

is sufficient to say that the condition of these too much neglected beings is not an enviable one, and that all honor and support are due to those who undertake the gigantic task of their training, by means of which in many instances from being a burden to themselves and friends they are raised to positions of happiness and usefulness.

The difficulties to be encountered were illustrated by the fact that the average deaf and dumb pupil after four or five years of instruction does not possess as great a command of language as an ordinary child of six years of age. As already stated, it is necessary to convince him that objects *have* names and that a combination of certain characters represent an object. This, of course, is a work of time and patience.

Several questions were then put to the pupils, such as—What was your object in coming to this Island? What is the rainbow a sign of, and what do you think of Harbor Grace?—all of which were answered in a most intelligent manner through means of the blackboard. The hand-writing was remarkably good, and executed in double quick time. By-the-by, the reply to the last mentioned query indicated that the lads held the country and people in better estimation than does Mr. David Kennedy, junior. They were pleased with its general appearance, and “agreeably surprised” to find it supplied with water and gas. Their acquaintance with arithmetic was also shown to be comparatively extensive. Next followed what, to the younger portion of the audience at least, must have proved the *la creme de la creme* of the proceedings—an exhibition, of those natural signs through which the deaf-mute describes to others, things and their qualities. These, the lecturer explained, were no part of the course of instruction; on the contrary, in the first instance the teacher becomes the pupil. The naturalness and *comicality* with which the cat, the pig, the monkey, the horse, the barber, and the fop were represented, called forth shouts of laughter, and well showed their marvellous powers of observation and imitation.

Christ opening the eyes of the blind man was illustrative of sign language as the first means employed to convey moral and religious truth to their darkened minds. The Lord's Prayer was then repeated in manual alphabet by Mr. Hutton and the two lads, after which a collection was taken up, amounting to what was subscribed to about eighty dollars. An interesting scene now ensued. Archibald Pelly, a deaf-mute who was present and greatly enjoyed the performance, was introduced to the lecturer by Mr. Makinson. It was touching to hear the poor fellow “sign” his lament that when *he* was little, no one taught *him* to write. Mr. H's opinion being asked as to whether or not he was capable of learning, he replied that with his evident remarkable intelligence it was quite possible; but that he feared a man of his age (36 years) would find the confinement of a school room irksome. The best age was from ten to fifteen years. A resolution of sympathy similar to the one passed in St. John's, recommending the Institution to the support of the Government, was then moved by R. S. Munn, Esq., and seconded by the Rev. A. Ross, and unanimously adopted. A vote of thanks was next given to Mr. Hutton for the interesting and forcible manner in which he had presented the claims of the Halifax Deaf and Dumb Institution to the sympathy of the public of Harbor Grace.

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