

fellow in legible hand wrote the word "hat." Next, a coat was shown him and with equal quickness the name was written. Other signs being made to him, he wrote *a cow, a dog, a cat, a man, a boy, a horse*, with a cleverness seldom seen in a boy of his age possessing all his faculties. He next wrote *Jimmy*, his own name, after which the Principal told him to write his name and the little laughing fellow quickly wrote *Mr. Hutton*. The Principal gave an exercise to the whole junior class, combining colors with the names of objects. He showed them a coat, and each with a piece of chalk wrote on the board simultaneously *black coat*. Paper of different colour being shown they wrote the names as, *pink paper, brown paper, white paper*. A few other interesting exercises closed the examination of the first class.

The next class were requested to write simple sentences. After writing their names, ages and residences, they were asked if they were fond of school. All wrote:—"I like school." How much?—"Very much." To the question, can you read? the following answers were given: "I can read a book a little." "I can read pretty well." "Yes sir, I can read," &c. Can you write a letter? "I can write a letter a little." "I can a letter pretty well." "I can a letter," wrote a third. One little girl had learned to speak somewhat articulately in the two years she has been in the Institution, and turning to the audience said pretty distinctly "*I can write a letter pretty well*." They were next asked to write from an action. The Rev Canon Cochran then put his hat on his head, and each wrote what he saw, as "he put hat on,"—"he put hat off." The Principal remarked that those small words such as *of, on, to* &c., gave them far more trouble than larger ones. From an exercise of simple actions, he proceeded to a combination of actions and told them to write what they saw him do, and they wrote accordingly, "You took out your knife and opened it," &c. They were equally expert in answering questions in geography, history, and notation &c. which the Principal put to them in signs, they writing the answer on the blackboard. The Principal remarked that when the mutes got as far advanced as ordinary children are when they first enter the common school, they have then mastered the principal difficulty by associating objects with their names. They also showed much aptness in answering questions from Scripture, and exhibited a great veneration for everything Sacred. The other classes were examined in a similar manner in geography, history, arithmetic, besides in various games, sports, trades, professions as well, imitating the drunkard, which they can do to a marvellous degree of perfection. The whole exercises gave the greatest satisfaction to all present, and the last, that of repeating the Lord's Prayer in the sign language, simultaneously, was exceedingly solemn. The Principal Mr. Hutton, kindly interpreted many questions asked from time to time, and at the close invited all who desired to come and visit the Institution when the scholars resume their studies after vacation which commences next Wednesday.

The hour of visiting, is from 2 o'clock on Tuesday and Friday afternoons to 4.

THE ANNUAL day afternoon interested all the citizens and the presence of Rev. Canon Cochran induced the people to attend reluctantly at the Government Dr. Clay and J. Scott Hutton and unprejudiced touching to for the past called to a deeply than people of the was 50—being in Halifax, a struction. The attended that years of age, the proceeding all gone away.

Mr. Hutton mon objects, tences. They could write they understood attended the limited range derful grammar articulate so audience. The tions in Geography in A the language.

The pupils trades;—such making, &c. as David and the storm, & Prayer. The than thankf adore the H ingly satisf well as to w training. In with which We trust th creasing reg