

SIXTEENTH ANNUAL REPORT

OF THE

INSPECTOR OF PRISONS AND PUBLIC CHARITIES

UPON THE

ONTARIO INSTITUTION

FOR THE

Education and Instruction of the Deaf and Dumb,

BELLEVILLE,

BEING FOR THE YEAR ENDING 30TH SEPTEMBER, 1886.

Printed by Order of the Legislative Assembly.



Toronto:

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ONTARIO INSTITUTION FOR THE EDUCATION OF THE DEAF
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SIXTEENTH
ANNUAL REPORT

OF THE

Inspector of Prisons and Public Charities

FOR THE

PROVINCE OF ONTARIO.

PARLIAMENT BUILDINGS,

Toronto, November, 1886.

*To the Honourable JOHN BEVERLEY ROBINSON, Lieutenant-Governor of the
Province of Ontario.*

MAY IT PLEASE YOUR HONOUR:—

Herewith I beg to submit the Sixteenth Annual Report upon the Ontario Institution for the Instruction and Education of the Deaf and Dumb, Belleville, being for the year ending on the 30th September, 1886.

I have the honour to be,

Your Honour's most obedient servant,

R. CHRISTIE,

Inspector.

THE INSTITUTION
FOR THE
EDUCATION OF THE DEAF AND DUMB.

During the session of 1885-86, the number of pupils in attendance at the Institution was 273, 161 males and 112 females, being a slight reduction as compared with the attendance of the previous year. On the 30th September, 1886, about three weeks after the opening of the new session of 1886-87, the pupils in residence numbered 229. This would indicate that there will be a decrease in the attendance during the current session, as compared with the one now under report.

The Institution has passed through another year and another session with success, and its value and the value of the training it gives are being more and more appreciated by those who most directly derive benefit therefrom. The Superintendent has embodied in his report extracts from the letters he has received from the parents of the pupils, in reply to those addressed by him to them when sending for their perusal the papers filled up by their children at the annual examination. These extracts will be read with much interest, as they shew what the parents of deaf mutes think of the results of the training afforded by the Institution.

The medical officer of the Institution reports that the session of 1885-6 was one of the healthiest on record. We were spared from any alarming outbreaks of disease or ailment, and therefore the routine of the class-rooms and workshops was uninterrupted. The report of Mr. Johnston, the Public School Inspector for South Hastings, who examined the classes, shews that there has been no falling off in the attainments of the pupils.

The Superintendent, in his report, makes some very pertinent suggestions regarding the industrial training of the deaf mutes, and I should be glad if some of them could be carried out. This could not be done, however, while the Act respecting the Institution limits the term of each pupil's attendance to seven sessions. On this question the Superintendent also writes at length. A great deal of work is done by the pupils under existing circumstances, and I may state that during the year the work done in the shoe shop represented \$927.00 in value; 401 pairs of boots and shoes being made and 645 pairs repaired. In the carpenter's shop over a thousand dollars worth of work was done. The male pupils, too, are taught farm and garden work, and in the year under report their operations in these departments were fairly successful. The female pupils are thoroughly instructed in dress-making and general domestic work.

MINUTES OF INSPECTION.

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

"I made my first inspection of the Institution for the Deaf and Dumb, Belleville, for the official year, on the 21st and 22nd of January, and during my stay visited every part of the building. I found it scrupulously clean and in good order. The general health was all that could be desired. There was not a case of illness reported and this satisfactory state of matters had existed for eight or nine weeks prior to my visit. No serious case of sickness has occurred since the commencement of the present term and in this respect it has been phenomenal.

"There were 245 pupils in attendance, 99 girls and 146 boys, and they all looked contented and comfortable.

"I saw the meals served and found the food good, and well served, and the Superintendent reported favourably in regard to the quality of butchers' meat and butter supplied since the commencement of the year.

"I was in all the class rooms and found the teachers actively engaged in their duties. Since my last visit Miss Sawyer has resigned and left the Institution. She is an excellent teacher and while in the service proved herself worthy of the confidence reposed in her. Her class is now in charge of Miss White, who was promoted from a lower one, which is now being taught by an advanced pupil until another appointment is made. Miss Matheson, who has lately returned from Philadelphia, where she went to review and complete her knowledge of oral teaching and lip reading, returned in December last and immediately arranged the classes in these branches. I visited the school-room several times to observe the work as now being carried on. The pupils are drawn from the regular classes from one-half to three-quarters of an hour each day. Thirty-five children are being taught by her and those who were under instructions when I was present seemed to be making noticeable progress.

"I consulted with the Superintendent as to the various requirements of the Institution for the ensuing year, and estimated the outlay for the purpose of submitting the different sums necessary to be placed in the appropriation."

"I made a second inspection of the Institution for the Deaf and Dumb on the 13th and 14th of September.

The sixteenth session commenced on the Wednesday preceding my visit, consequently all the pupils that were expected had not returned.

The school closed in June with 243 pupils. Of these about 30 were not to come back, some because they had graduated, and others for various reasons. At the time of my inspection there were 227 on the roll, 129 boys and 98 girls. Twenty new pupils were admitted, and admissions had been awarded to 12 others. One little boy was sent home after examination, as he was found unsuitable by the Physician.

"The Superintendent informed me that the pupils came back more promptly this term than at any former time, and he was enabled to proceed with the classification without delay. I visited all the class-rooms and found that the teachers had commenced their regular work. With the exception of a few of the new pupils who had just entered the Institution for the first time, and were a little homesick, all appeared bright, happy and contented, and their health was good. All were reported well, and they were clean and neatly clad.

"The food served was good and wholesome, and excellent order and deportment was a noticeable feature in the dining-hall where they assembled at their meals.

"The interior of the building has, during the recess, been thoroughly overhauled and all necessary repairs made. The woodwork had been cleaned, grained and varnished, the walls kalsomined and the whole appearance of the building internally was pleasing and homelike.

"The dormitories were not quite in their usual order, owing to the marking and sorting of pupils' clothing which was still in progress. A day or two is necessarily spent at the commencement of each session, in getting all such matters thoroughly attended to.

"The floors in the main building are much worn in some places and require to be replaced. The hardwood flooring for the purpose is on hand and this matter will be attended to by the carpenters and boys in the shop as soon as the time can be spared for the work.

"The farm products have not turned out to be quite equal to those of former years, either in quantity or quality. The drought which prevailed in that section of country during the past summer, stunted the growth of cereals, especially in such soil as that which composes the Institution farm. I am however, glad to note considerable improvement in the cultivation of the garden, and the front grounds, also, were more neat and tidy, and presented a good appearance.

"The new four-inch water pipe from the pumping house at the Bay to the main building was in position and the connection made, and the Superintendent informed me that at a test with the new hose attached to the now non-freezing hydrants put in by the Public Works Department, a stream of water was forced on the roof of the main building.

"This pressure will leave the Institution in a much safer condition in event of fire, and arrangements were made by which a number of the older pupils would be trained to assist the officers and employees to handle the hose and appliances properly in event of necessity for their use.

"The hot water steam-pump was found to be worn out and unfit for further use. As the purchase of a new one of greater capacity would serve the purpose and wear much longer, it was authorized."

EXAMINATION OF CLASSES.

As before mentioned, the annual examination of the classes was made by Mr. Johnston, the Public School Inspector. A copy of his report is attached:—

I have the honour to submit for your consideration my Report of the recent examination of the pupils of the Deaf and Dumb Institution, Belleville.

I undertook the work with a desire to give the pupils of the different classes a thorough and fair test in the work gone over during the year, and to make myself acquainted with the course prescribed and the work to be gone over, I spent some time previous to the examination in the class-room with Mr. Mathison.

I knew that only a thorough examination would satisfy the Superintendent and the teachers. More questions were prepared than would be required, so that some could be rejected if considered by Mr. Mathison and teachers as being outside of the "limit," but they generally met with their approval.

I must say that the test was as thorough as it ought to be, and the result of the examination was more than gratifying to me, who have examined classes for the past fifteen years. I did undertake the work with some reluctance, but from the promised assistance of Mr. Mathison, and the willingness on the part of the teachers that I should examine their classes, I heartily entered into the spirit of the work.

CLASSIFICATION.

I found the classification about perfect. Each teacher has a full and complete Limit Table prepared by the Superintendent for the guidance of teachers. Years ago I frequently heard it stated that such a Table could not be used in teaching the Deaf and Dumb, but I could never see any force in the assertion. I believe, from a careful examination of all the details of the work, that the prescribing of the Limit Table now in use, and which I believe has been since Mr. Mathison took charge of the Institution, has done much to improve the general efficiency of the work in each class-room.

The teachers approve of it, and say that it is what they had long wished for.

TEACHERS.

The teachers are energetic, earnest and thorough. To teach any class of pupils teachers have to work, but with the deaf and dumb, it is a necessity. They have to be up and doing, and I think it is no place for a slow and lifeless teacher. They all seem to feel this, and are doing their utmost to have the pupils thoroughly and efficiently to understand each subject taught.

Many of first-class Pr interest of th filled with tr has never ha a Model Sch the Normal t the latter wi successful te better teach charge of any thorough and positions to candidly, th children, and teachers in for the past teachers, I teaching the have devoted to the teachi

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Many of the teachers were successful as public school teachers, holding second and first-class Provincial Certificates. I think Mr. Mathison has acted wisely and in the interest of the deaf and dumb of the Province when he recommends all vacancies to be filled with trained teachers. Take two candidates with same attainments, but one of them has never had any special training for the teaching, while the other has at first attended a Model School, taught afterwards a Public School for one year successfully, then attended the Normal School for six months, can any one say, with any knowledge of teaching, that the latter will not be the better teacher? It is sometimes said that men and women are successful teachers without training or experience, but would not such have been much better teachers had they received the training now all have to secure before they can take charge of any public school? Institutions of this kind are built to give the deaf and dumb a thorough and practical education, to fit them for the duties of after life, and not to give positions to persons unqualified to do this work in the best possible way, and I must say, candidly, that Mr. Mathison deserves the sincere thanks of this unfortunate class of children, and the hearty co-operation of the Government, for selecting the very best teachers in the country to teach in the Institution. While the appointments made for the past six years are men and women of successful experience as public school teachers, I must not forget several teachers who have been engaged in the work of teaching the deaf and dumb for years, long before the Institution was built, who have devoted their lifetime to this great work. These have given special attention to the teaching of the deaf and dumb for many years.

The class-rooms are neat, clean and well furnished with all the necessary apparatus. They are roomy, well ventilated and properly lighted. The desks and seats are of the most approved pattern. Every thing is in perfect order throughout the whole building. The health and comfort of the pupils are carefully attended to, and they all look healthy, cheerful, contented and happy. Mrs. Spaight, the Matron, looks after the interests of the girls, and from what I saw, I believe she is a very efficient woman. Mr. Douglass, who keeps careful watch over the boys, is also a very faithful and careful officer. The internal management of the whole Institution is as complete as it can be. Every one employed does his or her work to the satisfaction of the Superintendent, whose watchful eye is over all, and who sees that every thing is done as required. He is kind, courteous and cheerful to the teachers and to those under him, but yet he expects that all will do their work in the very best possible manner. Every one knows his or her work, and feels it has to be done to his satisfaction. This is as it should be, and is necessary to the successful management of an institution of this kind, and I am glad to be able to say that it seems to be the wish of the teachers, employees and officers to comply cheerfully and willingly with the authority of the Superintendent. The conduct of the pupils after school hours, both in the Institution and outside of it, deserves special commendation, as I have had ample opportunity of witnessing their general deportment on their way to and from the city, on Saturdays, and at other times.

With a few exceptions, the pupils are bright and intelligent, and would compare favorably with the same number of children in any school in the country. I was hardly prepared to meet so many of the 243 pupils in attendance that were so keen, sharp and thoughtful. I found a very different class of pupils from those whom I saw in the Institution some years after its commencement.

I saw the pupils at dinner several times during the week. They are given good, clean food, well cooked. They are waited upon by persons appointed, and every pupil has a full supply of good, clean, substantial food three times a day.

I had the pleasure of dining with the teachers once during the examination. The meal was a pleasant one. They are supplied with all that could be wished for, and all expressed themselves well pleased with the full and bountiful supply.

LANGUAGE.

Much attention is paid to the teaching of language in all the classes. This is what they are deficient in when they first enter the Institution, but it was a very pleasant part of the whole examination to see how well they could incorporate all the words given into sentences of various kinds, give the plural of nouns, supply the proper adjectives and

suitable words, finish incomplete sentences, write descriptions of things suggested, describe actions, and write letters. The spelling was excellent throughout, not more than two words being mis-spelled during the whole examination, which was conducted on slates, and while one set of slates was being examined the pupils were writing the answers to another set of questions on the second set of slates.

FANCY WORK, DRESSMAKING AND TAILORING.

Mrs. Spaight, the very efficient Matron, supervises this work, having under her Miss Bull, who attends to the fancy work, and Miss Gallagher, who looks after the teaching of the girls in the other department. The work was well executed and deserves to be specially noticed as one of the most useful employments taught for the practical benefit of the pupils, after their education is completed at the Institution. I was well pleased with the display of useful articles exhibited. They were of a useful character and very nicely and carefully performed.

SHOE MAKING DEPARTMENT.

This is presided over by Mr. Nurse, who is a deaf mute, and was trained in the Institution. He is a very efficient man and the boys under him are doing well. Five are employed the whole day under his instructions, and four of them are now ready to leave the Institution and earn a living for themselves. The rest are employed three hours per day, morning and evening. The boots and shoes are of good material and well made. I believe they are worn by some of the pupils, and the rest are used in the Asylums.

CARPENTER WORK.

This is presided over by Mr. O'Donoghue, and the boys are taught much that will make them very useful in any department of work in which they afterwards may be engaged.

DRAWING.

This report would be incomplete were I not to speak of the drawings examined at the close of the examination in one of the annex buildings. This subject is very efficiently taught by a young man, a deaf mute who has also been teaching since Christmas one of the lower classes in the Institution. Forty-one pupils from the different classes are taught drawing twice a week, after school hours, each lesson lasting about two hours. The drawing books were all carefully examined, and the pupils deserve a great deal of credit for the excellence of the work. While the books were being examined, Mr. Hadden drew my attention to the other work of each pupil, as exhibited on the walls of the room. Many of them show superior talents in this work. Mr. Hadden is a very earnest teacher of drawing and takes great pains and pride to make his pupils as proficient as possible. He secured several first prizes at the West Hastings Agricultural Show last fall at Belleville for some very excellent specimens of drawing.

ARTICULATION CLASSES.

These classes consist of about thirty-five pupils from the other classes in the Institution. They are made up of boys and girls who have lost their hearing through disease and other causes, and some bright cogent mutes. There were seven classes in all, and each class was examined in the work as laid down in the tabular statement appended. They did extremely well, and I plainly understood all their answers. There is not much time given to this work, only from one-half to three-quarters of an hour per day to each class. They read lessons selected by myself, understood the meanings of the words; could give other words instead; could answer very intelligently the questions given to them on the lessons, and on other things. One class commenced about Christmas the Part I of the Public School Series. They could read all the lessons selected of the twenty-seven; could tell the meanings of the words and answer questions on the lessons. At first they are all

taught the sounds of the letters, and in this they were thoroughly tested. Miss Annie Mathison, who has charge of these classes, was an excellent public school teacher, having been trained in the Normal School and holding a second-class Provincial Certificate. To prepare herself thoroughly for this work she spent some time in an Institution in Philadelphia. She is very kind and patient with them, and from her intimate acquaintance with the sign language, having been associated with the deaf and dumb for years, she cannot fail to be an excellent teacher for those of this class. She is doing her work in a very efficient and thorough manner.

You will find appended to this Report the names of the pupils in each class, their ages, the time at the Institution, and marks given in each subject examined. It may be well to state that the pupils in the various classes know many things outside of the subjects in which they were examined, as at the close each teacher had some time given to question the class. This was generally done with a good deal of life and energy, and to my satisfaction, and worthy of imitation by many teachers of speaking children.

Class "A" consists of fourteen pupils divided into two divisions. Those in the first division did extremely well, could readily describe actions, and were well and thoroughly prepared in all the subjects of the programme. They all wrote well, in fact there are good writers in all the classes. Many in the second division are mentally weak, and not able to learn anything; I think it is a wise arrangement to put such in a class by themselves, as many of them are old and large and would not like to be placed with small and intelligent children. In the report I have marked those who should not be in the Institution. Mr. McKillop is doing his work well and deserves much credit for the pains and patience shown those who seem to be unable to make much progress.

Class "B" is taught by Mr. Hadden, a deaf mute and monitor teacher, and consists of three divisions and eighteen pupils. The pupils in this class are small and young, but with the exception of a few in the third division, the result of the examination was very satisfactory. As can be seen by the report they could write the names of objects given, the plurals of nouns, suitable adjectives. In describing actions some of them did not do so well. The writing was good, and in numbers they did well, except the few in the third division. The order and attention was good.

Class "C" is made up of twenty bright, sharp and intelligent pupils, divided into two divisions, sixteen in the first and four in the second, and taught by Mr. Green, deaf mute, who has been a teacher in the Institution since its commencement. He is a born teacher. In writing the names of objects, giving the plurals of nouns, writing suitable adjectives before nouns and in describing actions they were all that could be desired. With the exception of one or two in the third division they were fully entitled to the maximum marks. The writing was good, and in rotation they passed a splendid examination. The order and attention, good. He was given some time at the close to examine his pupils in any subjects he wished. It was a very pleasant part of the examination. He is quick, lively and energetic, and a first class teacher.

Class "D" is divided into two divisions, fourteen in the first and five in the second, and taught by Miss Bull, who received her education in the Institution and graduated a few years ago from Mr. Coleman's class. She can speak, but is unable to hear; I was much pleased with her as a teacher, and believe she is a hard and earnest worker. The attention of the class was good. All were well up in nouns, adjectives, plurals, and in describing actions. The writing of all was good and, with the exception of one, they were thorough and efficient in number. I was very much pleased with her as a live and energetic teacher, and with the bright and intelligent appearance of her pupils.

Class "E" consists of 17 pupils divided into four divisions, five in the first, six in the second, four in the third, and two in the fourth. It is taught by Mrs. Terrill, who has taught the deaf and dumb for years, and before the Institution was built. This is what Mr. Mathison calls a side class. Many of them are old and unable to learn fast and it is a good plan to place such in classes by themselves. Some of the bright pupils did quite well in arithmetic, two are unable to learn the subject. They did well in giving

the plurals of nouns, suitable adjectives and pronouns, and in the incorporation of words. The writing was good, and the order and attention were all that could be desired. She seems to be a very patient teacher and is doing as well as could be expected with such pupils as are placed under her for instruction.

Class "F" is composed of twenty-one very bright pupils, taught by Miss White, with whom I had been acquainted for years as head mistress of the Separate School, Trenton; she holds a Second Class Provincial Certificate, and I always considered her a bright and energetic teacher. This is her first year in the Institution, and the examination of her first class. In writing the names of objects they all did well and, with the exception of two, they did well in mental arithmetic. The examination in slate arithmetic was very satisfactory. In supplying suitable adjectives they deserve much credit, while in the incorporation of words of different kinds they all exceeded my expectations. A pleasing part of the examination was when Mr. Mathison, the teacher, and myself each gave actions for them to describe on the board. This was well and correctly done by all. The order and attention good. Though this is her first class she will make one of the best teachers in the Institution.

Class "G" is made up of twenty-one very bright boys and girls of the third year and doing the same work as those taught by Miss Templeton. They are instructed by Miss Ostrom, who has been an efficient and thorough Public School teacher in South Hastings and in Belleville for some years before she commenced her work in the Institution. With the exception of about three they did extremely well in mental and slate arithmetic, three working all the questions in mental and two all in slate arithmetic, while many of the others were near the maximum. They all did well in the examination on trades, and the examination in incorporation and in geography was good, and showed that they had been well and thoroughly taught. The writing was good, and the order and attention could not be better. She is a bright and intelligent teacher.

Class "H" consists of nineteen intelligent pupils of the third year, and taught by Miss Templeton, a very successful teacher in the city schools for a number of years, and holding a First Class Provincial Certificate, obtained at the Normal School. With the exception of about three they did extremely well in mental and slate arithmetic, five working all the questions in mental and one all of them in slate arithmetic. They nearly all did well in mental, and many of them passed a good examination in slate arithmetic, while two were fair. In trades, incorporation and geography the examination was good, showing that they had been efficiently and thoroughly taught. The writing was good. She is a very energetic and thorough teacher. At the close she gave her pupils a number of questions in mental arithmetic, and the answering was very satisfactory.

Class "I" taught by Mr. Ashley, who lost his hearing while engaged as a Public School teacher, numbered twenty-two keen, bright and intelligent boys and girls of various ages. I was intimately acquainted with Mr. Ashley when he taught a Public School in South Hastings and afterwards in Belleville. He held a First Class Certificate, and was an excellent teacher and held that reputation by those who knew him. His pupils did well in mental and slate arithmetic, though a few in slate were fair. In the incorporation of words into sentences they are quick and correct, and all did well. They all did well in grammatical forms and in geography. The writing of all was good, and the order and attention could not be better. He gave them a thorough examination in language and syntax at the close, and they showed themselves to be well and thoroughly prepared in much outside of the work laid down on the programme. I was very much pleased with examination, and glad to be able to give an old friend so much well-merited and deserved credit for the good and thorough work done with his class.

Class "J" composed of twenty-two bright pupils taught by Mr. Denys, who has been a teacher in the Institution for many years. This was a good class in mental and slate arithmetic, only two being below the minimum in mental and only one in slate, while six in mental and eight in slate obtained the maximum number of seventy marks in mental and fifty marks in slate. In grammar and geography they all passed extremely well. In letter writing they were asked to write a letter to Mr. Mathison, stating how

they had succeeded since coming to the Institution. Each letter was read by Mr. Mathison and myself. The language, spelling, punctuation were good, and showed that Mr. Denys pays careful attention to this important subject, so useful to them in after life. The writing was good, and the order and attention could not have been better. At the close each pupil was questioned in general information outside of the usual examination. Questions were also given by Mr. Mathison and myself, and I was well pleased with the result. Mr. Denys has a good class and, from the result of the examination, I am satisfied that he is an earnest, energetic and efficient teacher.

Class "K" consists of nineteen intelligent-looking pupils taught by Mr. Watson, who has been a teacher in the Institution since the second year of its commencement, and I believe was a teacher of the deaf and dumb for many years before. With the exception of one they all did extremely well in mental arithmetic. In slate arithmetic half of them did fairly well, while the other half did not reach the required minimum of twenty-five. This was a surprise to me, as they had done so well in mental, and the questions to be worked were considered suitable and only slightly more difficult than those given to the former class. In grammatical exercises and letter-writing a few did quite well, but the rest were not as well up as could be desired, with the exception of four or five who are well fit to go to a higher class; I am of the opinion that the others had not better be promoted for a time. They all did well in geography; the examination in this subject showed that they were well and thoroughly prepared in this branch of study. The writing was good, and the order and attention was all that could be desired. There are four or five pupils in the room who passed a good examination in all the subjects, and one of them, Ada James, deserves special mention for the excellence of her papers in grammatical exercises and for the superior excellence of the letter she was asked to write on the same subject given to the former class; in consequence she was awarded ten marks in each above the maximum.

Class "L" being the highest class in the Institution is taught by Mr. Coleman, who has been a teacher in the Institution since its opening. He has eighteen clever and bright pupils. They did extremely well in mental arithmetic, no less than eight of them giving the correct answer to all the questions in mental, and four working all the slate questions while many obtained a very high percentage. In grammatical exercises they all did well, and in languages I was very much pleased with result, as the test was different from any formerly given, but they showed that they had been thoughtfully taught, and were prepared to stand an examination outside of the usual course. They are all well and thoroughly prepared in geography, while in history the result was all that could be wished. The writing was good, and with the exception of two the order and attention of all the others could not be better. Many of the pupils were quick and correct in mental and slate arithmetic, and one girl in particular, whose name I do not now remember, worked all the questions in slate arithmetic in an incredibly short time; and these embraced questions in interest, papering and plastering walls, questions in analysis of various kinds, and a variety of useful practical questions. Mr. Coleman has plenty of life and energy, and my experience is that such teachers have always sharp, bright and thorough pupils. I was more than pleased with the excellence of the work done in this room.

WRITING.

The marks awarded for writing were given upon the written answers at an examination held a few weeks before by the different teachers.

EXCURSION

The day after the close of the Examination a very pleasant excursion on the steamer *Quinté* to Trenton and head of the Bay was enjoyed by the pupils, teachers and others of the Institution.

The above is a full, complete and correct report of the examination of the pupils of the Institution, founded upon a careful and thorough examination of each class. I have

to tender my sincere thanks to Mr. Mathison for the valuable assistance rendered during the examination, for his uniform kindness, and for the willingness on his part to give me every assistance in his power. He was present in each room during the whole of the examination, and gave me assistance in reading the answers of the pupils. He knows the standing of every pupil in the Institution, and in my opinion, he is a faithful, earnest and efficient Superintendent.

MAINTENANCE EXPENDITURES.

The table given below shows the cost of maintaining the Institution during the two years ending respectively on the 30th September, 1885, and the 30th September, 1886 :

SERVICE.	YEAR ENDING 30TH SEPT., 1885.		YEAR ENDING 30TH SEPT., 1886.	
	Total Expenditure.	Annual cost per pupil.	Total Expenditure.	Annual cost per pupil.
	£ c.	£ c.	£ c.	£ c.
Medical Department.....	112 50	0 48	421 50	0 50
Food of all kinds.....	9,477 75	40 68	10,659 17	43 86
Bedding, clothing and shoes.....	436 94	1 88	1,208 11	4 97
Fuel.....	3,504 75	15 04	2,957 18	12 17
Light.....	1,411 77	6 06	1,340 58	5 52
Laundry, soap and cleaning.....	408 61	1 75	452 58	1 86
Books and apparatus.....	667 73	2 87	664 33	2 73
Printing, postage and stationery.....	864 51	3 71	708 67	2 92
Furniture and furnishings.....	559 99	2 40	741 77	3 05
Farm, feed and fodder.....	890 17	3 82	846 84	3 49
Repairs and alterations.....	753 99	3 24	1,709 22	7 03
Miscellaneous.....	752 33	3 23	1,025 36	4 22
Salaries and wages.....	18,908 17	81 15	18,594 40	76 52
Total.....	38,749 21	166 31	41,029 71	168 84

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

REPORT

R. CHRISTIE

Inspector

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

BELLEVILLE, September 30th, 1886.

R. CHRISTIE, ESQ.,

Inspector of Prisons and Public Charities, Ontario.

SIR,—I have the honour to submit the Sixteenth Annual Report of the Ontario Institution for the Education and Instruction of the Deaf and Dumb, Belleville.

The total number of pupils during the session of 1885-6, was 161 males and 112 females, in all 273 as compared with 284 the previous term.

THE WORK WE ARE DOING.

There has been a steady development of facilities and systems in all educational work, and the results are generally encouraging, as they undoubtedly indicate a higher and more practical standard of instruction. The education of the deaf, especially, has been subject to many experiments, under the direction of capable and devoted teachers. Only those who have had experience in this important branch of our educational functions can appreciate the value of a discovery or invention that will aid in the promotion of so genuine a work of benevolence. There are so many impediments in the way of difficulties to meet and overcome, that not infrequently both teacher and pupil feel discouraged, and the labour of the class-room becomes monotonous and irksome. Patience, perseverance, and a peculiar tact for imparting information are requisites that all teachers of the deaf must possess if success is to be attained.

In this Institution we have recognized all these qualities, and have aimed at the development of a system of instruction that will ensure the greatest amount of practical benefit to the pupil in subsequent life. We have been guided by theory only so far as a theoretical knowledge of any principle or subject was a necessity, but experience has convinced us that deaf mutes require a limited quantity of such mental pabulum. They move in a narrow sphere of intellectual activity, and must not have their minds distracted by a routine of nomenclature and formula. Practical subjects, practically and thoroughly taught, will lead the deaf pupil from simple and natural thoughts and modes of expression to an understanding of complex subjects. With this object in view, we have gradually improved our system and extended our work, and we now flatter ourselves that we can show results that will favourably compare with what is being accomplished by other and similar Institutions.

TEXT-BOOKS.

We do not despise a good text-book, but we find little use for any kind in this Institution. The higher classes, where history, physiology, geography, etc. are taught, may require a text or subject matter that teachers cannot conveniently supply, and they are furnished with books of a suitable nature. We are convinced that few, if any, text-books written expressly for the use of the deaf are adapted to the ever-varying conditions of the pupils, as they advance in their course of instruction. The following from a well written article in the July number of the *Annals*, by J. W. Kirghuff, M.A., of the Pennsylvania Institution at Philadelphia, we quote approvingly: "Text-books are no doubt a hindrance to the best and most successful work, for they destroy the individuality and tact of the teacher. No teacher should be so ready to appreciate and do what the circumstances and conditions of his pupils require as a teacher of deaf mutes. Any teacher who attempts to instruct these pupils as he would those possessed of all their faculties will fail, because their minds must first be prepared for such instruction, by the development of their faculties."

We rely very little upon text-books, and hence teachers to be successful, must have a peculiar tact of imparting information, and ample resources from which to draw the mental food they employ to stimulate the growth of the young minds committed to their care. Quick to perceive the wants of their pupils and ready to supply what is needed, they must be in active sympathy with their work, and employ every available means to ensure a faithful discharge of the duties imposed upon them. This is one, and the principle reason why comparatively few teachers of deaf mutes attain that degree of success which is reasonably expected. There are so many peculiarities and characteristics about the work, special aptitude as well as efficiency

must always direct the class-room exercises. It has been my aim and desire, since having charge of this Institution, to secure such teachers as have the ability and energy to originate and teach such lessons in language and accompanying subjects as are best calculated to give the pupils the widest and safest range of practical information. The results of thorough and impartial examinations by competent persons appointed by the Provincial authorities, show how far I have succeeded in the attainment of my desires.

LANGUAGE.

It is scarcely necessary for me to state that the most prominent feature of the educational system we adopt is the teaching of language. Nature is our model in imparting instruction. We begin to teach a deaf mute as we would a little child and we expect no more than we would from a little child. In fact when deaf mutes enter school for the first time, no matter at what age, they are as ignorant of the use of language as a child beginning to lip the simplest monosyllables. Recognizing this important fact we direct our teaching towards the development of language. With a large majority of the pupils attending our schools for the deaf and dumb, the ability to express themselves intelligently in their daily intercourse with others is of paramount importance. A knowledge of figures, geography, history, etc. is necessary, but above all other considerations we seek to give our pupils ideas in conversation. Every lesson, no matter what the subject may be, is made to serve this leading purpose, the teachers improving every opportunity to drill in language and give the pupils a new idea for their guidance. By this means we gradually overcome obstacles, and after "a patient continuance in well-doing," we have the satisfaction of knowing that a majority of our pupils leave the Institution with a fair knowledge of the rudiments of a language freighted with synonymous difficulties. There are a certain number of pupils in all schools for the deaf and dumb who are mentally incapable of grasping but a limited amount of lingual terms, and who cannot progress much beyond the first principles of a rudimentary education. With such we deal specially, giving them as much practical information as possible about things generally without a perplexing repetition about forms and synonyms. We never lose sight of the fundamental axiom that the deaf mute must first be prepared for a rational existence as a thinking being, and then taught how to think and how to express his thoughts. Those who are incapable of an intelligent expression are led to recognize the duties and responsibilities of life and the nobility of good moral habits. How best to fit all our pupils for a proper discharge of these obligations, and make them intelligent, useful citizens, is the guiding principle in all our work.

There are a good many hobbies for teaching language to deaf mutes, upon which zealous and well-meaning enthusiasts industriously ride, but we have found that no cast-iron rules can be formulated for the guidance of instructors. In the hands of a capable teacher, any system can be made subservient to a purpose, but we define no special work, outside a general programme specifying the course for each class. Each teacher is left to follow his or her own inclinations in presenting and illustrating a subject, the results being closely watched and carefully noted. By this means the individuality of the teachers is brought out and thoroughly tested. We do not discard all the directions published for our benefit; instead we give good heed to whatever is offered by experienced teachers of the deaf, and test, as far as practicable, every theory propounded. Original methods are encouraged from a careful study of the means employed and the results obtained. A very simple novelty in the instruction of deaf mutes may secure important advantages. The teacher is expected to rely much upon his or her own resources for interesting and improving a class, and to industriously employ these resources for obtaining the very best results. These observations apply mainly to the teaching of language. Other subjects are of secondary importance in estimating results, inasmuch as they require less originality and ability on the part of the teacher.

We have found that current history, intelligently and simply taught by means of chalk and blackboard, is a valuable adjunct in teaching language, and at the same time it develops and strengthens the minds of the pupils to a degree not easily reached. When important events occur, which is frequently in these days of social and political revolutions, the teacher writes out and explains the consecutive leading incidents, introducing a few new words and phrases. The pupils are then required to copy the lesson into blank books to be studied out of school. This practice not only familiarizes them with a correct form of expression, but it also creates a desire for reading newspapers and other periodicals, whereby their knowledge may be widened. Subsequently, the teacher, by a series of questions, thoroughly tests their knowledge of the subject and gives them an excellent exercise in language, as the variety of answers given in writing will show defects in expression as well as in comprehension. The interest thus created and the benefit derived from the practice, make it an important part of the work of the school-room.

The classes were examined at the close of the session by John Johnston, Esq., Public School Inspector for South Hastings, as Government Examiner. His report deals fully with all matters connected with this work. Credit is given where deserved and some defects pointed out, which

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will be remedied. He performed his task conscientiously towards all parties concerned, and the results as a whole, I think, are satisfactory.

Prior to the close of the school we had a regular teachers' examination extending over three or four days and the work of each pupil, on paper, was sent to the parents. The scores of letters received bear testimony to the satisfaction existing among them, and I cannot do better than insert here extracts from some of them.

"We received Arthur's papers and were very much pleased with them, and are proud of the progress he has made for the time he has been at school. We think he has learned more than a great many children that can't hear and speak. We would be glad to have him go one or two years more as we think he can learn faster now than when he was younger. He is willing to go back every year when school begins."

"I received the papers you sent me and was glad to see the progress he has made. I think no more could be done for him than has been done. I thank you for your kindness to my little son when he got hurt."

"I send William back to you again. He is not quite as fat as when he came home, still his health is good. We are well pleased with his education so far, and hope he will give you little trouble."

"We take great pleasure in letting you know that we are well pleased with our little brother's progress in learning to read and write. His manners are greatly changed for the better, which we think is wonderful."

"John got home safely and I am well satisfied with the progress he has made in his studies, and I believe all is done for him that can be done. I have another boy that I want to send to you next term if you will take him."

"The boys' papers came duly to hand and we are very much pleased with the progress they have made and everyone who examines them is astonished. They often talk about the things they saw and did at Belleville. I hope you may be long spared to fill the place that you now fill, for I think it is a hard task to see after so many. I thank you for being so kind to our boys."

"I got your letter and school report. Levi has improved very much during the past year. I would like him to learn a trade. He says he can learn his lessons and a trade at the same time and in two years he will be able to make boots. He is having a gay time at home and will leave us all very lonesome when he goes away, but it is for his good."

"I received Charlie's papers and they show that he has improved in his studies very much. I thank you for your kindness to him the long years he has been under your care."

"It gives me great pleasure to acknowledge the progress which my child has made under your charge. On looking over the papers, I find that he has a very creditable report. The picture frames that he made and brought home with him were highly appreciated by his mother."

"I am well pleased with the progress Arthur has made in his studies since he was home last holidays. He was a good boy while he was at home and enjoyed himself while here, but seemed pleased to go back to school again. I am thankful to you and the teachers for the care and attention you have given him."

"We have much pleasure in informing you that we think our son is considerably improved during his sojourn in your Institution."

"I must say we are particularly pleased with Aggie's progress during the last term and hope the session on which you have entered may be equally successful in every respect to former ones."

"I am very thankful for the way my son got along during his last term."

"We are very lonely without our Minnie, yet we have much to be thankful for. She has so many kind friends, that she does not dislike being there, and she says Mrs. Spaight is just like mamma to her and she loves her very much."

"I received Minnie's examination papers and I am very much pleased with them. I am quite satisfied with everything connected with her education and I do not think your valuable Institution can be praised too highly. Every year of her stay there she has made rapid progress in everything; it is astonishing to see how well your methods work."

"We are extra well pleased with our daughter's progress since she began to attend the Institution and we feel grateful to you for the interest you have taken in her since she has been under your care. She seems anxious to learn to talk. Do you think she could do so?"

"We received Mary's writing papers and we looked over every part of them many times. We are well pleased with everything. They are much better than we expected of her. As for anything else she would need to learn we leave that to yourself. Teach her what you think will be of the most benefit to her. We want to give her all the chance we can and will try and send her to school as long as she can learn anything."

"I am truly satisfied with the progress and advancement of my child and I want to know if you think it necessary for her to go back again."

"Many thanks to you and the officers of your Institution for the attention you have given to my child. It is a great satisfaction to me to know when she is leaving me that she is going

to a place where she will be taken care of. I am well satisfied with the progress she has made in your Institution, and I am confident there could not be much more done for her."

"The papers came to-day and we are very glad to see them. We feel proud of the manner in which Hannah has got along with her lessons during the time that she has been under your care. We think it would be almost impossible to do any better than our child has done in the same time. She is now entering on her seventh year and we would like you to bring her on with her needlework, as she seems inclined to be a dressmaker when she has done schooling. We leave her future with you as we have done all along, feeling confident that you will do all that lies in your power to advance her interests."

"We are very well satisfied with the progress Alice has made. We were much pleased with her examination papers and think they are just splendid. We would like to know if she can be taught to speak, as we have great hopes in that respect."

"Please accept our many thanks for the improvement our little boy has made in the Institution. We are perfectly satisfied with the progress he is making, and we know that he has been treated kindly as he is always willing to return."

"David John has exceeded our expectations in learning. We feel thankful to you for the trouble you have taken for his improvement."

"The papers of the examination of Eliza are thankfully received and have been thoroughly examined. If I could frame suitable language to express the thankfulness and gratitude due to you and the officers of the Institution, I would gladly do so. I am struck with amazement to know how it is that a child deaf and dumb can learn so much faster than those that can hear; it reminds me of the patience of Job. This is her second term and if she continues for the future to learn as fast as she has done in the past I shall be more than satisfied. I do not think that any more could be done for her than has been done. I am quite willing that you should prescribe her future studies."

"Uncontrollable circumstances prevented me sending my boy to the Institution for the last two terms. He will be with you, however, when your school opens in September. I am sorry he lost so much time for he improved so much when there."

"The examination report which I received from you, merits my hearty thanks, and I feel that the progress my son has made during the last term is a credit to the Superintendent and his teacher, for which I offer you my best wishes through life. Albert also wishes me to send you many thanks for your kindness."

"The examination papers of Louis were received and we are all much pleased with them. There have been a number of public school teachers to see them and they all think that he has done well. He is a far better boy than he has ever been, and we never can thank you enough for your efforts in his behalf. He is a good boy at home and we have great comfort with him this year. He is trying to earn his own clothes doing any work that offers."

"I wish to express my gratitude to you for your kindness in recommending that my children continue their studies for a time. I have marked their steady improvement from year to year, specially the last three years, and I notice that besides having a good knowledge of things generally they are receiving a fine religious training, which has a happy effect upon their dispositions and manners. They are both anxious to return to school at the opening, and since they have been at home I must say that I never saw more industrious children to help in the house; evidently they have been taught that 'industry is a virtue.' People who have watched the progress of my children speak in glowing terms of the Institution, and are surprised at what can be done for the deaf mute. The examination papers have given me a good idea of the subjects taught and they are going the rounds of my friends, who tell me I have great cause for thankfulness that my children are in a position to receive such training."

"I received your favour containing papers showing the progress made by my daughter Agnes. During the years she has attended your Institution the progress she has made in the various branches taught has more than pleased us, and for which please accept my sincere thanks."

"I received Thomas' examination papers and I was very pleased to see how neatly they were written. I should have answered sooner but I wished to show them to some friends that I could not conveniently see for a few days. They all thought he had made extra good progress. He is talking just now about Mr. Mathison and his eldest son being away in British Columbia. He got his Geography to show me where he had gone. He talks very much more this year than he has ever done before, and I feel that he may yet be able to talk as well as anyone, or at least so that he can be understood."

"I received George's examination papers and was pleased to see that he was getting along so well. I think they are just splendid and I am very thankful to you and his teacher for the trouble you have taken with him. It makes me shudder to think what he would have been if he had not gone to school. He was almost master of us before he went, but he is different now. I would like you to let me know what trade you think would be most suitable for him."

"I am much pleased with the progress William has made in one term. It is really amazing how he could be taught so much in such a short time. All the neighbours that came to see him

were delighted in good health conducted.

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was delighted with his work. It pleased me to welcome him home so nice and clean and fat and in good health. I am intending to send him another term. It amused me a little to see how he conducted himself in church. He was so attentive and devout. He likes to hear of going back. I think you have done your duty by William."

"I think Lily's papers are very good, and if she understands all that is in them, it is more than I ever thought she could learn."

"I take pleasure in writing to you to-day to let you know that my uncle received the examination papers which you sent him. He was pleased with them and surprised to see how nicely I could write and how good I had learned. I am sorry that I cannot go to school again, I must stay home and work on the farm. I cannot write so nicely as I could when at school for my hands are stiff and trembling by working hard. I am also lean now."

"I was glad to get Naomi's papers. I think there could be no more done for her than has been done."

"We have looked over our child's papers and find she has made rapid improvement in her studies. We feel very grateful for the interest you have ever taken in her, and the neighbours are astonished to see how she has learned. I hope she may continue to improve in the next term. She seems to have a little selfishness in her nature, and does not mind us as well as she might. I thought perhaps you could make some little improvement in her manner towards her parents."

"We received the little book containing our little boy's writing, and are much pleased with the progress the child has made in so short a time. He has done far better than we thought he could do."

"We received Eddie's papers, and the advancement shown by him for the length of time he has been there far exceeds our expectations, and we feel grateful to those under whose care he is placed. We do not think any more could be done for him than is being done, and our prayer is that the richest of God's blessings may rest on the officers and teachers of the Institution. He is anxious to go back. Although we feel sorry to have him so far away from us we are glad he has such an interest in his studies."

"It is with pleasure that I acknowledge the receipt of the examination papers of my little girl. They show a great improvement, and not only are her papers satisfactory but her every day actions convince me there is nothing possible left undone to advance her interest."

"I received my son Joseph's examination papers, and I am astonished at the progress he is making. It is far beyond anything I had ever hoped for. May God bless the noble Institution, superintendent and teachers."

"We were very much surprised to receive the examination papers of our boys, and more so to note the advancement they have made in so short a period of time. I do not think any better mode of teaching could be adopted to advance the pupils. I am very thankful to you for the progress my dear boys have made, and I sincerely hope that the future may prove as successful as the past."

"We received Agnes' papers and are much pleased to have them. She is making progress but very slowly. She does not seem to make many mistakes in what she can do, but I do not believe that anything more can be done for her than you have been doing."

"I beg to acknowledge the receipt of my son's examination papers. I have much pleasure in saying that after having tested him further as to his general language I am highly pleased with the progress he has made. I will also add that I have each year, upon his return from the Institution, found a marked improvement in his conduct, disposition and knowledge, proofs of good training and teaching. I have every reason to believe that those entrusted with the training and teaching of mute children have, in addition to their reputation as officers and teachers, the interests of the pupils at heart and are zealous workers in the cause which, from its peculiar nature, requires great tact, patience and perseverance. I cannot suggest anything as an improvement on what has been accomplished."

"I am very much pleased with the progress made by John during the past year. I think everything possible is being done for the furtherance of his knowledge both temporal and spiritual."

"My son's papers have come to hand. He seems very quiet since he came home. He is a different young man altogether. His manners are changed and the amount that he has learned is certainly wonderful and a credit to the Institute. He wishes the school vacation over so that he can go back again. He wants to learn the boot and shoe trade."

"My child's papers came to hand. I do not think anything more could be done for her either in scholarship or appearance. She is the picture of health and happiness, and speaks very highly of the kind treatment she received. Words cannot express our gratitude to you and her teacher and all concerned. Wishing you all happiness and prosperity."

"I am very thankful to you and the teachers for the advancement of my boy. I think he has improved quite a bit. I am glad that he likes the school. I shall try and keep him in practice as much as I can."

"We received William's papers and I am sure we have no reason to complain. We are quite satisfied with his progress. We can see a great improvement in him since last session, and you will favour us by receiving our very sincere thanks for your many kindnesses to our little boy."

"I must say that I am much pleased with Allie's work; I think he is improving splendidly. I could not advise any change in your methods, but would like to have him spend as much time as possible at arithmetic."

"We are at a loss to know how to thank you for your kindness towards Harriet. Her improvement surprises all who look at her papers. She has learned in every way what we could not teach her at home. She is pleased while I write, and wishes to be remembered."

"My son's examination papers were received a short time ago and I have examined them thoroughly, and am much pleased at the rapid progress made since last term. Kindly accept my thanks for kindness and pains shown and taken in his welfare."

"Mary's examination papers to hand. I think she has done very well for one term and has improved very much in everything. She often tells us about things at school. I do not think we will have any trouble to get her back to you again; if we get her anything for herself she puts it in her trunk and says she is going to take it to school with her."

"My daughter is well and looks well, and I never was better pleased than I am now that I sent her to the Institution. I think she did remarkably well, and I am ever so much obliged to you for the great trouble you took with my daughter and myself."

"We are astonished to see the progress our son has made; you are just making a man of him. I would say that his father could not have done more for him, if he was in your place, than you have done in every way. We cannot think how you have brought him on so quickly. I could not think that he could be taught so fast, he must have a good teacher; he speaks well of her. We return you our sincere thanks for everything you have done both for ourselves and our son."

"I was glad to receive your letter. My father said I might come to the Institution again this year; so I shall come, God willing. I have tried to keep up my studies by reading in the evening. I also am trying to read the Bible, I find some of it very hard. Please send me notice when school opens."

ARTICULATION AND LIP-READING.

Our classes in articulation and lip-reading were resumed in December last, and good results were obtained. Thirty-five pupils, in seven classes, were instructed as follows: I. Numbers in hundreds of thousands, days, months, stories, questions about them and incorporation and meanings of words in them, general questions, multiplication tables. II. Numbers to 100, names of persons, days, Lord's prayer, reading in First book, easy questions. III. Numbers in thousands, reading stories and answering questions about them, incorporation and meanings of words. IV. Reading from books, meanings of words, incorporation, questions about the reading. V. Easy sentences, short stories, numbers to 100. VI. Nearly all the consonant sounds taught and a few vowels, combinations of consonant sounds, lists of words with the same vowel sounds; they can read from the teacher's lips everything they can speak. VII. Numbers, reading stories from books and answering questions about them, meanings and incorporation of words, can point out counties of Ontario and some cities and towns.

INDUSTRIAL EMPLOYMENTS.

Our system of instruction very naturally leads to an early training of the pupils in the necessary industrial pursuits. Not only must we teach our silent learners how to think and express their thoughts, and the value of an education in a literary sense, but we must also prepare them for manual labour, and show them how noble, honest employment is among all classes. As soon as a child has arrived at the proper age the practical tuition begins in the dining-room, dormitory, work-shops, and on the farm. The Matron of the Institution looks carefully after the interests of the girls in this respect, and insists upon regular attention to household work under her own and assistants' supervision, in addition to the time devoted to dress-making, tailoring and fancy sewing; thus the girls are thoroughly initiated into the best habits of domestic life, and are trained for positions as housekeepers and employes of labour. The discipline and work in every department are regulated with a view of teaching order, neatness, cleanliness and frugality. The boys are given practical instruction in agricultural pursuits, as we recognize the importance of this branch of labour in an agricultural country. Their duties are light and always attended to out of school hours.

In order to more effectively and fully carry out the design of the Institution, we must enlarge our field of operations, so far as the industrial pursuits are concerned. At present we are limited to a few trades. The girls are instructed by competent persons in dress-making, tailoring and other sewing. The boys, in addition to the farm work above referred to, are taught carpentering and shoe-making successfully, some of them showing superior aptitude for the trade they have chosen. We are convinced, however, that in this respect, our operations

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are limited to a too narrow sphere. There are several other trades that deaf mutes can be taught with equal facility, and that will serve them to equal advantage in future life. There should be no restriction when such important interests are at stake. I contend that the object for which this Institution was established should be aimed at in every particular, and the work carried out in the widest sense. To accomplish this purpose we require enlarged facilities and more generous provisions. The experience of similar Institutions in the United States and elsewhere convinces us that additional trades should be taught here:—Tailoring to the boys, printing, brush-making, broom-making, etc.

Tailoring is a trade for which deaf-mute boys are well fitted, and at which they succeed, under ordinary favourable circumstances. *Printing* has always been a favourite employment for deaf mutes, more especially semi-mutes. Their want of hearing does not seem to handicap them in the competition with others. In fact it has been remarked by observing persons that, with an average intelligence, a deaf mute makes a superior compositor, as his attention is less distracted by conversation and transpiring events. His composition is generally "clean" and his progress rapid. *Brush-making* has been successfully introduced into a few American Institutions. It is a light and easy trade, requiring little use of the faculties of speech and hearing. *Broom-making*, for similar reasons, is a trade for which deaf mutes have a particular fondness, and which can be made profitable employment for them.

I would strongly recommend the introduction of the above-mentioned trades into this Institution at the earliest convenient time, as I am fully convinced that they can be successfully and profitably taught to the pupils. They are easily learned by the deaf, always in demand and generally remunerative.

THE TIME LIMIT.

In order to accomplish what I have indicated in the foregoing remarks, it is absolutely necessary to extend the time limit, for pupils attending the Institution, as seven years, the time now allowed is inadequate to the purpose. It is conceded that deaf mutes labour under great disadvantages, as compared with hearing children, in the acquirement of knowledge. Is it reasonable, then, that they should be limited to seven year's schooling, when the more favoured ones are generally double that number of years at school? The agitation for an extension of time is now general throughout the United States, where the system of deaf-mute education is receiving such commendable assistance from the State authorities, and where its development has been so satisfactory to all concerned. The shortest possible time in which deaf mutes can be expected to complete the course of studies prescribed and acquire a fair knowledge of a trade, is ten years. We find it impossible to obtain satisfactory results under existing time regulations.

In reference to the above, I wish to state that it is not advisable for children under eight or nine years of age to be sent here for instruction. We have had a number who were too young for the lowest grades of schooling, and who would have been better suited with a nursery than a school-room. The time and attention that must be given to children of such tender years, cannot be reasonably expected from the teachers and officers. When nine years of age an intelligent deaf mute can immediately enter upon the actual work of the Institution, and progress is far more satisfactory. It is to be regretted that parents and other relatives of deaf children interest themselves so little in a primary home instruction. It does not require much of an effort to begin this kind of instruction which, though meagre of results, will pave the way for a more systematic course at school. Children are sent to us at all ages who are ignorant of the simplest forms of expression, and who seem to be equally as ignorant of the ordinary duties of life. Taking these matters into consideration, the difficulties encountered in starting a pupil in his or her education course may be estimated.

Another grievance I have to ventilate here has reference to the removal of pupils from school for a year or two, and returning them again in a generally demoralized condition. When action by parents or guardians is caused by ill health or accident, it is excusable, but always regretted. When, however, it is the result of caprice or cupidity, it cannot be excused under any consideration. A deaf mute, before finishing the course of study prescribed and becoming well grounded in the principles of a literary and business education, soon lapses into a primary state of ignorance and indifference, or retains an imperfect idea of what has been taught, if permitted to leave school for a time. Parents should fully resolve to give their children, who require this special system of instruction, an uninterrupted course of study throughout the term. The plea that is so frequently advanced in extenuation of this habit, viz., that parents require the help of their children in imperative work at home, cannot be allowed under the circumstances. If the parents are poor and unable to pay for the schooling and board of their children while at the Institution, the Government very generously relieves them of all responsibility of this kind, and provides them with ample comforts while they are being instructed free of cost. It is not reasonable, therefore, that such parents should interfere with the work thus gratuitously performed for their benefit, by taking their children from school for labour at home. The assistance rendered in any capacity cannot compensate for the loss, in an educational sense, which an absence from school surely entails.

NEWSPAPERS RECEIVED.

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

NAME.	Where Published.	NAME.	Where Published.
Evening Times	Hamilton.	Tribune	Deseronto.
Economist	Shelburne.	Telegraph	Palmerston.
Express	Colborne.	Herald	Carleton Place.
Daily Advertiser	London.	Echo	London.
Daily Free Press	Winnipeg.	Northumberland Enterprise	Colborne.
Daily News	Kingston.	Norfolk Reformer	Simcoe.
Daily Times	Victoria.	Standard	Listowell.
Weekly Expositor	Brantford.	Enterprise	Arthur.
Free Press	Acton.	Bulletin	Collingwood.
Guardian	Uxbridge.	Thunder Bay Sentinel	Port Arthur.
Mercury	Renfrew.	Ensign	Brighton.
Western Despatch	Strathroy.	Country	Perth.
Chronicle	Whitby.	Advertiser	Petrolia.
Chronicle	Ingersoll.	Chronicle	Beeton.
British Guardian	Simcoe.	Sentinel Review	Woodstock.
Monitor	Brookville.	Courier	Embro.
Weekly Mercury	Guelph.	Independent	Bobcaygeon.
Examiner	Peterborough.	Mutes' Journal	Omaha, Neb.
Gazette	Almonte.	Deaf Mute Mirror	Flint, Mich.
Observer	Pembroke.	Goodson Gazette	Stamton, Va.
Post	Thorold.	Kentucky Deaf Mute	Danville, Ky.
Spectator	Hamilton.	Index	Colorado Sp'ngs, Col
Reporter	Kingsville.	Star	Olatha, Kan.
Niagara Review	Niagara Falls.	Companion	Fairbault, Minn.
Banner	Dundas.	Deaf Mute Advance	Jacksonville, Ill.
Enterprise	Collingwood.	Deaf Mute Ranger	Austin, Texas.
Advocate	Cookston.	Deaf Mute Times	Dalavan, Wis.
Ontario Chronicle	Belleville.	Vis-a-Vis	Columbus, Ohio.
Guide and News	Port Hope.	Maryland Bulletin	Frederick City, Md.
Independent Forester	London.	Tablet	Romney, West Va.
F. Leslie's Ill. Newspaper	New York.	Deaf Mute Record	Fulton, Mo.
Dominion Churchman	Toronto.	Deaf Mute Hawkeye	Council Bluffs, Ia.
Advocate	Blyth.	Optic	Little Rock, Ark.
Evangelical Churchman	Toronto.	Daily Paper for Our Little People	Rochester, N. Y.
Courier	Trenton.	Register	Rome, N. Y.
North Hastings Review	Madoc.	Journal	New York, N. Y.
Trent Valley Advocate	Trenton.	Our Little World	Philadelphia.
Rural Canadian	Toronto.		
Standard	Markville.		

MISCELLANEOUS.

The pupils came back promptly, and I was able to re-organize and classify them the Monday following the day of opening.

Twenty-two new pupils were admitted to the 30th September, and four others who had attended the Institution at former periods returned.

By the kindness of the Directors of the Quinté District Fair, the pupils and officers accompanying them were admitted to the exhibition free of charge.

Considering the season, our operations in the farm and garden have been quite successful. Our gardener took thirty-two prizes at the district show, and we have on hand a sufficient quantity of vegetables to meet the demands of the Institution. The yield of potatoes and feed for the horses and cows was about the average. Some of our products were sent to the Colonial Exhibition in London, England.

During the summer various minor repairs were made, and the woodwork of the interior of the building was all thoroughly varnished and made to look quite new. The floors are in a very dilapidated condition in many places and require renewing.

To meet emergencies, a fire company has been organized from among the male pupils, and I trust provisions will be made in next year's estimates to furnish each member of it with a becoming uniform.

Balcony fire escapes are urgently needed at the ends of the main building so as to provide an easy way of exit in case of fire.

During the year there were only two changes in our staff. Miss Sawyer resigned in January in order to get married. She was a devoted, capable teacher, and merited the esteem and respect which everyone in and about the Institution held for her. Mr. Canniff, clerk and storekeeper for eight years, during which time he proved himself an efficient officer in every respect, left to engage in business with his brother in Manitoba. Miss Maybee was appointed to fill the vacancy in the teaching staff, and has commenced her duties, and will prove, I feel assured, when she acquires a knowledge of the mute language, to be a good teacher. Mr. Smith, who takes Mr. Canniff's place, is discharging his duties very satisfactorily.

I had the pleasure of attending a convention of instructors of the deaf and dumb of the United States and Canada, held at Berkley, California, in July last. The proceedings were of a very practical nature, and I received information there that will, I think, be of benefit to us here. Mr. Wilkinson, the principal of the California Institution, was exceedingly kind to me as representing this Institution.

A convention of deaf mutes, principally those who formerly attended this Institution, met in Toronto in September. They were from various parts of the province to the number of 150, and all of them expressed gratitude for the benefits they had derived from attendance here. An invitation, extended by the Honourable the Provincial Secretary, to meet here two years hence, conveyed by me, was heartily received and enthusiastically accepted.

We have our regular Sabbath services, as in former years, taken in turns by the male teachers, and the Bible-class taken charge of by myself. Mr. Denys has special services for the Roman Catholic Children every Monday and Friday afternoons.

The clergymen of the city have visited us at various times during the year, and we are always glad to see them. The Rev. Mr. Burke has been untiring in his devotion to the pupils belonging to the English Church, and a number of them were confirmed by his Lordship the Bishop of Ottawa in May last. Our thanks are due to the Rev. Mr. Burke, Rev. Monseignor Farrelly, Rev. Dr. Jeffers, Rev. Mr. Maclean, Rev. Mr. Baker, Rev. Mr. Clarkson, Rev. Mr. Curtis and Rev. Mr. Learoyd, for kind attentions.

I desire to thank the officers, teachers and employees, who have so generally supported me and worked assiduously for the benefit of the Institution during the past year. Any success we may have had is due to their exertions.

The general health was never surpassed in any year since the Institution has been opened. We had very little sickness, and no deaths occurred during the year. Our sanitary condition may be considered excellent.

Favours in the way of reduced fares for pupils going home and returning and parents coming to visit them, have been extended to us by the Grand Trunk, Canada Pacific and Northern and North-Western Railway Companies, through their general passenger agents, Mr. Edgar, Mr. Nicoll and Mr. Quinn. Kind attentions from Mr. Riddell, Mr. Stiff, Mr. Larmour, Mr. Gunn and Mr. Gormley, of the Grand Trunk Railway, are also gratefully acknowledged.

Herewith I forward the usual statistics :

- | | |
|----|--|
| A. | Showing the nationalities of parents of pupils. |
| B. | “ religion “ “ “ |
| C. | “ occupation “ “ |
| D. | “ ages of pupils. |
| E. | “ counties from which pupils were admitted during the year. |
| F. | “ showing the number of pupils in attendance each year since the opening of the Institution. |
| G. | “ counties from which the total number of pupils were received. |
| H. | “ occupation of parents of pupils admitted since the opening of the Institution. |
| I. | “ ages of pupils admitted since the opening of the Institution. |
| J. | “ causes of deafness. |
| K. | “ dates of deafness after death. |
| L. | “ relationship of parents. |
| M. | “ number of deaf mutes in the families represented. |
| N. | “ counties from which the pupils in residence on 30th September were admitted. |
| O. | “ list of pupils with their P. O. addresses. |

Aided and helped by our Almighty Father, we look for continued blessings on our labours.

I have the honour to be, Sir,

Your obedient servant,

R. MATHISON,
Superintendent.

(a) NATIONALITIES OF PARENTS.

NAME.	No.	NAME.	No.
Canada	122	Germany	12
Ireland	36	United States	1
Scotland	44	Unknown	22
England	35		
Italy	1	Total	273

(b) RELIGION OF PARENTS.

NAME.	No.	NAME.	No.
Presbyterians	82	Mennonites	4
Methodists	69	Jewish Synagogue	1
Church of England	50	New Jerusalem	1
Roman Catholics	30	Evangelical	1
Baptists	22	United Brethren	1
Bible Christians	6	Church of Christ	1
Lutherans	5	Total	273

(c) OCCUPATION OF PARENTS.

OCCUPATION.	No.	OCCUPATION.	No.
Agents	3	Carder	1
Axe-makers	2	Carpenters	12
Baker	1	Carriage-maker	1
Blacksmiths	8	Clerks	2
Book-keepers	2	Conductors	2
Brakesman	1	Carrier	1
Brewer	1	Cheese-maker	1
Butcher	1	Contractor	1
Bricklayer	1	Car Inspector	1
Boarding-house keepers	2	Dress-makers	3

(c) OCCUPATION OF PARENTS.—Continued.

OCCUPATION.	No.	OCCUPATION.	No.
Druggist	1	Painters	3
Engineers	5	Pedler	1
Farmers	112	Plate-driller	1
Harness-maker	1	Plasterers	2
Hotel-keepers	2	Saddler	1
Lumberman	1	Sailors	2
Labourers	52	Seamstresses	3
Livery proprietors	2	Shoemakers	3
Machinists	2	Tailor	1
Malster	1 ⁵	Teacher	1
Marble cutter	1	Teamsters	4
Masons	2	Turner	1
Merchants	8	Watch-maker	1
Moulder	1	Waggon-maker	1
Miller	1	Unknown	8
Millwright	1	Total	273

(d) AGES OF PUPILS.

AGE.	No.	AGE.	No.	AGE.	No.
7	11	14	30	21	2
8	14	15	31	22	6
9	18	16	25	24	1
10	16	17	17	25	2
11	18	18	9	29	1
12	23	19	8	39	1
13	33	20	7	Total	273

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

COUNTIES.	No.	COUNTIES.	No.
Brant	6	Durham	3
Bruce	12	Elgin	11
Carleton	9	Essex	10

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

COUNTIES.	No.	COUNTIES.	No.
Frontenac.....	5	Poel.....	3
Grey.....	4	Perth.....	12
Grenville.....	1	Peterborough.....	2
Haldimand.....	1	Prescott and Russell.....	8
Halton.....	4	Prince Edward.....	1
Hastings.....	12	Renfrew.....	5
Huron.....	15	Simcoe.....	11
Kent.....	6	Stormont, Dundas and Glengarry.....	15
Lambton.....	9	Victoria.....	4
Lanark.....	4	Waterloo.....	8
Leeds and Grenville.....	8	Welland.....	3
Lennox and Addington.....	2	Wellington.....	9
Lincoln.....	1	Wentworth.....	10
Middlesex.....	12	York.....	14
Muskoka.....	9	Algoma.....	1
Norfolk.....	4	Nipissing District.....	1
Northumberland.....	5	Parry Sound District.....	1
Ontario.....	6		
Oxford.....	6	Total.....	273

TOTAL NUMBER OF PUPILS IN ATTENDANCE FOR THE SESSION 1885-6.

Males.....	161
Females.....	112
Total.....	273

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

	Male.	Female.	Total.
From October 20th, 1870, to September 30th, 1871.....	64	36	100
" 1st, 1871, " 1872.....	97	52	149
" 1872, " 1873.....	130	63	193
" 1873, " 1874.....	145	76	221
" 1874, " 1875.....	155	83	238
" 1875, " 1876.....	160	96	256
" 1876, " 1877.....	167	104	271
" 1877, " 1878.....	166	111	277
" 1878, " 1879.....	164	105	269
" 1879, " 1880.....	162	119	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

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

No.	COUNTIES.	Male.	Female.	Total.	COUNTIES.	Male.	Female.	Total.
3	Algoma District	2		2	Ontario	14	6	20
12	Brant	15	5	20	Oxford	8	6	14
2	Bruce	15	8	23	Peel	5	3	8
8	Carleton	16	6	22	Perth	21	13	34
1	Dufferin	1		1	Peterborough	10	2	12
5	Durham	11	6	17	Prescott	4	1	5
11	Elgin	8	9	17	Russell	4	4	8
15	Essex	5	11	16	Prince Edward	3	1	4
4	Frontenac	9	6	15	Renfrew	7	7	14
8	Grey	18	12	30	Simcoe	15	13	28
3	Haldimand	5	1	6	Stormont	6	4	10
9	Halton	3	4	7	Dundas	5	3	8
10	Hastings	18	12	30	Glengarry	4	1	5
14	Huron	25	21	46	Victoria	3	4	7
1	Kent	13	8	21	Waterloo	10	11	21
1	Lambton	14	6	20	Welland	5	4	9
1	Lanark	7	2	9	Wellington	15	13	28
	Leeds	8	3	11	Wentworth	20	5	25
273	Grenville	4	1	5	York	23	23	46
	Lennox	3	3	6	Muskoka District	5	5	10
	Addington	1	1	2	Nipissing District	1		1
	Lincoln	3	3	6	Parry Sound District	1	1	2
	Middlesex	25	15	40	New Brunswick	2		2
	Norfolk	10	6	16				
	Northumberland	6	10	16	Total			725

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

OCCUPATION.	No.	OCCUPATION.	No.
Accountant	1	Barristers	1
Agent	3	Blacksmiths	16
Axe-maker	2	Boarding-house keeper	1
Baggageman	1	Boiler-maker	1
Bakers	3	Book-keeper	4

IE.

OPEN.

Total.

100
149
193
221
238
256
271
277
289
281
296
303
293
286
284
273

(b) OCCUPATION OF PARENTS OF PUPILS, ETC.—Continued.

OCCUPATION.	No.	OCCUPATION.	No.
Brakesman	1	Keeper of park	1
Brewers	2	Labourers	131
Bricklayers	2	Livery proprietors	3
Brick-maker	1	Machinists	2
Butcher	2	Lumberman	1
Cab-driver	1	Malster	1
Cabinet-makers	2	Marble cutters	2
Captain of schooner	1	Masons	4
Carder	1	Manufacturers agricultural implements	2
Car inspector	1	Mechanics	1
Carpenters	24	Merchants	15
Carriage-makers	5	Millers	3
Cheese-maker	1	Millwrights	2
Civil service	1	Miner	1
Clerks	4	Minister	1
Conductors, railway	2	Moulders	2
Cigar-maker	1	Non-commission officer	1
Coopers	3	Nursery	1
Curriers	4	Painters	8
Dealers in hides	1	Pedler	1
Draymen	3	Shoemaker	1
Dress-makers	3	Tailor	5
Engineers	3	Tavern-keepers	9
Engineers, railway	3	Teachers	6
Farmers	327	Teamster	3
Fire Insurance Inspector	1	Traders	2
Fishermen	3	Weavers	1
Gaoler	1	Watch-maker	1
Gunsmith	1	Wagon-maker	1
Harness-maker	1	Unknown	73
Iron-founder	1	Total	725

(i) AGES OF PUPILS ADMITTED SINCE THE OPENING OF THE INSTITUTION.

No.	AGES.	No.	AGES.	No.
1	4	1	19	21
131	6	18	20	13
3	7	84	21	9
2	8	78	22	10
1	9	78	23	5
1	10	49	24	5
2	11	58	25	5
4	12	52	26	4
2	13	43	27	2
1	14	36	30	1
15	15	49	35	1
3	16	31	Unknown	12
2	17	32		
1	18	28	Total	725

(j) CAUSES OF DEAFNESS.

CAUSES.	No.	CAUSES.	No.
Abscess	1	Fever, intermittent	2
Accident	2	“ scarlet	50
Affection of the ears	2	“ spinal	17
Burn	1	“ malarial	1
Canker	1	“ typhus	5
Cerebro spinal meningitis	18	“ typhoid	6
Cholera	1	“ undefined	19
Cold	33	Fits	8
Congenital	286	Gathering of the ears	1
Congestion of the brain	6	“ head	4
Diphtheria	1	Inflammation of the brain	7
Dysentery	1	“ “ ears	2
Falls	17	“ “ lungs	2
Fever, bilious	4	“ “ pulmonary organs	2
“ brain	19	“ “ spinal marrow	1

(j) CAUSES OF DEAFNESS.—Continued

CAUSES.	No.	CAUSES.	No.
Measles	18	Spinal disease	40
Mumps	4	Swelling on the neck	1
Paralytic stroke	1	Teething	5
Rickets	1	Water on the brain	5
Scabs	1	Whooping cough	8
Scald	1	Worms	3
Scald heads	3	Causes unknown or undefined	86
Shocks	4		
Sickness undefined	24	Total	725

(k) DATE OF DEAFNESS AFTER BIRTH.

	No.		No.
Under 1 year of age	53	Between 10 and 11 years	5
Between 1 and 2 years	74	“ 11 “ 12 “	2
“ 2 “ 3 “	72	“ 12 “ 13 “	1
“ 3 “ 4 “	50	“ 13 “ 14 “	4
“ 4 “ 5 “	30	“ 14 “ 15 “	2
“ 5 “ 6 “	22	Unknown at what age they lost their hearing, but not born deaf	99
“ 6 “ 7 “	7	Congenital mutes	286
“ 7 “ 8 “	8		
“ 8 “ 9 “	3	Total	725
“ 9 “ 10 “	7		

(l) RELATIONSHIP OF PARENTS.

1st cousins	48
2nd “	12
3rd “	7
Distinctly related	17
Not related	620
Unknown	21
Total	725

(m) NUMBER OF DEAF MUTES IN THE FAMILIES REPRESENTED.

	1 family contained 5 mutes	5
No.	3 " 4 "	12
	10 " 3 "	30
	50 " 2 "	100
	578 " 1 mute	578
	642	Total
		725

(n) COUNTIES FROM WHICH THE PUPILS IN RESIDENCE ON 30TH SEPTEMBER, 1886, WERE ORIGINALLY RECEIVED.

COUNTIES.	Males.	Females	Total.	COUNTIES.	Males.	Females	Total.
Brant	4	1	5	Ontario	3	3	6
Bruce	6	3	9	Oxford	4		4
Carleton	2	4	6	Peel	1	1	2
Durham	1	1	2	Perth	4	5	9
Elgin	6	5	11	Peterborough	1		1
Essex	3	3	6	Prescott and Russell	3	3	6
Frontenac	3	2	5	Prince Edward	1	1	2
Grey	2	2	4	Renfrew	2	3	5
Haldimand	1		1	Simcoe	4	5	9
Halton	2		2	Stormont, Dundas and Glengarry	11	4	15
Hastings	7	3	10	Victoria	1	2	3
Huron	8	9	17	Waterloo	2	4	6
Kent	2	2	4	Welland	1	1	2
Lambton	3	5	8	Wellington	5	5	10
Lanark	3		3	Wentworth	4	3	7
Leeds and Grenville	7	1	8	York	7	6	13
Lennox and Addington		2	2	Muskoka-District	3	4	7
Lincoln	1		1	Nipissing District	1		1
Middlesex	7	3	10				
Norfolk	3	1	4				
Northumberland	2	1	3	Total	131	98	229

(c) LIST OF PUPILS in the Ontario Institution for the Education of the Deaf and Dumb for the year ending September 30th, 1886, with Post Office Address :

COUNTIES.	P. O. ADDRESS.
<i>Algoma District—</i>	
Bagshaw, Herbert J.	Big Lake.
<i>Brant—</i>	
Brockbank, Henry H.	St. George.
Foulds, Sarah	Brantford.
McKenzie, Robert M.	New Durham.
McPherson, Robert C.	Brantford.
Simmons, Marshall	New Durham.
Smith, Arch'd V.	Brantford.
<i>Bruce—</i>	
Burr, Annetta	Park Head.
Channon, Albert E.	Dyer's Bay.
Channon, Joseph M.	do
Fitzsimons, John	Glammis.
Grant, Ellen	Holyrood.
Gregg, Wm. J. S.	Port Elgin.
Morgan, Joseph E.	Kincardine.
McKenzie, Kenneth	Glammis.
McRitchie, Prudence	Maple Hill.
Pickard, Edward	Paisley.
Speer, Francis E.	Tara.
Zingg, Eva A.	Hanover.
<i>Carleton—</i>	
Armstrong, Levi	South March.
Baizana, Jean	Ottawa.
Hodgins, Michael L.	Diamond.
Montgomery, Harriet	Richmond.
McEwen, Rachel	Carsonby.
Morrand, Samuel	Ottawa.
Skeffington, Margaret	do
Gates, Jonathan	Coleman.
Jamieson, Eva J.	Ottawa.
<i>Durham—</i>	
Ballagh, Georgina W.	Starkville.
Lancaster, Annie	Port Granby.
McCulloch, John A.	Enfield.
<i>Elgin—</i>	
Blue, Duncan	Dutton.
Couse, Jenny	Fingal.
Dewar, Aggie	St. Thomas.
Henderson, Jonathan	Talbotville.
Hesner, Jacob H.	Rodney.
James, Ada M.	St. Thomas.
McCollum, Henrietta	Staffordville.
McIntyre, Dugald	Fingal.
McIntyre, Duncan	do
McMillan, Flora A.	Dutton.
Phillimore, Margaret	Alymer.

Essex—

Bal
Bal
Car
Do
Joc
Lat
Lat
L'E
Rob
Sep

Frontenac—

Cle
Cro
Mil
Rot
Spo

Grey—

And
Cal
Cap
Mid

Haldimand—

Bra

Halton—

Gill
Hin
New

Hastings—

Alla
Dru
Kin
McI
Swa
War
You
Gran
Hol
Irvin
Irvin
King

Huron—

Agne
Blac
Cun
Engl
Hay
Hen
Hogg
Krau
McC
Petty
Spur

3 (D.

COUNTIES.	P. O. ADDRESS.
<i>Essex—</i>	
Ball, Ernest E	Windsor.
Ball, Mabel	do
Campbell, Susan	do
Downey, Patrick	do
Jodoin, Noah	do
Lafferty, Matilda	do
Lafferty, Sophia	do
L'Herault, Nathalie	do
Robson, Joseph	Leamington.
Sepner, Albert E.	Windsor.
<i>Frontenac—</i>	
Clench, Wm. H.	Wolfe Island.
Crozier, Frederick W.	Fermoy.
Miller, Mary J.	McLaren's Mills.
Rousehorn, Geo. H.	Perth Road.
Spooner, Agnes E.	Glenburnie.
<i>Grey—</i>	
Andrew, Mand C.	Owen Sound.
Calvert, Francis A.	Horning's Mills.
Campbell, Wm. J.	Owen Sound.
Middleton, Thomas.	Horning's Mills.
<i>Haldimand—</i>	
Bradshaw, Thomas	Jarvis.
<i>Halton—</i>	
Gillam, Christopher.	Bronte.
Hinton, John	Kilbridge.
Newell, John R.	Milton West.
<i>Hastings—</i>	
Allan, Frank P.	Deseronto.
Druin, Matilda	Thant.
King, John	New Carlow.
McLean, Jennie.	L'Amable.
Swanson, Alex. O.	Belleville.
Wannamaker, Lucinda.	Eldorado.
Young, John C.	Madoc.
Grant, Charlotte A.	Hermon.
Holton, Charles Mc.	Belleville.
Irvine, Mary E.	do
Irvine, Eva G.	do
King, Robert M.	New Carlow.
<i>Huron—</i>	
Agnew, Ellen	Blake.
Black, Newton	Dungannon.
Cumming, Lilly M.	Dunlop.
Engle, George	Cranbrook.
Hayward, Mary A.	Clinton.
Henderson, James	Ethel.
Hoggard, Hepzibeth.	Londesborough.
Krause, Henrietta	Crediton.
McCulloch, Mary E.	Leadbury.
Pettypiece, Lovilla	Wingham.
Pettypiece, Mary	do
Sparling, Arthur	Kirkton.

COUNTIES.	P. O. ADDRESS.
<i>Huron</i> —Continued.	
Sparling, Wm. H.	Kirkton.
Smalldon, John Wm.	Cranbrook.
Wood, Nelson	Exeter.
<i>Kent</i> —	
Campbell, Marion	Chatham.
Crosby, Eliza A.	do
Fisher, John F.	do
McKay, Alexander	do
Sherman, Mary	Thamesville.
Thompson, William M.	do
Platt, Everett Victor.	Dresden.
<i>Lambton</i> —	
Hadden, James	Moore.
Lucas, Henrietta	Oban.
Mitchell, Mary B.	Sarnia.
McFarland, Aggie	Forest.
Steel, Edith	Point Edward.
Steel, Mabel	do
Summers, Thomas W.	Sarnia.
Turrill, David A.	Florence.
Wark, Walter A.	Sarnia.
<i>Lanark</i> —	
Brian, Levi	Carleton Place.
Lockhart, Alfred P.	Blakeney.
Malone, Peter J.	Almonte.
Thackaberry, William A.	Carleton Place.
<i>Leeds and Grenville</i> —	
Beane, Ernest E.	Prescott.
Earl, John	Glen Buell.
Howison, Albert E.	Brockville.
Murray, Matthew	North Augusta.
McLaren, Arch.	Prescott.
Rape, Cecelia	Lansdowne.
Hunt, Francis E.	Rockport.
Todd, Thomas	Whitehurst.
Todd, Richard	do
<i>Lennox and Addington</i> —	
Bradshaw, Agnes	Selby.
Campbell, Mary A.	Flinton.
<i>Lincoln</i> —	
Wallace, Wm.	Merritton.
<i>Middlesex</i> —	
Baker, Melissa	Newbury.
Bloom, Duncan F.	Wardsville.
Bryce, Lilly A.	Byron.
Cowan, Alfred H.	London.
Dark, David W. B.	London East.
Evans, Emma	London.
Fleming, Minnie	do
Gould, Wm. Henry	do
Green, Thomas M.	do
McCallum, Neil	Gladstone.
McIntire, Eliza A.	London.
Thompson, Simpson	London East.

COUNTIES.	P. O. ADDRESS.
<i>Muskoka District—</i>	
Dickson, George A.....	Pembroke.
Fletcher, Wm. N.....	Housey's Rapids.
Francis, Alice.....	Huntsville.
Gilbert, Margaret.....	Germania.
Hunter, George F.....	Burk's Falls.
Hanes, Emily L.....	Allansville.
McDowell, Mary.....	Stoneleigh.
Morrison, Barbara D.....	Reay.
Ross, James.....	Bracebridge.
<i>Nipissing District—</i>	
Joice, Robert.....	Sturgeon Falls.
<i>Norfolk—</i>	
Kelly, George A.....	Glen Meyer.
Bowly, Culver B.....	Simcoe.
McIsaac, John A.....	Delhi.
Lewis, Levi.....	Vaunessa.
<i>Northumberland—</i>	
Lyon, Arthur.....	Campbellford.
McArdle, Isaiah.....	Bowdley.
White, Alexander.....	do
White, Juliet.....	do
Wright, Thomas.....	Newcomb's Mills.
<i>Ontario—</i>	
Bernard, John F.....	Brechin.
Cannard, William.....	Oshawa.
James, Eliza L.....	do
King, John.....	do
Munro, Jessie Maud.....	Ashburn.
Stewart, George.....	Oshawa.
<i>Oxford—</i>	
Broom, Jane M.....	Woodstock.
Chantler, James.....	do
Chantler, John.....	do
Chute, Edwin G.....	Vandecar.
Stauffer, John F.....	Plattsville.
Whealy, Henry S.....	Norwich.
<i>Peel—</i>	
Beattie, Samuel.....	Norval.
Knight, Naoma.....	Caledon.
Little, Annie.....	Lockton.
<i>Perth—</i>	
Barthel, Edward.....	Sebringville.
Fuller, Margaret.....	Mitchell.
Jordan, Thomas.....	Dublin.
Kennedy, Margaret.....	Mitchell.
Moore, Claude O.....	Sebringville.
McLaren, Thomas.....	St. Mary's.
Quinlan, William.....	Stratford.
Rice, Charlotte.....	Fullerton.
Trachsel, John.....	Shakespeare.
Wolf, Barbara.....	Gowanstown.
Fuller, Arthur S.....	Stratford.
Pringle, Hugh A.....	Staffa

COUNTIES.	P. O. ADDRESS.
<i>Peterborough—</i>	
Emery, Wm. J.	Peterborough.
Isbister, John A.	Lakefield.
<i>Prescott and Russell—</i>	
Calhill, Patrick	St. Eugene.
Herrington, Isabella	Russell.
Herrington, Rachel	do
Labelle, Alexander	St. Albert.
Labelle, Noah	do
Leblanc, Moses	Pendleton.
Sicard, Moses	Clarence.
Borthwick, Margaret	Ottawa.
<i>Prince Edward—</i>	
Davis, Charles N.	Picton.
<i>Renfrew—</i>	
Meilenz, Charles	Pembroke.
Mick, Jessie	Micksburg.
McPhee, Gertrude	Palmer Rapids.
Fraser, Albert E.	Pembroke.
Russel, Janet	Renfrew.
<i>Simcoe—</i>	
Avarell, Samuel	Newton Robinson
Avarell, Sarah	do
Corbiere, Eli	Barrie.
Crosbie, Agnes M.	Lisle.
Johnson, Joseph N.	Barrie.
Lennox, David J.	Phelpston.
Morrison, Mary A.	Collingwood.
Munro, Mary	Mildhurst.
Norman, Hannah	Alliston.
O'Neil, Mary	Collingwood.
Rodger, John	Midland.
<i>Stormont, Dundas and Glengarry—</i>	
Baker, Laura M.	Woodlands.
Fanbert, Joseph	St. Isidore de Prescott.
Fetterly, Fanny	Morrisburg.
Gagne, Elzear	Cornwall.
Hanes, Christie	Chesterville.
Hanson, Robert	Morrisburg.
Hence, Henry A.	Glen Walter
Merchand, Edward C.	Morrisburg.
McDonald, Flora	St. Raphael.
McDonald, Hugh A.	Harrison's Corners.
McDonald, Ronald J.	do
Phillip, Louis	Cornwall.
Vallance, Christina	Woodlands.
Vallance, Isabella	do
Wylie, George W.	Vancamp's Mills.
<i>Victoria—</i>	
McRae, Murdock	Lorneville.
Reeve, George	Lindsay.
Robinson, Lueffa	Bobcaygeon.
Garden, Elsie	do

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COTTAGES.	P. O. ADDRESS.
<i>Waterloo—</i>	
Gottlieb, Henry	Ayr.
Nahrgang, Isaiah	New Hamburg.
Nahrgang, Louisa	do
Nahrgang, Mary	do
Thompson, Albert E.	Galt.
Turnbull, Agnes	do
Windenberg, Allan	New Dundee.
Gardiner, Florence A	Berlin.
<i>Welland—</i>	
Braven, Henry	Welland.
Lentz, Henry	Stevensville.
Lentz, Catherine	do
<i>Wellington—</i>	
Bridgford, Geo. T.	Harriston.
Farrell, Margaret	Salem.
Halliday, Emily J.	Harriston.
Kahler, Louis	Palmerston.
Mallet, Josephine	Teviotdale.
Munro, Albert G.	Palmerston.
Scott, Matthew	do
Watt, Margaret	Guelph.
Watt, Wm. Robert	do
<i>Wentworth—</i>	
Braithwaite, John A.	Carluke.
Bryce, William	Hamilton.
Clark, Robert W.	do
Feast, Linnie	do
Goodbrand, James	Ancaster.
Nolan, Elizabeth	Hamilton.
Pettit, Syrian H.	Stoney Creek.
Ryan, Charles	Lynden.
Stenebaugh, Wm. W.	Weir.
Macphail, Annie L.	Hamilton.
<i>Perry Sound District—</i>	
Weeks, Eva Charlotte	Magnetawan.
<i>York—</i>	
Burk, Jennie	Toronto.
Clark, Arthur E.	Aurora.
Cook, Joseph	Lemonville.
Elliott, Eva	Toronto.
Hill, Thomas	do
Hunt, Sarah	do
McGillivray, Neil	Purpleville.
Riddle, Frederick	Box Grove.
Shepherd, Anival	Aurora.
McGregor, Flora	Toronto.
White, Henry	do
Ladley, Alice	do
Hutchinson, Margaret	do
McGillivray, Mary A.	Purpleville.

LEICESTER UNIVERSITY
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SCHOOLS FOR THE EDUCATION OF THE DEAF IN CANADA, 1886.

NAME.	NO. OF PUPILS.		NO. OF INSTRUCTORS. †		Location.	Date of opening.	Chief Executive Officer.						
	DURING THE YEAR.*		Present, December, 1886.										
	Total	Female	No taught	Male	Whole No.	Deaf mute. ‡	Semi-mute. ‡	Method of Instruction.	School-hours.	Trades. **			
1 Catholic Male Deaf and Dumb Institution for the Province of Quebec.	117	117	0	30	74	\$27,27	0	3	0	Manual and oral.	Five hours	Bo., Cab., Car., Fa., Ga., Pa., Pr., Sh., Ta., Wt.	
2 Institution for the Female Deaf and Dumb of the Province of Quebec.	185	0	185	60	139	\$85	0	35	0	do	84 to 114 and 1 to 34	Bo., Cab., Car., Fa., Ga., Pa., Pr., Sh., Ta., Wt.	
3 Halifax Institution	74	39	35	10	68	5	3	2	1	do	9 to 11: 114 to 124 and 2 to 4.	Car., Ga., Sh.	
4 Ontario Institution	284	168	116	33	243	15	7	8	2	do	9 to 12 and 1 to 3.	Car., Dr., Sh., Ta.	
5 Mackay Institution	32	23	9	12	25	9	2	0	0	do	9 to 12 and 14 to 38.	Cab., Car., Dr., Pr.	
6 New Brunswick Deaf and Dumb Institution.	20	11	9	2	15	2	2	0	0	do	9 to 12 and 2 to 4.	Car., Fa., Pa., Sec., Sh., Ta.	
7 Fredericton Institution for the Education of the Deaf and Dumb.	757	383	374	147	601	90	42	48	8	3	do	None.	None.
7 Schools in Canada.													

* Including those who have left school during the year. † Including the principal. ‡ Not including the semi-mute teachers. § Comprising industrial instructors. Bo. = Book-binding. Cab. = Cabinet-making. Car. = Carpentry. Dr. = Dress-making. Fa. = Farming. Ga. = Gardening. Pa. = Painting. Pr. = Printing. Sh. = Sewing. Sh. = Shoemaking. Ta. = Tailoring. Wt. = Woodturning. (a) No. 403 St. Louis street. (b) For the year 1884.

EXPENSES LAST YEAR.	EXPENSES THIS YEAR.
...	...

AMENDED BY LAWS OF THE ONTARIO INSTITUTION FOR THE EDUCATION OF
THE DEAF AND DUMB, BELLEVILLE, REGULATING THE ADMISSION AND
DISCHARGE OF PUPILS.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Parents will also state the nearest railway and telegraph station.

REPORT OF THE PHYSICIAN TO THE INSTITUTION.

R. CHRISTIE, Esq.,

BELLEVILLE, October 1st, 1886.

Inspector of Prisons and Public Charities, Ontario.

SIR,—I have the honour to submit the Medical Report of the Ontario Institution for the Deaf and Dumb for the year ending September 30th, 1886.

The health of the pupils during the year was all that could be desired, and the fact that since my last report was written no case of serious illness occurred, argues well for the Institution's sanitary arrangements which are in so satisfactory a condition that even the number of trivial complaints was reduced almost to a minimum. A clean bill of health has been presented to me for days in succession, and the usual morning report of the Superintendent during the term was that all the pupils were well and in their respective classes.

During the spring months several cases of bronchitis occurred, the result of colds, which are almost inevitable at that season; but as the children were carefully looked after from the time of its first manifestation a few days sufficed to restore them to health. Prurigo, a skin disease, troublesome but not serious, also made its appearance, and several were affected.

The surgical cases were few indeed, and unimportant, consisting of contusions, sprains and the like. There was not a single case of fracture during the session.

Measles were prevalent in the city and vicinity and were introduced into the Institution by one of the female servants, but fortunately none of the children contracted the disease.

The officers, teachers and employees generally, together with the members of their respective families were equally fortunate in being remarkably free from sickness during the year.

No pains have been spared in regard to the comfort of the pupils. Their clothes are kept in good order, and good clothing is furnished to those who are not in a position to secure them otherwise. The food is wholesome and well prepared, and the attention given to the diet by those in charge is so strict that one could at any time have a comfortable meal in the pupils' dining-room. The dormitories, class-rooms, etc., are kept scrupulously neat and clean and the surroundings made as pleasant as possible.

During the summer vacation the building was thoroughly renovated, the woodwork and walls of those rooms requiring attention having been painted and the whole interior made as comfortable as possible.

Our water supply continues satisfactory. An additional pipe which was laid down during the summer removes the danger which heretofore existed, and we need henceforth have no fear of a water famine should the pipe now in use get out of order.

I have the honour to be, Sir,

Your obedient servant,

J. B. MURPHY, M.D.,

Physician.