

was little valued. Benevolence in a systematized embodiment was not practised by the ancients. On the contrary, measures were adopted to eradicate sympathy in the human breast. The Roman pastimes were brutal. Thousands flocked to the gladiatorial spectacles, where captives, slaves, or convicted criminals closed in deadly strife. In the arena men fought with wild beasts, and thousands gazed with delight at the horrid scene. The thank-offering of the Roman for victory was blood. A procession to celebrate a great battle was considered a failure if the conquered leaders were not slain in the sight of the people. Thanks to Christianity for the change effected. Our benevolent institutions are the product of its benign influence.

Incapacity of speech results from the want of hearing—not from any physical imperfection in the organs of speech. All therefore who are deaf from birth must be necessarily dumb. The first attempt made to convey instruction to the deaf and dumb was by a Benedictine Monk, who died in the year 1584. The first British institution for the instruction of the deaf and dumb was established in London in 1792. In 1810 Edinburgh had a similar institution. The obstacles to the communication of knowledge in the case of this unfortunate class would seem almost impossible of removal. The work of the teacher is like that in which a man is engaged who attempts to convert a savage sterile soil, where no vegetation has hitherto germinated into a fruitful garden. Skill, patience, and a determination to succeed in spite of all difficulties are necessary to success. Before the instruction of the deaf and dumb was attempted they were regarded as intellectually unable to receive instruction; they were treated as if they were hopeless imbecile. Parents in the great majority of instances were ashamed of their offspring, when found not to have the sense of hearing. The little ones were either consigned to a remote corner in the house, or were boarded in the country. Progress in the art of teaching has been necessarily slow, but successful enthusiasts in it have made wonderful progress.

Until systematic teaching was undertaken the number of deaf and dumb persons was under-estimated. In Europe it is found that there is one to 1593 of the population. It is somewhat remarkable the number is greatest in mountainous or hilly countries. Thus, for example, in the highlands of Scotland there is one to 1156 of the population, while in the southern portion of the country the proportion is one in 1840.

Yesterday the examination of the institution for the Deaf and Dumb, under the able management of Mr. Hutton, took place in the Young Men's Christian Association building. The room was crowded by an intelligent audience, but the heat was insufferable, owing to defective ventilation, the only passages for fresh air being small circular windows—a defect in the large rooms of the building which the Directors will doubtless correct.

When Mr. Hutton's pupils appeared for examination one was struck with their intelligent and happy look. They appeared in all respects as children possessing the five senses in perfection. Their eagerness to comprehend the ideas conveyed by their teacher was indicated by the expression of their countenances, and they went through their exercises with a degree of alacrity, which proved the pleasure imparted by the expansion of their intellect, the attainment of knowledge, and the

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