

HANDBOOK OF INFORMATION

Ontario School for the Deaf

BELLEVILLE, ONT.

C. B. COUGHLIN, M. D.,

SUPERINTENDENT.



BELLEVILLE:

PRINTED AT THE OFFICE OF "THE CANADIAN MUTE."

1912.

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PREFACE.

This Handbook of Information has been prepared by Mr. Geo. F. Stewart, Editor of THE CANADIAN MUTE, and a member of our teaching staff. It is issued in the hope that it will aid in ensuring to every deaf child in Ontario the inestimable privilege of an adequate education, for which such generous provision has been made by the Province.

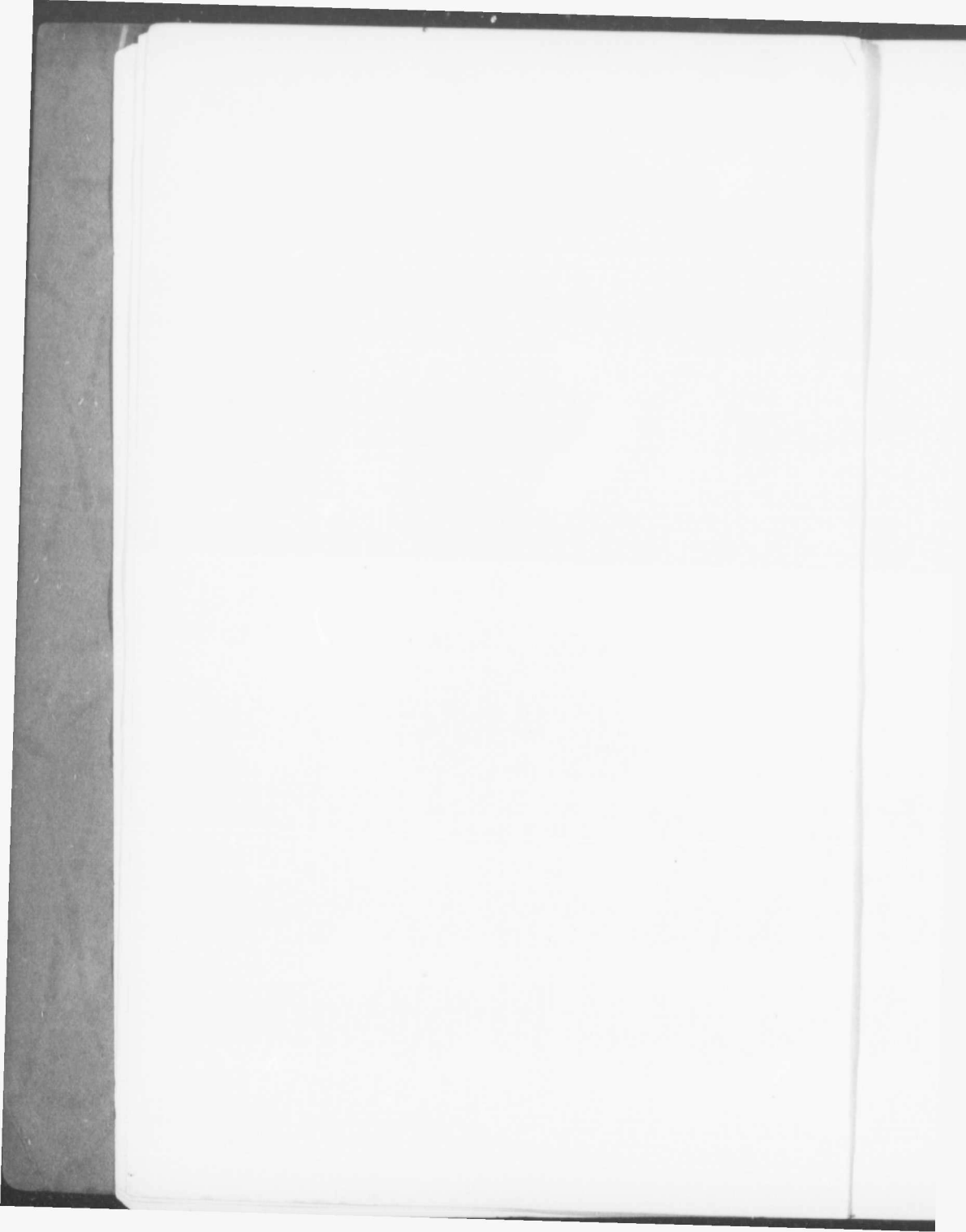
If the reader knows of any deaf child of school age, and otherwise qualified, who is not now being properly educated, he is requested to send the name and address of such child, and of its parents or guardians, to the Superintendent, by whom, also, all requests for further information regarding the Institution will be gladly supplied.

C. B. COUGHLIN,
Superintendent.



HON. R. A. PYNE, M. D., LL. D., M. P. P.

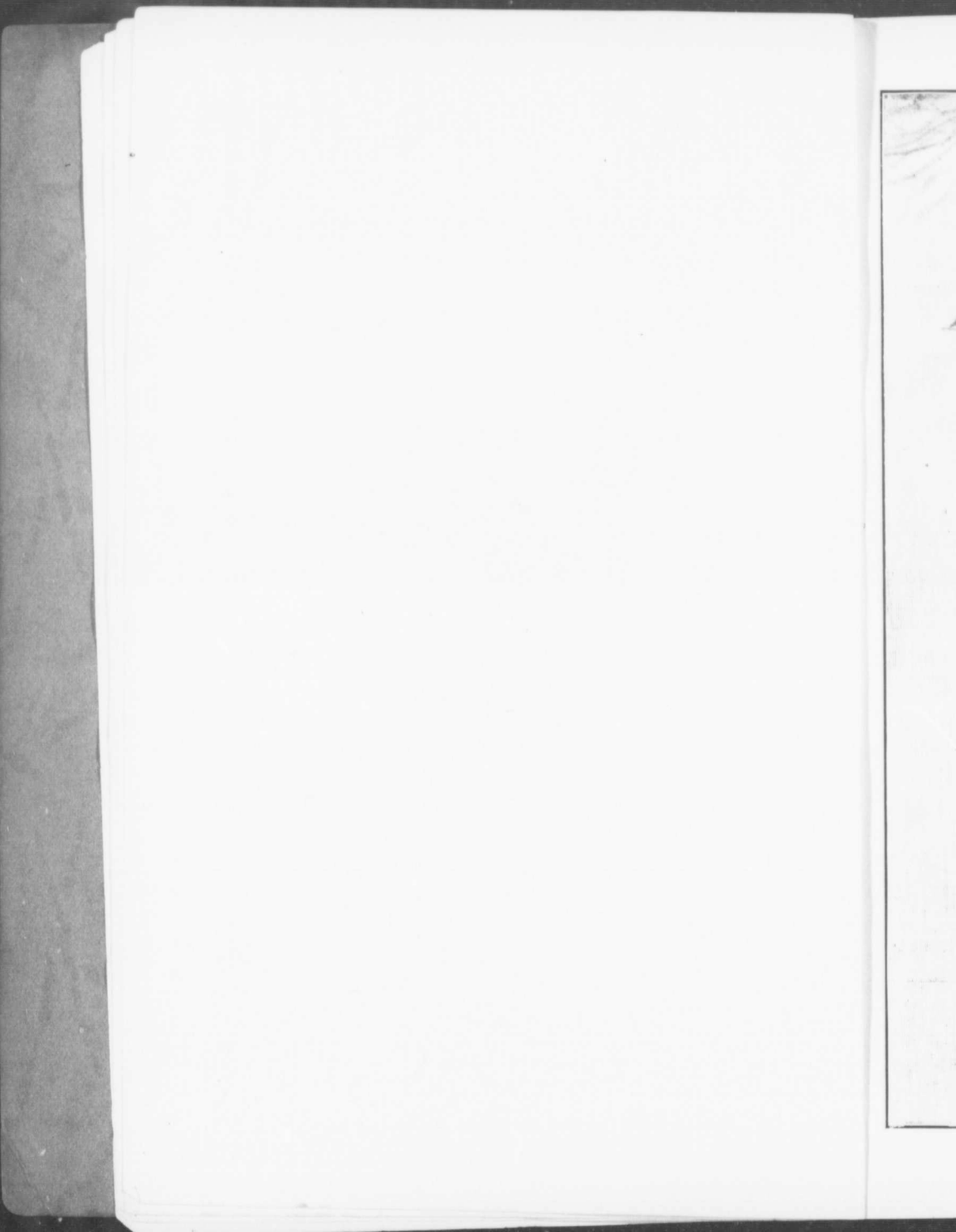
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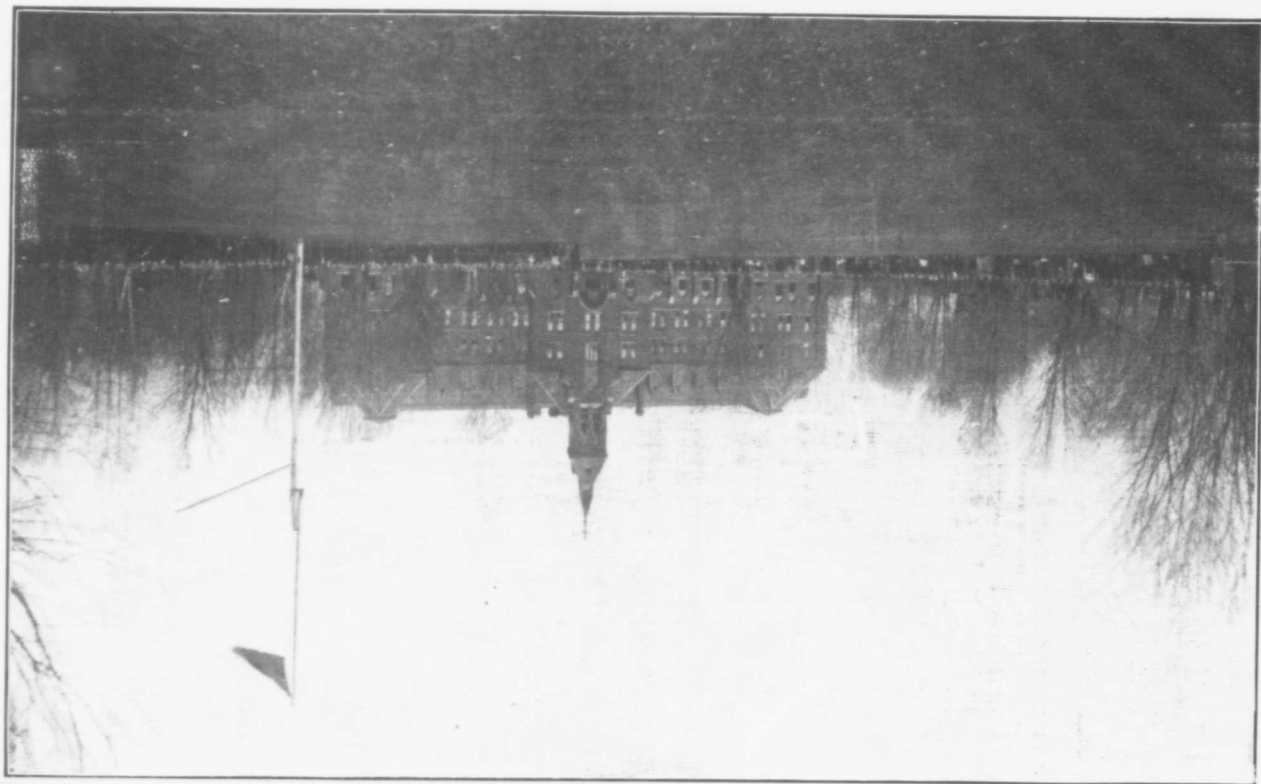


C. B. COUGHLIN, M. D.,

SUPERINTENDENT.



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HANDBOOK OF INFORMATION

Ontario Institution for the Deaf BELLEVILLE.

This booklet is compiled for the purpose of giving parents of pupils and other interested enquirers full information regarding the rules and regulations of the Institution, the courses of study, methods of instruction and all other matters that it would be of interest for them to know. Each person receiving a copy is requested to read it carefully and then to preserve it for future reference.

HISTORICAL.

The history of the education of the deaf is practically all comprised within the last two centuries. Previous to that time, and especially among the ancients, it was believed that the deaf were quite incapable of receiving instruction, and of exercising the rights and privileges of citizenship. They were in most cases outcasts from society and their condition was a lamentable and hopeless one. But since the beginning of the eighteenth century a wonderful change has been wrought. Great schools for the education of the deaf have been established in every civilized land, and it has been amply demonstrated that the average deaf child is the equal of the average hearing child in natural ability, and quite as capable of mental, moral and religious development. Among all the grand things that have been accomplished for humanity in the last two hundred years, there are none greater or more beneficent than the results that have been achieved in the education of the deaf. In 1755 the first schools for their education were opened in Dresden and in Paris by Samuel Heinicke and Abbe de l'Epee respectively. In 1760 Thomas Braidwood began teaching deaf children in Edinburgh. The first school for the deaf in American was established at Hartford in 1817 by Thomas Hopkins Gallaudet. In 1848 the first school in Canada was opened in Montreal under the auspices of the Roman Catholic Bishop there, and in 1856 a school was begun in Halifax by Mr. Hutton. The first school in Ontario was opened in Toronto in 1858 by J. B. Magann, and this was continued with varying fortunes in that city, and afterwards in Hamilton, till 1870, when it was replaced by the present Institution.

THE INSTITUTION AND SURROUNDINGS.

The Main Building was erected in 1870, and is a handsome, red brick structure, four stories in height. It contains the offices, libraries, most of the school-rooms and dormitories, the dining-rooms, kitchen, etc. Wood Hall, erected in 1877, contains the store, several class-rooms and the senior boys' dormitory. The Gibson Hospital, built in 1894, is well-equipped with all needed appliances and conveniences. There is also a trades' building, an engine-room and laundry, and fine barns and stables, while an up-to-date gymnasium is soon to be erected. The Institution is beautifully situated about a mile west of the city of Belleville, on the north shore of the picturesque Bay of Quinte, amid attractive and healthful surroundings, with ample play and recreation grounds, and spacious, well-shaded lawns.

WHAT THE INSTITUTION IS.

It cannot be too strongly emphasized that this Institution is not an asylum, nor a place of detention, but purely and only a Provincial School for deaf children, its purpose being to give to these children an education similar in character and extent to that obtained by hearing children in the other public schools of the Province. Of necessity, however, this is more than an ordinary school. For nine months of the year, during the most impressionable period of life, this is also the pupils' home. It is, therefore, incumbent on us to not only give them an education in the ordinary acceptance of the term, but also the training along physical, moral and religious lines which other children are expected to get in their home and church surroundings.

PHYSICAL TRAINING.

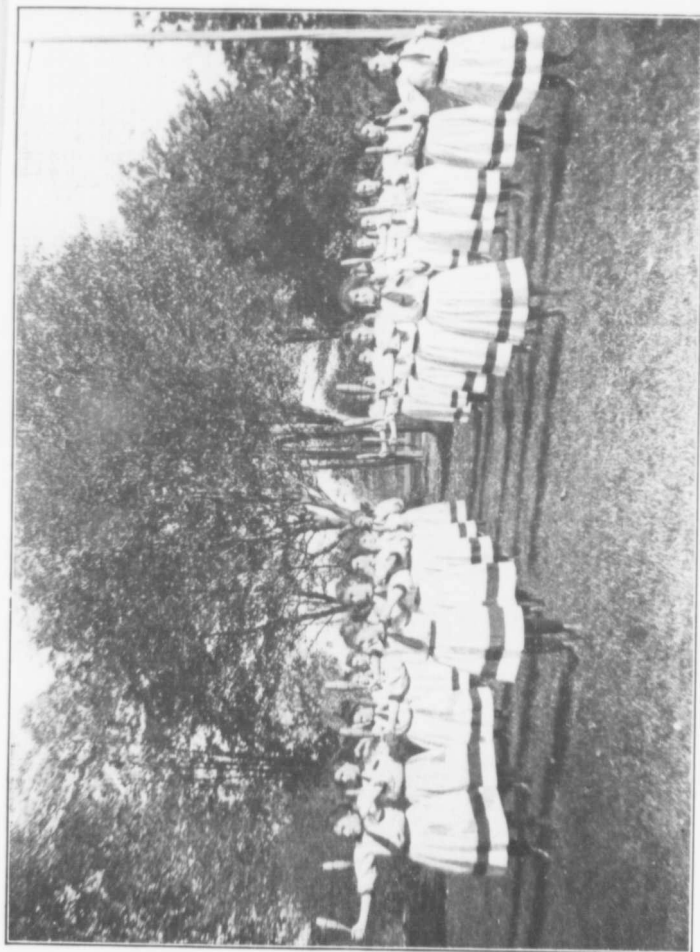
The mental, and to a considerable degree, the moral and spiritual development of a child, depends largely on its physical condition, and "a sound mind in a sound body" is an ideal that should be sought after by every possible means. Hence the health of the pupils here is carefully looked after, and everything reasonably possible done to promote their bodily vigor and physical development. The pupils are given regular and systematic physical exercises, and these will be supplemented by a course of gymnastic training, under the direction of a competent instructor, as soon as the new gymnasium is completed. Except in inclement weather, each pupil is required to spend a portion of every day in the open air, and is encouraged to be out of doors as much as possible during spare hours. All of the boys take part in football, baseball, bowling, and hockey, and other healthful sports, while the girls derive a great deal of pleasure, as well as physical benefit, from basket-ball, tennis, croquet and other recreations. There is a large skating rink for the boys and another for the girls, of which every possible advantage is taken. Cleanliness is insisted upon, and every pupil is required to bath at least once a week. The junior pupils go to bed every evening at half-past seven o'clock, the intermediates at eight and the seniors not later than half-past nine. Thus with regular hours, plenty of sleep, a sufficiency of wholesome food, and abundance of exercise and recreation, the conditions are as nearly ideal as we can make them for ensuring the good health of the pupils, and their best possible physical development.

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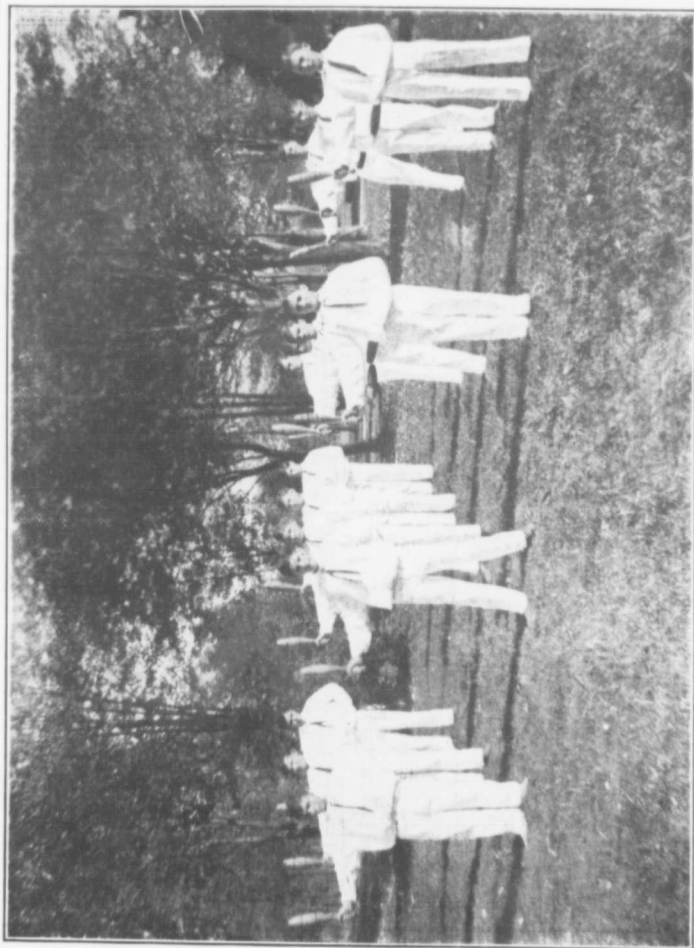
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CARE IN SICKNESS.

Provision is made for the best possible care of the pupils during illness. A qualified physician visits the Institution every day, while there is a resident trained nurse always in attendance. Every officer, teacher and attendant is required to report promptly to the Superintendent the names of pupils who show signs of any indisposition whatever, and these receive instant attention



A LESSON IN NURSING.

from the physician and nurse. Every pupil is subjected to a periodical medical examination in order to discover any latent symptoms of disease. If a child becomes ill it is sent at once to the hospital and given prompt medical treatment, and is under the constant care of the nurse. If the illness is more than a mere temporary indisposition, the parents are at once notified, and are kept informed from day to day as to its condition. Parents may rest assured, in absence of word to the contrary, that their children are quite well, and that everything possible is done to prevent the pupils getting sick, and to ensure their recovery in case they do become ill.

FOOD SUPPLY.

The food supply is plain but substantial, of the best quality, and abundant in quantity. Our milk is supplied from our own herd of cows, under as nearly perfect sanitary conditions as possible. The meat is government inspected and of the highest quality. Our bread is baked in our own bake-shop and is of the best grade.

MENTAL TRAINING.

Our educational ideal is to give our pupils the kind and amount of instruction that will best ensure their happiness and success, and fit them to become useful, law-abiding and respected citizens. Our educational work is carried on under two departments, the Academic and the Industrial. In the regular



NURSING CLASS—1910-11.

class-room work, two methods of teaching are employed, the Manual and the Oral. In the Manual Classes, instruction is imparted by means of writing, finger-spelling and signs. In the Oral Classes, speech and lip-reading are chiefly used, though written exercises are also employed, as in all schools. At present there are eight manual and ten Oral Classes, the latter, of necessity, being smaller than the former. Each pupil, after careful investigation, is assigned to the department in which he is likely to receive the greatest benefit. As already stated, the aim we have in view is to give our pupils as good an education as is received by hearing children in the public schools. It was

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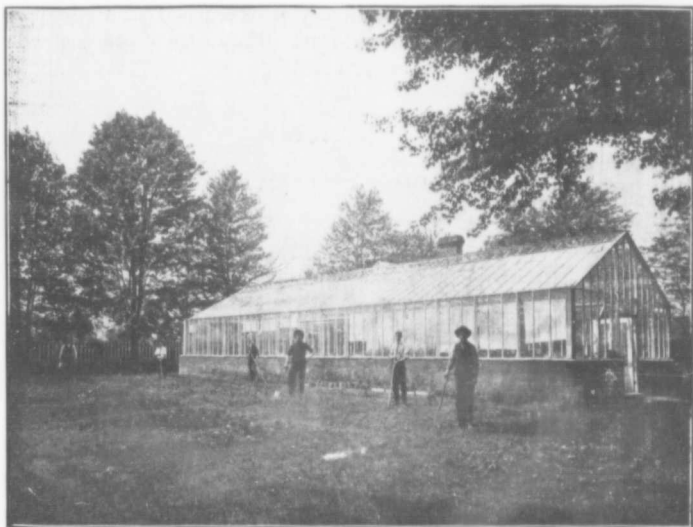
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formerly thought that the deaf must always remain a class apart as regards their mental development, modes of thought and peculiarities of language, and that they would never be able to freely use or readily understand such language as is employed by hearing people and as is found in ordinary books and papers. Experience, however, has amply proved that these views are quite erroneous. Deaf children do not differ in any way from hearing children except in their inability to hear, and they are quite capable of learning whatever other children can master. Hence our curriculum has been based,

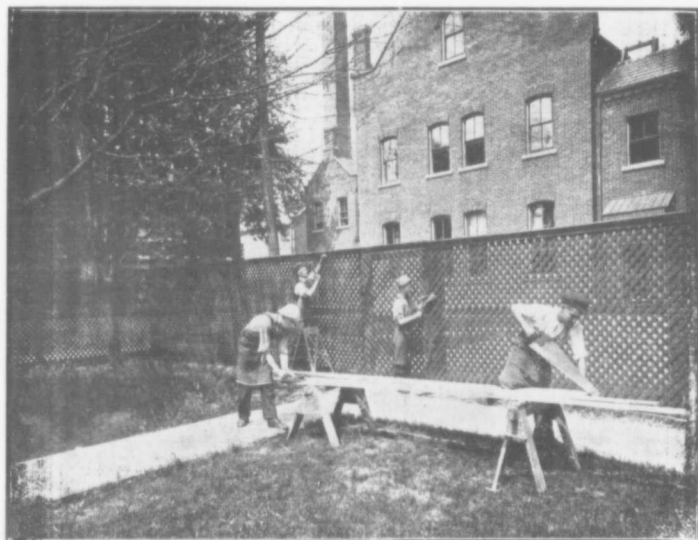


BOYS WORKING IN THE FLOWER GARDEN—1900-10.

as far as possible, on that of the public schools of the Province, and many of the same text and reading books are being used. We have not yet been able to cover this whole course, owing to lack of sufficient facilities and favoring conditions; but we are working towards that end as far and as fast as our opportunities allow. In the lower grades of the Oral department the work is based practically on the public school curriculum, and we expect that these classes, when they have completed the full course here, will compare favorably with the fourth grades in the hearing schools and be able to pass a test equal to the High School Entrance Examination.

INDUSTRIAL TRAINING.

The Industrial Training of our pupils receives careful attention, though this is, as it should be, subordinate to our other educational work. The boys receive instruction in carpentering, shoemaking, printing, baking and barbering, and this year there has been added a course in scientific farming and gardening, under the direction of a graduate of Guelph Agricultural College. We hope to make this a prominent feature of our work, as no other occupations seem to be as suitable as these for the deaf. The younger boys are taught sloyd, and common sewing and repairing. The girls are instructed in dress-making and tailoring, domestic science and home nursing. We do not undertake to turn out finished workmen in these various occupations, our purpose being rather to impart manual dexterity, and a knowledge of and facility in

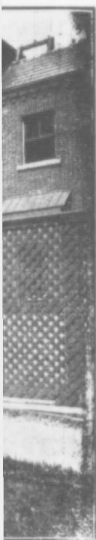


CARPENTER BOYS AT WORK—1910-11.

the use of materials and tools. Yet not a few of our pupils have become sufficiently conversant with the trades taught to be able to secure remunerative employment as soon as they left school, and in some cases to engage in business for themselves.

In addition to the more specific trade instruction above referred to, every pupil is required to make himself or herself generally useful. The girls must learn how to do ordinary sewing, repairing, darning, etc., and assist in rotation

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IDEAL DAIRY WORK.



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in all kinds of household work, such as sweeping, dusting, making beds, washing dishes and ironing clothes. The boys keep the yards and lawns clean, assist in the laundry and at chores generally, and help in farm and garden work. The general purpose is to inculcate in all of the pupils habits



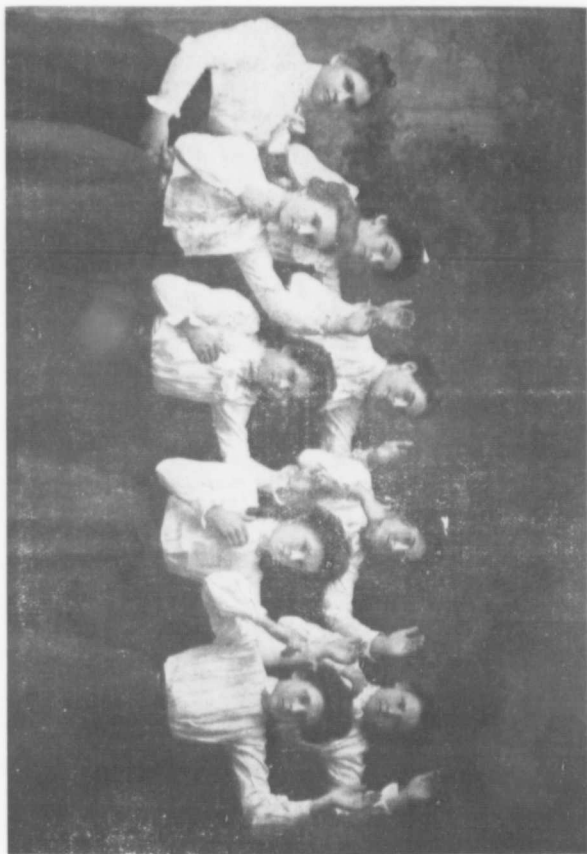
A SLOYD CLASS AT WORK.

of helpfulness, industry and neatness, and to fit them in every possible way to act well their part in whatever spheres in life they may be placed.

Art work, also, is receiving increased attention. In the primary grades systematic instruction is given in card-sewing, mat-weaving, raphia work, clay-modeling, cardboard construction, etc., while drawing and simple color

work are taught to most of the pupils. Instruction is also given in fancy work to such of the girls as desire to devote some of their spare time to this accomplishment.

SINGING "NEARER, MY GOD, TO THEE."



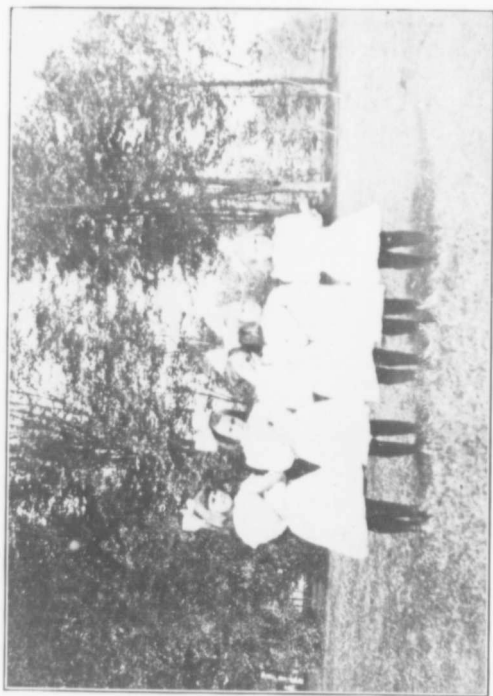
VOCATIONS OF THE DEAF.

Nearly all of the deaf are compelled to earn their own living, and this fact is kept in view in all our training and instruction, which is of such a character as will be of the greatest practical utility when the time comes for them to take their places in the great army of wage earners. The deaf, by virtue of their defect, are, of course, greatly handicapped in entering into

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competition with hearing people, but they ask for no odds on that account. We seek to instil a spirit of independence and self-reliance, and to impress upon them the great truth that diligence, perseverance and application, combined with honesty of character, rectitude of conduct and a thorough mastery of their respective trades, will overcome all obstacles and wrest success from even the most adverse circumstances. That success has crowned



SIGNING AN EVENING PRAYER.

these efforts is evidenced by the fact that, so far as we know, there is not a graduate of this Institution who is either a pauper or a criminal, not one who is not earning a livelihood, and a majority of them have married and founded happy homes and are enjoying their full share of the comforts and blessings of life. Nor are the avocations in which the deaf are engaged few or limited, but comprise nearly every kind of trade and industry, preference being, of

course, given to manual occupations as best suited to their aptitudes. As far as can be ascertained, our former pupils are employed as farmers, domestic workers, shoemakers, printers, dressmakers, tailors, domestic servants, painters, carpenters, teachers, bookbinders, bakers, seamstresses, artists, clerks, carriage-makers, sawmill workers, brushmakers, cigarmakers, cabinet-makers, coopers, photographers, woodcarvers, wireworkers, brassfitters,

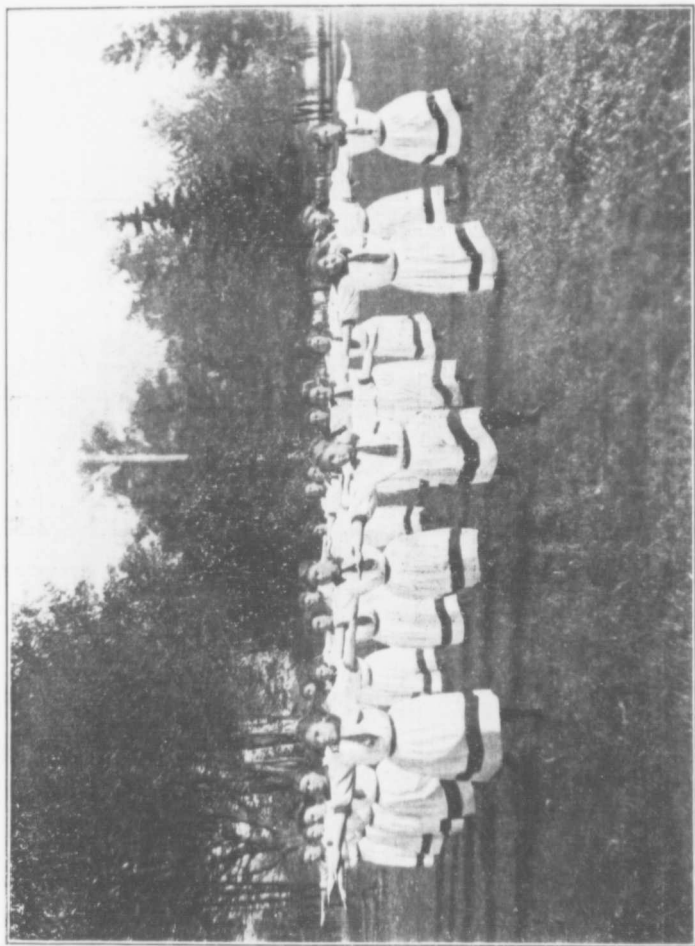


THE SHOESHOP.

bailiffs, butchers, barbers, copyists, packers, teamsters, engravers, fancy workers, glass stainers, gardeners, ice merchants, blacksmiths, lithographers, lumbermen, woodworkers, watchmen. Many of these are well off, and nearly all are in comfortable circumstances. Six of our graduates have taken a full course in Gallaudet College at Washington, where they fully held their own in competition with the brightest pupils from every state in the Union, and they all received the degree of B. A., and are thus fitted for work in some of the higher walks of life.



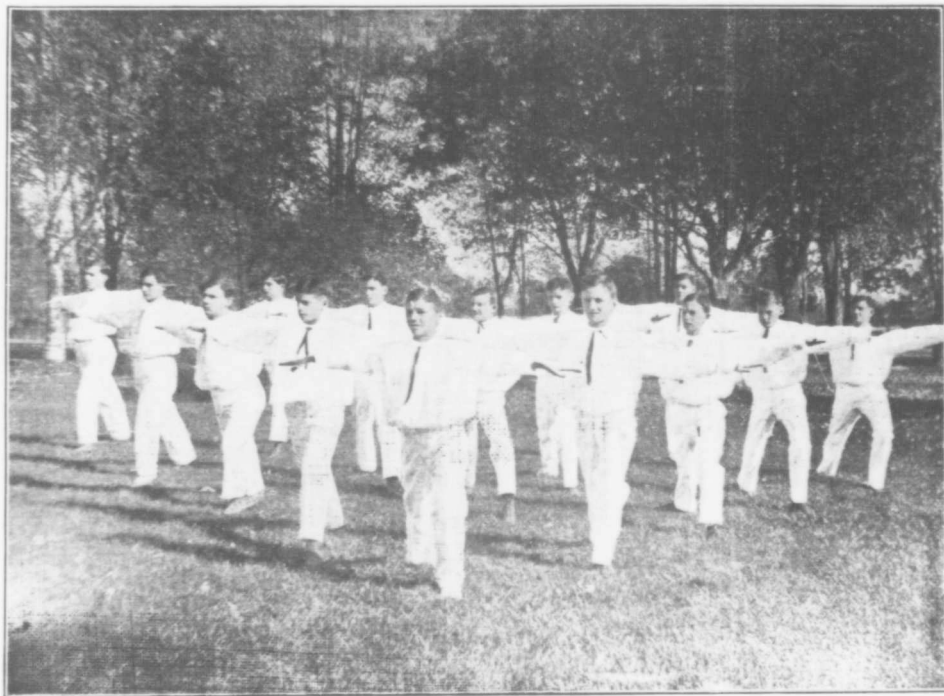
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MORAL TRAINING.

The moral and religious training of our pupils receives special attention. We strive to impress upon each one of them that it is better to be good than to be either wise or great; that character transcends knowledge; that strict integrity of life and conduct is essential to all who would attain to the truest happiness and success in life, and merit the confidence and esteem of their associates. Provision is made for a definite course of instruction in manners and morals along the lines prescribed in the Public School Curriculum, while, as far as possible, the pupils are taught in the class-room, in the shop and on the play ground, to estimate every act, word and thought according to its moral quality and underlying motive.

RELIGIOUS INSTRUCTION.

The Regulations for the religious instruction of the pupils at the Ontario Institution for the Deaf are as follows:—

The senior Protestant pupils are organized into a Sunday School with a number of classes, which are taught by members of the staff. These classes



LITTLE LOVERS OF NATURE.

meet every Sunday morning at nine o'clock. The International Sunday School Lessons are used.

At the same hour the junior pupils assemble in the chapel, where preparatory Bible Instruction, suited to their capacity, is given by one of the teachers.

From 11 to 11.30 o'clock is set apart for the voluntary study of the Sunday School Lessons by the Bible Class scholars.

All of the Protestant pupils assemble in the chapel at 2.30 o'clock, where an address is given by the teacher on duty for the day, based on some Scripture passage or narrative, the special purpose being to familiarize the pupils with Bible history and truth, and to inculcate moral precepts.

Every teacher begins the day's work in the class-room with prayer, and at the close of school the pupils assemble in the chapel where prayer is offered



LITTLE FLOWER GIRLS.

by the teacher on duty for the week. The prayers used are those provided in the Regulations of the Department of Education for use in the Public Schools of the Province.

The Roman Catholic pupils receive religious instruction by a teacher of that faith every Sunday morning from 8.45 to 9.30 o'clock, and on Wednesday afternoons from 2 to 2.30 o'clock.

Roman Catholic pupils attend service in their church in the city every Sunday morning, and at other times when the rules of the church require their attendance—weather permitting.

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Protestant pupils attend their respective churches whenever arranged for by the pastors in charge. All pupils attending church are accompanied by teachers who act as interpreters.

The pupils connected with the Church of England, Methodist, Presbyterian and Baptist churches are under the pastoral charge of clergymen of these denominations, who visit the Institution and give religious instruction to these pupils at such times, after school hours, as may be arranged for. All religious instruction given in the Bible Classes and in the general chapel exercises is strictly non-sectarian, doctrinal instruction being under the ex-



HAPPY CHILDHOOD.

clusive direction of the pastor in charge, who is at liberty to teach the pupils of his faith any religious or doctrinal tenets he desires.

These regulations have been approved by all of the various clergymen in Belleville who have pastoral charge of the pupils of their respective denominations.

CONDITIONS OF ADMISSION.

All deaf persons between the ages of seven and twenty, who are not deficient in intellect, who are free from contagious diseases and who are bona fide residents of the Province of Ontario, will be admitted as pupils. Board,

care, books and medical attendance are furnished free, but clothing must be supplied by parents or friends of the child, except in the case of indigent orphans, who are clothed by the Province. Parents who are able to do so are expected to pay \$50 per year for tuition, but even this is not compulsory, and as the average cost of maintenance for each pupil was last year \$235, it will be seen that the Government has made most generous provision for their needs, and that the terms are very liberal even for those who choose to pay the small sum indicated above. Briefly stated, this school for the Deaf is to afford educational advantages to all youth of the Province, who are, on account



AMONG THE DAISIES.

of deafness, either partial or total, unable to receive instruction in the Common or Separate Schools. Idiots, feeble-minded, paralytic children, and those who have normal hearing but are unable to speak, are not admitted. The length of the school term is nominally seven years, but it may be extended by the Superintendent with the approval of the Minister of Education. Practically the term is now ten years, which is the shortest time in which the full course can be completed.

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THE DUTY OF PARENTS.

We sometimes hear of deaf children of school age whose parents refuse to send them to the Institution because they cannot endure the pain of separation. Every parent who loves his child can understand, and to some degree sympathize with this feeling. It is not an easy thing for a parent to place his child for nine months of the year in the hands of strangers, and to endure the sorrow and loneliness of separation. Yet this is no adequate reason for keeping the child at home and thus depriving him of an education. There are



IN THE GREENHOUSE.

two kinds of affection, and two corresponding modes of its manifestation. There is a weak, selfish love which clings to its object, not so much for the sake of that object, as from a selfish disinclination to forego the pleasure of its company, and thus give up a source of personal gratification. But there is another kind of affection, a great unselfish love that is willing to endure the pangs of separation, and to sacrifice all personal considerations for the sake of the highest welfare of its object. The person actuated by the one regards

chiefly his own desires, the other is concerned chiefly for the best interests of the loved one. The one is ignoble in its motive, and blighting in its effects. The other is the highest manifestation of disinterested devotion and self-sacrifice, blessing him that gives and him that receives. We hope that no parent who reads these words will be influenced by any other motive than the ultimate good of his child. At the very best, a deaf person is greatly handicapped in his efforts to earn a livelihood, and if he has no education his condition and prospects are very sad and hopeless; and for this his parents must bear the responsibility. In a few years the boys and girls of to-day will become men and women, and the opportunity for getting an education will be gone forever. At any time the parents may be cut off, and their children, in all their ignorance and helplessness, left to the not always tender mercies of a none too kindly world. We can conceive of no other earthly consideration that could render the death-bed of a parent more unhappy, or pierce his heart with a sharper pang, than the knowledge that his own short-sighted selfishness had inflicted so cruel a wrong on his child, whom he thought he loved so much, but whose worst enemy he had proved himself to be. Every parent is responsible for the well-being of his child to the extent of his capacity and opportunity. The Scripture says that he that provideth not for his own household is worse than an infidel; and the best way—the only good or sure way—to provide for a child is to put it into the way of earning its own living. From the material point of view, then, it is important that every deaf child should receive an education. And even from the sentimental standpoint a strong argument can be adduced. These parents love their children dearly, love them with so selfish and absorbing a passion that they are content to ruin their lives rather than forego for a time the pleasure of their company. But what do they receive in return for this wealth of devotion? Their children now cling to them with a sort of animal-like, instinctive affection. But how infinitely inferior such a love is to the love of an educated, intelligent, cultured boy or girl, who has been informed as to the true relationships of life and of the sanctity of home ties and affections, and who realizes something of what love implies and filial duty entails. Surely it would pay well, even from the sentimental point of view, to forego for a time this present instinctive passion in order to gain in the future the wealth of an intelligent, refined affection from an awakened soul and a cultured intellect. We hope we do not appeal in vain to these parents to sink every selfish consideration and look only to the ultimate good of their children, to which they are prompted by every sentiment of humanity, by every instinct of justice and every obligation of parental duty and affection.

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D. R. COLEMAN, M. A., AND THE GIRLS OF HIS CLASS.

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IMPORTANCE OF AN EDUCATION TO THE DEAF.

One reason why some parents are indifferent about sending their children to school is that they do not realize the imperative necessity of an education to the deaf, if they are to have a fair chance in life. They see many hearing people who have little or no school education, and yet are passably intelligent and successful, and they think that their child can do as well. They would not make this mistake if they had any adequate conception of the vast difference between the mental status of an uneducated hearing person and of an uneducated deaf one. The former, if of average natural intelligence, is able, by conversation with others, to acquire a good working knowledge of the English language, and to express his thoughts freely and intelligibly; and even if he should not be able to read a word, he can, through others, be well informed with regard to what is transpiring throughout the world, and especially all that pertains to his own immediate interests. He can take part in the various activities of life, can discharge in a creditable manner all the duties and responsibilities devolving upon him, and may even rise to positions of trust and honor, and, despite his limitations, may enjoy life in all its relations.

Very different from this is the condition and fate of an uneducated deaf person, who must live in a state of almost total ignorance and isolation. His want of knowledge and lack of power of expression are not merely comparative, they are practically absolute. He does not know the names of the commonest objects of every day use and observation, and his knowledge of what goes on around him is limited to what he sees with his own eyes, since he can neither read nor receive ideas from nor convey ideas or information to others. Unable to hold converse with his friends because of his entire lack of language, he lives a life of loneliness quite inconceivable to hearing people. Of the general events of even the most momentous character, taking place throughout the world, he must remain in entire ignorance, since he cannot read, and possesses no language by which his friends can communicate with him; and there is no way in which ideas foreign to his own experience can be conveyed to him. And while he may not be immoral in practice, he is to a large extent non-moral, since he can have a very limited apprehension of right and wrong; and he can know nothing of a God, or of a hereafter, nothing of religious faith or sentiment, except such faint intuitive conceptions as may be inherent in mankind. It needs no words of ours to express, in fact no words could adequately express, how sad and lonely and pathetic such an existence is. Let the reader try for a moment to imagine that he could not read, that he was unable to hear a word or to converse with any one else, that he had no knowledge whatever of language and of the ideas and information that can be got only through the use of language, and he then can form some faint conception of the condition

of the uneducated deaf; and it is to a fate such as this that every parent is condemning his child if he refuses or neglects to send him to school, or make some provision for his education.

HANDICAP OF THE DEAF CHILD.

From what has already been said the reader will begin to have some idea of the difficulties that the deaf child has to overcome in order to secure an education. It may be true in a sense that "There is no royal road to learning," which means that an education can be obtained by king and peasant



A GAME OF CROQUET.

alike, only by patient, persistent toil. Yet for the hearing child, as compared with the deaf, there is such a royal road. It is said, and no doubt truly, that the half of what the average person knows he learns before he is seven years of age, without any conscious effort on his own part. Every hearing child, from its early infancy, is absorbing language, and the ideas that come through the medium of language, every waking hour. Nearly all of our language is gained by hearing others talk, and reproducing these forms of speech in our conversation. Consequently, when a hearing child enters school, he is already equipped with a large amount of knowledge, and with the ability to give expression to the ideas with which its brain is teeming, and to understand what his

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teacher says to him. The most difficult and important part of his education is already largely acquired—a knowledge of and ability to use the idiomatic forms of language in general use. The deaf child, on the contrary, enters school with very little mental development, and in most cases with absolutely no knowledge of language. He must start at the very beginning, where the hearing child one year of age began. He must now begin to learn his first word, and thereafter, day by day, and word by word, slowly and laboriously, add to his vocabulary; and he does well if, at the end of his first session, he knows one or two hundred words and can reproduce forty or fifty sentences. It will thus be seen that it takes three or four years for a deaf child to acquire



BASKET BALL.

as much language as a hearing child already knows when he enters the kindergarten or primary class; and even then he will not be able to express himself nearly so freely and accurately, for it is almost impossible for him to obtain that multi-repetition, which is the essential condition of correct expression. Hence the very great importance of sending a deaf child to school as soon as it has reached the minimum age. Not otherwise will it have a fair chance of making good progress and securing an education adequate to its needs.

WHEN TO SEND CHILDREN TO SCHOOL.

We urge upon all parents the great importance of sending their deaf children to school while young. It is a pitiable sight to go into a school room and see large boys and girls—grown men and women almost—in the same class with little tots of seven or eight, learning lessons and engaged in work suitable only for very young children. These large pupils feel keenly the humiliation of their position, and are apt to have—we know that they sometimes do have—harsh and resentful feelings towards their parents for subjecting them to such an experience by not sending them to school at the right time. Moreover, the mind of a child of fifteen or sixteen years of age, who has hitherto had no mental training, has become more or less sluggish, his memory, reason and other faculties are undeveloped, and he will never make satisfactory progress, or be able to take his place with other children of the same age, who, though perhaps possessing less natural ability, began school at the proper time. It is better to send a child to school late in life than not at all, but it is vastly more conducive to its welfare and happiness, to send it at seven or eight years of age.

HOW LONG A PUPIL SHOULD REMAIN AT SCHOOL.

We would also like to emphasize the great importance of pupils being allowed to remain at the Institution till they have completed the full course of instruction. Every year, when school opens, we have to deplore the loss of one or more pupils who should have returned but have not been allowed to do so. In rare instances this may be unavoidable, but generally no sufficient reason can be assigned. It costs parents almost nothing to keep their children at school here, as board and tuition are free for all who are unable to pay, and the cost of transportation can be afforded by almost anyone. In most instances the only reason children are thus deprived of the full benefit of the educational advantages provided for them, is the selfishness of the parents, who keep their afflicted and half-educated children at home to help support themselves and their families. No language is too strong to describe such short-sighted and even cruel conduct on the part of any parents, who, for the sake of a little present gain, are willing to sacrifice the best interests of their children, and to greatly lessen their chances for happiness and success during all the years that are to come. Youth is the time for preparation, and no person, whether deaf or hearing, can ever measure up to the greatest attainments possible to him, without laying broad and deep the essential foundation of a thorough education. The school for the deaf can graduate wealth-pro-

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educating members of society, can restore to the family refined and cultured boys and girls on the threshold of manhood and womanhood, can guarantee to the world a class of citizens who have risen above the handicap which the deprivation of the sense of hearing has imposed. But to accomplish this a school attendance beginning at an early age and continuing till the completion of the full curriculum, is absolutely requisite.

TEACHING A CHILD TO SPEAK.

Parents sometimes keep their deaf children at home hoping that they can be taught to speak there. Friends, and even the family physician, sometimes foolishly so advise. This is a great mistake, and parents acting on such advice are almost certainly doomed to disappointment. The place for them



A PLEASANT PASTIME.

to learn the art of speech is at a school for the deaf, where there are teachers specially trained for this work. To get a deaf child to speak intelligibly is the most difficult task that confronts our teachers, requiring, as it does, a thorough knowledge of all the sound elements and their combinations, and of the anatomy of the vocal organs and of the function performed by each of these in the articulation of every sound. This is a feat that demands almost

infinite patience and perseverance, and is impossible of accomplishment by anyone, except those who are experts in this line of work. This is a serious matter for any parents who are ambitious for their children to be taught to speak, and they should be duly warned, for if an effort is made to teach a child to speak by improper methods, not only is failure reasonably sure to result, but any chances the child may have of being afterwards taught to articulate satisfactorily will be greatly lessened, if not entirely destroyed.

A TYPICAL DAY'S WORK.

The reader would probably be interested in knowing how the pupils spend their time at the Institution. The work of each day is arranged so as to give

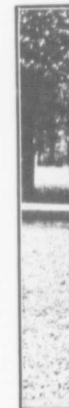


LAWN TENNIS.

a fair proportion of time to study, work, recreation and rest. We do not forget that while the children come to the Institution for the serious purpose of getting an education, and for being trained into habits of industry and application, yet all boys and girls require and are entitled to a reasonable amount of recreation and amusement.

All of the pupils get up at six o'clock every day of the week, summer and winter alike, though they may get up earlier if they wish. They have break-

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fast at half-past six o'clock, after which the necessary chores are done, such as washing the dishes and setting the table for dinner, sweeping and dusting when required, and the other household tasks. Every child at the Institution must make its own bed. The pupils then wash themselves, blacken their boots and make themselves clean and neat. Before 8.15 all assemble in the class-rooms, where each teacher begins the day's work with the prescribed prayers. School remains in continuous session till one o'clock, with the exception of a recess from 10.40 to 11 o'clock, when each pupil gets a light lunch. The junior classes have two intermissions each day. School is dismissed at one o'clock, when all the pupils assemble in the chapel, where prayer is offered by the teacher on duty. They then proceed to the dining-room for dinner. After dinner some of the girls, in rotation, wash the dishes, set the table, etc., The rest of the pupils play until half-past two, when work in the industrial department begins, continuing till four o'clock for the girls, till half-past



HEALTHFUL RECREATION.

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four for the junior boys, and till half-past five for the senior boys. During this time the boys not in the shops make themselves generally useful. They are assigned in rotation to assist in the laundry, others sweep the class-rooms on the boys' side, keep the yards and lawns clean, and, in the season, pick up potatoes, apples, etc. But so many boys find these odd jobs an easy task, and plenty of time is left for play and recreation. The girls that are not in

the sewing-room or laundry also assist in any needful household tasks, suitable to their years, and then have the rest of the time to themselves. Supper is served at six, and at seven the intermediate and senior pupils go to the study-rooms, where, under the supervision of a teacher, they devote themselves to the assigned lessons till eight o'clock. The juniors go to bed at seven o'clock, the intermediates at eight o'clock and the seniors at half-past nine, the intervening time being spent in reading, playing games or in any other proper way they desire.

On Saturdays the pupils in the industrial department work from 7.45 till 11.30 a.m. The rest spend the time in play after the necessary chores are done. There is no work in the afternoon, the time being at the pupils' disposal for amusement of any proper kind according to inclination. In the evening there is generally a lecture, magic-lantern exhibition or some other form of entertainment in the chapel. The manner in which Sunday is spent is sufficiently indicated under the head of religious instruction.

It will thus be seen that the daily routine is so arranged as to give a fair proportion of the time to recreation, study and work respectively, and to make sure that plenty of time is allowed for rest, the juniors having eleven hours in bed, the intermediates ten, and the seniors eight to eight and a half.



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IMPROVEMENTS MADE AND PROJECTED.

It is the aim of those connected with the Institution to endeavour to accomplish to the fullest possible extent the purpose for which it was established, which is the promotion of the education and development of the deaf children of the Province to the highest attainable degree. To secure this result, those methods must be used which experience here and elsewhere has shown to be the most effective. In this line of work, as in every other, progress is constantly being made, and improved methods and appliances are being devised from time to time; and during the forty-two years since the Institution was opened, numerous changes and improvements have been made. Not to go back beyond the present regime, during the past five years many advances have been effected that have greatly increased the efficiency of our work.

THE ORAL DEPARTMENT.

The most noteworthy and important of these is the introduction of the Oral Method. The first oral class at this Institution was organized four years ago, and now ten out of our eighteen classes are taught by this method. Under this system the teacher imparts instruction and conducts recitations by means of speech, just as in hearing schools, the pupils responding orally, and understanding what the teacher and the other pupils are saying by reading the lips. This may result in slower progress than in manual classes during the first few years, when the efforts of the teacher are largely expended in teaching the pupils how to articulate and lip-read. But when the art of speech and facility in reading the lips are once acquired, much more rapid progress can be made. As before remarked, a good acquaintance with correct language forms can be obtained only by frequent repetition, and much more ground can be covered in a given time in an advanced oral class, than in a manual, where the work is nearly all written. The greatest advantage of oral teaching, however, is not merely to give the pupils the art of speech, though this in itself is an important consideration. Its chief commendation is, that it is a more efficient and effective method of education.

A curriculum has been prepared for the Oral Department of our school, paralleling the Public School course, with such modifications as the nature of our work requires, and we anticipate that many of these pupils will be able, on the completion of the full ten-year course, to pass the High School Entrance Examination, or some specially prepared examination equally difficult.

READING AT THE INSTITUTION.

Another very marked advance that has been made is the added emphasis that has been laid upon reading. It was once thought by many that the deaf would never be able to read ordinary books with pleasure and understanding, an idea which is now no longer held by any intelligent educator of the deaf. Until recently at this Institution, no serious or systematic effort had been made to cultivate a reading habit among our pupils; now we have made it the most outstanding feature of our curriculum. The importance of this it would



ON THE LAWN.

be difficult to over-estimate—it is the only alchemy that will transmute ignorance into knowledge, abounding errors into accuracy of speech, awkward, stilted sentences into facile expression. It would not be too much to say that it is absolutely impossible for a deaf person to become proficient in the use of language except by much reading. Hence the conspicuous place we give it in our work. In the lower grades it is confined, of necessity, to the classroom, where a beginning is made in familiarizing the pupils with the printed page. As they advance from grade to grade, books suited to their capacity are placed in their hands, and everything possible is done to give them the reading habit, and to develop a liking for and an appreciation of good literature. The pupils in the senior classes are provided with daily papers, and

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kept supplied with suitable library books. We also make good use of our own printing office in promoting this object—perhaps to a greater extent than is done at any other school for the deaf. We publish an eight-page, semi-monthly paper, *THE CANADIAN MUTE*, most of the matter in which is prepared or selected specially for the pupils. We issue a four-page leaflet of class-room exercises every two weeks, so that as much of the work as possible shall go before the pupils in printed form. We also print a small weekly news sheet, containing a summary of events written in language suitable for even the



MAIN DRIVEWAY.

junior classes. In the primary grades a large part of the class-room work is printed in large type and made up into books for the pupils to keep and take home with them; and every device at our command is used to familiarize the pupils with the printed page. This year, in the senior classes, for the first time, reading books in history, geography, nature study, physiology, etc., are being used as a means of teaching these subjects. The results of all this have been most gratifying, exceeding our expectations. The pupils, as a rule, are eager to get hold of papers and books, and when those who began this line of work in the junior classes reach the highest grade, we expect that they will be able to read, and with as much enjoyment and comprehension, the same class of books that hearing children of the same age take pleasure in.

HIGHER EDUCATION FOR THE DEAF.

The essential condition of continued efficiency is continued progress, and, when this ceases, retrogression must follow. So, in addition to the changes and improvement already made, a few of which have been indicated above, new features will be added from time to time as the need and occasion arise.

The first of these, and the most important, is only a tentative proposition



A WINTER SCENE.

so far, but there is good ground for confidence that it will be carried into effect. This is, that a school should be established here, open to pupils from all parts of the Dominion, for both advanced academic and industrial educational purposes. A year or two ago the Dominion Government appointed a Royal Commission to enquire into Technical Education as carried on in other countries, and report as to the needs of Canada in this regard, and as to how those requirements can best be met. Among the places visited was this Institution, and members of the Commission expressed themselves as especially pleased



THE SENIOR ORAL CLASS—MR. W. J. CAMPBELL, TEACHER.

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with the co-ordination here of the regular school work with trade instruction. In a public meeting held in Belleville the same afternoon, Dr. Robertson, Chairman of the Commission, according to the reports in the press, "referred in very complimentary terms, to what the Commission had seen at the Institution. The experience, he said, had been an unique one, and differentiated their visit to Belleville from that to any other place they had been. The work of the Institution was carried on in accordance with the most approved modern educational ideas; for the pupils not only received a good academic education, but were also taught such trades as would enable them to earn a competent livelihood. He had been particularly impressed with the splendid facilities for gardening, and advised that every pupil should have a plot for cultivation."

Dr. Coughlin, Superintendent of the Institution, thought that this visit of the Royal Commission, and the results that would likely flow from it, opened the way for a great forward movement in regard to the education of the deaf in Canada. His project, and the reasons therefor, can be best stated in his own words as they appeared in his Annual Report to the Minister of Education for 1911-12:—

"It is to be presumed that the Report of the Royal Commission will result in a substantial grant being made by the Dominion Parliament in aid of technical education. If this is done, the deaf of Canada are certainly entitled to a fair proportion of such grant, for no other class is more in need of trade instruction, handicapped as they are by their deafness. The number of trades taught at the Institution now is limited, and our facilities do not enable us to give a complete and thorough course in any one of these. The most we can do is to endeavour to give our pupils a good start—sufficient to enable them to qualify as apprentices after they leave here, but not enough to make them competent workmen. I, therefore, submit to your earnest consideration the desirability, I might say the outstanding need, of establishing here a continuation course of Technical and High School instruction, contingent on the Dominion Parliament making a reasonable grant for maintenance. This might be open to deaf students from all the Provinces for a post-graduate course, tuition to be free, but the cost of board, etc., to be defrayed by the students or by the Provinces from which they came. The standard for admission to this course should be equal to that of our present High School Entrance examination. Higher education for the deaf is not a new idea, but on the contrary has been in successful practice in the United States for many years. As early as 1864 Gallaudet College was opened in the city of Washington and given degree-conferring powers by Congress. It is largely supported by the Federal Government, and is open to students from all the States of the Union. Since its opening it has sent forth many hundreds of graduates into successful professional and business careers, one of whom, Mr. J. C. Balis, B. A., is at present a member of our teaching staff. In addition to this, at the present

time several State schools have Grammar grades, the work in which corresponds very closely with that in the junior grades of our High Schools.

"I think it admits of no dispute that the deaf of Canada should have educational advantages equal to those of any other country. A considerable number of deaf young men and women, who were ambitious to secure a better education than can be obtained in Canada, found it necessary to go to Gallaudet College for it. I do not ask that a university be established for the deaf, but simply that they be given educational facilities equal to that which every hearing child in the Province now freely enjoys in the High Schools. Such a Continuation School, combining an advanced academic and industrial course,



HON. W. J. BRYAN ADDRESSING THE PUPILS. MR. COLEMAN INTERPRETING.

would stimulate educational work among the deaf in every part of the Dominion, for it would be necessary for this and every other school to measure up to the required standard for admission. This would also serve to unify the work done in all the schools and to secure better co-operation among them than now exists.

"The Federal Government of the United States has, in its encouragement and assistance to higher education for the deaf, established a precedent that our own Federal Government might well follow. The time for an advance in the education of the deaf of this country, therefore, seems opportune, and I would respectfully ask that you urge on the Dominion Government the absolute right of the deaf, not only of this Province but of all Canada, to an equitable share in any grant that may be made."

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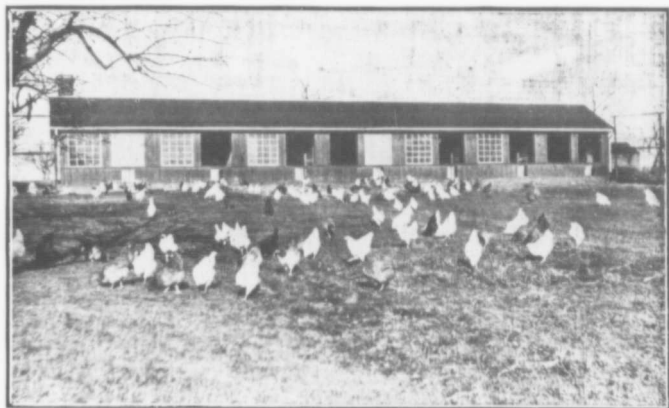


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TEACHING OF AGRICULTURE.

Greater attention than formerly is being paid to instruction in farm and garden work. Most of our pupils come from the farm, and as, we believe, there is no other occupation better suited to or more desirable for the deaf than farming and gardening, we are seeking to instil in the boys a liking for this kind of work, and to give them an insight into the best approved methods of agriculture.

In furtherance of this aim our stables have been reconstructed along sanitary lines, and our herd of cattle increased. The care of the cows, methods of milking and of handling the milk, etc., are as perfect as we can make them,



POULTRY HOUSE AND RUN.

so that our milk supply would pass the most rigid inspection as to purity and cleanliness. Incidentally, the pupils are given valuable lessons regarding the importance of these things, and an abundant supply of pure milk is provided for the pupils' use. Instruction is also given in the proper care of poultry so as to ensure the greatest possible profit, and from our fine flock of hens a sufficient number of perfectly fresh eggs is obtained to supply the pupils' table with this ideal food once or twice a week even in winter, which forms a welcome and healthful addition to the bill of fare.

NEW BUILDING.

For some time we have been hampered in our work here for want of sufficient space for class-room accommodation and other purposes. The Government has recognized our needs, and during the present session of the Legislature has granted a large sum of money for the erection of two new fire-proof dormitories, one for the girls and one for the boys. These will be fitted up with every comfort and convenience, including reading and recreation rooms, and will add materially to the health and enjoyment of the pupils. The present Main Building will be remodelled so as to provide the better school-room accommodation that we so much require. The best obtainable system of ventilation will be installed. Provision has also been made for the erection of a commodious gymnasium, which will be equipped with the best apparatus for the physical development of the pupils.



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HOME TRAINING.

We are indebted to Dr. James Kerr Love, of Glasgow, for a copy of a "Circular to Parents Respecting the Education and Management of Deaf Children" recently published by the British National Association of Teachers of the Deaf. The circular embodies with other matter the following excellent advice to parents of deaf children concerning home training before, during and after school life:—

BEFORE SCHOOL LIFE.

"It is of the utmost importance that the child should be properly trained at home, if it is going to profit fully by the education given at school. He should neither be petted nor severely treated. He should be taught from the



IN THE PASTURE.

earliest age to keep himself neat and tidy; to obey cheerfully; to help in the household; to take care of his toys; to have a proper respect for the property and feelings of others; and generally to behave nicely.

"The common opinion that deaf children are naturally more bad-tempered than others is wrong. Where very bad temper is found in a deaf child it is often the result of bad training at home. Parents and friends can do much to prepare the child for school life.

"Most deaf children are now taught at school to speak, and to understand

the speech of others by watching their lips; therefore, teach him to look at you while you speak to him. By constantly looking at you he will learn to understand a great deal of what you are saying. When you give him bread, repeat the word several times, and make him look before he gets the bread. In a similar manner teach him to recognize on your lips common words like "mama," "papa," "baby," "yes," "no," "come here," "shut the door," etc. Talk to your child all the time. This will be a great help to his teacher, when the child goes to school.

"Let the child learn to write and draw on slate or paper. Teach him to write, first the letters, a, b, c, d, etc., then his own name, the names of his brothers, sisters, the names of common objects, "ball," "doll," "cat," and to point to the object named.

"If the child can hear a little, or has heard and has recently lost his hearing from measles, or other cause, it is all the more necessary to speak constantly to him. If he can speak, insist on his speaking clearly, and asking aloud for everything he needs, or he will lose the speech he has. Children who have learned to speak and afterwards become deaf can be taught to understand everything that is said to them from the lips, and need not become dumb unless those around them are careless about making them speak.

AFTER SCHOOL LIFE.

"When the deaf child goes to school, parents and friends can assist the teachers by taking an interest in the child's lessons, by teaching him the names of persons, things and places around him; by speaking as much as possible, and by discouraging "signing." If a word or a sentence is not understood by speech it may be written, or spelled on the fingers, if that method is taught.

"The greatest difficulty a deaf child has in life is to understand the English language; therefore the parent should encourage the child to use language as much as possible. If he asks in signs for a thing, teach him to ask for it in words, write it down and make him learn it. Encourage him to read, beginning with baby picture-books, and try to explain what the words mean. He will learn in time. Keep up his speech! Make him use language! Encourage him to read! Find him work, at a definite trade, as soon as he leaves school. Insist on his punctuality at work, as habits of laziness, if once formed, soon render anyone unfit for regular work. Try to make him realize from the first that his comfort and welfare depend on his regularity and industry and his consequent power of wage-earning. With proper training and education the deaf child should become a thoroughly intelligent, respectable, and self-supporting member of society."



A CLASS IN THE ORCHARD.

HOME GOING.

The arrangements for sending the pupils home at the end of the session are made with the greatest possible care. The route of each pupil is carefully studied, and pains are taken to have the trunks and other baggage properly checked and labelled, to ensure that they will be at the station when the child arrives. We cannot, of course, undertake to deliver every child at its home station, but teachers and officers are sent out on all the main lines of railway, pupils being transferred at junctions and placed in charge of the conductors, who receive full instructions as to their destinations. In many cases parents meet their children at these junctional points and accompany them home. It is very important that parents or friends should meet the train on which the child arrives. The officer in charge has a large number of pupils to look after, the train remains for only a minute or two at most of the stations, and if the parents are not right on the spot, the person in charge is placed in a most difficult and embarrassing position. His instructions in such a case are to place the child in charge of the station agent, but even this depends on the willingness of the conductor to hold the train long enough to permit of this being done. Hence the great importance of the parents being promptly on hand. We notify every parent of the exact time his child is due to arrive at its station, and the circulars we send out should be carefully read and the instructions acted upon. If a child does not arrive on the train indicated, the Superintendent of the Institution should be at once notified by telegram.

These home-going arrangements entail a great deal of labor and careful planning, extending over many weeks, and this work can be greatly lessened and the possibility of mistakes almost entirely eliminated by thoughtful co-operation on the part of the parents. The money for the child's ticket and directions as to its destination, and all other needed information, should be sent to us in good time. Nearly always, during the last few days, we get a number of requests for pupils to be sent to a different station from the one first indicated. Avoid all such changes, if possible. We have nearly two hundred and fifty pupils to arrange for, and every such change involves two or three hours of extra work on our part, for it often necessitates re-writing several pages of lists, and perhaps buying a new ticket, and of course increases the chances for mistakes. Hereafter, when our arrangements are completed, no changes will be made unless absolutely unavoidable, and no child will be allowed to leave the Institution except in the regular order.

The arrangements for bringing the pupils to the Institution are also carefully planned, but in this case the chief responsibility rests upon the parents. Special cars with officers in charge leave Windsor, Sarnia and Ottawa on the opening day, and it is the duty of parents to see that their children are placed

in the hands of these officers, whose responsibility does not begin till this is done. Officers are also at Toronto Union Station all day to meet and take charge of pupils coming on the various lines converging there. About three weeks before school opens, circulars are sent to parents and guardians, giving full information relative to the opening of school, and the train on which each pupil should arrive. These should be carefully studied and the directions literally followed. Pupils placed in charge of conductors on any point, whether going or coming, are always carefully looked after and forwarded to their destination.

All trunks and boxes should be properly addressed, with the name and destination of the child on each piece of baggage, and these should be checked through to Belleville. Trunks should be of good strong material, so as to stand handling on the cars, and should be provided with a good lock and key.

All pupils should be sent to this Institution on the day school opens, unless detained by illness or some other sufficient reason. We hope all parents will recognize the importance of this. If a child were allowed to come to school after the classes are formed and the work under way, not only would its own chance for advancement be greatly lessened, but, what is much worse, the progress of the whole class in which he is placed would be seriously interfered with. So injurious is this considered to be, that our by-laws, which are approved by the Minister of Education, distinctly prohibit the admission of pupils during the session, except under very special circumstances. All pupils, unless unavoidably detained, must come to school promptly at the beginning of the term.

Every child should be provided with an outfit of suitable clothing sufficient for the session. Warmth, neatness and durability, are the chief requirements. It is better for a child not to have too much finery. Some parents cannot afford to provide such things, and if some of the pupils have many fine clothes and trinkets, the effect is to make the rest envious and unhappy, and perhaps promote pride and superciliousness in the wearer. All clothing must be clean and in good repair. If any is found not to be in good condition it is sent home. It pays best to buy strong, well-made clothing. Shoddy suitings and cheap machine-made boots do not last very long, and in most cases cannot be repaired. The boys sometimes get suits that all go to pieces in a few weeks. Every article should be plainly marked with the child's name, and it is of assistance to us if a list of all its belongings is put in the trunk. We will not be responsible for anything not so marked, nor for trinkets, jewelry, toys, etc. If any additional clothing is needed during the session, a requisition for the same will be sent to the parents from the office. No attention need be paid to requests from the pupils for clothing, etc., for children often ask for things they do not require. We are desirous that every pupil shall be neat and comfortable, and will not hesitate to ask for anything that is really needed.

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NO CHRISTMAS VACATION.

There are no vacations during the session, as in the Public Schools, though, of course, we observe the statutory holidays. A Christmas or Easter vacation would be of no use unless the pupils could go home, and experience has shown this to be both impracticable and undesirable. The work involved in getting the pupils safely to their homes and bringing them back again, is



A LITTLE PANTOMIME.

very great, and it would be impossible to undertake such a task in the midst of the session, not to speak of the great risks involved in sending two or three hundred children all over the Province in midwinter. Since, then, all cannot go, it has been found necessary to make it an invariable rule that none may go. If a few, whose parents are willing to come after them and bring them back, were allowed to go, the work of the classes would be interfered with, to the detriment of the whole school. Then if some pupils went home, those who remained would be more or less dissatisfied and unhappy because they

had to remain and their enjoyment of the Christmas festivities would be greatly lessened. We fully sympathize with the desire of the parents and children to be together at Christmas time, but this is a pleasure that they will have to forego in favor of more important interests and considerations. This does not curtail the length of time the child has to spend at home, for the summer vacation is extended a month longer than for other schools, to make up for the loss of the Christmas and Easter vacations.

Parents who lament the absence of their children during the festive season, need have no fears as to whether or not they are having a good time, for more happiness is confined within the walls of this Institution on this occasion than can, we believe, be found at any other one place throughout the whole Province. The most careful and elaborate preparations are made for the enjoyment of the children, the festivities, to some extent, being continued throughout the whole week, though the class-room work goes on as usual, excepting that the hours are somewhat shortened, and the other work is relaxed as far as possible. The following account of one Christmas Day celebration, taken from the report in *THE CANADIAN MUTE*, is typical of all :—

CHRISTMAS-TIDE AT OUR SCHOOL.

Christmas has come and gone again and the long drawn out pleasures of anticipation have been exchanged for the brief but intense joy of participation, and we fear in some cases has been succeeded by the bitter pangs of repletion. The children were certainly glad when the long looked-for day at last arrived, and the Superintendent, the matron and others whose duty it was to be father, mother and Santa Claus to the 259 children here, were no doubt glad when it was over. Their extra duties were hard but were enjoyed, for what greater delight can any one know than that of giving pleasure to others? For some time before the festal day the spirit of eager anticipation was everywhere manifest, and we heard of little else but the coming holiday season, and the time passed all too slowly for the children. The chief point of interest for some days was the front hall, and many of the pupils made little excuses to get around and have a sly peep at the mysterious boxes and parcels that were arriving by mail and express by the score, and safely stored away until we had a small room packed full to the doors. We all know how dear the old fashioned Christmas tree is to children and the delight it affords, so the little boys and girls had been provided with one each, and late into Christmas eve loving hands labored to dress and load them with gifts for each little one. The tree on the boys' side had been snugly hid away in a small room and when the little boys awoke at their usual hour they were told to hurry up and get dressed, and see what Santa had brought them, and never did little chaps slip into their togs with more energy and speed. When all were dressed and were

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ushered into the room and the gaily dressed tree stood before the delighted eyes, their joy knew no bounds; they either danced with pleasure or were overcome with wonder. After a time spent in viewing the beauties and wondering what was for them, the gifts were distributed, each and every one of the little chaps receiving something from the tree. Much the same scenes were enacted on the girls' side, only the tree had been brought down to their sitting room after they had gone to bed. The girls, like the boys, rushed into their clothes and went down in a body and the same expressions of delight and pleasure took place. Over 70 little girls were provided for from this tree. All this took place before breakfast and made a fitting beginning to a happy day. Breakfast and necessary duties were soon dispatched and at about 9 a. m. all assembled in the chapel for devotional exercises. After prayers, Mr. Stewart, who was on duty, entertained the children with Christmas stories, etc. The large slates were covered with beautiful Christmas pictures, done in colored crayon work, by our young artists; they were pleasing to the eye and sharpening to the anticipations of the children. While this was going on in chapel, the store-room had been opened and the immense pile of boxes and parcels transferred to the girls' sitting-room and piled high on the tables. The signal that all was ready was then given and the eager children were marshalled into the room and took their places in a treble circle around, with many parents and friends in attendance. Dr. Coughlin then mounted the platform and gave a little address with happy greetings to all. He wanted them to be happy always but more particularly to-day. He was sorry that all the parents and friends could not be with them at this time, but the great pile of gifts sent was a silent witness that they were not forgotten; each package came freighted with love from the absent. He would not say more, as he knew that all were waiting eagerly for their presents. The Rev. Mr. Leitch, who was present, gave an address. He hoped that all would be happy. He reminded them that while loving friends had sent them many gifts it was our Heavenly Father from whom all our blessings flow and they must not forget to give Him the praise. The pleasant work of distribution then began, many willing hands of officers and teachers making the work light. The big pile dwindled rapidly away until all was gone, then the pupils, loaded with boxes and parcels, adjourned to their dormitories and opened their treasures. Many danced with delight as they drew out from their boxes the new toys, dolls, clothes, skates and in fact almost every imaginable thing, while the candies, cakes and fruit quickly found the way to the little hole under the nose and were crunched up with much satisfaction. While our pupils were thus enjoying themselves our bake-shop and kitchen were busy places. It is no light task to provide a Christmas feast for so many healthy young appetites, but by noon all was ready and the festive turkey and other dainties for a holiday dinner crowned the board. We need not add how the dinner was eaten and enjoyed or how many basketfuls of fragments were taken up. Suffice to say that there was plenty for all, without waste, and everyone had all he or she could dispose of.

All the time they needed was allotted to the feast and each seemed just as happy as everyone should be at Christmas. In the evening the usual party was held. After an hour or more devoted to games of various kinds, bags of candy, nuts and raisins were passed around, after which the pupils, all very tired but very happy, went to bed, where no doubt all night long visions of turkeys rampant and cakes couchant and other strange and wonderful things danced through their heads.

AMUSEMENT AND RECREATION.

Ample play and recreation grounds are provided for the pupils. Our well-shaded front lawn covers some ten acres of land, and to this the girls have free access, while the boys have a large campus for sports of all kinds, which is admitted to be superior to any other in this vicinity. The boys take a good deal of interest in games and sports, and generally more than hold their own in contests with the city football, baseball and hockey teams. There are swings on the lawns for boys and girls, and the latter have a nice summer house and other conveniences for amusement. There is also a good tennis and croquet ground, from both of which games the girls derive a great deal of pleasure. There is a spacious open-air rink for the boys and another for the girls, which are utilized to the fullest possible extent. Nor are the more intellectual forms of amusement neglected. We have an excellent magic lantern, with which exhibitions are given in the chapel several times during each session. Saturday evening lectures are given in the chapel every fortnight by members of the staff, while pantomimes and other forms of entertainment are occasionally provided.



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MISCELLANEOUS INFORMATION.

When preparing to send a child to school, there are several important matters which parents should pay attention to.

CARE OF THE TEETH.

The child's teeth should be carefully examined by a dentist, and all decayed teeth filled or extracted. Otherwise he is likely to suffer more or less from toothache. Moreover, some teeth may be saved which will later have to



CHUMS.

be pulled if they are neglected. No matter how young a child may be, its teeth should be filled, if they are decayed and not too badly decayed. Even the temporary teeth should be so treated, unless they are ready to come out. Every child's teeth should also be examined, and, if need be, attended to, at every summer vacation.

DISINFECTION OF CLOTHING.

Very great care should be taken to make sure that the child is free from all contagious diseases and infections. All parents are requested to disinfect

the person and clothing of the child coming to the Institution in the following manner:—Purchase at any drug store a 12 ounce bottle of 40% formaldehyde, then 24 hours before the time for the child to leave home, place clothing in trunk, one piece at a time, covering each piece with a towel or pillow-slip, and sprinkle on each covering two tablespoonfuls of formaldehyde. When all clothing is in, close the trunk and keep it closed for 24 hours. It should then be opened and the towels and pillow-slips removed and the trunk again closed. The trunk is then ready to send to the Institution. Any clothing or other articles sent to the children during the session should be similarly disinfected. The travelling clothes of the child should be treated in the same manner, another trunk or a tin boiler being used for them. They should be put in the open air for about three hours before being used, and should not be put on the child till it is time for it to leave home for the train. Give the child a bath, washing the hair thoroughly and cleaning well the nails on hands and feet, using for this purpose soapsuds and water. Parents not understanding these directions should consult their family Physician or local Medical Health Officer. No child will be admitted from a home where there has been any contagious or infectious disease, except on the certificate of the local Medical Health Officer, that the proper quarantine has been observed, and the proper disinfection carried out.

CORRESPONDENCE ABOUT PUPILS.

All communications regarding the pupils must be addressed to the Superintendent only. Other officers and teachers are not permitted to reply to such letters, even if sent to them. All business and all inquiries relative to the pupils should be transacted and made through the office.

HOW AND TO WHOM TO SEND MONEY.

All monies for the payment of tuition fees, railway fares, subscriptions to THE CANADIAN MUTE, and shoe-shop accounts, should be sent to the Bursar. Money intended for the pupils, or for any other purpose than those mentioned above, must be sent to the Superintendent. Money should always be sent by post office order, postal note, express order, bank draft or registered letter. Money enclosed in ordinary letter is sent at the owner's risk, and if it is lost there is no redress.

POCKET MONEY.

Every pupil at the Institution should have a little spending money. Not a great deal is required or advisable—some have perhaps more than is good for them—but a small amount is very acceptable, and no parent is so poor that he cannot afford to give his child five or ten cents a week for candy or other harmless indulgences. All money intended for the children's use, either as

spending money, should be sent only in the form of a receipt to the pupil, and the sender's non-receipt of the money should be a possession of care of by the

All parents should send an eight pence stamp to the Institution. The receipt of each pupil should be a general

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Every parent should send an eight pence stamp to the Institution. The receipt of each pupil should be a general

spending money or for any other purpose, should be sent direct to the Superintendent, by whom its receipt will be promptly acknowledged. Money should be sent only in the way indicated above; never to any other officer or teacher, nor to the pupils. Money not sent according to these directions will be entirely at the sender's risk, and no attention will be paid to any complaint relative to its non-receipt or wrongful disposal. The senior pupils may, if they wish, keep possession of their own money. That belonging to the younger pupils is taken care of by the supervisors, and given to the children as required.

"THE CANADIAN MUTE."

All parents of pupils should subscribe for THE CANADIAN MUTE. This is an eight-page, semi-monthly paper, published in the interests of the Institution. It contains a monthly record of the health, conduct and progress of each pupil, and tells what is happening at the Institution and among the deaf generally. The subscription is only fifty cents a year, always in advance.

PUPILS WRITING HOME.

Every pupil is required to write home every three weeks, and may write oftener if he wishes. If parents desire to hear more frequently from or about their children, they are at liberty to write to the Superintendent, and they will get a reply by return mail. Parents sometimes ask that a letter be sent them from the office every day or two, telling about their children. It is impossible to comply with such a request, as this would necessitate the writing of thousands of extra letters every year, in addition to the large amount of correspondence required by the ordinary business of the Institution. And there is really no occasion for frequent letters of this kind, for parents may rest assured, in the absence of word to the contrary, that their children are all right.

PUPILS' CORRESPONDENCE.

Every pupil should receive a letter or card from home at least once a fortnight, oftener if possible. There is no cause for complaint in this respect as regards most of the pupils, but always there are a few families who are negligent, and it not infrequently happens that children go for months without word from home. The pupils' letters are distributed in the dining-room during the dinner hour, and if the parents of these neglected ones could witness their pitiable disappointment as, day after day, they look and wait in vain, while their more fortunate companions are rejoicing in their missives from home, we do not think that they would again fail in their duty in this regard. Writing letters is not an easy task for some people, but this is not a sufficient excuse. A very brief letter, or even a card, would be better than nothing, and if any

parent is unable to write, he should have no difficulty in getting some friend to write for him. The best plan is for each pupil to get a letter from home at regular and understood intervals, so that he will know when to look for it.

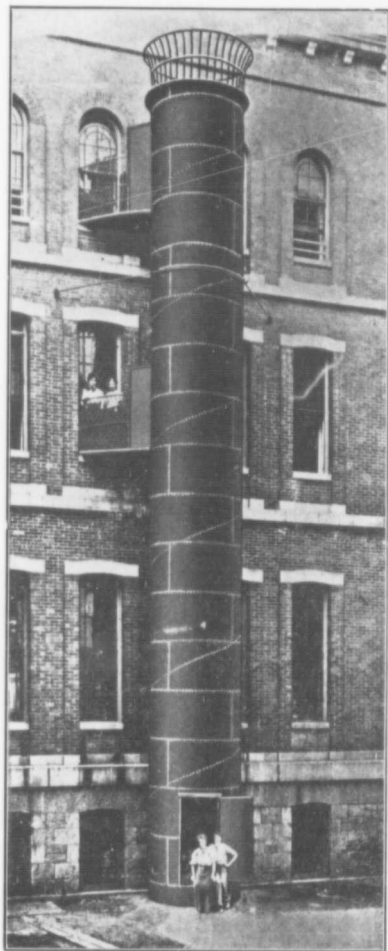
READING AT HOME.

Parents should encourage their children to read as much as possible during vacations, and after they leave school. Unless this is done, they begin to retrograde at once. Reading good books is absolutely essential if they are to continue to improve in knowledge, and in the use of language, or even to obtain what they have, not to speak of the pleasure they should derive in this way. They should be supplied with papers, a magazine or two and as many suitable books as they can make good use of. A large number of books are now published on history, biography, science, nature, literature, etc., which present these subjects in a most interesting form, and in language suited to the comprehension of quite young children, and of course there is a large number of excellent story books and works of fiction. We are preparing a list of a few of the best books, which we will be glad to send to anyone on application.

PARENTS VISITING THE INSTITUTION.

Parents are at all times welcome to visit the Institution and see for themselves the work that is being done, and how their children are getting along. It is desirable, however, that parents should not come often, nor remain long, as this has a tendency to excite and unsettle their children here, and thus interfere with their progress. It must be understood that it is not possible for us to entertain them at the Institution. This is not an hotel, but a school, and a full one at that, and there is not sleeping accommodation for visitors, who will have to make arrangements in the city for their board and lodging.





ONE OF OUR NEW FIRE ESCAPES.

REPORTS OF INSPECTORS.

The Minister of Education appoints each year one of the Public School Inspectors of the Province to conduct an independent examination of the work of the various classes in the Institution, and also to act as presiding examiner at the written examinations at the close of each session. We give below extracts from the reports presented to the Minister of Education by the Examiners during recent years :—

REPORT OF 1907.

"The discipline is perfect, the buildings and grounds are scrupulously clean, the dormitories well cared for and every official alert. The pupils, 227 in number, are orderly, kind to one another, neat and cleanly in appearance apparently most diligent in their work, and of a very healthy appearance.

FROM EXAMINER'S REPORT FOR 1908.

"The staff are all thoroughly trained and experienced teachers in this work, and have been frequently complimented for the excellence of their work by those capable of judging, so that it is, perhaps, not necessary for me to repeat what has been said before, but I consider it merely a matter of justice to say that, in my opinion, a more conscientious, earnest, and painstaking staff would be difficult to find. Each and every teacher takes a deep personal interest in his or her pupils and in the Institution as a whole, and there is the most kindly feeling of confidence and mutual respect between the Superintendent and his staff, while the degree of proficiency attained by the pupils, as evinced by the results of the written examinations, was a perfect surprise to me.

"In the Domestic Science Department, where some fifty girls receive instruction, I had proof positive, in an excellent dinner, prepared and served by the girls, that in this Institution Domestic Science has passed beyond the experimental stage and has taken its place as an integral part of the system. Here, too, I was shown samples of needlework (darning, patching, etc.,) done by the boys, and the skill exhibited would be very creditable to a class of girls of the same age.

"The hospital is in charge of a trained nurse and here several of the older girls are receiving a training in home-nursing and from the demonstration made for me, I have reason to know that their training is thorough and of a nature to be very useful to them when they leave the Institution and take their places in the world.

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"In the Dressmaking Department all girls old enough are receiving instruction that will be useful in any home. They are given a thorough course in sewing of all kinds and in fitting, so that those who stay to complete the course are in a position, if need be, to make a living for themselves in this way. I was shown several samples of work done by the girls and it was very creditable indeed.

"In addition to the above the girls receive instruction in every other department of household duties, and their life here is as near home-life as it would be possible to get it.

"The girls gave an exhibition of club-swinging, and the boys, of club-swinging and physical drill, and it is not flattery to say that few schools, if any, could surpass what I saw, and the excellent physique of so many of these students is, in a large measure, due to the systematic training in this department. Another pleasing incident in this connection took place in the afternoon of the first day of my visit. The pupils were massed on the lawn and the ceremony of "Saluting the Flag" was carried out with military precision. I have no doubt that the perfect discipline manifest throughout the Institution is largely due to this Physical Culture.

"My visit here has been a very pleasant one and to me very instructive, for previous to this I have had to deal only with hearing children. My duties as Examiner have been much lightened by the kindness and frankness of all with whom I came in contact, and while I know that in a report of this kind it is not wise to individualize, still I cannot close this somewhat lengthy report without expressing publicly my sincere thanks to the genial Superintendent for his many acts of thoughtfulness during my official visit. He has brought to this Institution, in addition to his educational experience, his professional knowledge as a physician, and the two make a happy combination. I fully believe that the new features which he has in contemplation, as well as those he has already introduced, will add materially to the usefulness of this Institution."

FROM EXAMINER'S REPORT FOR 1900.

"Our hearing children enter school with a large fund of language, but here, for the most part—in fact, almost universally—they enter with absolutely no language except the natural signs, and these, it must be remembered, express ideas, not words. Hence, from the nature of things, the early years of this course are occupied largely with the acquisition of language, and it is truly remarkable the progress that is made.

"In addition to the training received in the literary classes proper, the various trades are made the occasion for instruction in language, and thus every opportunity is taken to extend the powers of communication of the students. The girls are still receiving the training referred to last year in domestic science, sewing and dressmaking, household science, nursing, etc.,

while the boys have the privilege of learning farming, shoemaking, baking, carpenter work or printing. All these trades are thoroughly practical. As an example, at present, the printing office is preparing a set of charts and book-lets illustrating the trades and containing the language pertaining to the several trades taught. The office does all the printing required about the Institution, and this will serve as an illustration of the work done in these departments.

"I do not consider it wise to particularize in the case of a report such as this, which will be made public, but I wish to say that it has been a very pleasant duty to inspect the work of a staff of teachers so thoroughly in sympathy with their classes and so interested in their work. From the members longest on the staff to the latest addition thereto all take a deep personal interest in their work. Under these conditions we could not expect anything less than good work.

"Every opportunity was offered me by all concerned to make a thorough inspection, and it is my opinion that efficient work is being done in this Institution."

FROM EXAMINER'S REPORT FOR 1910.

"Eleven boys are employed in the printing office, twenty in the shoe shop four in the bake shop, six in the carpenter shop, while eight girls are in the sewing class. In addition to the above trades, many of the boys are receiving instruction in agriculture.

"In this connection, I would like to mention some excellent workmanship exhibited in the carpenter shop. The boys have made, of solid oak, three very fine pieces of furniture, and the work which is altogether handwork, is well done. The shoe shop has also some excellent samples, while the dresses, etc., made by the girls, leave nothing to be desired.

"The work in the Manual Training Department was well done and reflects great credit on instructor and pupils. In fact some of the better pieces have been selected for the Educational Exhibit at the Toronto Exhibition, where the public will be given an opportunity of seeing this and other work of this worthy Institution.

"In this connection, I would mention the exhibit that is now on view at the Institution, and has been seen and admired by many. It consists of various kinds of Kindergarten work, fancy work, sewing, sloyd work, specimens from printing office, shoe shop, and carpenter shop. In some of the departments illustrated, this is practically the first year's effort, and it is difficult to see just what the possibilities in these lines may be, for to say that the work is well done, is not doing justice to the case. The staff are justly proud of the exhibit.

"Since my visit of a year ago some rapid steps forward have been taken. A carefully selected pupils' library has been added, and I am informed that

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the pupils are using it freely, an hour each evening being set apart for the purpose of reading by the pupils, under supervision. The matter of reading is purely voluntary and is taken by the pupils as a privilege. I have the word of one of the staff for it that the results have been most gratifying. Thus far the books read have been such as would be used for supplementary reading in



PUPILS AT FIRE DRILL.

the lower classes of the public school, but from the success of this year's experiment, it is expected that when the present juniors have become seniors they will be able to read and appreciate the best English classics.

"The character of *THE CANADIAN MUTE*, published in the Institution, has been changed so as to assist in this matter of reading. The paper has been brought to the level of the pupils, and each issue contains a carefully prepared

summary of the world's news. Each pupil in the senior grades is provided with a copy of the paper. The page of class-room exercises is printed in the form of a four-page leaflet and is supplied to each pupil, except the very youngest. The complete series forms a booklet of forty-four pages. The teachers have found these leaflets very helpful. The object in the leaflet is to accustom the pupil as early as possible to the use of print.

FROM EXAMINER'S REPORT FOR 1911.

"During these five days I visited each division in the Institution, and I am free to say that I know that faithful work is being done, and that progress is being made. It is particularly interesting to me to note the progress of the several classes since my first visit here, three years ago.

"This Institution is now practically two schools under one management, for the Manual Classes now include 140 pupils, and the Oral classes 103.

"The Course of Study is based on the Public School Course of Study, and is overtaken in eight grades. Of course, from the fact that the lack of language is the ever-present difficulty with these pupils, more attention is given to this subject than would be necessary in a hearing school, and anyone who will consider the difficulties encountered must be surprised at the proficiency obtained. The senior classes have written for me, on more than one occasion, compositions on subjects which I assigned, and these compositions would compare very favourably with similar efforts by pupils not working under these difficulties.

"This year I was particularly interested in the Oral Reading from Ontario Readers in the Oral Classes. The articulation is improved and in several cases the pupils read with considerable expression. A good deal of attention is being paid to reading in all the classes beyond the primaries, both in the Manual and Oral Departments, and good progress is being made in what we in the Public School know as Written Reading.

"The results of the final examinations, which were made to cover fairly the year's work, would indicate a high degree of proficiency."



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IMPRESSIONS OF A PROMINENT EDUCATIONIST.

One of the most successful and esteemed Collegiate Institute teachers in the Province, then retired and since deceased, spent two or three weeks at the Institution as the guest of the Superintendent. On his return home he wrote a long letter to one of his home papers, giving his impressions of the work done here. Following are a few paragraphs taken from this letter:—

“ Having recently spent between two and three weeks at the home of my very dear friend and former pupil, Dr. Coughlin, Superintendent of the Institution for the Deaf, Belleville, it may be of interest to some of your readers to know a few of the impressions I received from a somewhat close acquaintance with the great work with which my friend is so prominently connected.

“ I shall not trouble you with a description of the farm, or the buildings, or of the environment generally, further than to say that the buildings are creditable in style, commodious, and well kept, and the grounds in front are very beautiful. Of the residence of the Superintendent, I have such pleasant recollections that it may be a palace, or anything else that is beautiful and enjoyable.

“ I saw most, if not all, of the teachers engaged with their classes, and, while I do not regard myself as a competent judge, I could not fail to be struck with the deep interest in, not to say love for, their work, and the, to me, wonderful results of that work as exhibited by the pupils. I know this, at least, that I shall always have pleasant recollections of the teachers in this most interesting Institution.

“ One, before visiting an institution of this kind, would naturally suppose that a sight of these 250 children who are so seriously handicapped in the life struggle would be productive of sad thoughts; but such, I assure you, are not the dominant feelings. It is true that the quiet sadness, which is mingled with the joyousness with which thoughtful people look upon children, is somewhat more marked in the case of these little ones; but I am sure that visitors will always be pleased to meet them, and carry away with them, though of a subdued character, very pleasant thoughts and lasting recollections. I have seen these children at their lessons, at their meals, at their physical exercises, and in the playground, and, in all cases, I have seen none but smiling, happy faces. No visitors can fail to be struck with the strong feeling of affection which is shown by all, from the Superintendent down. Nor, after my own experience, do I wonder that such is the case. One of the most interesting features of the Institution is the Baby. Each term has its Baby, a little tot, who in some way recommends itself to all, Superintendent,

teachers, officers and pupils, and for the time becomes the pet of the Institution. Strange as it may appear this favouritism does not seem to excite jealousy. No one seems to think that anything is too good for the baby. Do you wonder, mothers, that these children, many of them coming from homes where the baby is king or queen, bow to the new sovereign? And are we not all thankful for the humanizing influence of the baby? This term there are two babies, dear little girls, the youngest about five; and though one is seldom permitted to hold the office for two terms, I cannot but suspect that Sadie will make a close run for another term. She is a bright, pretty, little dear, and responds to the love showered upon her.

"It was certainly an agreeable surprise to me to find, not only as happy, but as fine and healthy a looking lot of children as could be found in an equal number in any other class; but, why I should not have expected this, I am at a loss to say. The Superintendent being a medical man, though he does not attend the children in that capacity, is particularly careful of the health of those entrusted to his care, and there is but very little sickness in the institution.

"Each child is required to spend a portion of the day outside, and the physical training of all is attended to by competent instructors. I saw the best club-swinging and dumb-bell exercises done by deaf children I have ever witnessed.

"I mentioned before that I had seen the children at their meals, and this leads me to say something of the character of the food supplied. Though the Superintendent has to pay for the provisions of all kinds that go to his own table, he insists on buying from the store provided for the general use. The same quality of meat, fish, bread, butter, milk, vegetables and groceries of all kinds are given to the children as are used on the table of the Superintendent. No one who knows Dr. Coughlin will believe that this is done on account of a rather doubtful saving. The sole reason is that this plan enables him to judge the quality of the food which the children are required to eat.

"A word on the religious instruction of the children, and I shall conclude this already too long letter. Ample facility is afforded to each religious body to give the children of their own communion instruction by the pastor or some person appointed by him, and the Superintendent directs that they be sent to their respective churches as directed by their spiritual superiors.

"In taking my leave of this subject I cannot express too strongly my admiration of the Christian spirit which inspires men and women to erect and sustain institutions of this kind; of Governments who carry into effect the wishes of the people, and of the good work that is being done in the Institution for the Deaf at Belleville."

The following experience of other teachers.

"A recent town and college to be worthy edifice, attended teachers in the pupils a means of expressing much pleasure of manner and tidiness astonishing felt on every the unstintedness and enjoyment hopeless gloom and reading Their accompanying this language, or some cases is something added faculty order and cleanliness and girls were else and even the athletic Institution.

"We were much of one done by common solitary class

"It must children in no effort is

"I wish pal of the Institution delightful view sustained by teachers."

FROM A HIGH SCHOOL PRINCIPAL.

The following letter to THE CANADIAN MUTE was the voluntary tribute of an experienced and efficient High School Principal, who, with a large number of other teachers, visited the Institution :—

"A recent visit in company with some eighty other teachers from this town and county to the Deaf and Dumb Institution at Belleville, seems to me to be worthy of more than a passing notice. To be ushered into a spacious edifice, attended by over 250 pupils, and officered by a competent staff of teachers might, under any circumstances, be a matter of interest, but to find the pupils all under the same deep affliction trying to grope their way to some means of expressing their inward impressions, was like a revelation. I was much pleased with the manifest order, the evidence of system, and the excellence of management in every detail of the establishment. The cleanliness and tidiness of the children, the watchfulness and care of the teachers and the astonishing results of their work, evoked the surprise of every visitor. It was felt on every hand that this was a great and beneficent enterprise worthy of the unstinted patronage of the Government and calculated to bring into usefulness and enjoyment many a life that would otherwise be plunged in continued hopeless gloom. Little children were rapidly acquiring the sign language, and reading from the motion of their teacher's lips what they were saying. Their accurate spelling and neat writing were wonderful. But the most surprising thing was that these mutes should be made to speak in articulate language, often with the clearest expression. Though the latter function in some cases may only be accomplished with varying degrees of success, still it is something to have given them even to a partial extent the exercise of an added faculty. We went through the dormitories and found them models of order and cleanliness and we passed into the dining-room where all the boys and girls were at their dinner. The menu seemed in keeping with everything else and every face seemed happy and bright. The club exercises of the girls and the athletic work of the boys were as good as will be seen in any public Institution. We had not time to visit the Manual Training Department.

"We withdrew from the establishment with the feeling that we had learned much of one side of life, and with thankfulness to know that so much is being done by competent instructors to meet the intellectual wants of this mute and solitary class of people.

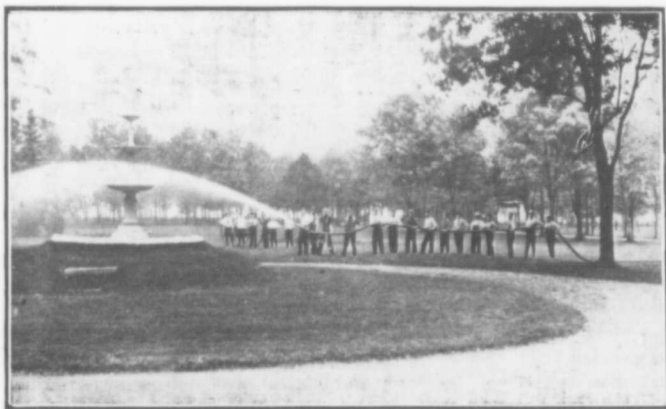
"It must be a source of gratification on the part of parents who have children in this Institution, to realize they are being well looked after and that no effort is spared to turn them into good and useful citizens.

"I wish, in conclusion, to express my thanks to Dr. Coughlin, the Principal of the Institution, for his kindness and urbanity during every part of this delightful visit. He seems to be the right man in the right place, and to be sustained by the zealous efforts of a competent and successful corps of teachers."

WHAT A LADY VISITOR SAW.

During a W. C. T. U. Convention held in Belleville two or three years ago, a number of the delegates visited the Institution. On her return home, one of these, who resides in a Western Ontario city, wrote the following account of her impressions for one of the papers of that city:—

"A beautiful day in early autumn of this year three of us walked out from Belleville to the Institute for the Deaf. One was armed with four small boxes of goodies sent by a loving mother to her child resident there. This was the sole excuse for three ladies raiding the establishment, and as we knocked at least one of us grew thoughtful regarding our reception.



OUR BOYS AT FIRE DRILL.

"The door was opened by a little girl, and a lady, Miss Willoughby, the matron, summoned from a nearby room. We were shown into a reception room leading directly from the hall, and found Miss Willoughby pleased to have visitors for one of her little charges, and little Annie S——was summoned and soon with us. My friend was, with the child, investigating the boxes when a tall, very dignified gentleman entered and was introduced as Dr. Coughlin, the Superintendent.

"It was funny to see the startled way in which the guilty one said, 'Annie's mother sent her these sweeties. I hope you do not disapprove as there are so

many.' A look at the little girl and her taste them? and as there are how large the train them to

"Hazel F. wonderful soft ed my attentio ion accounted much of her) e sweet smile for turned, raising sympathetically hending each t

"Then the Institution—no some of their quickly they ki the gestures he Annie a few m amused when l she gave the se was herself on prised us was t of modulation have the best l

"We were A young girl (Doctor gave A stairs, along a girls, big and li teacher was sta muslin dresses preparatory to show a new, tu bashfully shran a larger circle outfit against h a spoiled, wilfu a veritable tem

many.' A look of most perfect understanding passed between the big man and the little girl as he smilingly replied: 'Not at all. Do you see she does not taste them? None of them do so until they can share with their playmates, and as there are two hundred children here we are never anxious; no matter how large the amount they are sent we let them have it all. We carefully train them to share everything.'

"Hazel H—, Annie's litt'e London chum, had been sent for and soon a wonderful softening and "prideful" look which lit up the Doctor's face attracted my attention, and a low spoken "What a lovely child!" from our companion accounted for it, as a wee girlie, smaller than Annie (and there was not much of her) entered, passed Miss Willoughby and the Doctor with a very sweet smile for each, then gracefully laid a tiny hand in each of ours, and turned, raising her eyebrows slightly at Annie. The two conversed most sympathetically, by glance and smile, showing quick intelligence in comprehending each the other's faintest variation of expression.

"Then the Doctor informed us that Hazel was almost the baby of the Institution—not quite, there was one younger. He put these two through some of their accomplishments, and greatly surprised were we to see how quickly they knew much of what he said to them, or failing there, understood the gestures he used. They were in the oral class, but only for a short time, Annie a few months longer than Hazel, he said. In this connection, we were amused when he put Hazel through her examination, making signs to which she gave the sounds, to see Annie watch as eagerly as she had done when she was herself on exhibition, and prompt her wee friend. One thing that surprised us was the softness and sweetness of Hazel's voice, with even a degree of modulation to it, but of the two, Annie, he told us, had, by test, proved to have the best hearing.

"We were invited to see the classes and joyfully accepted the invitation. A young girl (deaf) was summoned to show us around, and a nod from the Doctor gave Annie and Hazel permission to be of the party. Up the broad stairs, along a corridor, and we entered a large, bright room, filled with young girls, big and little, seated at tables busily sewing. By a large wardrobe the teacher was standing with several girls, who had brought pretty blue or pink muslin dresses each just finished by some large girl. These she was admiring preparatory to placing in the wardrobe. One little one held up her skirt to show a new, tucked petticoat of white muslin, but when she saw strangers she bashfully shrank up against the teacher; not so a wee midget, who saw only a larger circle of admirers, and held a dress that might have been for a doll's outfit against her small person. 'There,' said the Doctor, 'is our baby,' and a spoiled, wilful, winsome sprite she proved to be. But she was so tiny, such a veritable temptation to treat as a plaything, that it was no great surprise

to find even the dignified Superintendent with all his weighty responsibilities not resisting the temptation to so treat her. 'Annie is a good girl,' he remarked in a casual manner. Instantly the baby face lit up with gratified pride and delight, and 'Yes, yes!' she cried out. Then we all talked for a little, and presently, in the same casual manner, he said: 'Annie is naughty, but Jennie is a good girl.' 'No, no!' called baby, and the wee foot stamped and the wee hands gesticulated, just as any other spoiled baby who could hear would do. Yet the gleam of fun dancing in her eyes told that she understood he was 'only teasing, just for fun.'

"The happy look on each girl's face and their enjoyment of this showing off of the several little ones was so sweet to see that I lingered after the others left, and remarked to the teacher that her baby, sweet as she is, is very wilful. 'Some days she is very naughty,' said the teacher, 'but it does not matter how much trouble she gives me, when it comes night she will creep from her own little bed and climb into mine, and when I feel the tiny arms around my neck, all is forgiven and forgotten, and oh, I love her so!'

"From there we went through the dormitories, where the long rows of little white beds and all around were immaculate; then through the kitchen, where the maids were so obliging and pleasant, showing the great bake ovens and boilers, and explaining everything; one would think they found it a pleasure to be bothered just as they were finishing up the work after dinner. From there to the bakery where some eight or ten of the Institute boys had just turned out a big pile of loaves of varying shapes and sizes. One little fellow opened an oven door and proudly showed us ginger bread he had made and was watching it bake. I sniffed it and it smelled so good I have been, ever since, regretting the piece I did not get. One longed to praise their work, and our smiles may have spoken for us.

"Next we went to the laundry where some twenty girls were learning to iron, and succeeding too, as some very neat work testified. From there to the school of technical training where a few of the larger boys were doing very neat and precise work in drawing models, and afterwards copying the same. Here the teacher welcomed our small comrades as former pupils, and very good little ones too. Indeed we were not surprised to find they were claimed as general favorites.

"In the printing office a number of boys were setting type. The quiet of the room made one afraid of disturbing them, but thinking their work perhaps the least important, I slipped up beside the two smallest. One was copying from a child's story about piggy; the other a difficult passage from an article dealing with the proper treatment of the dumb. Each little fellow proudly pointed to me the very line he was at. I could not read type readily enough



THE HOSPITAL.

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to judge of their accuracy, but the paper printed by the pupils of the Institution is exceedingly well done. In answer to my good-bye, one bade me 'bye-bye,' the other, the larger, 'good-bye.'

"The shoe shop proved very interesting. About twenty boys were seated astride long backless benches, busily sewing leather. In the very front of one row, sat the only fair boy of the company. With his clear complexion, his sunny hair, dancing blue eyes and smiling, rosy lips, he looked so bright and sunshiny among his darker comrades, one wondered if Balder the Beautiful had returned to earth to brighten the lives of these afflicted ones. For afflicted they are or would be, if it were not for the transforming influence of this great government home and the large-hearted man in whose care it has been placed.



MR. GEO. F. STEWART,

Editor CANADIAN MUTE and Compiler of this Book.

"I earnestly wish I had a pen skilful enough to convey a worthy picture of the contented, happy children gathered there, the tender, loving pride each teacher and others in charge take in them and their happiness. Surely He who bade the stern Disciples, imbued with the narrow ideas of their generation, to "Suffer little children, and forbid them not," loves to behold and linger near such places, though it took men nearly two thousand years to learn the lesson He taught.

"Modern science may have failed to make the deaf hear, but, taught by His love, it has learned to make the dumb speak, and daily that same love constrains it to add new joys to their—but for it—saddened lives. The teacher in the sewing room gave the keynote to the wonders performed: 'We love them so.'"

LETTERS FROM PARENTS.

Below will be found a few extracts taken from letters received from parents in different parts of the Province, giving their estimate of the attention and instruction which their children were receiving at the Institution. These letters were written in regular course of correspondence with the Superintendent and the excerpts given are, therefore, the free and unsolicited expressions of the writers' sentiments :—

W. H. P., Toronto.—Would you kindly let me know at your earliest convenience if I could obtain the articles made by E. and now on exhibition at the Toronto Fair, as I feel so proud of the work he has been taught to do at the Institution. I should like very much to possess the same.

Mrs. E. L. K., Toronto.—I write to thank you for your kindness. I was struck with the order of the school, and the kind way the children treated each other, and the great interest the different teachers took in their work. The sewing class is a great help to the young ladies they grow old enough to be instructed; and I am sure it will be very helpful to them in after years.

Miss I. R. M., Toronto.—I should like to say that I was delighted with the progress she had made in the short time she was with you. I am sure she is well treated and cared for, as she is anxious to go back. I must congratulate you on the excellent manner in which the Institution is conducted and managed.

Mrs. P., Toronto.—I hope M. continues to feel contented. We are all dreadfully lonesome for her at home. Words cannot describe how much we miss her but, as it is for her good, we must endure it. I am sure we are much indebted to you and those kind faced teachers you have for kindness shown to our dear little daughter. We wish again to express our entire satisfaction with the way M. is developing both in character and lessons. Her manners and nice little ways of unselfishness are a credit to your school as well as to herself.

Mrs. M. P., Toronto.—I am so pleased with the progress my little son, F., has made at the school that I thought I must write and let you know. When he goes back to school on Wednesday I am going to let him go alone, as I do not think he feels the parting then so much as when I go right to the school with him.

L. M. B., Ottawa.—We were so pleased with M.'s drawings, indeed I found a great improvement in every way in the two girls and feel deeply grateful for all the kindness and care they have received.

A. W. H., Ottawa.—I am sorry to learn that G. has got scarlet fever. I know that he could not be in better hands, as every care will be exercised.

I am thankful to you for notifying me of his illness, but I am not a bit alarmed as I know that we will have every attention and care.

Mrs. E. G., London.—I am writing to acknowledge and thank you for the "Report" you so kindly sent. The article on "The Uneducated Deaf" is very true and I wish every parent could be brought to see what a great blessing the Institution is and to know what care is bestowed on the children, and then perhaps they would not deny their little ones the blessings they, of all, so sorely need. I, for one, shall do all in my power to induce others, should I hear of any, to send their children to you. I cannot let this occasion pass without sincerely thanking you and the staff for all your trouble and kindness in behalf of my son, A. G. and I am truly grateful for what you, with God's blessing, have accomplished in my child. I look forward to his letters each week or so with pleasure. He writes so well and also such beautiful little letters that I can never thank you enough for what you have done for him.

Mrs. A. H., London.—I thought I would like to send you a few lines to tell you how pleased I am at the progress G. has made at school. I am both surprised and delighted at what he has learned in such a short time. I am sure everyone must have been very kind to him as he speaks so well of you all.

Mrs. J. S., London.—We all feel grateful to you and all the others that are in authority over A. for the care and instruction she has received throughout the year, to say nothing about the loving kindness that is shown to her, that money cannot buy. So we feel happy to have our little girl with you. Her progress is certainly remarkable, which must be due to kind and thorough teachers as well as to her ability to learn. So we have a very great deal to thank you for.

Mrs. H. B., Sault Ste. Marie.—We are all very pleased with B.'s progress since last year and think she has improved very much, especially in her talking.

W. J. D., Tweed.—I had a letter from J. and I am well pleased to see that he is improving and that he likes school.

C. D., Mattawa.—As the end of C.'s vacation comes near I am glad to tell you that he is very anxious to return to school again.

Mrs. W. G. S., Oxford Mills.—Our dear little chap looked so well and went back to school so happily, telling us he would come back in June and asked me not to cry.

E. M. O., Sutton West.—I am sure you must all be very kind to her or she would not be so happy. We all miss her very much, but oh! I would not take her out now that we have once consented to let her go.

Mrs. C. G., Hamilton.—I cannot thank you enough for your past goodness to my little boy. You and the teachers and officers have been very kind to him and I thank you all and may God bless and prosper you all.

Mrs. J. T., Hamilton.—I am delighted with H.'s progress in school and wish to thank you. I hope he is now contented to get back again. I am sure I am repaid for the lonely hours I have spent.

Miss A. C. M., Fort William.—My sister arrived home safely last week and is well and happy. We are delighted with the progress she has made during the past two terms. We find no difficulty in understanding her.

Mrs. R. H., Carleton Place.—It is with the deepest gratitude I wish to express my sincere thanks to you for your kindness to E. during his recent illness. We appreciated very much those cards you sent from day to day. I think he has improved wonderfully. He understands us so much better and we are so thankful to you and the rest of the staff for your kind care over him. He was the very picture of health and happiness when he came home, and he seemed to like to go back again.

Mr. J. K. T., Milton.—I am pleased to be able to send you my greatest thanks for your kindness and to say that myself and Mrs. Tate are both much pleased with the way he is improving. Though it is very hard for us to part with him, as he is the only child, we feel thankful there are such institutions for children like him.

Mrs. A. L., Callandar.—I am very happy since C. came home. She arrived Wednesday night quite safe and I am very thankful to you and your staff for the good care you gave our little girl. She has made wonderful progress, for she can read, and write quite plainly, and she is healthy and strong.

T. C., Lucan.—I assure you we are deeply grateful to you and your efficient staff, for your many kindnesses and careful attention which V. was given while in your charge. Her mother and I had thought of allowing her to return if it were possible, for her to receive a training in domestic science, especially in sewing, as we feel that that trade would enable her to earn her living if she were required to do so. Knowing that she would obtain a most thorough training in this and would be happier in your care than with strangers, we would be very grateful if it were possible for her to be with your pupils this year.





THE PRINTING OFFICE AND STAFF.

REPORT ON OUR INDUSTRIAL WORK BY THE INSPECTOR OF TECHNICAL EDUCATION FOR ONTARIO.

A. H. Leake, Esq., Inspector of Technical Education for Ontario, gave the following report to the Department of a visit paid to the Institution in April, 1912:—

In accordance with instructions, I visited the Ontario Institution for the Deaf at Belleville, April 17th and 18th, for the purpose of inspecting the Industrial work carried on under the superintendency of Dr. Coughlin. All the work is remarkably well done and carefully organized. The manual training leading to the purely industrial work extends through all the grades. I saw the work of every class and was much impressed with its excellence, it being superior to the work I have seen in many public schools. The Superintendent and every teacher was most emphatic as to the assistance this work is to the language study of the pupils. The oral work of the students was a perfect revelation. The industrial work proper consists of boot and shoe making, carpentry, printing, dairying and farm operations, needlework and dressmaking and household science and management. All this is taught by experts and is of a definitely industrial character well calculated to enable the pupil to earn a living upon leaving the Institution. The actual work inspected, of which there was a considerable amount, was well and carefully done. Both the manual training and the industrial work are carried on under considerable difficulties. The accommodations provided are not nearly sufficient for the extent of the work. I understand that it is the intention to considerably extend the quarters. I discussed with Dr. Coughlin the plans he has in view, and with the added facilities which these extended quarters will give, these plans will do much to carry out what seems to be the motto of the Institution "to help the deaf to help themselves."

EDUCATIONAL EXHIBIT.

In 1909 and 1910, at the request of the Minister of Education, an educational exhibit, illustrative of the work done in the various departments, was prepared and sent to the Toronto Exhibition. Before it was shipped a large number of people living in Belleville, including members of the Boards of Education and many of the city teachers, came up to view the articles selected, which were all arranged in the reception room. The Belleville *Intelligencer* spoke as follows relative to the exhibit:—

"At the invitation of Dr. Coughlin, Principal of the Institution for the Deaf, last evening a number of the members of the Board of Education, two

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members of the Separate School Board, three Principals of Schools and the School Inspector visited the Institution for the purpose of viewing the hand-work of the pupils.

"The party was most cordially received by the Principal and his subordinates. They were conducted to one of the large rooms, where the display was made, and to all present it was a revelation. Kindergarten work by the youngest pupils was to be seen in various ideas, such as paper cutting and folding; more delicate work by advanced pupils; fancy work by girls; art work by both boys and girls; shoe-making and repairing by boys, and lastly, but by no means the least, sloyd work by boys. The latter work was critically examined by all present and it certainly demonstrated the clever handwork of the boys and the careful tuition by those over them in this department. From various kinds of wood, articles too numerous to mention were made and artistically constructed. Some larger pieces of furniture, such as fancy tables, book cases, stands and frame work of easy chairs were to be seen. The display was most favorably commented upon by all present."

Referring to the display at the Toronto Exhibition in the fall, the *Toronto News* spoke as follows:—"And there is no gainsaying the manual work turned out by the pupils of the schools at these cities for the deaf and dumb and for the blind is astonishingly clever and rivals successfully the work of those in the schools at Toronto, Hamilton and London, who are not afflicted with the loss of their senses of sight, hearing and speech. The manual work of the deaf and dumb, showing the skill of mere tots of five years of age to the finer work of boys and girls up to the age of eighteen, disclosed genuine cleverness in woodwork for kitchen aids. And one piece of cabinet furniture done by a 17-year-old boy, had a John Kay quality about it, quite worthy to be called fine art! It would have delighted William Morris or Fra Hubbard. The Belleville exhibit includes also some excellent architectural designs (according to scale) and black and white drawing and water colors from life, in still life and floral."

Following are the comments of the *Toronto Globe* relative to the same exhibit:—"Special attention was given to the splendid Normal School exhibits in the Woman's building from Toronto, Hamilton, London, Ottawa, Stratford, Peterborough and North Bay. The artistic talent and ingenuity displayed indicated a steadily improving quality in work done over former years. It was strange after this to go into the fine exhibit prepared by the Ontario Government under the care of Clarkson W. James, secretary to the Minister of Education, and to find that, however fine the work of the Normal School pupils, it was bettered by the pupils of the Institution for the Blind at Brantford, and the deaf at the Belleville Institution. The painting and illumination, the carpentry and cabinet work and other ornamental productions shown here are remarkable in quality."

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

	Male.	Female.	Total.
From October 27th, 1870, to September 30th, 1871	64	36	100
" " 1st, 1871, " 1872	97	52	149
" " 1872, " 1873	139	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	281
" " 1880, " 1881	164	132	296
" " 1881, " 1882	165	138	303
" " 1882, " 1883	158	135	293
" " 1883, " 1884	156	130	286
" " 1884, " 1885	168	116	284
" " 1885, " 1886	161	112	273
" " 1886, " 1887	151	113	254
" " 1887, " 1888	156	109	265
" " 1888, " 1889	153	121	274
" " 1889, " 1890	150	132	291
" " 1890, " 1891	166	130	296
" " 1891, " 1892	158	127	285
" " 1892, " 1893	162	136	298
" " 1893, " 1894	158	137	295
" " 1894, " 1895	160	135	295
" " 1895, " 1896	173	137	310
" " 1896, " 1897	164	128	292
" " 1897, " 1898	167	138	305
" " 1898, " 1899	161	132	293
" " 1899, " 1900	152	130	282
" " 1900, " 1901	157	143	300
" " 1901, " 1902	147	141	288
" " 1902, " 1903	140	143	283
" " 1903, " 1904	137	134	271
" " 1904, " 1905	130	138	268
" " 1905, " 1906	116	143	259
" " 1906, " 1907	126	145	271
" " 1907, " 1908	133	143	276
" " 1908, to October 31st, 1909	130	151	281
" " 1909, " 1910	143	149	292
" " 1910, " 1911	138	143	281

LIST OF PUPILS IN THE ONTARIO INSTITUTION FOR THE DEAF
FOR THE YEAR ENDING OCTOBER 31st, 1911.

County.	P. O. Address.	County.	P. O. Address.
<i>Algoma :</i>		<i>Elgin—Continued.</i>	
Barker, Belle.....	Sault Ste Marie.	Gwalter, Harry.....	St. Thomas.
Broad, Russell.....	Dunn's Valley.	Gwalter, Fred.....	St. Thomas.
« Lauzon, Manesipe.....	Blezard Valley.	Hammond, Catherine..	St. Thomas.
Part, Joseph.....	Sault Ste Marie.	Jagoe, Alberta.....	St. Thomas.
<i>Brant :</i>		« Paul, George Edward..	St. Thomas.
Hunter, Leslie	Onondaga.	<i>Essex :</i>	
Lloyd, Ruth.....	Brantford.	« Berthiaume, Dorina...	Tecumseh.
Stegmeir, May.....	Brantford.	« Berthiaume, Lionel...	Tecumseh.
Pierce, Gordon.....	Paris.	Greer, James.....	Comber.
<i>Bruce :</i>		Kerr, Avis.....	Elmstead.
Atkinson, Gladys.....	Paisley.	« Meloche, Edmund.....	Windsor.
Brown, Annie	Chesley.	Penprase, Alfred.....	Elmstead.
Brown, John Ed.....	Chesley.	Swader, Earl.....	Windsor.
Baker, John F.....	Southampton.	Walker, Achille.....	Sandwich.
Green, James.....	Chesley.	Watkins, Hazel.....	Windsor.
McKee, Carl.....	Pinkerton.	<i>Frontenac :</i>	
Thomson, Anabel... ..	Southampton.	Barnett, Winnie.....	Sydenham.
Smith, Elizabeth.....	Warton.	Barnett, Horace.....	Sydenham.
<i>Carleton :</i>		<i>Grey :</i>	
Brigham, Tom	Ottawa.	Brown, Thos. H.....	Markdale.
« Blanchard, Victor.....	Cumming's	Brown, Alma.....	Markdale.
« Delinelle, Victor.....	Ottawa. [Bridge	Gerolamy, Marie.....	Toronto.
« Dallaire, Romeo.....	Ottawa.	Kindree, Earl.....	Owen Sound.
Evooy, James.....	Carp.	Wilson, Janet.....	Harkaway.
« Gauvreau, T.....	Ottawa.	Wilson, Elsie.....	Harkaway.
Huband, Gerald.....	Ottawa.	<i>Grenville :</i>	
Jones, Mabel.....	Billings' Bridge.	Swayne, Robert.....	Oxford Mills.
« Pommerville, Eva.....	Ottawa.	<i>Hastings :</i>	
« Pallesteur, Louis.....	Ottawa. [Bridge	Alore, Francis.....	Bogart.
« Savard, Paul.....	Cumming's	Baker, Gerald R.....	Belleville.
Towns, Dora.....	Laurentian	Courneya, Addie.....	Bogart.
<i>Durham :</i>		Dunn, John.....	Tweed.
McMillan, Joseph.....	Newcastle.	Doughty, Mary.....	Eldorado.
Sheckleton, Alfred....	Burton.	Edwards, Mary.....	Boulter.
<i>Dundas :</i>		Freeman, Bertie.....	Deseronto.
Ford, Clarice.....	Mountain.	Hawes, Rosie.....	"
Hoy, Gertie.....	Mountain.	Johnston, Mary.....	Belleville.
Servage, Milton.....	Dunbar.	McAdam, Wesley.....	Marlbank.
<i>Elgin :</i>		Narrie, John.....	Marmora.
Carpenter, Lena.....	Rodney.	Nelson, Ethel.....	Belleville.
Caves, Jessie.....	Christina.	Smith, Percy.....	Point Ann.
		Ward, Albert.....	Stirling.

LIST OF PUPILS.—Continued.

County.	P. O. Address.	County.	P. O. Address.
<i>Huron:</i>		<i>Lanark:</i>	
Balkwill, Clara.....	Exeter.	Blake, Fred.....	Almonte.
Colclough, Lorne.....	Holmesville.	Hughes, Ernest.....	Carleton Place.
Colclough, Hattie.....	Holmesville.	Jacklin, Myrtle.....	Rideau Ferry.
Cole, Jean.....	Clinton.	Leggett, Gordon.....	Perth.
Cole, Melvin.....	Clinton.		
Doubledde, Lena.....	Wroxeter.		
Montgomery, Elsie.....	Wroxeter.		
Marshall, John.....	Hensall.		
Marshall, Russell.....	Hensall.		
Sours, Gladys.....	Clinton.		
Steep, Phoebe.....	Goderich.		
Thompson, Arthur.....	Dungannon.		
Wiggins, Parkie.....	Dungannon.		
Simmons, Luella.....	Gorrie.		
<i>Halton:</i>		<i>Lincoln:</i>	
Hartley, Clara.....	Milton.	Dilse, Curtis.....	St. Catharines.
Tate, James R.....	Milton West	Heaslip, Myrtle.....	Wellandport.
<i>Haldimand:</i>		<i>Lennox and Addington:</i>	
Buckley, Lawrence.....	Cheapside.	Hartwick, Archie.....	Napanee.
Duxbury, Oral.....	Cheapside.	Smith, Earl.....	Napanee.
Forrester, Asa.....	Dunnville.		
Rozell, Willie.....	Canboro.		
Sherk, Clara.....	South Cayuga.		
Tobicoe, Jesse.....	Hagersville.		
<i>Kent:</i>		<i>Middlesex:</i>	
Atkinson, Dora.....	Stevenson.	Allen, Winnie.....	London.
Adkin, James.....	Bothwell.	Coursey, Viola.....	Lucan.
Buller, Harry.....	Ridgetown.	Fishbein, Eddie.....	London.
Beckett, Sam.....	Chatham.	Garrett, Gladys.....	Granton.
Christian, Gertrude.....	Wallaceburg.	Henderson, Gilbert.....	London.
* Dubois, Madeline.....	Wallaceburg.	Hodgins, Mary.....	London.
Meredith, Stella.....	Kent Bridge.	Hodgins, Sadie.....	London.
* Neville, Mayme.....	Dresden.	Humphrey, Hazel.....	London.
Toll, Nova.....	Ridgetown.	Langbeed, Eva.....	London.
<i>Lambton:</i>		Ryan, Chas.....	Lucan.
Brown, Florence.....	Petrolia.	Steele, Annie.....	London.
Chemney, Roy.....	Petrolia.	Windrim, Reta.....	London.
Jennings, Frank.....	Forest.		
Johnson, Olive.....	Sarnia.		
Leckie, Alice.....	Sarnia.		
Leckie, Elsie.....	Sarnia.		
Leckie, Alma.....	Sarnia.		
Mackie, John.....	Edy's Mills.		
Stewardson, Lawrence.....	Forest.		
Squires, Edith.....	Wanstead.		
Thomas, Clara.....	Walpole Island.		
Wark, Jean.....	Wyoming.		
Watson, Vern.....	Watford.		
		<i>Muskoka District:</i>	
		Dierks, Caroline.....	Kilworthy.
		Legault, Clarida.....	Callender.
		<i>Northumberland:</i>	
		Ball, Lisgar.....	Baltimore.
		Ball, Glenn.....	Baltimore.
		Lott, Reta.....	Campbellford.
		Pollock, Bessie.....	Campbellford.
		Parker, Clinton.....	Baltimore.
		Parker, Clifford.....	Baltimore.
		<i>Nipissing District:</i>	
		Dorschner, Charles.....	Mattawa.
		Roddy, Theodore.....	North Bay.
		Slotnik, Louis.....	Englehart.
		Whalen, Loretta.....	New Liskeard.
		Whalen, Mary.....	New Liskeard.
		<i>Ontario:</i>	
		* Maynard, John.....	Uxbridge.

LIST OF PUPILS.—Continued.

County.	P. O. Address.	County.	P. O. Address.
<i>Oxford :</i>		<i>Renfrew—Continued.</i>	
Abrey, Irene.....	Drumbo.	Schneider, Leonard....	Pembroke.
Isles, Hazel.....	Ingersoll.	Schneider, Albert....	Pembroke.
McFarlane, Mona.....	Eastwood.	Sleeth, Gordon.....	Douglas.
McMurray, Mirtion....	Wellburn.	Teeple, Emma.....	Khartum.
Youngs, Cyrus.....	Youngsville.	Whyte, Eleanor.....	Arnprior.
Youngs, Stanley.....	Youngsville.	Whyte, Belle.....	Arnprior.
<i>Peel :</i>		<i>Simcoe :</i>	
McLeish, Marjorie....	Star.	♂Chevrette, David.....	Lafontaine.
McVean, Catherine....	Woodhill.	Gallinger, Edith.....	Leslie.
McVean, Alex.....	Woodhill.	Hall, Ewart.....	Midland.
McVean, Archibald....	Woodhill.	Hamilton, Alma.....	Everett.
<i>Prescott and Russell :</i>		Hamilton, Enie.....	Everett.
Hughes, Iva.....	Treadwell.	Godfrey, Mabel.....	Orillia.
McLaren, George.....	Kenmore.	Jaynes, Wilfred.....	Fesserton.
McLaren, John.....	Kenmore.	Jaynes, Perry.....	Fesserton.
McLaren, Mary.....	Kenmore.	♂ St. Amant, Herman....	Penetang'shene
McLaren, Rachel.....	Kenmore.	♂ Sinclair, Blanche.....	Orillia.
McDougall, Elsie.....	Grant.	♂ Vallincourt, Joseph....	Penetang'shene
McDougall, Peter.....	Grant.	Watson, Edna.....	Orillia.
♂ Pregent, Leopold....	Curran.	<i>Stormont :</i>	
<i>Perth :</i>		Lalonde, Emma.....	Cornwall.
Evans, Christopher....	Stratford.	Loper, Cyril.....	Morrisburg.
McIntyre, John Ross..	Fullarton.	Campbell, Mary.....	Avonmore.
<i>Prince Edward :</i>		<i>Thunder Bay District :</i>	
Shannon, Lenna.....	Pictou.	Burke, Elsie.....	Port Arthur.
<i>Peterboro' :</i>		Munroe, Ada.....	Slate Riv Valley
Harper, Madeline....	Peterboro'.	Smith, Walter.....	Fort William.
Kennaley, Winnifred..	Peterboro'.	<i>Victoria :</i>	
Middleton, Bessie....	Peterboro'.	Coulter, Caliph.....	Kirkfield.
Meyett, Joseph.....	Peterboro'.	Whitworth, Florence..	Lindsay.
Milligan, Agnes.....	Blairton.	Western, Florence....	Little Britain.
McMillan, Nellie.....	Havelock.	<i>Waterloo :</i>	
McBrien, Elwood.....	Peterboro'.	Denham, Willie.....	Preston.
O'Brien, Gerald.....	Peterboro'.	Golds, Margaret.....	New Hamburg.
Tretheway, Roy.....	Gooderham.	Golds, Charles.....	New Hamburg.
<i>Renfrew :</i>		Strong, Luella.....	Bloomington.
♂ Cousineau, John B....	Arnprior.	Klinkman, Mary.....	New Hamburg.
Derochie, Wallard....	Arnprior.	Martin, Absalom.....	Waterloo.
Dick, Alton P.....	Renfrew.	Underwood, Jonathan..	Bridgeport.
♂ Dellaire Ambrose....	Perrault.	<i>Wellington :</i>	
Gervais, Virgine.....	Dacre.	Bard, Pansy.....	Guelph.
Hunter, George.....	Matawatchan.	Cartier, Lizzie.....	Guelph.
Hunter, Raymond....	Matawatchan.	Marshall, Jessie.....	Arthur.
Smith, Edward S.....	Lanark.	McQueen, Mary.....	Arthur.
		McLachlan, Wm.....	Mount Forest.

LIST OF PUPILS—Concluded.

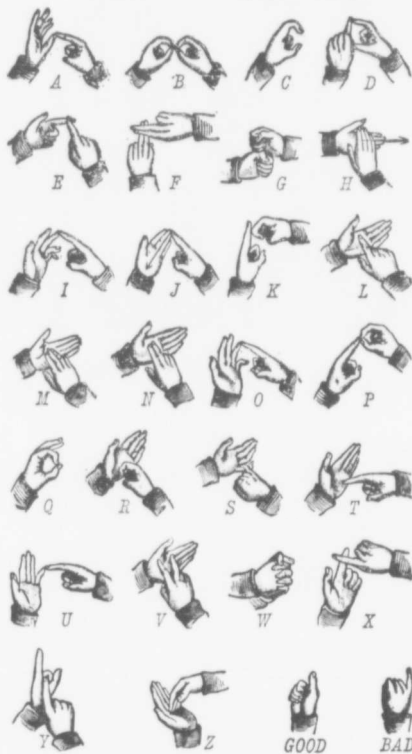
County.	P. O. Address.	County.	P. O. Address.
<i>Welland:</i>		<i>Fork—Continued.</i>	
Caswell, Sylvia	Niagara Falls.	Dolby, Martha	Toronto.
Farr, James	Marshville.	Ellis, Wesley E.	Toronto.
<i>Wentworth:</i>		Goulding, Thomas	Toronto.
Batstone, Jessie	Hamilton.	Gauthier, Henry	Toronto.
Bayliss, Hector	Hamilton.	Hazlitt, Dorothy	Toronto.
Etherington, Mabel	Hamilton.	Hazlitt, Evelyn	Toronto.
Tait, Harold	Hamilton.	Holbrook, Agnes	Toronto.
Tait, William	Hamilton.	Kennedy, Muriel	Toronto.
Webster, Elsie	Aldershot.	Leeder, Flora	Toronto.
Webster, Elizabeth	Aldershot.	Lawson, Lila	Toronto.
<i>Fork:</i>		Lawson, Gladys	Toronto.
Angelchick, Lena	Toronto.	Marks, Jennie	Toronto.
Brown, Walter	Toronto.	Mason, Myrtle	Toronto.
Baskerville, Silas	Toronto.	Moore, Dorothy	Toronto.
Bowman, Ellis	Toronto.	Mosher, Archie	Highland Creek.
Brown, Lily	Toronto.	McCallum, Roy	Strange.
Buchan, Drusilla	Toronto.	McCann, Grace	Toronto.
Buchan, John	Toronto.	McGovern, William	Toronto.
Buchan, Lucy	Toronto.	Noble, Edgar	Toronto.
Burley, Willie	Toronto.	Osborne, Iona	Sutton West
Barclay, Helen	Toronto.	Payne, Eddie	Toronto.
Benns, Charles	Toronto.	Peacock, Ada	Toronto.
Curtis, Lillian	Todmorden.	Powell, Marion	Toronto.
Casey, Lillian	Toronto.	Patillo, Lenore	Toronto.
Cornish, Douglas	Toronto.	Patton, Annie	Toronto.
Clinkinboom, Maude	Lambton Mills.	Peirce, Frank	Toronto.
		Smith, Mabel	Toronto.
		Watson, Muriel	Toronto.
		Wilson, Chas.	Toronto.
		Walker, Arthur	Toronto.



SINGLE-HAND ALPHABET



TWO-HAND ALPHABET.



CONTENTS.

Historical Sketch.....	7
Description of the Institution.....	8
What the Institution is.....	8
Physical Training.....	8
Care in Sickness.....	13
Food Supply.....	14
Mental Training.....	14
Industrial Training.....	18
Vocations of the Deaf.....	22
Moral Training.....	29
Religious Instruction.....	29
Conditions of Admission to the Institution.....	31
Duty of Parents to their Children.....	33
Importance of an Education to the Deaf.....	37
Handicap of the Deaf Child.....	38
At What Age Children should be Sent to School.....	40
How Long a Child Should Remain at School.....	40
Teaching a Child to Speak.....	41
A Typical Day's Work.....	42
Improvements Made and Projected.....	47
The Oral Department.....	47
Reading at the Institution.....	48
Higher Education of the Deaf.....	50
Teaching of Agriculture.....	55
New Buildings.....	56
Home Training—Before School Life.....	57
“ “ After School Life.....	58
Arrangements for Taking Pupils to and from the Institution..	61
No Christmas Vacation.....	63
Christmas-Tide at the Institution.....	64
Amusement and Recreation.....	66
Care of the Teeth.....	67
Disinfection of Clothing.....	67
Correspondence about Pupils.....	68
How to Send Money, and to Whom.....	68
Pocket Money for Pupils.....	68
THE CANADIAN MUTE.....	69
Correspondence with Pupils.....	69
Reading at Home.....	70
Parents Visiting the Institution.....	70
Extracts from Inspectors' Reports.....	72
Impressions of a Prominent Educationist.....	77
From a High School Principal.....	79
What a Lady Visitor Saw at the Institution.....	80
Extracts from Parents' Letters.....	86
Report of the Inspector of Technical Education.....	90
The Toronto Exhibit.....	90
A Typical Week's Menu.....	92
Statistics of Attendance.....	93
Names of Pupils in Attendance.....	94

