

in the last six years Nova Scotia has expended *Twenty Five Thousand Dollars* on the instruction of her deaf mutes, half of this sum having been raised by the spontaneous liberality of the people,—an example worthy of imitation by countries of greater pretensions.

The annual expenditure of the Institution, including salaries of Principal, Matron and assistant teacher, is about \$5000, being an average cost of only \$120 to \$125 per head for each pupil, while in all similar Institutions on this continent the average is from \$150 to \$175 per head; so that, in respect of economic management, the Halifax Institution may challenge comparison with any in America. The sources of income are the following:—

1. An annual grant of \$2,000 from the N. S. Legislature.
2. An allowance of \$40 per annum from the New Brunswick Government for every pupil received from that Province.
3. Voluntary Contributions (about \$2000 annually.)
4. Payments of Pupils, amounting only to one-eighth or one-ninth part of the whole receipts.

The course of training is intended to extend over *six years*, and embraces both an Intellectual and an Industrial Department,—the latter, however, but imperfectly developed, as yet, for want of funds. In the Intellectual Department the system adopted is similar to that pursued in the best Institutions for the Deaf and Dumb in Great Britain and the United States. *Natural Signs* and the *Finger Language* (both single and two handed) are the chief instruments employed in the communication of knowledge to the pupils. The antiquated method of *Articulation* and *Reading on the Lips* is deliberately set aside, being as a system inapplicable to a mixed school—of practical value only in a comparatively small number of exceptional cases, where the hearing and speech may be but partially impaired, or where the voice retains some naturalness and flexibility of tone,—and, in any circumstances, involving an expenditure of time and labour, altogether disproportioned to its results,—besides seriously retarding the mental and moral improvement of the Deaf and Dumb, and their acquisition of *written language*, which, after all, must constitute for them the grand medium of intercourse with society, and the key to every department of knowledge.

The pupils are led by successive steps, from simple names of objects, qualities, and actions, up through the various difficulties of the English language, until they are able to express their ideas in connected sentences, and consequently to understand the thoughts of others, both in ordinary conversation, and in books. They also receive instruction in Arithmetic, Geography, History, and the Bible, in short, in all branches of a common education,—the object being to give the pupils such an education as may place them on a level with the majority of hearing persons in the same rank of life, to fit them for the right discharge of all moral, social, and relative duties, and thus prepare them for usefulness in time and happiness in eternity.

Since assuming the duties of my present position I have undertaken several tours through Nova Scotia, New Brunswick, and Prince Edward Island, accompanied by some of our pupils, and have been successful in diffusing information and in awakening considerable interest in the subject, in the various localities where our meetings were held; and as part