dumb may be taught to hear the sound of words with his eye and thence learn to speak with his tongue. John Wallis, D. D., Professor of Geometry at Oxford, in 1661, taught a youth who had become deaf at five years of age, "to speak and understand a language," and the boy was exhibited before the Royal Society in 1682, and was able to express himself "though not elegantly, yet so as to be understood." Other examples might be cited to show the probability of teaching a percentage of deaf-mutes by means of articulation and lip-reading.

The advocates of the oral system claim that under their system the deaf are no longer dumb; that it enables the deaf and dumb to use and understand speech; that by it those who have lost their hearing after having learned to speak may retain and utilize their speech and understand the speech of others; that it restores them to the society of hearing and speaking persons; that it improves the health of the dumb and secures to those educated in this way the privileges of religious instruction at place of worship near their own homes.

Of late years the most advanced leaders of the oral movement in America, Mr. Greenberger, of New York city, has improved on the German system, and during the sittings of the convention gave an interesting exhibition of some of his pupils. The children talked with each other and with him on current events and answered a great many questions in a natural way. Mr. Greenberger mentioned a rather strange experience related in the writings of the late Morley Hill:—"Once they were very crowded in the institution, and one of the pupils had slept with a servant girl in the room adjoining his; the room was dark and he heard the child converse with that servant girl. He thought he must be mistaken, but the next night he heard it again and made inquiries. The child could not see the servant's lips, and he found out that it placed its hands on the servant's chest and by feeling the vibrations in the chest the child understood every word that was said." Another case was cited of an Italian, who is said to have understood conversation in the same way. John England, who was connected with an institution in Aberdeen about 1819, records a case in a book which he published. In early life he boarded with a deaf-mute and they occupied the same bed at night. England states that the deaf-mute boy placed his hands on his chest, neck and lips, and found that he could understand the vibrations of the spoken words, and they carried on a conversation in that way. A gentleman at the convention said he had tried an experiment with some of his pupils, blindfolded, as it occurred to him that it might be possible to teach the deaf-mute to carry on a conversation at night in the dark by holding the palm of the hand close to the mouth of the speaker, and they understood a few

words in that way. A girl was then and there tested before the audience, and she was successful in reading a few words breathed upon the back of her hand and by holding her hand upon the chest and throat of the speaker. Another young lady was said to read her mother's lips at night by touching them with her fingers.

The cases mentioned are very interesting, and it would rejoice the hearts of thousands of people if all the deaf and dumb of our land could be educated to speak and understand the speech of others. But the practical question still remains: Is the Oral System as it is claimed, the best mode of educating the great mass of the deaf and dumb children? This question has engaged the serious consideration of many devoted and conscientious instructors of the deaf and dumb for years past, and still it seems to be no nearer a satisfactory settlement than it was fifty years ago. Mr. Greenberger, before mentioned, stated a short time ago that he had "come to the conclusion that the oral method, as practiced in Germany, may be found well adapted for the schools of Holland, Switzerland, Austria, and all the European countries, but it will never answer the requirements of the oral schools in America." He had adopted a new oral system by which he was *trying to solve* the problem of deaf mute education. The ablest and most experienced men in the profession at the present time, gentlemen who have spent their lives at the work and who are now at the head of the best institutions for the deaf and dumb in existence give preference to the combined system: manual alphabet, signs (the natural language of the deaf mute), writing and articulation, and lip-reading for those who can derive benefit from them. The schools of the old world have been visited from time to time by gentlemen anxious for correct information in reference to the oral system and their conclusions are valuable to us. The Rev. G. E. Day was sent by the Directors of the New York Institution, 35 years ago, to visit the principal Continental articulating schools. He, in his report, says: "A foreigner would find no difficulty in understanding the more common forms of expression, and a few simple questions and answers, as spoken by the largest part of the pupils; but on the whole, the greater part of the sounds they make in attempting to speak it is altogether impossible to understand." The late Dr. Gallaudet, father of the President of the National Deaf-mute College, Washington, was sent to Europe in 1867 by the Congress of the United States, and while there visited fourteen countries and forty-four institutions. In making mention of one institution he said: "Much oral conversation was carried on in my presence, being participated in freely by myself. The semi-mute and semi-deaf spoke pleasantly, and read from the lips with very little hesitation. Several, also, who were born deaf have well modulated voices (taking into account their condition) and articulated so that I could often understand what they said. These read also from the lips with some facility. As a means however, of certain, easy and rapid communication between the teacher and his pupils, I am compelled to say that articulation and lip-reading failed entirely." He summed up the results of his observations of his tour by saying: "That any system which assumes to rely upon articulation as its exclusive principle of instruction must fail to educate a large proportion of deaf-mutes. . . . I would not; however, be understood as denying to the teachers representing this class of schools the merit of considerable success in the instruction of their pupils. A large minority do certainly acquire a degree of speech and power of lip-reading that is of great value to them in their intercourse with the world. . . . The proper position, therefore, of oral language in the system of instruction is not as a base or foundation; it should be regarded as an accomplishment attainable by a minority only." The late Dr. Ryerson, Chief Superintendent of Education, by desire of the Government adopted in this Institution, and he strongly urged the one in general use in the United States; his report was adopted and acted upon. Dr. Gillet for thirty years Superintendent of the Illinois Institution for the deaf and dumb, one of the best equipped in the world, in an address in answer to use of articulation in their instruction, before the Board of Education of the city of Chicago, July 21st, 1884, said: "For myself I can say my life and energies have been given to this work with as much devotion as ever characterized the missionary carrying the gospel to this work with as much unkind, and that from this work for more than thirty years I have never turned aside to engage in other enterprises, and I do not refer to Prof. Bell, or any other person, in an earnest desire and purpose to accomplish the greatest possible good to the greatest number of the deaf. In efforts to teach articulation and lip-reading, I have, within the last sixteen years expended over twenty-five thousand dollars and the energies and life of one of the best teachers (who made herself a martyr to the cause) that ever stood before a class of deaf children. I am still pushing on in that work and expect to continue so. . . . I assert, that in the light of thirty-two years' experience with the deaf and dumb, and of sixteen years' experience in arduous labour by most skillful and industrious instructors under my direction, that while there are some deaf children who can be taught to use speech with satisfaction to themselves and pleasure to their friends, that there many of this class of persons who cannot master this undertaking. Science has not furnished us with a method of instruction that brings this great and most desirable boon within the attainments of all deaf children. Though many of them have learned to use speech so as to be intelligible to their teacher and frequent associates, yet it has been a keen disappointment to me to learn that after leaving the institution they disuse their acquired speech, and in nearly all cases where they desire precision, they distrust their speech and lip-reading, and resort to writing."

In regard to the education of the deaf and dumb children in common schools, Dr. Gillet asserted it was assiduously tried in various parts of Germany and abandoned, having been proved a

failure in every case. The trustees of the Pennsylvania Institution have had, for several years past, two schools in different parts of the city of Philadelphia, one conducted upon the combined system, and the other upon the pure oral system. With everything in favour of the oral school, the most efficient teachers being employed, after a careful examination of both schools and taking everything into consideration, the pupils in the oral branch were found so very far behind the pupils taught by the combined method that pure oral instruction was considered almost a failure.

While combatting the claim that all deaf-mutes can be taught orally, it is admitted that from five to seven per cent, may be educated, in part, in that way, and for those special provision is made in our and all other well ordered Institutions. Articulation and lip-reading have been taught in our pupils for nearly six years and with considerable success, but I cannot assert that any of our and hearing persons as regards audible speech, nor have I met any deaf persons taught exclusively by the pure oral system anywhere, who are examples of the superiority of the system. Favourable times before they seemingly understood, and oftentimes the spoken words had to be supplemented by the manual alphabet or writing before being comprehended thoroughly. Some of our pupils, who by a few congenital mutes had their power of speech, have had it restored in a great measure by instruction, and those who come into daily contact with them. I think we have had more success with articulation than with lip-reading. With good powers of speech, and lip-reading even moderately understood, a deaf-mute is in a far better position to get along through life than if he were not able to speak or read the lips at all. The exercises for the articulation classes are carefully prepared by Mr. Brown, one of the most capable, industrious teachers in this work, and although our pupils do not come up to what the more sanguine of the oral advocates are striving for, the good that has been accomplished is an encouragement to justify us in continuing the instruction.

The classes in articulation have been thoroughly organized for the present term, and good progress is anticipated for the ensuing year. During the session just closed thirty-one were taught articulation, while for the present session thirty receive daily instruction therein, the time for a class lesson varying from twenty to forty minutes each. The first class consists of four pupils, three of whom are congenital. Their work is to read short stories selected from a book by the teacher, and written upon the board. The words used are of one or two syllables. The most difficult of them are explained by the teacher in common synonyms. They also answer questions orally which may be asked upon the lesson.

*Class II.*—There are six scholars in this class. They are all new pupils, but had acquired some language before losing their hearing. They have pleasant voices, and can speak a number of words quite well. The session's work will be to correct faulty speech, to teach them the analysis of sounds in a word, and to teach them to read words of one syllable when arranged in a sentence.

*Class III.* Have mastered all the sounds, and are reading short sentences in colloquial language. They count to 100, and incorporate any word with which they are familiar into a sentence. They are beginning to pay more attention to lip-reading.

*Class IV.*—This class is scarcely so far advanced as No. III. Their exercises are somewhat similar, but more simple. This was the junior class last year, and the progress made for the present term has been very satisfactory.

*Classes V. and VI.* are doing very similar work. No. VI has completed a history of all domestic animals and fowls, with a few of the wild animals. They can answer orally any question asked by the teacher. Both classes completed the multiplication table last session, questions and answers being spoken. Their work consists at present in reading simple stories on the slate and explaining difficult phrases in familiar language. No. V. are completing the history of domestic animals, with daily exercises in colloquial language upon some event which may have taken place recently.

*Class VII.* is made up of two boys, who have a fair command of spoken language. They are reading Royal Reader No. II., which they expect to complete by the end of the session. The system of beginning to teach the vowel sounds first will be continued this year. The result of last year's experience convinces us that the voice will be stronger and of a purer tone, while the ability to use it with ease will be more easily overcome when it is cultivated at the first.

The Combined Method is in practice in our ordinary classes, as we consider it capable of conferring the greatest benefits upon the mass of deaf-mutes. Signs are used sparingly, the manual alphabet, writing and object teaching being our chief means of instruction. In all our exercises in arithmetic, geography, history, etc., our great object is to teach our pupils LANGUAGE. Just before the close of the last term, and prior to the official examination, we had a teachers' examination of all the classes, and the written work of each and every pupil then in the Institution is now filed in my office. The questions were not intended for publication, but as they will show the extent of the ground covered I have thought it advisable to embody seven sets of the papers in this report. They do not exhibit all the work gone over during the year, but to answer them proves that the pupils must have been taught to understand and use the language employed. The final adding up showed that about seventy per cent. of the questions were answered correctly.

## TEACHERS' EXAMINATION QUESTIONS, 1884.

## FOR FIRST GRADE PUPILS.

FIRST PAPER.—*Objects in the class-room*—Hat, key, pin, pen, boy, girl, box, book, cup, door, jug, slate, pencil, wall, stick, knob, floor, window, crayon, arm-chair, chair, ceiling, window-sill, inkstand, handkerchief, knife, newspaper, gas-pipe, mantel-piece, motto, picture, nail card, tack, paper, glass, desk, lead-pencil, pillar, grate, frame, bars, fender, bricks, curtain.

SECOND PAPER.—*Parts of the body*.—Eye, nose, mouth, tooth, tongue, lip, cheek, chin, jaw, head, face, forehead, ear, eye-brow, eye-lash, hair, moustache, whiskers, beard, shoulder, chest, arm, elbow, side, back, wrist, hand, finger, thumb, thumb-nail, finger-nail, palm, knuckle, bone, leg, knee, foot, toe, toe-nail, heel, ankle, heart, blood, body, skin. *Natural Phenomena*.—Rain, cloud, snow, hail, wind, dew, frost, lightning, thunder, ice, sky, sun, moon, stars.

THIRD PAPER.—*Write the plural of the following nouns*.—Ass, fly, potato, fox, butterfly, negro, calf, man, child, goose, mouse, sheep, dish, glass, sheaf, baby, watch, lady, loaf, woman, leaf, bench, ox, foot, church, deer, lily, fish, gentleman, cherry, puppy, berry, shelf.

FOURTH PAPER.—(1) *Write the names of a few articles of everyday use*. (2) *Divisions of time*. (3) *The days of the week*. (4) *The months of the year*. The following articles were enumerated:—Table, plate, fork, spoon, saucer, bed, sofa, lamp, towel, basin, comb, pitcher, pail, carpet, stove, salt, scissors, looking-glass, pepper, bread, butter, milk, tea coffee, meat, sugar, apple, orange.

FIFTH PAPER.—*Write the names of animals, birds, etc.* There were named:—Horse, cow, pig, deer, cat, dog, sheep, lamb, goat, rat, mouse, lion, elephant, wolf, bear, ape, ass, ox, snake, hen, chicken, goose, turkey, duck, frog, bird, fly, bee, owl, butterfly, bat, worm.

SIXTH PAPER.—(1) *Supply adjectives of colours*.—The — horse, the — hair, the — grass, the — cat, the — shawl, the — flowers, the — ribbon, the — bird, the — glove, the — beads. (1) *Supply nouns*.—The silk —, the iron —, the vain —, the thirsty —, the sour —, the tired —, the bold —, the ignorant —, the dead —, the deep —, the broken —, the dirty —, the crooked —, the sad —, the hungry —, the fine —, the stout —, the dumb —, the blind —, the clever —, the narrow —, the stupid —, the beautiful —, the new —, the careless —, the ripe —. (3) *Supply adjectives*.—The — axe, the — card, the — purse, the — fire, the — scissors, the — newspaper, the — sleigh, the — barrel, the — apples, the — orange, the — tea, the — water, the — barn, the — chicken, the — beet, the — elephant, the — egg, the — wolf, the — mouth, the — hand, the — sun, the — afternoon, the — slipper, the — dining-room, the — gentlemen.

SEVENTH PAPER.—*Questions asked and actions performed by the teacher, answered and described by the pupils, as under: Questions*—What is your name? How old are you? Where do you live? What is my name. *Actions*.—(1) You took the key, the book and the knife off your desk, opened the knife, gave the book to Robert and locked the door with the key. (2) You broke the crayon into three pieces, threw one piece out of the window, wrote Robert's name on the slate with one piece and put the other piece behind your ear. (3) You tore the paper into three pieces, folded one piece, put one piece in your pocket and the other piece in your desk. (4) You walked around the pillar, sat on the window-sill and folded your arms. (5) You took the brush, the knife and the lead pencil off the chair, cleaned the slate with the brush, opened the knife and out the lead pencil with it. (6) They put their hands behind their backs, walked to their seats, sat down, put off their slates in their desks and folded their arms. (7) Albert Seper came in, shut the door, took off his hat, wiped his forehead with his handkerchief, shook hands with you, sat on the chair and laughed. (8) You took the crayon out of the box, broke it into six pieces, put one piece in the grate and gave one piece to Jessie, she wrote her name on the large slate with it and threw it over her shoulder, and you put one piece behind John's ear and threw the other three pieces out of the window. (9) You took the paper, the book, the stick and the clock off your desk, put the clock on the floor, folded the paper and gave the book to Archie; he opened it and read it, and you put the stick under your arm.

EIGHTH PAPER.—*Notation and numeration to 500.*

## FOR SECOND GRADE PUPILS.

FIRST PAPER.—*Miscellaneous Language Questions:*

1. What is your name?
2. What is your teacher's name?
3. Where does your father live?
4. What is your age?

5. How many days are there in a week ?
6. Name the first, third fifth and seventh days of the week ?
7. How many seasons are there in a year ?
8. What day of the week is this ?
9. Name the seasons of the year ?
10. What day of the month is this ?
11. What is your first name ?
12. What day of the week was yesterday ?
13. Where did you eat your breakfast ?
14. What season of the year is this ?
15. When do you expect to go home ?
16. Where do apples grow ?
17. How many windows are there in the room ?
18. Are there more boys than girls in this class-room ?
19. When did you eat your supper ?
20. Where did you sleep last night ?
21. Where do berries grow ?
22. Can you skate ?
23. Do you like to ride down hill on a hand-sleigh ?
24. Are you a bird ?
25. Can you sing ?
26. Is your mother blind ?
27. What day of the month will to-morrow be ?
28. Where do potatoes grow ?
29. Name the months of the year ?
30. What day of the week will to-morrow be ?
31. Can you count to 100 ?
32. Where is my hat ?
33. What color is the large desk ?
34. Are there more boys than girls in this room ?
35. Name the seventh, tenth, eleventh, and twelfth, months of the year ?
36. Who is the Superintendent of the Institution ?
37. How old am I ?
38. Are those men sawing wood now ?
39. How many meals did you eat to-day ?
40. Can you draw a load of hay ?
41. Can a span of horses draw a load of hay ?
42. Are you an elephant ?
43. Where are your boots ?
44. Where is your hair ?
45. Name the first and third seasons in the year ?
46. How many large desks are there in this room ?
47. Who prayed in the chapel this morning ?
48. How are you ?
49. Are your feet cold ?
50. Can you dig potatoes ?

SECOND PAPER.—(1) *Place suitable adjectives before the following* : Leaf, cow, dog, sheep, elephant, horse, dress, grass, ink, milk, butter, apron, desk, boot. (2) *Give the plural of the following nouns* : Sheaf, fox, dish, knife, box, ox, mouse, man, woman, fence, dress, sheep. (3) *Give the color of the following* : Cow, horse, elephant, grass, egg-shell, leaf, pencil, hen, sheep, mouse, dress, pigs. (4) *Exercise in Personal Pronouns* : A boy hurt — nose and — blood. Two girls carried — slates in — arms. Four ladies rode in a carriage and — enjoyed —, I lost — purse and — cried. A lady bought two collars but lost one of —. She looked for — but — could not find —. A lion caught a boy and — killed —.

THIRD PAPER.—*Incorporate the following* : A spool of thread ; a yoke of oxen ; the yolk of an egg ; a pair of scissors ; a pair of pants ; a suit of clothes ; a pair of cuffs ; the white of an egg ; a pair of shears ; a set of harness ; a piece of pie ; a slice of bread ; a pair of stockings ; a string of bells ; a pair of boots ; a string of beads ; a loaf of bread ; a baby's carriage ; a load of hay ; a stick of wood ; a load of straw ; a clothes-line ; a clothes-pin ; a pound of raisins ; a roll of butter ; a crock of butter ; the roots of a tree ; the leaves of a tree ; a house and lot ; a dozen eggs ; a bureau drawer ; a set of knitting needles ; an egg shell ; a blade of grass ; a cake of soap ; a paper of pins ; an ear of corn ; a bath brick ; a bell wire ; a leather strap ; a corn cob ; a drop of medicine ; a slate frame ; a grain of corn ; a horse shoe ; a pane of glass ; a door knob ; a hand sleigh ; an orchard ; a dollar bill.

FOURTH PAPER.—*Mental Arithmetic* :

1. How many days are there in 3 weeks ?

2. How many hours are there in 2 days ?
3. A boy had one dollar and fifty cents ; he lost a quarter of a dollar, 2 ten cent pieces and a five cent piece. How much did he have left ?
4. How many must be added to 15 to make 36 ?
5.  $31 - 8 - 5 - 4 - 7 - 10 - 3 - 1 + 8 + 6 - 2 =$
6. A girl had 18 oranges ; she ate 4, she gave her brother 5, she lost 2, she bought 5 and her mother gave her three. How many had she then ?
7. A man bought 2 handkerchiefs for \$1.30 ; he gave the clerk a \$5 bill. How much should the clerk give back to him ?
8.  $26 - 18 + 37 =$   
 $21 - 13 + 40 =$   
 $53 - 16 - 10 =$
9. How many weeks are there in 2 years ?
10. How many months are there in 4 years ?
11. How many thumbs have 4 boys and 3 girls ?
12. In a school there are 47 pupils ; there are 19 boys. How many girls are there ?
13.  $14 + 8 - 3 + 6 - 4 + 9 - 5 + 6 + 8 - 4 - 3 - 2 =$
14. How many legs have 2 cows, 3 pigs, 2 sheep and a fox ?
15. A boy after spending 23 cents had 17 cents remaining. How much had he at first ?
16. How many hind feet have 3 horses, 2 cats and an elephant ?
17. From \$5 take 93 cents =
18. A boy bought a dozen marbles for 5 cents, a top for 25 cents, a postage stamp for 3 cents, a post card for 1 cent and a pair of suspenders for 30 cents. How much did he spend ?
19. How much more did he pay for the suspenders than the post card ?
20. How many cents are there in \$5 ?
21. A man paid \$32.80 for a suit of clothes and \$5.75 for a pair of boots. How much more did the clothes cost than the boots ?
22. A farmer had 40 sheep ; he killed 7, he sold 13, he bought 5, his father gave him 11 and 6 died. How many had he then ?
23. A lady paid \$20 for a muff and \$1.50 for a pair of cuffs. How much less did she pay for the cuffs than the muff ?
24. In a basket there are 54 apples and oranges ; there are 17 apples. How many oranges are there ?
25. A, B and C bought potatoes. A bought 37 bushels, B bought 21 bushels, and C bought 13 bushels. How many bushels did they buy altogether ?
26. How many bushels did B and C buy ?
27. A lady spent \$1.50 for a pair of gloves, \$10 for a dress, 13 cents for a paper of pins and 25 cents for a handkerchief. She gave the clerk a \$10 bill. How much did the clerk give back to her ?
28. How much more should she have given to the clerk ?
29. A man had \$17, he lost \$4.50 and spent the remainder for tea. How much did he spend for tea ?
30. A girl had 50 cents in her purse, her mother sent her a letter containing \$1.30, she then spent half a dollar. How much had she left ?
31. How many eyes have 4 gentlemen and 2 ladies ?
32. How many manes have 6 horses and 2 lions ?
33.  $28 - 3 - 5 - 6 - 7 + 9 - 5 + 3 + 2 - 1 + 9 - 7 \times 8 - 6 =$

FIFTH PAPER.—Arithmetic :

1. Add :
 

70003
87600
5430
20
1008
700
104
2. Add \$13.54, 3 cents, 1 cent, \$100.75, 80 cents, \$1.01, \$30.33.
3. From \$11,100 subtract \$19.04.
4. A man had \$7.50, he bought a book for 85 cents, a pair of gloves for \$1, a paper of pins for 10 cents and a pair of spectacles for \$2.50. How much had he left ?
5.  $\$29.87 - \$6.58, \$927 - \$186, \$54.86 + \$13.54.$
6. A lady had 5 \$10 bills, 3 \$2 bills and \$2.76 in change. How much money had she ?
7. A man paid \$2,786.50 for a house and lot and \$327 for a span of horses. How much did he pay for both ?
8. How much more did he pay for the house and lot than the horses ?
9. A farmer went to the city with \$86.50 in his pocket, he sold a pair of ducks for 75 cents, 2

sheep for \$33, a turkey, for \$1, a pail of pickles for 80 cents, 4 pounds of honey for 60 cents, 3 geese for \$1.20, a calf for \$10.75, and 3 pigs for \$37.20. How much money did he have then?

- (a) What did he sell?
- (b) Where did he go?
- (c) How many animals did he sell?
- (d) How many fowls did he sell?

10. A man had 576 sheep, he sold 104, he killed 29, he bought 327, his father gave him 25. 13 died and he gave away 14. How many had he then?

11. A lady had 2 \$10 bills and a \$5 bill, she received a letter containing \$175.50 she sold a muff for \$27.80, her brother gave her \$29.80, and she found 3 \$2 bills. How much had she then?

12. A, B and C bought apples. A bought 438 bushels, B bought 796 and C bought 560 bushels. How many bushels did they buy altogether?

### FOR THIRD GRADE PUPILS.

#### FIRST PAPER.—*Colloquial Language.*

1. Who are you?
2. Who are the Superintendent and Matron?
3. Who teaches shoemaking?
4. How many pupils are there in the Institution?
5. What day, month, season and year is this?
6. What will next month be?
7. How old is Mr. Greene?
8. What was the day before yesterday?
9. What will you do when you go home?
10. How long have you been at school?
11. Are your parents living or dead?
12. How many brothers and sisters have you?
13. Are any of your brothers and sisters deaf and dumb?
14. What direction do you live from here?
15. How many meals do you eat every day, and name them.
16. Is Mr. Greene's class higher or lower than this class?
17. Is Mr. Ashley deaf and dumb?
18. How many deaf-mute teachers are there in the Institution, and name them?
19. Where does the sun rise and set?
20. When do you go to bed? get up?
21. What did you eat for breakfast this morning?
22. When do the sun, moon and stars shine?
23. Where is Mr. Mathison?
24. Where does the sun rise and set?
25. What church do your parents attend?
26. What church does Mr. Canniff go to?
27. Name three kinds of grain, four kinds of fruit and two kinds of vegetables?
28. Name three things in a kitchen?
29. What does your father do?
30. Do you live in the country or in a town or city?
31. Why do you come to school?
32. Did you make your bed before or after breakfast?
33. Can a dog fly?
34. What are the people who live in Canada called?
35. Who watches the girls every evening?
36. James, clean this slate?
37. Lotta, where do you live?
38. Ada, how old are you?
39. Duncan, how many feet has a dog?
4. Eva, can a horse talk?

#### SECOND PAPER.—*Tenses and Incorporation of Verbs.*

(1). A boy — a bird on a fence and — it. A man — two crows yesterday. James — a pigeon next summer. Men were — wild ducks last fall. Mr. Denys — in here a few weeks ago, — you some questions and then — to his own class again. He said that you — well and perhaps he — comes in again. This month — My. last month — April, and next month — — June. A boy hears a dog —

in the woods. Teachers tell the pupils to stop — in school. It — not rain yesterday. Two boys — to town. One of them — a hat, but the other — not buy anything.

(2). Incorporate the following :—Think, thinks, thinking, thought, went, goes, sell, paying, burn, lose, gave, feeding, dream, look, have, count, and scratch.

THIRD PAPER.—*Comparisons and Distributions.*

1. (a) Mr Greene is not — tall — as Mr. Brown.  
(b) Mr. Brown is — Mr. Greene.  
(c) Mr. Brown is the — of all the teachers.
2. (a) A cow is — large — a sheep.  
(b) A sheep is — a cow.  
(c) A horse is the — of the three.
3. (a) Duncan does not write — as John.  
(b) John is — writer in his class.
4. (a) — the prettiest —.  
(b) — as useful as —.  
(c) — not more useful than —.
5. (a) The floor is — the ceiling.  
(b) A bay is — than and inlet, but it is — than an ocean.
6. (a) A man gave five cents to — of four boys.  
(b) There is no school — Saturday and Sunday.  
(c) A horse has — wings — horns.  
(d) I will not give away — my watch — my chain.  
(e) I do not like — snakes or toads.  
(f) Miss Ostrom is — deaf and dumb.

FOURTH PAPER.—*Artisans.*

1. Who makes shoes, dresses, buggies fences and chairs ?
2. What are horse-shoes, sleighs, tubs and pans made of and used for ?
3. What does a barber do ?
4. What is yeast used for ?
5. Who repairs pans ?
6. What are the flesh of the cow, sheep, deer, and calf called ?
7. Name four things which a tailor makes ?
8. What is a woman who makes men's clothes called ?
9. What part of a tub is made of wood ?
10. Do coopers make doors ?
11. Who makes them ?
12. Name four things which a mason uses ?
13. What are houses built of ?
14. What is etc. ?
15. Who trims hats and what are they trimmed with ?
16. Who wear overcoats, and when do they wear them ?
17. Who sow and reap grain ?
18. Is Mr. Denys a printer ?

FIFTH PAPER.—*Geography.*

1. Define an isthmus, swamp, prairie, coast, volcano, tributary, archipelago, canal, mountain-range, and plateau ?
2. What is the shape of the earth, and what is it covered with ?
3. Name four divisions of land and three divisions of water ?
4. Name the continents of the Eastern Hemisphere ?
5. What is land entirely surrounded by water called ?
6. What do a strait and isthmus connect ?
7. Name the largest ocean and smallest continent ?
8. What continent is this and what oceans lie north, east and west of it ?
9. What ocean lies east of Europe ?
10. What direction is Europe from Africa ?
11. How many countries in North America and name them ?
12. What direction is Alaska from Canada ?

SIXTH PAPER.—*Mental Arithmetic.*

1. How many days in twelve weeks ?
2. How many fingers have nine boys ?
3. How many feet have six horses, four ducks and five cows ?
4. How many more boys than girls in this room ?

5. Harry had \$3; he bought 4 lbs. of sugar at 9c. per pound, 5 lbs. of rice at 4c. per pound and a pail for a quarter. (a) How much remained? (b) How much did he spend? (c) How much had he at first? (d) What did he buy? (e) How many pounds of sugar cost 9c?

6. A boy sold 8 quarts of berries at 17c. per quart. The woman who bought them gave him a three dollar bill; how much change will he give her?

7. Willie had six dozen apples; he ate 1, gave away 9, so'd 15, his brother gave him 8 and he threw away 14; how many had he then?

8. Willie had 8 marbles and Charlie had six times as many, minus 7 (a) How many had both? (b) How many has each?

9. A boy paid 18c. for a top and 27c. for a hoop, he sold them both for half a dollar. Did he gain or lose, and how much?

10. James goes east for 6 hours, travelling 9 miles per hour, and Charles travel in the opposite direction for 5 hours at the rate of 4 miles an hour. (a) How far apart are they? (b) How far did each go? (c) How long did Charles walk?

#### SEVENTH PAPER.—Arithmetic.

1. A man bought 96 cows at \$24 each, and sold them at \$27, each. (a) Did he gain or lose, and how much? (b) What did all cost? (c) How much did he gain or lose on one cow? (d) How much did he get for all? (e) What did five cows cost? (f) How much did he receive for four cows?

2. A farmer sold 67 bushels of oats at 39c. a bushel, 85 bushels of barley for 68c. and 63 bu. of wheat for 95c. per bushel; he bought 25 yards of cloth at 75c. per yard, a pair of boots for two dollars and three quarters, a hat for 95c. less than the boots, and gave the rest of the money to his wife. (a) How much did his wife get? (b) How much did he receive? (c) How much less did he get for the oats than for the wheat? (d) How much cloth cost 75c.? (e) How many bushels of wheat did he sell and what did he receive for it? (f) How many bushels of grain did he sell?

3. If a man earns \$78.25 per month and it costs him twelve dollars and a quarter a week to support his family. (a) How much can he save in a year? (b) How much does he earn in a year? (c) How much does he spend in a month?

4. A lady bought 16 yards of silk at \$1.05 per yard, 12 yards of calico for \$2, 3 pairs of stockings at 37c. per pair, and some other things for a dollar and a-half; she gave the clerk two \$5 bills, three \$2 bills two 10c. pieces and a 50c. piece. (a) How much change did he give her? (b) How much money did she give the clerk? (c) How much did she spend? (d) How many stockings did she buy?

5. James is six years younger than Henry, Willie is four years older than James, Henry is eighteen years old. (a) How old is James? (b) How old is Willie? (c) What is the sum of their ages? (d) Who is the youngest? (e) Who is the oldest?

#### EIGHTH EXERCISE.—Description of Selected Pictures and Letter Writing.

### FOR FOURTH GRADE PUPILS.

#### FOURTH PAPER.—Miscellaneous Language Questions.

1. In what county is your home?
2. How many are there in your family?
3. What color is a tomato inside?
4. What color is Maggie's hair?
5. Do you think it will rain this afternoon?
6. Who is the gardener here?
7. What day will to-morrow be?
8. What day was the day before yesterday?
9. Why do you come to school?
10. Which is the higher of the two, Mr. Mathison's house or the Institute?
11. Which do you like best, birds, dogs or horses?
12. Who and where is Mr. Coleman?
13. Why was McKay absent from school last week?
14. When did you last get a letter from home?
15. What height is Mr. Ashley?
16. Did you ever fall into the water?
17. How much is a slate worth?
18. Did you ever see an elephant?
19. What holds up the blinds?
20. How many more boys than girls are there here?
21. What did you do after breakfast yesterday?
22. At what time did you retire last night?
23. Why did you not come to school yesterday?

24. Who was on evening duty last week ?
25. Who is on chapel duty this week ?
26. What is water used for ?
27. What are brooms used for ?
28. Why can you not lift my desk ?
29. Name the resident teachers ?
30. Name the non-resident teachers ?

SECOND PAPER.—(1.) *Incorporate the following:* Find, disobey, mend, follow, dusting, shake, skim, scratched, bravely, quickly, again therefore, bitterly, gracefully, sometimes, seldom, wearily, among, inside, off through, long ago, in a little while, tell a lie, strike a match, turn on the gas, roll up the blinds, lace — boots, blow out the lamp, put some wood into the stove. (2.) *Change from the Active to the Passive Voice.*

1. I lost a book and a girl found it.
2. A cat caught a rat and she ate it.
3. I will buy a book and I will read it.
4. Mr. Wills plants flowers in the garden every year.
5. Some girls and boys picked flowers a few weeks ago.
6. I frequently see the ferry-boat crossing the bay.
7. Some cruel boys threw stones at a poor lame dog.
8. Farmers sow grain in the fields every spring and fall.
9. A kind girl forgave her cruel brothers.
10. We will see all our friends in a little while.

THIRD PAPER.—*Geography.*

1. How is the water on the earth divided ?
2. How is the land on the earth divided ?
3. Define, promontory, coast or shore, mountain, hill, desert, plain, prairie, plateau, rapids ?
4. What is a crater, a harbor ?
5. What is the top of a mountain called ?
6. What are the banks of a river called ?
7. What is the shape of the earth ?
8. How many hemispheres are there, oceans ?
9. Where are Asia and the Indian ocean ?
10. Why is the Western Hemisphere called the New World ?
11. What connects North and South America ?
12. How many great mountain ranges are there in North America ?
13. Can you walk on an island ?
14. Could a man walk on a strait ?
15. Is a rivulet wide or narrow ?
16. Which is the larger, a sea or an ocean ?
17. Can men build houses ?
18. Is the water of a river fresh or salt ?
19. What is the head of a lake called ?
20. In what direction is Belleville from here ?
21. In what direction is the barn from here ?
22. What is a district ?
23. Who is Lieutenant-Governor of Ontario ?
24. In what dominion and continent do we live ?
25. Name the counties on Lake Ontario, the districts and interior counties of Ontario, with their towns ?
26. Name the rivers, lakes and bays of Ontario ?
27. What and where are Kent, Barrie, Renfrew, Kingston, Bruce, Sandwich and Pembroke ?

FOURTH PAPER.—*Mental Arithmetic.*

1.  $87 \times 49 =$
2.  $92 - 15 =$
3.  $8 + 6 - 5 \times 3 + 7 =$
4. I lost 5c. and had 15c. left, how much had I at first.
5. I paid \$2 for gloves, twice as much for boots and \$3 for a hat. (a) What did they all cost ?
- (b) How much did the hat cost more than the boots ?
6. There are 21 pupils in a room, 15 are boys. How many girls are there ?
7. A boy is 17 years old, and his sister is 4 years younger than he. How old is his sister ?
8. I paid \$18 for books, stamps and pencils ; the books cost \$6 and the stamps \$10. How much did the pencils cost ?
9. A, B, C and D gave me 25 apples together ; A gave me 3, B twice as many and C gave me 10. (a) How many did D give me ? (b) How many did A and C give me together ?

10. A man had 35 apples. He gave three to each of 5 sons, 5 to each of 3 daughters, and he ate the remainder. (a) How many did he eat? (b) How many did 2 sons get? (c) How many did a son and a daughter get together?

11. How many feet have twenty horses?
12. How many toes have six boys?
13. How many days are there in 5 weeks?
14. How many Sundays in 12 weeks?
15. How many months in 6 years?
16. How many weeks in 2 months and 3 weeks?
17. A man earned \$2 per day. How much did he earn in 2 weeks, omitting Sundays?

FIFTH PAPER.—*Arithmetic.*

1.  $9022103 - 6584037 =$
2.  $8265943 \times 5467 =$
3. A grocer bought 12 rolls of butter, each containing 20 lbs., at 25c. per lb. He sold all for \$7 per roll. (a) Find his gain or loss on all. (b) How many pounds did he buy altogether? (c) How many were there in 10 rolls?
4. A man bought a sheep for \$5, a cow for five times as much, a horse for twice as much as the cow, and a carriage for four times as much as the horse. He sold all for \$750. (a) What did he pay for all? (b) Find his gain or loss on all? (c) How many things did he buy? (d) How much did the horse and carriage cost together? (e) How much less did the cow cost than the horse?
5. A man owed \$2,520.50 to his butcher, baker and grocer. He owed \$250 to the butcher and four times as much to the baker. (a) What did he owe the grocer? (b) What did he owe the butcher and baker together? (c) How much more did he owe the grocer than the butcher?
6. A, B, C and D walked 1,275 miles together. A walked 150 miles, B walked 500 miles and C 350 miles. (a) How many miles did D walk? (b) How many miles did B and D walk together? (c) How many miles less did A walk than B?
7. A lady bought a bonnet for \$5, a parasol for \$1 less than the bonnet, five yards of silk at \$3.50 per yard, twelve yards of goods at \$1 per yard and three pairs of gloves at \$2 per pair. She gave the storekeeper a four dollar bill, 2 one dollar bills, 2 fifty cent pieces, four quarters, 3 ten cent pieces and a five cent piece. (a) Did she give enough money? (b) How much did she still owe?
8. A man worked in a foundry. He earned \$40 per month and paid \$20 per month for board. (a) How much did he earn in 2 years? (b) How much did he spend in 3 years? (c) How much did he save in 5 years? (d) How many months are there in 9 years? (e) How many weeks are there in 6 months?

SIXTH EXERCISE.—*Description of pictures, journal of passing events, etc.*

FOR FIFTH GRADE PUPILS.

FIRST PAPER.—*Arithmetic.*

1. The sum of \$142,362 was paid for a quantity of land at \$99 an acre; find the number of acres?
2. A man bought an equal number of sheep and cows for \$6,300. Each sheep cost \$3.50 and each cow \$21.50. How many of each did he buy?
3. If 18 men can reap a field in 76 days, how long will it take 19 men to reap it?
4. If 7 yards of cloth cost \$94, how many pounds of butter at 40c. per pound must I pay for 5 yards?
5. How many firkins of butter, each containing 56 pounds, at 23c. per pound, must be given for 14 barrels of sugar, each containing 276 pounds, at 8c. per pound?
6. Eight head of cattle at \$23 each and 4 horses at \$194 each were given for 24 acres of land. What was the land worth per acre?

SECOND PAPER.—*Geography.*

1. Where is the Dominion of Canada?
2. When was the Dominion of Canada formed?
3. Name the Provinces it first consisted of?
4. Which of the Provinces have no ocean, sea or lake coast?
5. Is Newfoundland a part of the Dominion?
6. Name the capital of each Province?
7. What city is the political capital?
8. What city is the commercial capital?
9. For what is the Province of Ontario chiefly noted?

10. What river connects Lakes Erie and and Ontario!
11. Where are Point Pelee and the Manitoulin Islands?
12. Name four of the largest lakes in Ontario?
13. In what Province is Montreal?
14. Which way does the St. Lawrence River flow?
15. What large bay lies between New Brunswick and Nova Scotia?
16. What is Picton, and where is it?
17. What canal is there between Kingston and Ottawa?

THIRD PAPER.—*Natural History and Miscellaneous Questions.*

1. What is a domestic animal? Name one?
2. What is a beast of prey? a bird of prey? a beast of burden? Name one of each?
3. What is a quadruped? a biped?
4. What is a ruminant quadruped? Name the quadrupeds that chew their cud.
5. Name some of the animals that live on vegetable food? Some that live on animal food?
6. From what animals is the best flesh procured?
7. Name the animals from which bacon, veal, mutton and venison are procured?
8. What are quadrupeds, birds and fish covered with?
9. Which is the largest quadruped, and where is it found?
10. Name some animals that have round solid hoofs? Name those having cloven hoofs?
11. What animals have paws, hands?
12. What do you call a company of cattle, of sheep, of birds, of men?
13. What is the cow's mode of defence? the dog's? the horse's?
14. Does the cow bellow?
15. What animal bleats? Which bellows?
16. What is leather, fur, yarn, roan?
17. What are carnivorous animals?
18. Is the horse a biped or a quadruped? Is it useful?
19. Which are the largest horses known? the smallest?
20. What are the bones, hoofs, hide, hair and tendons made into?
21. What is tallow, cheese, veal and glue?
22. What is cow's hair mixed in, and why?
23. Show that the sheep is a useful animal?
24. Name some worsted fabrics? some woollen stuffs?
25. What do you call the young of the sheep?
26. Did you ever eat mutton chops?
27. For what are sheep especially kept by farmers?
28. How do you fatten a pig?
29. What is bacon, ham, lard?
30. What are the bristles used for?
31. Which are the most common species of dogs?
32. What sound does a dog make when he is angry? when he gets hurt?
33. How does he express his hunger?
34. When does he bark? wag his tail? curl it over his head?
35. What animals destroy rats and mice?
36. Where do wild rabbits live? tame ones?
37. Is rabbits flesh eatable?
38. Name some of the fur-producing animals?
39. What skin is most expensive?
40. In what country are goats largely kept?
41. Why do people keep them?
42. Name some kinds of goats, stating where they live?
43. Do beasts of prey generally go looking for food during the day or night?
44. When can they see best?
45. Why is the lion styled the king of animals?
46. Are there lions in the woods of Ontario? where are they found?
47. Name another beast of prey nearly as strong as the lion?
48. What domestic animal does the tiger look like?
49. What is remarkable about his hair?
50. In what is man above animals?
51. Have animals souls?
52. Do animals guide themselves by reason or by instinct?
53. Who was the first man, and where did God place him?
54. Why was he driven out?
55. What do you know of the history of Adam and Eve?
56. Who lived the longest life?
57. How do you please God? displese Him?
58. What language are you learning?

59. How long does man generally live?
60. What does he do for a living?
61. Name the Canadian birds?
62. Which are the prettiest birds known?
63. Of what color are the ostrich, the canary, the swan, the raven, the flamingo?
64. Tell some of the habits of birds?
65. Describe the ostrich, and tell how it acts when pursued?
66. Name the birds that are principally tamed, and tell why?
67. What do birds live on?
68. With what and where do they build their nests?
69. What bird is king of the feathered tribe, and why?
70. What bird lives the longest?
71. What is peculiar about the cuckoo?
72. Why do people keep a canary bird in a cage, instead of a goose or a peacock?
73. How are domestic poultry valuable to man?
74. Does the duck make a nest or sit on the eggs?
75. What birds can be taught to speak?
76. Of what use was the dove at the time of the flood?
77. Who made all the animals? For whose use?
78. To whom should we be thankful for the many good things of this world?
79. How can we show our gratitude to the creator?
80. How many of those questions do you think you can answer?

FOURTH, FIFTH AND SIXTH EXERCISES.—*Description of Pictures, Familiar Correspondence, Incorporation of Pronouns, Adjectives, Adverbs, and common Conjunctions.*—The following words were given for incorporation: Mine, ours, theirs, whom, either, every, some, any, none, better, while, when, since, chiefly, correctly, if, but, although, as, neither, nor.

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### FOR SIXTH GRADE PUPILS.

FIRST PAPER.—*Incorporate the following:* Mine, its, whose, badly, shortly, everywhere, nowhere, somewhere, nobody, still, since, last, unless, whether, nicely, neither, neatly, swiftly, gathered, except, accident, excepted.

SECOND PAPER — *Mental Arithmetic.*

1.  $(37 + 16 + 25 + 8) - ( + 15) \times 3 =$
3.  $(18 + 14 + 9) - (15 + 6) \div 6 =$
3. William worked for 8 months at \$10 a month and got \$37; how much was still due him?
4. If a boy earns 7c. an hour how much would he earn in two weeks, working 5 days a week, and 10 hours a day?
5. Two boys start from the Institution and walk in the same direction. One walks 8 miles an hour, and the other 5 miles an hour; how far are they apart at the end of 12 hours?
6. What is the cost of a barrel of flour at 3c. a pound?
7. If a pound of coffee costs 48c., what will 6 ounces cost?
8. What is the cost of 2 bushels of oats at 20c. a gallon?
9. What is the cost of a quire of paper at 2c. a sheet?
10. If 8 pounds of nails cost 72c. what would be the cost of 23 pounds?
11. If 3 oranges will cost 18c. how much will two dozen cost?
12. If 2 boys can do a piece of work in 4 days how long will it take 3 boys to do it?
13. I paid \$3.50 for a hat, 25c. a piece for 3 collars and \$16.50 for a suit of clothes; how much change should I get out of five \$5 bills?
14. John had 18 nuts and Henry had 28 more than John; how many had both?
15. A farmer exchanged 8 pounds of butter worth 20c. a pound for tea at 40c. a pound. How many pounds of tea did he get?
16. A boy bought 3 dozen oranges for \$1.50 and retailed them for 5c. apiece; how much did he lose or gain?
17. A man bought 8 sheep for \$32, 3 cows at \$15 each and sold them so as to make \$20; how much did he get for all?
18. A man bought a number of horses for \$1,440 and sold them for \$1,680, gaining \$20 per head; how many horses did he buy?
19. I bought a dozen handkerchiefs for \$3.60 and sold them at 3 for \$1.20. Find the gain?
20. If 2 cows are worth \$30 and 7 sheep are worth \$35, how many sheep should be given for 5 cows?

THIRD PAPER.—*Arithmetic.*

1. A grocer bought 7 chests of tea, each weighing 49 lbs., at \$37 a chest, and sold it at 87c. a pound; with his profits he bought figs at 24c. a box; how many boxes of figs did he buy?
2. A farmer bought 12 horses at \$101 each, 19 sheep at \$4.75 apiece and 6 calves at \$8 each; he sold the horses at \$137 each, the sheep at \$8 each, half of the calves at \$10 each, and the other half for \$27.75. It cost him \$3.25 to bring the animals to market, their feed cost him \$7 each, and his hotel expenses were \$1.50. (a) Did he gain or lose, and how much? (b) What did he buy, and what did his expenses amount to? (c) How much more did he pay for the horses than he got for the calves?
3. I bought some eggs at \$.68, paying at the rate of 23c. a dozen; I sold 9 dozen at the rate of 27c. a dozen, and for the remainder I got \$1.82. (a) Did I gain or lose, and how much? (b) How many dozen in the second lot I sold?
4. If a clerk in a store earns \$1.85 a day and spends 75c. a week for car fare, \$12 a month for clothes, \$4.50 a week for board and washing and 10c. a week for a newspaper, how much will he save in two years?
5. A grocer bought \$34.32 worth of lemons, paying at the rate of 17c. a dozen, he sold 67 dozen at 48c. a dozen and the remainder at 6c. apiece. With his profit he bought tea at 50c. a pound. How many pounds of tea did he buy?
6. A man supplied me with milk from the 1st of July to the end of the year, charging me 5c. a quart for the first three months and 6c. a quart for the balance of the time. I got 2 quarts a day. How much do I owe him?
7. A merchant paid \$11.13 for a barrel of sugar, which sum included 25c. for the barrel and 18c. for freight. The sugar cost originally 9c. per pound; how many pounds did he buy?
8. A farmer having 32 cwt. 3 qrs. 18 lbs. of pork, sold 6 cwt. 2 qrs. 15 lbs., and the remainder he put into 12 barrels; how many pounds did he put into each barrel?
9. A man bought 12 barrels of apples for which he paid \$48, and sold them at a gain of \$24 on the whole; how much did he gain per barrel, and how much did he get for them?
10. Reduce 6,801,928,435 ounces to tons?
11. Reduce 7,093,168,592 inches to miles?
12. A man bought 16 bushels of wheat at \$1.15 a bushel, 1½ bushels at \$1.20 a bushel, 25 bushels at 95c. each, 8½ bushels at \$1 each and 20 bushels at \$1.10 each; he sold 30 bushels at \$1.20 each, half of all he bought at \$1 per bushel, and the remainder at \$1.10 per bushel. How much did he gain or lose?
13. A gentleman divided \$1,000 between five boys. The eldest got a half of the whole, minus \$50; the second got a quarter of the whole, plus \$50; the third got one-fifth of the whole, minus \$50; the fourth got one-tenth of the whole, and the fifth boy got the remainder. How much did each boy get?

FOURTH PAPER.—*History.*

1. When and where was the first parliament held in this Province, and who was Lieutenant-Governor at that time?
2. When was slavery abolished in Upper Canada, and when was the census first taken?
3. What was the cause of the war of 1812, and who was Governor-General at that time?
4. Name the battles fought during the war, and the commanders on each side?
5. What was the former name of Toronto, and when did it become the Capital of this Province?
6. In what year, by whom, and why was the exportation of grain stopped from Canada to England?
7. Tell the cause of the rebellion in Canada, the year it occurred and the names of the principal leaders?
8. Give the events of 1840?
9. What noted man was killed in the battle of Moraviantown; what English general defeated; and in what year did it occur?
10. Describe the battle of Lundy's Lane.

FIFTH PAPER.—*Geography.*

1. Begin at the east and name the boundary rivers of Canada?
2. Through what waters would a vessel sail in going from Collingwood to Montreal, and at what places would she stop?
3. Name the great rivers of Canada, tell in what direction they run and into what waters they empty?
4. Which is the most westerly Province of Canada, and what is its capital?
5. Where, and for what noted, is the Bay of Fundy?
6. Name the imports of Canada, and tell where they are found?
7. What are the exports from Belleville to the United States, and what mineral do the vessels bring back?
8. Name the island province of Canada, and tell when it joined the Dominion?
9. How would you travel from here to Winnipeg?
10. Name the islands in the Gulf of St. Lawrence, and also in the Ottawa River?

11. What lake lies north of Toronto, and what river is its outlet?
12. Name the mineral productions of Canada, and tell where they are found?

SIXTH EXERCISE.—*Language Exercises, etc.*

FOR SEVENTH GRADE PUPILS.

FIRST PAPER.—*Mental Arithmetic:*

1.  $27 + 39 + 53 + 76 + 89 + 92 =$
2.  $8 + 14 + 20 - 15 + 10 - 30 =$
3. A house was bought for \$1,200, and sold for \$1,500, and the profits divided between six persons. What was the share of each?
4. A man bought an equal number of pigs and sheep for \$63, each pig cost \$3 and each sheep cost \$1. How many of each did he buy?
5. If four barrels of flour cost \$36, how many yards of cloth at \$3 per yard will two barrels of flour buy?
6. A farmer exchanged 11 tons of hay for 15 yards of cloth at \$6 per yard, and 4 yards at \$5. What was the hay per ton?
7. A man's yearly income is \$1,200. He pays one servant \$10 per month, and another \$180 per year, and his other expenses are \$90. What are his yearly profits?
8.  $(\frac{2}{3} \text{ of } 12) + (\frac{1}{2} \text{ of } 24) - (4.7 \text{ of } 21) =$
9. John can do a piece of work in 6 days, Henry in 11 days, and Tom in 15 days. In what time will they all do it together?
10. John spent one-half of his money for nuts, three-eighths of it for apples, and had 5c. left. How much had he at first?
11. A man had \$120. He spent three-tenths of it for clothes, and one-third of the remainder for a watch. How much had he left?
12. Find the cost of 2½ lbs. of sugar at 6½c. per pound?
13. If 4 men can do a piece of work in 12 days, in what time can 6 men do it?
14. A man owned three-fifths of a gold mine and sold five-eighths of his share for \$1,200. What was the value of the mine?
15. Divide 150 apples between John and Henry, giving Henry 40 more than John?
16. If 1 ton of hay cost \$20, what will be the cost of 1,800 pounds?
17. Find the cost of 51 bushels, 20 pounds of wheat at 90c. per bushel?
18. If a boy's wages are 80c. per day, how much will he earn in a year, not working on Sundays?

SECOND PAPER.—*Arithmetic:*

1. At 12½c. a pound, how much must I pay for 8½ pounds of sugar?
2. Find the cost of 4 lbs. 7 oz. of butter at 24c. per pound?
3. What will 2 lbs. of rice cost at the rate of 7½ lbs. for 46½c.?
4. Find the interest of \$572 for 4 years 9 months at 7½ per cent?
5. A drover bought 36 cattle for \$612, and 48 cattle at \$24 per head; after keeping them six weeks at an expense of fifty cents per head per week he sold the whole for \$2,500. Find the gain per head?
6. Find the cost of carpeting a room 28 feet long by 20 feet wide with carpet 30 inches wide, at 90c. per yard?
7. Find the cost of 2,290 boards, 10 feet long by 8 inches wide, at \$12.50 per M. sq. ft.
8. A man paid three-eighths of his money for a cow, two-fifths of the remainder for sheep, four-ninths of the balance for pigs, and had \$25 left. How much had he at first?
9. A miller bought barrels of flour for \$32.20, and sold them for \$36.11, thereby gaining 85c. per barrel. How many barrels did he buy?
10. If 6 men, working 8 hours a day, can dig a ditch 100 feet long in 20 days, in how many days will 10 men, working 10 hours a day, dig a ditch 250 feet long?

THIRD PAPER.—*Geography:*

1. Name the American States and Territories that border on Canada and the lakes?
2. Name ten cities in the United States, where situated and for what noted?
3. In going down the Mississippi River, name the States you will pass on the right hand, and on the left, and also the chief cities.
4. What are the chief exports of the United States?
5. Name the capitals of the following States:—Maine, Massachusetts, New York, Virginia, Alabama, Ohio, Tennessee, Illinois, Texas and California?
6. In sailing from Chicago to Liverpool through what waters would a vessel pass, what would be the cargo in going, and what would it probably be in returning?

7. Name the Atlantic seaports in the United States and the Gulf States.
8. Name the chief products of Mexico and the principal seaports.
9. For what is Central America noted?
10. Where are the West Indies, and why are they so called?
11. Name the groups into which the West Indies are divided?
12. For what are the Bahamas noted?
13. Of what islands are the Greater Antilles composed, and what are their capitals?
14. Name the largest of the West Indies, and the country to which it belongs.
15. What are the chief exports of the West Indies?
16. Name the principal countries in South America, and their capitals.
17. Name the largest river in South America, and its tributaries.
18. Where is the Strait of Magellan, and why was it so called?
19. What are some of the chief occupations of the people of South America?
20. Mention the principal seaports on the Atlantic coast of South America, and also on the Pacific coast.
21. What is the largest country in South America, what is its form of government, what is its capital, and what are the chief exports?
22. What is the difference between a colony and a dependency?
23. Mention some of the principal British colonies and dependencies, and tell where they are?
24. Name the Channel Islands, and the waters in which they are situated.
25. Name the capitals of England, of Scotland and of Ireland, and tell where each is situated.
26. Name eight of the principal cities in England, tell where they are situated and for what noted?
27. What is the largest city in Scotland, where is it situated and for what is it noted?
28. What are the chief exports of Great Britain?

FOURTH PAPER.—*Physiology.*

1. What is the meaning of "Digestion"?
2. Write a composition on the process of changing food into blood.
3. What do you mean by "circulation of the blood"?
4. Describe the heart?
5. What is the difference between veins and arteries?
6. Write a composition on the circulation of the blood.
7. Who discovered the circulation, and when?
8. Describe the lungs and tell their use?
9. How is the blood made clean in the lungs?

FIFTH PAPER.—*History of Canada.*

1. What is the difference between a foreign war and a civil war?
2. What was the war of 1812—a foreign or a civil war? Between what countries was it fought and what was its cause?
3. Name the principal battles of the war of 1-12, the commanders on each side and the results.
4. In what year was the Duke of Richmond Governor of Canada? What progress did Canada make under his rule? What was the cause of his death, and who was his successor?
5. In what year was the Canadian Rebellion; who was Governor-General at that time; who were the chief leaders, and what was the cause?
6. Mention the first skirmish of the rebellion and its result; also what occurred at St. Charles and St. Dennis?
7. Of what did the people accuse Governor Head?
8. Tell what you know of the fight at Montgomery's tavern, and of the destruction of the steamer Caroline.
9. At the end of the rebellion how were the rebels punished?
10. Why should all lovers of Canada honour the Earl of Durham?
11. When was Upper and Lower Canada united under one Government, and who was sent out from England to procure the Union?
12. How was Mr. Thompson rewarded for his success in getting the consent of the people to a Union?
13. How was the news of Lord Sydenham's death received in Canada, and what had he done?
14. When did the Elgin riots occur? Tell all you know about them?
15. Who was Dr. Ryerson, and when did he die?
16. When was a Reciprocity Treaty made between Canada and the United States, and what did it allow?
17. When and for what purpose did the Prince of Wales visit Canada?
18. Who were the Fenians, why did they invade Canada, what battle was fought, and what was the result?
19. When were the provinces of Canada united under one Federal Government, by what Act were they united, and who was to represent the Queen in the Dominion?

- 20 Name the Governors-General of Canada from Confederation to the present time.

SIXTH PAPER.—*History of England.*

1. When did George III. ascend the throne, how long did he reign, and what was his character;
2. Mention the chief events that occurred during his reign, and the principal inventions and discoveries.
3. Who succeeded George III., and what was his character?
4. Name the chief events of George IV.'s reign.
5. What was the condition of the country when William IV. began to reign?
6. By whom was William IV. succeeded?
7. When did Victoria ascend the throne, what was her age when she became Sovereign, and how long has she reigned?
8. Mention some of the chief events that have occurred during this reign.

SEVENTH PAPER.—*Book-keeping.*

1. John James bought of E. B. Wood, to-day, May 22nd, 30 yards of cloth at 11c., 25 yards of silk at 90c., two hats at \$2, and 3½ barrels of flour at \$4.50.
  - (a) Make out the invoice.
  - (b) Make a note for the money at three months.
  - (c) Write a receipt for the payment of the money.
  - (d) Write an example of a "Due Bill" for \$10.
2. R. T. Jones bought a horse from J. H. Brown last Saturday, in Ottawa, for \$130, and gave his note at 7 months in payment. Write the note.

—o—

Much has been said and written during the last three months about a deaf-mute variety of the human race, and fears were expressed by the writers that the inter-marriage of deaf mutes perpetuated a race of deaf mutes and was strongly disapproved of. A great many statistics were collected from various sources to prove the theory. Of course I cannot tell what the facts are in connection with other institutions, but from the information we have here I am led to believe that the conclusions drawn are erroneous. Six hundred and sixty-one children have attended or are in attendance at this Institution, and from the records I learn that not a single parent of these children is deaf and dumb. A few of their grand-parents were mutes, and some of their great-great-grand-parents; of those who have been here and have inter-married, I have been unable to find that one of their offspring is deaf and dumb. The facts would seem to indicate that the inter-marriage amongst the deaf and dumb is not the means of bringing into the world children similarly afflicted, and that deaf and dumb children are usually the offspring of hearing and speaking persons.

The aural instruction of the semi-mute is now claiming considerable attention, and classes have been formed of picked pupils, in one or two institutions, from the improvement of their hearing. The experiments so far seem to be partially successful, but it appears to me that when children have sufficient hearing to be taught orally and through the medium of the ear, their proper place is in the public schools with hearing and speaking children, where they can derive all the advantages to be had from associating with hearing and speaking persons. I shall watch with interest the further progress of this new departure.

The religious instruction of the pupils continues as heretofore, the male teachers taking their turn in lecturing on Sundays. The little ones are looked after by Mr. McKillop, and the advanced Bible class is taught by myself every Sunday afternoon. The Roman Catholic catechism class is in charge of Mr. Denys, and ten pupils were prepared by him for advancement in church ordinance. The Rev. Mr. Burke, Rector of St. Thomas' Church, is very attentive to the pupils belonging to his church, and in May last nine of them were confirmed by His Lordship Bishop Lewis. During the year we were visited by the Rev. Mr. Burke, Rev. Monseigneur Farelly, Rev. Mr. Mitchell, Rev. Mr. McLean, Dr. Jeffers, and Rev. J. J. Baker.

The general health of the pupils last year was all that could be desired, for which we were sincerely grateful to a kind Providence. During the school term we had not one single case of serious illness. Officers and employes also enjoyed uninterrupted good health. I regret to say, however, that in March last Miss Tina McDougall, instructress of sewing, succumbed to an attack of heart disease to which she had been subject for a number of years. When the old pupils came back to school again in September, one little boy named James T. D. Shand, from Sarnia, came with them. Before leaving home he had complained of a pain in his head, but very little was thought of it as he had just recovered a few weeks before from an attack of rheumatic fever. On his arrival at the Institution he still complained of a slight pain in his head which developed into an attack of meningitis from which he died on the 27th of September. His mother was with him and he had all that kind care could do for him. So far this term the health of all the others has been good.

The Institution opened for the term on the 10th of September, and the old pupils came back promptly. On the 16th nearly all were in. Classification was made and the work of the present term commenced on the 22nd of that month,

## CHANGE OF TEACHERS AND OFFICERS.

Miss A. M. Bolster, who taught a literary class and the drawing class for a year and a half, resigned at the close of last term as she intended to enter into another and more desirable engagement. She was a faithful, energetic, capable teacher and would have made her mark had she remained in the profession. Her place has been filled by the appointment of Miss Amelia Harkins, a graduate of the Ottawa Normal School. Miss Tina McDougall, who was instructress in the sewing department for over three years died very suddenly in March last. She was a conscientious, capable worker, and a large number of the girls derived very great benefit from her careful training. Miss H. B. Bickerstaff, of St. Mary's, has taken the place formerly occupied by her. Mr. George Begg, the efficient supervisor, received an offer to take a teacher's place in the Texas Institution, and has gone thither. He was a good supervisor and a very capable, industrious employee. Mr. Wm. Douglas, of Bradford, is his successor. During the last year Mrs. M. Spaight taught the fancy work class very acceptably, but this year, owing to the multifarious duties of the matron, it is now taken charge of by Miss Mary Bull. For a month in the beginning of this term and until the new sewing instructress was appointed, Mrs. Spaight directed the sewing department in addition to her other duties.

## FARM AND GARDEN.

Our crops this year have turned out well. We have 1100 or 1200 bushels of potatoes, 500 or 600 bushels of which average from one to two pounds each. We had some weighing as much as two pounds and a half, and at the West Hastings show we took prizes for the best potatoes and collection of roots. Altogether, we succeeded in carrying off our usual number of prizes, including one for the best team of horses on the grounds, for general purposes.

## REPAIRS AND ALTERATIONS.

Various repairs and alterations were undertaken and carried out during the vacation by the Institution employees. The ceiling in the pupils' dining-room and other ceilings in various parts of the main building were taken down and replaced by pine sheeting. The balance of the woodwork remaining ungrained was completed, and all the walls kalsommed and whitened, every part of the main and adjoining buildings were thoroughly cleaned and the rooms fumigated. A number of the pine floors in the dormitories and the hard-wood floors in the dining-room and kitchen ought to be replaced immediately with hard-wood flooring. Some of the remaining plaster ceilings are getting very shaky. To prevent accidents they should be renewed. I have called attention several times to the unsatisfactory condition of the roof of the main building, it is leaking in many places and during a rain storm we are compelled to place dishes on the floors of the upper dormitories to catch the water as it comes in. A new roof is absolutely necessary, as the present one has been repaired so often that it is useless to try to make it good. I hope funds will be provided and the new work undertaken as speedily as possible. The conservatory is now in course of erection in the garden, but will not be completed this year. The small frame structure at the back of the front lodge house is tumbling down, and a new addition is necessary. The old gymnasium building has been torn down and part of it re-erected in connection with the frame store house near the side road, the whole to be used as a skating rink for the pupils in the winter season.

## NEWSPAPERS.

We are indebted to the publishers of the following newspapers for continued courtesies, and notwithstanding the fact that I sent a circular to each one stating that I feared we were trespassing on their liberality in looking for the paper free, they still forward them. We appreciate their kindness and I can assure them the papers are very eagerly read by the pupils. The Rev. Mr. Burke furnishes us with the *Dominion Churchman* as usual, for which we return thanks.

Name.	Where Published.	Name.	Where Published.
Evening Times.....	Hamilton.	Calgary Herald.....	Calgary.
Daily Advertiser.....	London.	Telegraph.....	Falmerston.
Daily Free Press.....	Winnipeg.	Herald.....	Carleton Place.
Daily News.....	Kingston.	Enterprise.....	Cheley.
Weekly Telegram.....	Brantford.	Confederate.....	Mount Forest.
Weekly Expositor.....	do	Echo.....	London.
Free Press.....	Acton.	Northumberland Enterprise	Colborne.
Guardian.....	Uxbridge.	Express.....	Colborne.
Herald.....	Georgetown.	Norfolk Reformer.....	Simcoe.
Mercury.....	Renfrew.	Standard.....	Listowel.
Western Despatch.....	Strathroy.	Enterprise.....	Arthur.
Canadian Farmer.....	Welland.	Manitoulin Expositor.....	Manitowaning.
Chronicle.....	Whitby.	Bulletin.....	Collingwood.
Chronicle.....	Ingersoll.	Thunder Bay Sentinel.....	Port Arthur.
British Canadian.....	Simcoe.	Ensign.....	Brighton.
Monitor.....	Brockville.	Courier.....	Trenton.
Weekly Mercury.....	Guelph.	Advertiser.....	Petrolia.
Examiner.....	P-terborough.	Chronicle.....	Beeton.
Gazette.....	Almonte.	Sentinel Review.....	Woodstock.
Muskoka Herald.....	Bracebridge.	Courier.....	Embro.
Observer.....	Penbrooke.	Independent.....	Bolcaygeon.
Post.....	Thorold.	Mutes' Journal.....	Omaha, Neb.
Spectator.....	Hamilton.	Deaf Mute Mirror.....	Plint, Mich.
Canadian Champion.....	Milton.	Goodson Gazette.....	Stanton, Va.
Reporter.....	Kingsville.	Kentucky Deaf Mute.....	Danville, Ky.
Niagara Review.....	Niagara Falls.	Index.....	Colorado Springs, C
Standard.....	Dundas.	Star.....	Olatka, Kan.
Enterprise.....	Collingwood.	Companion.....	Fairhault, Minn.
Advocate.....	Cookston.	Deaf Mute Advance.....	Jacksonville, Ill.
Canadian Gasket.....	Napanee.	Deaf Mute Ranger.....	Austin, Texas.
Ontario Chronicle.....	Belleville.	Deaf Mute Times.....	Dalavan, Wis.
Guide and News.....	Port Hope.	Vis-a-Vis.....	Columbus, Ohio.
Independent Forester.....	London.	Maryland Bulletin.....	Frederick City, M.
F. Leslie's Ill. Newspaper.....	New York, N. Y.	Tablet.....	Romney, West Va.
Dominion Churchman.....	Toronto.	Deaf Mute Record.....	Fulton, Mo.
Evangelical Churchman.....	Toronto.	Deaf Mute Hawkeye.....	Council Bluffs, Io.
Courier.....	Perth.	Leader.....	Brooklyn, N. Y.
Weekly Planet.....	Chatham.	Optic.....	Little Rock, Ark.
North Hastings Review.....	Madoc.	Daily Paper for Our Little	
Trent Valley Advocate.....	Trenton.	People.....	Rochpster, N. Y.

## THE INDUSTRIAL DEPARTMENT.

The work in our Industrial Departments goes on as heretofore. In the shoe shop the boys are very carefully trained for taking their places in the ordinary shoe shops of the country. Foremanship is expected before a boy is thought to be competent to earn a living for himself. The foreman reports that nearly all the lads who have been with him have made commendable progress, especially some of those who commenced during the year. A few had exhibited a want of interest and attention, but all have made some progress. We filled several orders for the Asylum for the Insane at Toronto, and the officers of that institution were good enough to say that the boots supplied were the best that they had had from any source. One of the boys who left a little over a year ago is now established in business for himself at Virden, Manitoba, whence he writes me that he is doing well. Those who

left during the last year or two report favorably of their prospects in life. The boys in the carpenter shop have assisted in the general repairs about the Institution, and have made a number of articles of common furniture. In the sewing room three girls are now working all day, and after three o'clock some forty or fifty are busily employed in obtaining a knowledge of general sewing, dressmaking, etc. We have added a new sewing machine to this department, and we now have in all eight, made by the different manufacturers of the country.

MISCELLANEOUS.

The pupils attended the West Hastings Show in Belleville, by kind permission of the directors of the society. They were also admitted to Forepaugh's Circus free of charge.

I would suggest the propriety of declaring the Institution free for board, tuition, etc., as our receipts from paying pupils during the last year only amounted to \$175.

Our total attendance during the year was 286—156 males and 130 females, a decrease of seven as compared with last year. This may be accounted for by the fact that a number whose parents moved to the United States took their children with them, others whose term had expired were dropped, and two or three who were found incorrigible and incapable of making any improvement were denied re-admission.

The officers, teachers and employees generally have worked together harmoniously for the success of the Institution. Their hearty and willing co-operation was all that could be desired.

Our thanks for continued favors are due to the Grand Trunk, Canada Pacific and Northern and North-Western Railway Companies and their obliging officials.

I append the statistical tables :

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

I have the honor to be, Sir,

Your obedient servant,

R. MATHISON,

*Superintendent.*

## (a) NATIONALITY OF PARENTS.

NAME.	No.	NAME.	No.
Canada .....	112	United States.....	6
Ireland .....	39	Indian.....	1
Scotland.....	43	Unknown.....	30
England.....	40		
Germany.....	15	Total.....	286

## (b) RELIGION OF PARENTS.

NAME.	No.	NAME.	No.
Presbyterians.....	84	Jewish Synagogue.....	1
Methodists.....	72	Plymouth Brethren.....	1
Church of England.....	42	New Jerusalem.....	2
Roman Catholic.....	35	Evangelican.....	1
Baptists.....	26	Congregational.....	1
Bible Christians.....	9	Unknown.....	2
Lutherans.....	4		
Mennonites.....	6	Total.....	286

## (c) OCCUPATIONS OF PARENTS.

NAME.	No.	NAME.	No.
Agent.....	1	Carpenter.....	1
Axe-maker.....	1	Carriage-maker.....	1
Baker.....	1	Clerk.....	1
Blacksmiths.....	8	Conductor.....	11
Book-keepers.....	2	Currier.....	4
Brakesman.....	1	Cabinet-maker.....	1
Brewer.....	1	Carders.....	2
Bricklayer.....	1	Car inspector.....	1

(c) OCCUPATIONS OF PARENTS.—*Continued.*

	No.		No.
Dress-makers.....	3	Peddler .....	1
Engineers.....	4	Plate drillers.....	3
Farmers.....	125	Printer.....	1
Harness-maker .....	1	Saddler.....	1
Hotel-keepers.....	3	Sailors.....	3
Ironfounder.....	1	Seamstress.....	1
Keeper of park.....	1	Servant.....	1
Laborers.....	53	Shoemakers.....	3
Livery proprietors.....	2	Tailor.....	1
Machinists.....	2	Teacher.....	1
Malster.....	1	Teamster.....	1
Marble cutters.....	2	Turners.....	2
Masons.....	3	Weaver.....	1
Merchants.....	7	Watchman.....	1
Millers.....	2	Unknown.....	11
Millwright.....	1		
Painter.....	5	Total.....	286

## (d) AGES OF PUPILS.

AGES.	No.	AGES.	No.	AGES.	No.	AGES.	No.
7.....	5	13.....	30	19.....	14	25.....	2
8.....	12	14.....	30	20.....	4	26.....	2
9.....	16	15.....	35	21.....	7	28.....	2
10.....	11	16.....	23	22.....	4	31.....	1
11.....	20	17.....	16	23.....	3	38.....	1
12.....	31	18.....	13	24.....	4		
	95		242		275	Total.....	280

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

COUNTIES.	No.	COUNTIES.	No.
Brant .....	9	Muskoka District .....	5
Bruce .....	10	Norfolk .....	4
Cardwell .....	1	Northumberland .....	8
Carleton .....	5	Ontario .....	7
Durham .....	5	Oxford .....	7
Elgin .....	10	Peel .....	2
Essex .....	9	Perth .....	12
Frontenac .....	4	Peterborough .....	3
Grey .....	9	Prescott and Russell .....	7
Haliburton .....	1	Prince Edward .....	2
Haldimand .....	1	Renfrew .....	5
Halton .....	4	Simcoe .....	14
Hastings .....	6	Stormont, Dundas and Glengarry .....	18
Huron .....	13	Victoria .....	3
Kent .....	8	Waterloo .....	12
Lambton .....	11	Welland .....	3
Lanark .....	3	Wellington .....	9
Leeds and Grenville .....	8	Wentworth .....	13
Lennox and Addington .....	2	York .....	13
Lincoln .....	1		
Middlesex .....	14	Total .....	285

THE NUMBER OF PUPILS IN ATTENDANCE DURING THE YEAR ENDING  
SEPTEMBER 30TH, 1884.

Males .....	156
Females .....	130
Total .....	286

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

	Male.	Female.	Total.
From October 30th, 1870, to September 30th, 1871.....	64	36	100
“ 1st, 1871, “ 1872.....	97	52	149
“ 1872, “ 1873.....	130	63	193
“ 1873, “ 1874.....	145	76	221
“ 1874, “ 1875.....	155	83	238
“ 1875, “ 1876.....	160	96	256
“ 1876, “ 1877.....	167	104	271
“ 1877, “ 1878.....	166	111	277
“ 1878, “ 1879.....	164	105	269
“ 1879, “ 1880.....	162	119	287
“ 1880, “ 1881.....	164	132	296
“ 1881, “ 1882.....	165	138	303
“ 1882, “ 1883.....	158	135	293
“ 1883, “ 1884.....	156	130	286

COUNTIES FROM WHICH THE TOTAL NUMBER OF PUPILS WERE RECEIVED.

COUNTY.	Male.	Female.	Total.	COUNTY.	Male.	Female.	Total.
Algoma District.....	1		1	Prescott.....	3	1	4
Brant.....	15	5	20	Russell.....	3	4	7
Bruce.....	13	7	20	Ontario.....	13	5	18
Carleton.....	14	6	20	Oxford.....	6	6	12
Dufferin.....	1		1	Peel.....	4	2	9
Durham.....	11	6	17	Perth.....	19	13	82
Elgin.....	6	8	14	Peterborough.....	10	2	12
Essex.....	3	11	14	Prince Edward.....	3	1	4
Frontenac.....	7	6	13	Renfrew.....	7	7	14
Grey.....	18	11	29	Simcoe.....	15	13	28
Haldimand.....	5	1	6	Stormont.....	5	4	9
Halton.....	3	4	7	Dundas.....	5	3	8
Hastings.....	15	11	26	Glengarry.....	4	1	5
Huron.....	20	20	40	Victoria.....	2	3	5
Kent.....	12	7	19	Waterloo.....	10	10	20
Lambton.....	14	5	19	Welland.....	4	3	7
Lanark.....	6	2	8	Wellington.....	14	12	26

COUNTIES FROM WHICH THE TOTAL NUMBER OF PUPILS WERE RECEIVED.—*Continued.*

COUNTY.	Male.	Female.	Total.	COUNTY.	Male.	Female.	Total.
Leeds.....	8	3	11	Wentworth.....	19	4	23
Grenville.....	3	1	4	York.....	21	19	40
Lennox.....	3	3	6	Parry Sound.....	1		1
Addington.....	1	1	2	Muskoka District.....	4	3	7
Lincoln.....	3	3	6	New Brunswick.....	2		2
Middlesex.....	23	14	37				
Norfolk.....	9	6	15				
Northumberland.....	6	10	16	Total.....	339	322	661

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

—	No.	—	No.
Accountant.....	1	Draymen.....	3
Agent.....	1	Dressmakers.....	3
Axemaker.....	1	Engineers.....	3
Baggageman.....	1	Engineers, Railway.....	1
Bakers.....	3	Farmers.....	303
Barrister.....	1	Fire Insurance Inspector.....	1
Blacksmiths.....	14	Fishermen.....	3
Boarding-house keeper.....	1	Gaoler.....	1
Boiler-maker.....	1	Gunsmith.....	1
Book-keepers.....	4	Harnessmaker.....	1
Brakesman.....	1	Iron-founder.....	1
Brewers.....	2	Keeper of Park.....	1
Bricklayers.....	2	Labourers.....	113
Brickmaker.....	1	Livery Proprietors.....	2
Butcher.....	1	Machinists.....	2
Cabdriver.....	1	Malster.....	1

OCCUPATION OF PARENTS OF PUPILS ADMITTED SINCE THE OPENING OF THE  
INSTITUTION.—*Continued.*

No.	No.
Cabinet-maker.....	2
Captain of Schooner.....	1
Carder.....	1
Car-Inspector.....	1
Carpenters.....	22
Carriage-makers.....	5
Cheese-maker.....	1
Cigar-maker.....	1
Civil service.....	1
Clerks.....	4
Conductors, Railway.....	2
Coopers.....	3
Curriers.....	4
Dealer in hides.....	1
Plasterers.....	4
Plate driller.....	1
Printer.....	1
Saddlers.....	2
Sailors.....	4
Sailmaker.....	1
Seamstresses.....	2
Servant.....	1
Shoemakers.....	13
Marble cutters.....	2
Masons.....	3
Manufacturer of agricultural implements.....	2
Mechanic.....	1
Merchants.....	13
Millers.....	3
Millwrights.....	2
Miner.....	1
Minister.....	1
Moulder.....	1
Non-Commissioned Officer.....	1
Nurseryman.....	1
Painters.....	8
Peddler.....	1
Tailors.....	5
Tavern-keepers.....	8
Teachers.....	6
Teamsters.....	1
Traders.....	2
Weavers.....	2
Watchmakers.....	1
Unknown.....	43
	661

AGES OF THE PUPILS ADMITTED SINCE THE OPENING OF THE INSTITUTION

AGES.	No.	AGES.	No.
4.....	1	19.....	20
6.....	18	20.....	13
7.....	75	21.....	9
8.....	70	22.....	9
9.....	66	23.....	5
10.....	46	24.....	5
11.....	53	25.....	5
12.....	46	26.....	4
13.....	38	27.....	2
14.....	32	30.....	1
15.....	45	36.....	1
16.....	31	Unknown.....	12
17.....	27		
18.....	27	Totaf.....	661

CAUSES OF DEAFNESS.

CAUSES.	No.	CAUSES.	No.
Abscess.....	1	Diphtheria.....	1
Accident.....	1	Dysentery.....	1
Affection of the ears.....	2	Fall.....	14
Burn.....	1	Fever, bilious.....	4
Canker.....	1	“ brain.....	16
Cerebro Spinal Menengitis.....	16	“ intermittant.....	2
Cholera.....	1	“ scarlet.....	49
Cold.....	31	“ spinal.....	12
Congenital.....	262	“ malarial.....	1
Congestion of the brain.....	6	“ typhus.....	5

## CAUSES OF DEAFNESS.—Continued.

CAUSES.	No.	CAUSES.	No.
Fever, typhoid .....	6	Scabs .....	1
“ undefined .....	18	Scald .....	1
Fits .....	8	Scald heads .....	2
Gathering in the ears .....	1	Shocks .....	2
Gathering in the head .....	4	Sickness, undefined .....	19
Inflammation of the brain .....	7	Spinal disease .....	39
“ “ ears .....	1	Swelling on the neck .....	1
“ “ lungs .....	2	Teething .....	3
“ “ pulmonary organs .....	2	Water on the brain .....	5
“ “ spinal marrow .....	1	Whooping Cough .....	6
Measles .....	17	Worms .....	2
Mumps .....	4	Causes unknown or undefined .....	80
Paralytic stroke .....	1		
Rickets .....	1	Total .....	661

## DATE OF DEAFNESS AFTER BIRTH.

—	No.	—	No.
Under 1 year of age .....	47	Between 10 and 11 years .....	5
Between 1 and 2 years .....	68	“ 11 “ 12 “ .....	1
“ 2 “ 3 “ .....	63	“ 12 “ 13 “ .....	1
“ 3 “ 4 “ .....	47	“ 13 “ 14 “ .....	4
“ 4 “ 5 “ .....	27	“ 14 “ 16 “ .....	2
“ 5 “ 6 “ .....	21	Unknown at what age they lost their hearing, but were not born deaf .....	37
“ 6 “ 7 “ .....	7	Congenital deaf mutes .....	264
“ 7 “ 8 “ .....	8		
“ 8 “ 9 “ .....	3	Total .....	661
“ 9 “ 10 “ .....	6		

## RELATIONSHIP OF PARENTS.

1st Cousins .....	46
2nd " .....	12
3rd " .....	4
Distantly related .....	16
Not Related .....	562
Unknown .....	21
<b>Total .....</b>	<b>661</b>

## NUMBER OF DEAF MUTES IN THE FAMILIES REPRESENTED.

1 family contained 5 mutes .....	5
3 families " 4 " .....	12
9 " " 3 " .....	27
44 " " 2 " .....	88
529 " " 1 " .....	529
<b>586 Total .....</b>	<b>661</b>

LIST OF PUPILS in the Ontario Institution for the Education of the Deaf and Dumb, for the year ending September 30th, 1884, with Post Office Address:

BRANT.	P. O. ADDRESS.	ELGIN.	P. O. ADDRESS.
Brookbank, Henry H. ....	St. George.	Bluc, Duncan .....	Dutton.
Douglas, George .....	Onondaga	Couse, Jennie A .....	Fingal.
Forsythe, Louisa .....	St. George.	Dewar, Aggie .....	St. Thomas.
Foulds, Sarah .....	Brantford.	Gray, Martha A. ....	Springfield.
McKenzie, Robt. M. ....	New Durham.	James, Ada M. ....	St. Thomas.
McPherson, Robt. N. ....	Brantford.	McCullum, Georgina ..	Stratfreville.
Simmons, Marshall .....	New Durham.	McCullum, Henrietta ..	Stratfordville.
Smith, Archibald V. ....	Brantford.	McIntyre, Dungalda ..	Fingal.
Sours, David .....	Northfield Centre.	McIntyre, Duncan .....	Fingal.
		McMillan, Flora E .....	Dutton.
<b>BRUCE.</b>		<b>ESSEX.</b>	
Channon, Albert E .....	Dyer's Bay.	Ball, Ernest E .....	Windsor.
Channon, Joseph M. ....	Dyer's Bay.	Ball, Mabel .....	do
Falkar, Jane .....	Kincardine.	Campbell, Susan .....	do
Fitzsimmons, John .....	Glamis.	Graves, Louisa .....	do
Gilchrist, Annie .....	Eskdale.	Jodoin, Noah .....	Canard River.
Grant, Allen .....	Holyrood.	Lafferty, Matilda .....	Windsor.
Hubbard, Thomas .....	Tara.	Lafferty, Sophia .....	do
Macaulay, Margaret .....	Millarton.	L'Herault, Mary N .....	do
Morgan, Joseph E .....	Kincardine.	Sepner, Albert E .....	do
McKenzie, John .....	Glamis.		
McKenzie, Kenneth .....	Glamis.	<b>FRONTENAC.</b>	
McRitchie, Prudence C .....	Maple Hill	Clench, William H .....	Wolfe Island.
Porter, Mary .....	Paisley.	Dennison, John .....	Kingston.
Porter, William .....	Paisley.	Miller, Mary J .....	McLaren's Mills:
Pickard, Edward C .....	Paisley.	Spooner, Agnes E .....	Glenburnie.
Stephen, Anthony .....	Riversdale.		
<b>CARDWELD.</b>		<b>GREY.</b>	
Norman, Hannah L .....	Mono Centre.	Andrew, Maud C .....	Owen Sound.
<b>CARLETON.</b>		Calvert, Francis A .....	Hornig's Mills.
Armstrong, Levi S .....	South March.	Campbell, William J .....	Owen Sound.
Montgomery, Harriet .....	Richmond.	Carter, Rowland .....	Markdale.
McEwen, Rachel .....	Carsonby.	Corbett, William C .....	Owen Sound.
Waggoner, Andrew S .....	Ottawa.	Middleton, Thomas .....	Hornig's Mills.
<b>DURHAM.</b>		McCullough, David .....	Clavering.
Balagh, Georgia W .....	Starkville.	Purvis, John .....	Allen Park.
Lancaster, Annie B. ....	Port Granby.	Tone, William .....	Lyon.
McCulloch, John A. ....	Enfield.	Zingg, Eva A. ....	Hanover.
		<b>HALDIMAND.</b>	
		Bradshaw, Thomas .....	Jarvis.

HALIBURTON.		P. O. ADDRESS.		LINCOLN.		P. O. ADDRESS.	
Illman, Alfred	Haliburton			Wallace, Wm.		Merriton.	
<b>HALTON.</b>				<b>MIDDLESEX.</b>			
Gillan, Christopher	Bronte.			Ryce, Lily A.		Byron.	
Hinton, John	Kilbride.			Cowan, Alfred H.		London.	
Newel, John R.	Milton West.			Dark, David A.		London East.	
Willoughby, Rose	Georgetown.			Evans, Emma		London.	
				Fleming, John		Newbury.	
				Fleming, Minnie		London.	
				Greene, Thomas		do	
				McCallum, Neil		Gladstone.	
				McIntyre, Eliza A.		London.	
				McLellan, Elizabeth		Park Hill.	
				McPherson, Sarah		Glanworth.	
				Smith, Ann		London.	
				Thompson, Simpson		London East.	
<b>HASTINGS.</b>				<b>MUSKOKA DISTRICT.</b>			
Allan, Frank P.	Deseronto.			Dickson, George A.		Purbrook.	
Drum, Matilda	Thanet.			Fletcher, William N.		Housey's Rapids.	
King, John	New Carlw.			Francis, Alice		Huntsville.	
McLean, Jennie	L'Amable.			Hunter, George F.		Burk's Falls.	
Wannamaker, Lucinda	Eldorado.			McDowell, Mary E.		Stoleleigh.	
<b>HURON.</b>				<b>NORFOLK.</b>			
Black, Margaret	Dungannon.			Buck, Lillian B.		Cultus.	
Black, Newton	Dungannon.			Kelly, George A.		Glen Meyer.	
Agnew, Ellen	do.			Lewis, Levi		Vanesa.	
Cunning, Lily M.	Dunlop.			McIsaac, John A.		Delhi.	
Eugel, George A.	Cranbrook.						
Hayward, Mary A.	Clinton.						
Henderson, James	Ethel.						
Hogard, Hepzibeth	Londesborough.						
Krempse, Henrietta	Crediton.						
McCrimmon, Duncan	Wingham.						
McCulloch, Mary E.	Leadbury.						
Prettypiece, Annie	Wingham.						
Prettypiece, Mary	Wingham.						
<b>KENT.</b>				<b>NORTHUMBERLAND.</b>			
Bowden, Mary T.	Guilds.			Lyon, Arthur		Campbellford.	
Campbell, Marion	Chatham.			MacIe, Isahah		Bewley.	
Crosby, Eliza A.	do			Reynolds, Emma		Warkworth.	
Harris, Martha	do			White, Alexander		Bewley.	
Henry, Lotta J.	do			White, Juliet		do	
Liddy, William	do			White, Keate		do	
McKay, Alexander	do			Wright, Thomas		do	
Thompson, Wm. M.	Thamesville.			Wright, Wm. J.		Newcombe Mills.	
						do	
<b>LAMPTON.</b>				<b>ONTARIO.</b>			
Hadden, James	Moore.			Baker, Letitia		Valleentyne.	
Mitchell, Bertha M.	Sarnia.			Cannard, Wm.		Oshawa.	
McFarland, Aggie	Forest.			James, Eliza I.		do	
Shand, James T. D.	Sarnia.			McKinnon, Laura		Cannington.	
Shuter, Joseph R.	Point Edward.			McLae, Murdoch		Heaverton.	
Steel, Edith	do			Ostoby, John W.		Ballantrae.	
Steel, Mabel	do			Stewart, George		Whitby.	
Summers, Thos. W.	Sarnia.						
Turrill, David	Florence.						
Wark, Walter	Sarnia.						
Wright, Albert	Woodside.						
<b>LANARK.</b>				<b>OXFORD.</b>			
Brian, Levi	Carleton Place.			Brown, Jane M.		Woodstock.	
Lookhart, Alfred P.	Blenney.			Chute, Edwin P.		Beachville.	
Malone, Peter J.	Almonte.			Harmer, Charles		Bright.	
				Moore, Elizabeth		St. Mary's.	
				Moore, Sarah		do	
				Stauffer, John F.		Plattville.	
				Whealy, Henry S.		Norwich.	
<b>LEEDS AND GRENVILLE.</b>				<b>PEEL.</b>			
Davidson, Howard	Phillipville.			Dean, Joseph		Sand Hill.	
Earl, John	Glen Buell.			Little, Annie		Lockton.	
Hazelton, Thomas	do.						
Howison, Albert E.	Brockville.						
Murray, Matthew	North Angusta.						
McLaren, Archibald J.	Prescott.						
Quinn, Margaret	Kemptville.						
Rapo, Cecelia	Lansdowne.						
Warren, Ira	Malorytown.						
<b>LENNOX AND ADDINGTON.</b>				<b>PERTH.</b>			
Bradshaw, Alice	Selby.			Barthel, Edward		Sebringville.	
Campbell, Mary A.	Plinton.			Baker, George		Hosch.	
				Fuller, Margaret		Mitchell.	
				Gould, Justus S.		St. Mary's.	
				Jordan, Thomas		Dublin.	
				Kennedy, Margaret		Mitchell.	

PERTH.	P. O. ADDRESS.	STORMONT, DUNDAS, PRO.	P. O. ADDRESS.
Moore, Claude C.	-	Sebringville.	-
Quinlan, Wm. P.	-	Stratford.	-
Reid, Sarah	-	St. Marys.	-
Rice, Charlotte	-	Fullarton.	-
Roberts, Hannah	-	Mitchell.	-
Traschel, John	-	Shakespeare.	-
Wolf, Barbara	-	Gowanstown.	-
PETERBOROUGH.		VICTORIA.	
Emery, Wm. J.	-	Peterborough.	-
Isbister, John A.	-	Lakefield.	-
Simon, Edgerton	-	Hiawatha.	-
PRESCOTT AND RUSSELL.		WATERLOO.	
Cahill, Patrick	-	St. Eugene.	-
Herrington, Isabella	-	Russell.	-
Herrington, Rachel	-	do	-
Labelle, Alexander	-	do	-
Labelle, Nesh	-	St. Albert.	-
McEwen, Joseph	-	do	-
McLaren, Archibald J.	-	Billing's Bridge.	-
PRINCE EDWARD.		WELLAND.	
Davis, Charles H.	-	Picton.	-
Ladley, Alice	-	do	-
RENFREW.		WELLINGTON.	
Mellentz, Charles F.	-	Pembroke.	-
Mick, Janet	-	Mickburg.	-
McPhee, Gertrude	-	Brandon, Man.	-
Fraser, Albert F.	-	Pembroke.	-
Russell, Janet	-	Renfrew.	-
SIMCOE.		WENTWORTH.	
Avarell, Samuel	-	Newton Robinson.	-
Avarell, Sarah	-	do	-
Bassett, Sarah	-	Everett.	-
Corbiers, Eli	-	Barrie.	-
Crosby, Agnes	-	Lisle.	-
Johnson, Joseph	-	Barrie.	-
Lawrence, Betty	-	Ba-da.	-
Tennox, David J.	-	Phepston.	-
Morrison, Barbara	-	Reay.	-
Morrison, Margaret A.	-	Collingwood.	-
Morrison, Mary A.	-	do	-
Munro, Mary	-	Midhurst.	-
Rodger, John	-	Midland.	-
Taylor, John T.	-	Singhampton.	-
STORMONT, DUNDAS AND GLENGARRY.		YORK.	
Baker, Laura	-	Woodlands.	-
Faubert, Joseph	-	Cornwall.	-
Fetterly, Fanny	-	Aultsville.	-
Gagne, Eleazar	-	Cornwall.	-
Hanes, Christia	-	Chesterville.	-
Hanson, Robert	-	Morrisburg.	-
Henes, Henry A.	-	Summerstown.	-
King, John	-	Cornwall.	-
LaBundie, Henrietta	-	Winchester Spring	-
Marchand, Edward	-	Morrisburg.	-
Morrands, Samuel	-	Ormond.	-
McDonald, Flora	-	St. Raphael.	-
McDonald, Ronald J.	-	Harrison's Corn's.	-
Phillips, Louis	-	Ornwall.	-
Vallance, Christina	-	Woodlands.	-
Vallance, Isabella	-	Wood.	-
Wood, Percival	-	Wylie, George W.	-
VICTORIA.		WELLAND.	
Cody, Earnest W.	-	Oakwood.	-
Reeves, George	-	Lindsay.	-
Robinson, Lueffa	-	Hobcaygeon.	-
WELLAND.		WELLINGTON.	
Braven, Henry	-	Welland.	-
Measurey, Phoebe J.	-	Ridgeway.	-
Young, Sarah A.	-	Brookfield.	-
WELLINGTON.		WENTWORTH.	
Bridgeford, George T.	-	Harrison.	-
Farrell, Margaret	-	Salem.	-
Halliday, Emily J.	-	Harrison.	-
Kahler, Lewis	-	Palmerston.	-
Munroe, Albert G.	-	do	-
Murphy, Ellen	-	do	-
Rea, Margaret	-	Guéph.	-
Scott, Matthew C.	-	Mianosa.	-
Watt, Margaret	-	Palmerston.	-
		Guéph.	-
WENTWORTH.		YORK.	
Brathwaite, John A.	-	Carluko.	-
Bryce, William	-	Hamilton.	-
Feast, Alfred	-	do	-
Feast, Linnie	-	do	-
Goodbrand, James	-	Ancaster.	-
Kent, Ruth	-	W at Flamboro'.	-
Mortimer, Charles	-	Hamilton.	-
McGlashen, Thomas	-	do	-
Nolm, Elizabeth	-	do	-
Pettit, Syriam H.	-	Stoney Creek.	-
Ryan, Charles	-	Lynden.	-
Stenebaugh, William W.	-	Weir.	-
Sutherland, Ariel	-	Lynden.	-
YORK.		YORK.	
Ball, Besie	-	Toronto.	-
Clarke, Arthur	-	Aurora.	-
Cook, Joseph	-	Lemonville.	-
Crittender, Alanson	-	Yachell.	-
Elliott, Eva	-	Toronto.	-
Elliott, Laura	-	do	-
Gates, Jonathan	-	do	-
Hunk, Sarah	-	Purpleville.	-
McGillvray, Nell	-	Toronto.	-
Phenix, Margaret	-	Box Grove.	-
Riddle, Frederick	-	Aurora.	-
Shepherd, Anival	-	do	-

## REPORT OF THE PHYSICIAN TO THE INSTITUTION.

R. CHRISTIE, ESQ.,

BELLEVILLE, October 1st, 1884.

*Inspector of Prisons and Public Charities, Ontario.*

SIR.—I have the honor of submitting the Annual Medical Report of the Ontario Institution for the Education of the Deaf and Dumb, for the year ending 30th September, 1884.

The total number of pupils in attendance during the last session was 245. Several of those, who had completed a full course of instruction, were not re-admitted after the summer vacation, but the vacancies thus made were immediately filled by a number of new ones. As is the case each year a number of applicants for admission, whose mental condition unfitted them for the Institution, had to be rejected.

The improvements in the water system which were in progress when my last report was written have been completed, and we now have an abundant supply of good, wholesome water for drinking and other purposes.

During the vacation the plaster ceilings of the dining-room and kitchen were torn down and replaced by pine sheeting, and whitewashing was done throughout the building wherever necessary, the interior now presenting a clean and tidy appearance. I notice, however, that some repairs to the roof are very necessary, as during a rain storm the water leaks through into one or two of the upper dormitories doing considerable damage to the ceilings there, as well as being injurious to the health of those who sleep in the apartments when damp.

The general health of the pupils during the entire year has been remarkably good, it being an unusual occurrence to find a child confined to bed more than a day or two at a time, and then only with some trifling illness.

There was a complete absence of contagious or infectious diseases so much to be dreaded in Institutions of this kind.

It is pleasing to be able to report such a state of affairs, particularly when we take into consideration the amount of anxiety caused, and suffering endured during the epidemic of typhoid last year.

The Superintendent continues to evince the same solicitous care for the comfort of the pupils that has always characterized him, seeing that each is cleanly and comfortably clothed, and that suitable and wholesome food is supplied; and when any are sick he visits them frequently to assure himself that they are being properly looked after.

The dormitories, recreation-rooms, and indeed all the apartments are kept clean, well ventilated and healthful.

One pupil, a little fellow named James I. D. Shand, eight years of age, who for the first entered the Institution on the 10th September, was at the time, and had for several weeks previous been, in a delicate state of health, so much so that his parents through ignorance of his disease hesitated about sending him. After his arrival the disease from which he was suffering, chronic meningitis, gradually progressed and he died on the seventeenth day after his admission, his mother being with him for several days prior to his decease. In this case there is no doubt that the boy should not have been brought away from home at all.

I have also to record the death of Miss Christina McDougall, who for several years filled most satisfactorily the position of Instructress of Sewing. For a number of years she had been a sufferer from an incurable affection of the heart, and, as is usual in such cases, her death was sudden, though not unexpected. She died on the 16th March, 1884.

Cases of the following diseases and accidents received treatment during the year :

Abrasions.	Debility.	Hysteria.	Pharyngitis.
Abscesses.	Diarrhoea.	Indigestion.	Phthisis.
Anemia.	Dyspepsia.	Iritis.	Psoriasis.
Boils.	Ear-ache.	Laryngitis.	Quinsy.
Bronchitis.	Feverishness.	Lumbago.	Ringworm.
Burns.	Gastralgia.	Meningitis.	Scrofula.
Catarrh.	Head-ache.	Nausea.	Sciatica.
Chorea.	Heart Disease.	Neuralgia.	Sprains.
Colic.	Haemoptysis.	Ophthalmia.	Tooth-ache.
Constipation.	Hernia.	Otorrhoea.	Urticaria.
Corneitis.	Herpes.	Palpitation.	Wounds.

I have the honor to be, Sir,

Your obedient servant,

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