

THE

SECOND ANNUAL REPORT

OF THE

Institution for the Deaf and Dumb,

AT

HALIFAX, NOVA SCOTIA,

FOR

1859.

"He maketh both the deaf to hear and the dumb to speak."—MARK xii. 37.

HALIFAX, N. S.

PRINTED BY JAMES BOWES AND SONS.

1860.

INSTITUTION FOR THE DEAF AND DUMB,
GOTTINGEN STREET, HALIFAX, N. S.

Patron.

THE RIGHT HON. THE EARL OF MULGRAVE,
Lieutenant-Governor and Commander-in-Chief of the Province of Nova-Scotia.

Patroness.

THE RIGHT HON. THE COUNTESS OF MULGRAVE.

Directors.

ANDREW MACKINLAY, Esq. (Chairman.)
HON. J. H. ANDERSON.
DR. COGSWELL.
JOHN NAYLOR, Esq.
JOHN DUFFUS, Esq. (Treasurer.)

Secretary.

REV. JAMES C. COCHRAN, M. A.

Principal.

J. SCOTT HUTTON, Esq.

Assistant Teacher.

MR. WILLIAM GRAY.

Natron.

Mrs. VINECOVE.

Physician.

D. McN. PARKER, Esq., M. D.

Dentist.

DR. ALFRED COGSWELL.

Visiting Ladies.

MRS. COCHRAN,	MRS. MACKINLAY,
MRS. DUFFUS,	MRS. J. H. ANDERSON,
MRS. J. W. JOHNSTON,	MRS. J. NAYLOR,
MRS. SILVER,	MRS. C. MURDOGH,
MRS. FERNS,	MRS. BARSS.
MRS. BRAINE,	MRS. ALFRED COGSWELL.
MRS. NEWTON BINNEY,	<i>Mr. Jones</i>

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REPORT.

AFTER the lapse of another year the Directors have much pleasure in offering, for the information of the public, the following account of the progress of the Institution during the year 1859 :—

And they feel bound, in the first place, to acknowledge the goodness of Almighty God, who alone can crown the efforts of man, in any undertaking, with success, for the manifest blessing which He has vouchsafed to their exertions in behalf of the Deaf Mutes of Nova Scotia.

A powerful and widely spread interest has been awakened, in behalf of this hitherto neglected class of our population, as evinced by the large numbers who have attended the public meetings which have been called in town and country, and by the greatly increased amount of collections and donations received during the year,—these being more than twice the amount contributed in the previous year, as will be seen by the Appendix.

The Directors thankfully acknowledge the liberality of the Legislature, in bestowing upon the Institution the increased grant of £400, which was done upon the report of a committee of the Assembly, after a careful examination of the Institution in all its branches.

To the Provincial Parliament of Nova Scotia belongs the honorable distinction of being the first among the Colonies of the Empire thus to recognise the claims of the Deaf Mute portion of our population to share in the educational advantages so long exclusively bestowed on others. Our country will assuredly reap a positive benefit from this humane and enlightened policy, by its qualifying hundreds who have hitherto been unprofitable if not burdensome to society, to assume a position, intellectually and socially, at once comfortable to themselves and useful and honorable to their country,—to say nothing of the still higher benefits imparted to them by instilling into their dark minds the all-important truths of Religion.

No act of the Legislature of this Province redounds more to its honor than the readiness and liberality with which it has responded to the applications made for the endowment of this Institution.

are generally straitened,—that various needful appliances are yet wanting, and that therefore it is hoped the contributions of its friends will not slacken, but rather continue to flow in, with a liberality corresponding to the growing demand.

The Directors, in conclusion, would earnestly commend the Institution to the support and the prayers of the benevolent of all denominations; and they respectfully invite its friends to search out in their neighborhood all Deaf Mutes of suitable age, whether rich or poor, who will be gladly welcomed to the enjoyment of all the benefits of the Institution, in the full faith that the means of their support will, by the Divine Blessing, be forthcoming in the future, as has been the case in the past.

By order of the Board,

JAS. C. COCHRAN, *Secretary*.

Halifax, Dec. 31, 1859.

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TO THE DIRECTORS

Gentlemen,—

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AN, *Secretary.*

REPORT OF THE PRINCIPAL.

HALIFAX, N. S., December 31, 1859.

TO THE DIRECTORS OF THE DEAF AND DUMB INSTITUTION :

Gentlemen,—The time has again come round when it becomes my duty to lay before you the usual Report on the state of the Institution.

A season like the present naturally suggests the idea of a retrospect of the year that is now drawing to a close. It will therefore be neither unnecessary nor inappropriate for me, on this occasion, briefly to glance at the leading points of interest connected with the history of the Institution during the last twelve months.

The first circumstance to which I would advert is one which at once calls for grateful acknowledgement, while it is also fitted to inspire us with hope, and stimulate to unabated activity and perseverance in our efforts to place the Institution on a solid and permanent basis. I refer to the confidence which the Legislature manifested in the Institution by increasing the grant last session from £300 to £400. This I feel to be no less creditable to the philanthropic spirit of the Legislature than it must be cheering and encouraging to the friends of the deaf mute throughout the Province.

To NOVA SCOTIA, I believe, belongs the honor, the noble distinction of having been the foremost among the Provinces of British North America practically to recognize, *through its Legislature*, the claims of the deaf and dumb. In this respect she has taken precedence of all the British North American Colonies, if not of all the dependencies of the empire. Indeed, so far as state provision for the deaf and dumb is concerned, NOVA SCOTIA has set an example which might and ought to be imitated by the mother country itself. It certainly does not seem consistent with the high character for enlightenment, liberality and philanthropy which Great Britain has deservedly earned among the nations of the earth, that while providing, to a great extent, for the education of her other children *from the national purse*, she has hitherto ignored the claims of her deaf-mute population, making no provision for them whatever, but leaving them altogether dependent for the blessings of Christian instruction and care upon the precarious and fluctuating means derived from voluntary contributions.

It is gratifying to see this subject beginning to engage the attention of our young and rising Colonies on this side the Atlantic. Among the lower Provinces NOVA SCOTIA has taken the initiative, but I am glad to learn that a movement, originated, as I understand, by Mr. J. G. MCGANN, formerly of Ireland, and lately of the New York Institution for the Deaf and Dumb, has been set on foot in Upper Canada, with the view of providing for the neglected, untaught, deaf mutes there. A society has been formed, and a school numbering, last spring, some *eight* pupils,* opened in Toronto, to which the Canadian Parliament, last session, gave a grant of £100. So far, however, as I am aware, NOVA SCOTIA has not only been the first in the field in this labor of love, but she has also, as yet, exhibited greater heartiness and liberality in the cause than her sister Provinces, and I do hope that her example will not be without its effect in arousing all, but especially the adjoining Provinces of New Brunswick and P. E. Island to a sense of the sad and forlorn condition of the deaf and dumb who dwell all around us unheeded and uncared for, and of the solemn responsibility resting on every Christian state to throw the mantle of its protecting charity and fostering care over these "afflicted children of silence."

Another circumstance of a pleasing and encouraging kind deserving of notice is the gradually increasing interest manifested in our cause by the community generally. This is evinced by the large and attentive audiences that assemble to witness the periodical exhibitions of the pupils,—by the number of visitors to the school on the days upon which it is open for inspection,—by the fact that the contributions to the funds do not come from one or two particular localities but from all parts of the Province, and even from New Brunswick and P. E. Island,—and by the greater attention and prominence given to the Institution in the public prints. Since the beginning of the present year the Institution has been visited by nearly 300 persons from various parts of Nova Scotia and the lower Provinces, as well as from Canada and the United States. Among these we have had the honor of the following distinguished visitors: His Excellency the Earl of Mulgrave, and the Countess of Mulgrave and family; Sir William F. Williams, Bart. of Kars, Commander-in-Chief of the forces in British North America; the celebrated philanthropist, Miss Dix; the Superintendent of Education; the Hon. William Young, &c.—all of whom expressed their interest in, and satisfaction with, what they witnessed. Her ladyship the Countess of Mulgrave has visited the school repeat-

* Since the above was written I have learned that the number of pupils has increased to twenty, and that efforts are being made to raise funds sufficient to procure a boarding establishment in connection with the school.

edly, and takes pupils.

The removal of of August last was and health of the possession of a excellent internal external appearance on the Institution since we removed seem to give general reputation may now beauty and health which it is surro the facilities at c of prosecuting th unworthy to aspiri tution for the educ of British North A

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engage the attention of the pupils, and takes a warm and lively interest in the progress of the pupils.

The removal of the Institution to our present premises in the month of August last was a fortunate step, both as regards the accommodation and health of the pupils, and its effect upon the public at large. The possession of a building combining, as this does, the advantages of excellent internal accommodation with a pleasing and even imposing external appearance has, I believe, conferred new dignity and importance on the Institution. Public interest has sensibly increased ever since we removed here, and the household and other arrangements seem to give general satisfaction. On the whole, the friends of the Institution may now congratulate themselves that, whether as respects beauty and healthfulness of the situation, the extent of the grounds by which it is surrounded, the architectural character of the building, or the facilities at command for securing the comfort of the inmates, and of prosecuting the work of instruction, the Halifax Institution is not unworthy to aspire to the honorable position of being *the* general institution for the education of the deaf and dumb of the lower Provinces of British North America.

The tour to the westward on behalf of the Institution, during the month of August, on which I have already reported to you at length, was not only satisfactory as far as the immediate *pecuniary* results were concerned, but also served to make the Institution, with its objects and claims, still more widely known than they previously were, and enlisted the sympathies of the community in that part of the country. One cause of neglect from which the deaf and dumb have hitherto suffered, is to be found in the ignorance that prevails in regard to them even among intelligent Christians. Such periodical journeys, therefore, seem to be the most effectual means that can be employed to dissipate this ignorance and remove the consequent apathy existing on the subject, affording as they do a practical and appreciable exhibition of the benefits the Institution is conferring on those who have come within the sphere of its operations. The kindness everywhere extended to the deputation reflects the highest credit on the benevolence and hospitality of the people of this country, but I believe we have seen, as yet, only a part of the harvest of good to be reaped from these efforts for the deaf and dumb of Nova Scotia.

The internal history of the Institution during the past year, also affords, on the whole, matter for devout rejoicing and of thankfulness to the Giver of all good. The health of the pupils has been improved, and the domestic comfort of the establishment enhanced by removal to our new abode.

The division of time, and the daily routine of the Institution remain, with little or no difference, the same as detailed in last Report.

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I append a list of the pupils who have been in attendance at the School since the 1st January, 1859. Our present number is *thirty* divided as follows:*

	MALES.	FEMALES.	TOTAL.
Boarders.....	14	10	24
Day scholars.....	5	1	6
Aggregate.....	19	11	30

Seven new pupils have been admitted within the year. *Three* have ceased attending, and *one* has been removed by death, making the number at present under actual instruction, as above stated. Of the whole number, *nine* only are able to pay in full for tuition and board; *ten* make partial payment, and the rest are maintained at the expense of the Institution.

Our numerical growth compares favorably with that of similar institutions. In the last report of the Institution for the Deaf and Dumb at Cave Spring, GEORGIA, U. S., the number of pupils is given at twenty-nine, which is even smaller than in our own, though the Georgia Institution has been established since 1849, and this Institution is only now entering on the fourth year of its existence. It is also worthy of remark that the Georgia Institution is supported by a liberal appropriation from the revenue of the State, their income and expenditure for the past year being over \$8,000—a sum more than *twice* as large as the income of the Halifax Institution. The CAMBRIAN Institution for the Deaf and Dumb, at SWANSEA, also had no more than twenty-five pupils, after being in operation for ten or twelve years. These facts I notice, not for the purpose of invidious comparison, but simply as affording ground for gratitude and encouragement in reference to the work in which we are here engaged.

The boarders have generally enjoyed good health during the past year, but within the present month we have been visited by the epidemic at present so prevalent in the city—*measles*. The disease has, however, appeared in its mildest form, and all who have been attacked are now either quite well or rapidly recovering.† In connection with this, I cannot forbear expressing my grateful sense of the kindness and attention of D. McN. Parker, Esq., M. D., during the illness of the pupils. He is entitled to the warmest thanks for his valuable services, tendered as they have been, on all occasions, *gratuitously*. My acknowledgments are also due to Dr. A. Cogswell, Dentist, for professional aid kindly rendered to the inmates of the establishment.

* One additional pupil has been admitted since this was written, making the number at date of the publication of this Report, *thirty-one*.

† All have now completely recovered.

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The conduct and deportment of the pupils has been, as usual, satisfactory. Most of the pupils have been exemplary in attention to their studies, and harmony and good order have generally prevailed.

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OUT-DOOR EXERCISE AND EMPLOYMENT.

The subject of regular exercise and useful employment for the pupils during the hours they are not engaged in study, has received considerable attention during the year, particularly since our removal to the new premises, where the facilities for this are so much superior to what we had at the old school-house.

After school, when the weather is fine, the pupils amuse themselves out of doors in various ways. The boys betake themselves to running, leaping, ball, cricket, &c., for which they have ample scope in the field behind the Institution, and of which, through the kind permission of the owner, Mr. Billing, they are allowed the use. *Skating and coasting* are also favorite pastimes with them at the present season.

The girls, in summer, are allowed to play on the lawn in front of the house. A swing has also been erected for them in the shrubbery at the north end of the building. When the weather is unfavorable, they have recourse, within the house, to skipping rope, battle-dore and shuttle-cock, &c., with which, through the kindness of Messrs. Della Torre and Rayner, and some of the Ladies' Committee, they have been supplied.

In addition to these means of active recreation, care is taken to train them to useful habits. The girls regularly assist in the various departments of house-work, and receive instruction in needle-work at certain hours, under the superintendence of the Matron.

The lads and young men are also taught to make themselves useful. Some of them are employed in the garden, while others find scope for their mechanical ingenuity in the carpenter's shop. As an illustration of the practical advantage of this, it is worthy of particular attention that *all our school-room desks and benches were made on the premises by some of the young men*, thus effecting a considerable saving in the Institution. Some of the young men have a decided turn for carpentry and joiner work, and have, in various ways, done good service to the Institution by their handicraft. The amount thus saved I could not exactly estimate, but I know that it must be very considerable.

The want of suitable physical exercise for the male pupils during the winter season, and when the weather does not admit of their being out of doors, has been much felt. In order to secure this important and necessary means of promoting health and affording pleasant relaxation from the fatigues of study, I propose, so soon as the weather is favorable, to enclose a portion of the play-ground behind the Institu-

tion as a gymnasium, providing the necessary fixtures, so as to furnish the lads with wholesome exercise and amusement at all seasons of the year. The close application to study which the peculiar circumstances of the deaf and dumb necessitate during their residence in an Institution, coupled with the fact of their general physical susceptibility and not unfrequent predisposition to certain diseases, render regular bodily exercise of special importance to them. It would confer a favor and a benefit on the Institution if some benevolent individual or individuals would step forward and supply us with a complete set of gymnastic apparatus.* The deaf and dumb have surely as strong claims on the sympathy and kindness of the friends of humanity as any of the sons and daughters of misfortune. The calamity under which they labor is not, as is but too often the case, even with the insane and the blind, superinduced by their own personal misconduct or violation of natural laws, but comes upon them directly from the hand of heaven. "Neither hath this man sinned nor his parents, but that the works of God should be made manifest in him."—John ix. 3.

SUBJECTS OF STUDY.

The work of instruction has been regularly prosecuted during the past year, interrupted only by the annual summer vacation and such occasional holidays as have occurred since the date of last Report; and the results of the labors of the session, on the whole, are as satisfactory as could reasonably have been expected. At the same time I will not conceal the fact that success has been materially modified by the following among other circumstances, which ought not to be overlooked in forming an estimate of the comparative efficiency of the school:

1. The recent origin and mixed character of the school.
2. The want of a sufficient staff of instructors.
3. Our isolated position and consequent deprivation of the advantages of professional intercourse and mutual interchange of suggestion and experience with others engaged in the same work. This, of itself, is a matter of no slight consequence.

An Institution like ours, in its infancy, must, of course, be greatly at a disadvantage compared with old established Institutions. Completeness of organization, a sufficient staff of accomplished instructors,

* In connection with this, I would enlist attention to the following extract from the thirty-third Annual Report of the OHIO INSTITUTION:

"A well-furnished gymnasium has been erected to afford the male pupils facilities for exercise and amusement. A large portion of the necessary fixtures were generously presented to the Institution by an association of young men in Circleville, Pickaway County. It has proved a useful addition to the means of promoting the health of the pupils."

It is to be hoped that some of the societies of young Nova Scotia may be prompted by this example, "TO GO AND DO LIKEWISE."

the most approved practical processes experience of a success cannot be brought months and years can be elaborated, and efficiency. A there is necessarily one which has been low level of ignorance higher standard of been in a condition stimulus to exert vanced classes exercise only at the time to show how far it and example inspire order that they also cession of new ideas intercourse with of from the elder, is a of which can hardly in the present instance general state of the

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The proportion than in most other In the United States members, this class pils of nearly uniform we have only two at one stage, have task of instructing satisfactorily accomplished week can be devoted the purpose of promoting have been greatly should be kept steady

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the most approved apparatus, well-digested methods and ingenious practical processes (the results in old Institutions of the combined experience of a succession of talented and cultivated minds,)—all these cannot be brought to bear on the work at the outset. Much time—months and years—must necessarily elapse before a satisfactory system can be elaborated, and everything is reduced to a state of thorough order and efficiency. Add to this that in an Institution newly commenced there is necessarily wanting the *intellectual atmosphere*, so to speak, of one which has been long established. All the pupils being on the same low level of ignorance and mental inactivity, they have not in view any higher standard of attainment already reached by those who had once been in a condition identical with their own, and therefore possess little stimulus to exertion. In an old established Institution the more advanced classes exercise a powerful influence for good upon those who are only at the threshold of their educational course. While serving to show how far it is possible for the junior pupils to rise, their presence and example inspire the latter with greater ardour and perseverance, in order that they also may reach the same honorable position. The accession of new ideas and incitements to thought which, in their daily intercourse with each other, the younger pupils of a school receive from the elder, is also an element of intellectual progress the importance of which can hardly be over-rated. The want of this moral advantage in the present instance has, I believe, had a sensible effect on the general state of the school.

The *mixed character* of the school is another drawback to thorough efficiency. Some of our pupils are day-scholars and others boarders. They are of all ages, from seven to twenty-seven. They come dropping in, generally, *one* at a time, at all seasons of the year, and they vary much in ability, character and habits; hence irregularity of attendance on the one hand, and the impossibility of effective classification on the other, have, to a considerable extent, retarded progress.

The proportion of teachers to the number of pupils is also smaller than in most other institutions for the deaf and dumb on this continent. In the United States the average is *one* teacher to a class of *sixteen* members, this class always consisting, it should be remembered, of *pupils of nearly uniform capacity, at the same stage of progress*. Here we have only *two* instructors for thirty pupils, who, so far from being at one stage, have to be divided into *seven* separate grades, so that the task of instructing them is much increased in difficulty, and is not satisfactorily accomplished after all. On an average only *two hours a week* can be devoted to *each pupil*, which is manifestly inadequate for the purpose of proper instruction. These considerations, which might have been greatly extended, but which I have only touched upon, should be kept steadily in view if a just appreciation is to be formed of

the results of the labors of the past year. I may further mention that in the Georgia Institution already referred to, there are three instructors besides the principal, for a school of *twenty-nine* pupils.

I proceed now to lay before you the subjects of study, with the progress made by the pupils in each branch. Some modification has necessarily taken place on the classification of last year, and the following is the present order of arrangement:—

The School is divided into two classes, one of which is under the immediate care of the assistant, and the other of myself.

In the **FIRST** or **JUNIOR** Class, consisting of thirteen pupils, there are *three* divisions or grades. The **SECOND** or **SENIOR** Class embraces seventeen members, at *four* different stages of progress.

FIRST CLASS.

I.
Mary Jane Musgrave.
William Dixon.

II.
Duncan Ross.
Emma Jane Lucas.
Christiana Ross.

III.
Annie McKegan.
Catherine S. Hamilton.
Ellen Hamilton.
Elizabeth Macpherson.
Jane Maria Payzant.
John Ross.
George Morse.
Clara Latimore.

I.

(Standing, from *three* to *four* months.)

The pupils of this Division have learned the Alphabets, manuscript written and printed, together with a vocabulary of about two hundred Common Nouns and Adjectives, and a few simple phrases. They write a good round hand on the slate, and have daily practice in writing in copy-books.

II.

(Standing, twenty months to seven weeks.)

This Division has learned a still larger number of words than the foregoing—Adjectives and Nouns in combination, and are now studying the singular and plural of Nouns.

Christiana Ross can also numerate and write the figures as far as 100. Though only a few weeks in the School her progress has been quite as good as that of others who have been as many months.

III

(Average standing one year.)

This Division consists, with only one or two exceptions, of pupils of bright parts and excellent promise, and their progress has been correspondingly good.

Their VOCABULARY

the days of the color, form and size

In COMPOSITION phrases—the use

the two Present Tenses

Present Habitual Pronouns *I, You*

Your, His, Her, That, These, They

the Prepositions.

In ARITHMETIC exercises in Addition

In COPY-WRITING five times a week

Their SCRIPTURE confined to some

some general ideas as the gospel parables

religious instruction suitable text-books

as I have prepared in circumstances, with

in the School.

Franklin T.

Peter Harv

Timothy R

Jas. Freeman

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Robert Tup

Mary Cook

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This Division the First Class.

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* This pupil was previous to his adm

Their VOCABULARY includes the names of most common things—the days of the week, the months of the year, &c.—Adjectives of color, form and size, and about fifty Verbs.

In COMPOSITION they have been practised in forming adjectival phrases—the use of Nouns in combination with present Participles—the two Present Tenses of the Verb, viz: the Present Actual and the Present Habitual with Verbs Transitive and Intransitive—the Personal Pronouns *I, You, He, She, It, We, They*, and the Possessives *My, Your, His, Her, Our, Their*, as well as the Demonstratives *This, That, These, Those*. They are now engaged in learning the use of the Prepositions.

In ARITHMETIC they numerate as far as 100, and receive regular exercises in Addition, upon the Numerical Ball Frame.

In COPY-WRITING they have half an hour's practice in the morning five times a week.

Their SCRIPTURAL KNOWLEDGE (communicated chiefly by signs) is confined to some of the leading persons and events in the Bible, and some general ideas relating to the nature and character of God, as well as the gospel plan of salvation through Jesus Christ. Systematic religious instruction has been to a certain extent retarded for want of a suitable text-book. This want I hope, however, soon to see supplied, as I have prepared a small elementary manual adapted to our special circumstances, which is now in press, and will shortly be ready for use in the School.

SECOND CLASS.

I.

Franklin Tupper.
Peter Harvey.
Timothy Ruggles.*
Jas. Freeman Middlemass.

II.

John McCarthy.
Robert Tupper.
Mary Cook.
Nancy Payzant.
George Lemont.

III.

John Tupper.
Frederick W. Logan.
Ingليس Mumford.
Thomas Murphy.
Clifford Black.
Henry W. Young.

IV.

William Ross.
James R. Forbes.

I.

(Average standing, from twelve to twenty months.)

This Division have reached a stage higher than the third Division of the First Class. They have been introduced to the grammatical distinctions representing Present, Past, and Future Time. They have

* This pupil was under instruction for one session at the New York Institution, previous to his admission here.

been practised in the regular and irregular inflections of about one hundred and twenty Verbs in their Present, Perfect, Preterite, and Future Tenses, as well as in forming original sentences on the various forms. They have also been exercised in writing from actions, and pictures representing actions, and in reading and composing short narratives of familiar occurrences; and have likewise made some progress in the use of a few of the simpler *Interrogative Forms*.

In ARITHMETIC, F. Tupper, P. Harvey, and T. Ruggles, are learning *Addition*, and Middlemass *Multiplication*.

Copy-line writing is practised two or three times a week.

II.

(Average standing, about twenty-two months.)

What has been said above in reference to Division I. applies to this Division also, with this difference, that the latter have had a greater amount and variety of practice in composition than the former,—that their vocabulary is somewhat more extensive,—that they are better acquainted with *phrases of time*, and able to answer any question with greater facility.

In ARITHMETIC the following are the different stages:—

Miss Payzant—Addition.

George Lemont—Subtraction.

Miss Cook—Multiplication.

J. McCarthy, } Division.

R. Tupper, }

They have also been studying in manuscript an elementary Catechism of Religion. Robert Tupper (a day-scholar) has, I regret to say, been absent for the last month, owing to an attack of Bronchitis, as has also been the case with his brother John, in the next Division.

III.

(Average standing, about two-and-a-quarter years.)

The practical acquaintance of this Division with the Verb—which, with all its various phases of meaning, combination, time, and inflection, forms of course the grand difficulty of language—embraces the following Tenses of the Indicative Mood:—

- I. The Present, Active, and Passive, including
 1. The Present Habitual or Indefinite, and
 2. The Present Actual or Imperfect.
- II. The Perfect—e. g. HAS WALKED, HAVE WALKED.
- III. The Preterite or Simple Past—e. g. WALKED.
- IV. The Simple Future—e. g. WILL WALK.
- V. } Tenses formed on the Present Participle—e. g. WAS WALKING,
- VI. } HAS BEEN WALKING.

They have been writing sentences composing original—writing from and *vice versa*, &c. Though but the most common

They have been of Adjectives, in III. of Dr. Peck

In ARITHMETIC

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In addition have had some junctive Mood. of the Relative commonly class

In ARITHMETIC and Compound

With this and miscellaneous t extending their them have read in Part III. of "Grades I. and Workman" and Directors, John News," abundant very useful in furnishing materials schoolroom.

We are also the following N free of charge:

They have been exercised on these in a variety of ways, such as writing sentences on a given Tense, with or without a given Verb,—composing original narratives of contemporary or past familiar events,—writing from actions,—changing the Active into the Passive voice, and *vice versa*,—converting the narrative into the interrogative form, &c. Though by no means perfect in all of these forms, they can use the most common of them with moderate accuracy.

They have been chiefly occupied of late in studying the comparison of Adjectives, in teaching which I have frequently made use of Part III. of Dr. Peet's "Course of Instruction for the Deaf and Dumb."

In ARITHMETIC the status of this Division is as follows:—

F. W. Logan,	}	Division.
Inglis Mumford,		
Henry Young,	}	Reduction of Money.
John Tupper—		
Thomas Murphy,	}	Compound Multiplication.
Clifford Black,		

IV.

(Standing, three years.)

In addition to what is detailed of Division III., Ross and Forbes have had some practice in the Present and Past Tenses of the Subjunctive Mood. They have also made creditable progress in the use of the Relative Pronouns, and of many of the connecting Particles commonly classed as Conjunctions.

In ARITHMETIC they have had regular practice in all the Simple and Compound Rules, with occasional exercises in Fractions.

With this and the previous Division, READING and CONVERSATION on miscellaneous topics have been frequently resorted to as a means of extending their practical acquaintance with language. Several of them have read the Lessons on the "History of Man," as contained in Part III. of Dr. Peet's Course. Mr. Baker's "Bible History" (Grades I. and II.) is also occasionally perused, while the "British Workman" and "Band of Hope Review," (the gift of one of the Directors, John Naylor, Esq.,) as also the "Illustrated London News," abounding as they do in pictorial illustrations, have proved very useful in producing a taste for reading among the pupils, and in furnishing material for varied exercises in the ordinary business of the schoolroom.

We are also under obligation to the proprietors and publishers of the following Newspapers, which are regularly sent to the Institution free of charge:—The *Christian Messenger*, the *Provincial Wesleyan*,

the *Church Record*, the *Sun*, and the *Evening Express*. I trust the kind example of these journals will not be lost upon the other portions of the Press in this city.

GEOGRAPHY.—Divisions III. and IV. have been formed into a class for instruction in this subject on the Saturday mornings. They have acquired some general acquaintance with the map of the World and the map of Europe. The countries of North America, particularly the details of the map of Nova Scotia, have, however, chiefly occupied their attention. With the latter they are now pretty familiar.

NATURAL HISTORY.—On this subject our text-book has been the "First Lessons on Natural History," as used in the Edinburgh Institution for the Deaf and Dumb. We have finished and partly reviewed the first thirty-one Lessons, embracing the history of Animals.

RELIGIOUS INSTRUCTION.—The attendance on the Sunday Class now includes, I am happy to say, nearly all the pupils. Divisions III. and IV. have finished the "First Lessons in Bible History." I have now entered with them on a course of instruction on the Miracles of our Saviour, taking the miracles in chronological order, and the text of the New Testament as the basis of our lessons.

The rest of the pupils, with only a few exceptions, are still limited to instruction altogether by signs. In this way, however, they have acquired not a little important religious knowledge, though from their present extreme paucity of language, they are unable to express, even in simple unconnected sentences, what they really know. The only satisfactory way of eliciting their ideas on this subject is by natural signs.

Respectfully submitted by,
Gentlemen,

Your obedient servant,

J. SCOTT HUTTON.

LIST OF PUPILS WHO HAVE BEEN ATTENDING THE SCHOOL DURING THE YEAR 1856.

NO.	NAME.	DATE OF ADMISSION.	AGE WHEN ADMITTED.	WHERE FROM.	REMARKS.
	MALES.				
1	Duncan Ross	Feb. 7, 1858	27	Black River, Pictou	
2	James F. Middelemas	Oct. 21, 1858	25	Caledonia, Queen's County	Lost hearing at six years of age.
3	John C. Tupper*	April 28, 1857	22	Upper Stewiacke, Colchester	Three deaf and dumb in the family.
		June, 1858	20	Dartmouth, Halifax Co.	A block-maker by trade.

LIST OF PUPILS WHO HAVE BEEN ATTENDING THE SCHOOL DURING THE YEAR 1896.

NO.	NAME.	DATE OF ADMISSION.	AGE WHEN ADMITTED.	WHERE FROM.	REMARKS.
MALES.					
1	Duncan Ross	Feb. 7, 1858	27	Black River, Pictou	Lost hearing at six years of age.
2	James F. Middlemas	Oct. 21, 1858	35	Caledonia, Queen's County	Three deaf and dumb in the family.
3	John C. Tupper	April 28, 1857	22	Upper Stewiacke, Colchester	A block-maker by trade.
4	John Ross	June, 1858	20	Dartmouth, Halifax Co	Brother of Nos. 3 and 20.
5	Robert Tupper *	April 28, 1857	20	Upper Stewiacke	
6	William Ross	Oct. 31, 1857	19	Blue Mountain, Pictou	Four deaf and dumb in the family.
7	Henry W. Young	Nov. 4, 1857	18	St. David's, Charlotte Co., N. B.	Lost hearing about four years old.
8	James R. Forbes	Nov. 7, 1856	16	East River, Pictou	Four deaf and dumb in the family.
9	George H. Morse	Nov. 10, 1858	15	Bridgetown	
10	Timothy Ruggles	Sept. 19, 1859	15	Bridgetown	Four deaf and dumb in the family.
11	Thomas Murphy	Sept. 7, 1857	15	Little Tracadie, Antigonish	Not now attending school.
12	Thomas Leguire*	Sept. 1, 1856	14	Halifax	Lost hearing at 5 years.
13	Ingths Mumford*	Oct. 7, 1856	13	Halifax	Two deaf and dumb in the family.
14	George Lemont	Dec. 31, 1857	13	Billtown, Cornwallis	
15	Frederick Black	Sept. 3, 1857	12	Sackville, N. B.	Three deaf and dumb in the family.
16	Frederick W. Logan	April 9, 1859	10	Wainland, Hants	
17	William Dixon	Sept. 3, 1859	10	Dorchester, N. B.	
18	John McCarthy*	Aug. 4, 1856	8	Halifax	Brother of Nos. 3 and 5.
19	Peter Harvey	Feb. 15, 1858	8	Halifax	Just entered.
20	Franklin Tupper*	May 6, 1857	6	Upper Stewiacke	
21	Robert Boles	Manchester, Guysboro'	
FEMALES.					
1	Christian Ross	Nov. 3, 1859	27	Blue Mountain, Pictou	Sister of William Ross.
2	Mary C. Cook	Oct. 28, 1858	20	Portland, St. John, N. B.	Lost hearing at 5 years; still articulates [a little].
3	Nancy J. Payzant	Oct. 28, 1858	19	Horton	Two deaf and dumb in the family.
4	Emma J. Leas	Sept. 7, 1859	16	Carleton, St. John, N. B.	Lost hearing at 4½ years of age.
5	Mary Jane Musgrove	June 14, 1859	13	Sydney, Cape Breton	Sister of No. 6.
6	Ellen Musgrove	June 14, 1859	11	Sydney, Cape Breton	Deceased.
7	Ellen Hamilton	Oct. 19, 1858	10	Scotch Hill, Pictou	Two deaf and dumb in the family.
8	Annie McKegan	Dec. 6, 1858	10	Louisburg, Cape Breton	Seldom attends.
9	Margaret Clyne*	Sept. 13, 1858	9	Halifax	Colored girl; removed.
10	Clara Latimore	Aug. 11, 1866	9	Albion Mines, Pictou	
11	Elizabeth Macpherson	Nov. 5, 1858	9	Scotch Hill, Pictou	Sister of Ellen Hamilton.
12	Catherine S. Hamilton	Oct. 19, 1858	8	Horton	Sister of Nancy Payzant
13	Jane Maria Payzant	Sept. 20, 1859	5	Horton	

* Those marked thus are Day Scholars.

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MEDICAL REPORT.

HALIFAX, February 14, 1860.

SINCE the opening of the Deaf and Dumb Institution, the cases of serious illness have been but few. One death has occurred during the past year. The deceased was a young girl from Cape Breton, of weakly constitution, who contracted fever in the month of August, which became complicated with head affection, and terminated fatally after an illness of three weeks' duration. In 1859, colds and mild cases of "sore throat" were the prevalent complaints, until late in the season, when, an epidemic of measles breaking out in the city, a large number of the pupils were attacked with this disease. Fortunately, the cases, with one or two exceptions, were unattended with serious complications, and eventually all did well.

My services have not been required for many weeks, as the Institution has been exempt from sickness of any kind. The change of locality, the large halls and airy apartments, together with the comparatively extensive exercising grounds connected with the present building, will tend, I think, very materially, to keep the pupils healthy, cheerful, and happy.

I may add, in conclusion, as the result of two years' observation, that in all cases of illness, the pupils are tenderly cared for, and thoroughly nursed, by those in charge of the Institution—as much so as if they were surrounded by affectionate relatives, under the parental roof.

D. McN. PARKER, M. D.

FROM THE REPORT OF

"Your Committee
Dumb in this city,
continued usefulness
Mr. Hutton, many
evince great aptitude
satisfied that no objection
of the Legislature
does, ears to the deaf
"The unceasing
are worthy of the highest
"There are thirty

* * *
"Your Committee
to them, recommending
the Institution for

EXTRACT

FROM THE REPORT OF THE COMMITTEE OF THE HOUSE OF ASSEMBLY ON HUMANE INSTITUTIONS, 1859.

February 14, 1860.

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ARKER, M. D.

“Your Committee have also visited the Institution for the Deaf and Dumb in this city, and have much pleasure in bearing testimony to its continued usefulness and efficiency. Under the admirable teaching of Mr. Hutton, many of the pupils have made surprising progress, and evince great aptitude in acquiring information; and your Committee are satisfied that no object can be more worthy of the patronage and support of the Legislature than an establishment such as this, furnishing, as it does, ears to the deaf and speech to the dumb.

“The unceasing exertions of the reverend Secretary of this Institution are worthy of the highest praise.

“There are thirty pupils at present attending this Institution.

* * * * *

“Your Committee, after due consideration of the whole matter referred to them, recommend to the House a grant of four hundred pounds to the Institution for the Deaf and Dumb in the city of Halifax.

“(Signed)

JOHN RYDER, *Chairman*,
THOMAS CALDWELL,
A. W. McLELLAN,
B. WIER,
NATHAN MOSES.”

APPENDIX.

'SPECIMENS OF PUPILS' COMPOSITIONS.

Most of the following specimens have undergone no correction except such as their respective authors may themselves have made when the errors were pointed out by the teacher. In some instances, where the expression was either defective or incorrect, and when the pupil was unable to suggest the necessary improvement, the teacher has taken the liberty of amending it. These alterations do not, however, materially affect the original character of the composition.

LITTLE STORIES.

1.

ONE day an Indian rowed a canoe. The Indian saw a bear and took his gun. The Indian shot the bear. The bear fell on the shore. He put the bear in the canoe. The bear lay in the canoe. He skinned the bear. The Indian's wife sewed the skin for a coat.

A cruel boy saw a kitten on a tree. He took his gun and shot the kitten. The kitten fell from the tree. The kitten was dead.

One day a man climbed a mast of a ship. He chopped the mast and fell from the mast. He was killed. Some men lifted him and carried him into the cabin.

2.

A MAN cut his foot with an axe. He went home. His wife was sorry. His foot bled. She put a rag on his foot. His foot was sore. He was lame. He limped on the floor. He sat on a chair. Poor man.

A BAD boy shot a pigeon. He looked at the pigeon. He threw the pigeon on the road. Poor pigeon. Cruel boy. His mother whipped the bad boy with a whip. I saw a bad boy take a stone. He threw

the stone. He
pigeon.

WHEN I was
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the stone. He hit a pigeon. He ran away on the road. Poor pigeon. P. H.

3.

WHEN I was a little girl my parents and brother and I came from Scotland to St. John, N. B. I was very ignorant and I went into temptation often. My parents punished me and told me I was bad, but I went away from my home and I lost myself, and I could not get home again, and I was crying very much. A policeman saw me and he asked me where my home was, but I told him I did not know where my home was. I lost myself and could not get home again. A gentleman knew me and he took me home, and my parents were very sorry about me because I lost myself. They told me not to go out again, if I went out I would not get home again. I was very, very ignorant, and I was often disobedient to my parents. I did not know about God and Jesus Christ. I am very sorry that I disobeyed my parents. I should love and obey them. M. C.

4.

WHEN I was a little boy I was very ignorant. One day a little boy and I went into a barn, and we struck and whipped some hens with a stick, and the hens flew about the barn. I came into our house and I thought that my mother told about me. My father called me and went into his bedroom and he punished me, and I ran to the cradle and rocked myself in the cradle, and I was often disobedient to my parents. I did not know about God and Christ. I am very sorry about these things now. I should obey and love my parents, because my parents give me food and clothes. F. W. L.

 ABOUT HALIFAX.

CARPENTERS build many houses in Halifax. I often see pigeons sitting on the roofs of the houses in Water street. I sometimes run on the streets in Halifax. I often see dogs on the streets in Halifax. I sometimes see dogs draw sleds on the streets. I sometimes see horses fall on the road. There are many people walking on the streets in Halifax. I often see many gentlemen talking to other gentlemen in Halifax. I see boys talking to other boys every night in Water street. I sometimes see bad boys chew tobacco on the streets in Halifax. I sometimes see boys driving other boys on the streets for fun. I sometimes see boys drawing sleds up hill in Halifax. I sometimes see bad boys steal sugar out of some barrels in Water street. Many boys buy cakes and apples in Water street. I sometimes see bad boys fight

other boys in Water street. I often see many ships come up the harbor. Sailors give me money sometimes and I thank them. I often see many soldiers walking on the streets. I go to the barracks sometimes, and I like to see Mr. Sargent. I often see many sailors and soldiers buy rum in stores. Many soldiers also buy pipes and tobacco in stores. I sometimes see some policemen catch bad people in the streets. I sometimes see boys also stealing and drinking cider out of barrels on Market wharf. Many dogs smell meat and fishes and they lap water, at the market. Many women milk cows in Halifax. Horses draw carts, waggons, and sleighs. Oxen also draw carts, waggons, and sleds. I sometimes see butchers kill oxen, sheep and calves with knives, in the slaughter-house.

J. McC.

WHAT WE DID YESTERDAY.

YESTERDAY morning I got up and put on my clothes. Then I prayed to God. Then I washed my face and hands. Then I combed my hair. Then I came from the bedroom to the hall. Then I took my cap and put it on my head. Then I went down stairs and I went with the pupils to the barn and took John Ross's sled out of the barn and went into the yard. We slid down the hill but we fell from the sled. We lay on the yard and laughed at each other. One of the girls told us, and we came back to get our breakfast. We said grace and then we ate our breakfast. After breakfast we returned thanks and came up into the school. Mr. Eutton told us, and we stood up and he prayed to God. Then we sat down on our seats and wrote on our slates and studied our lessons till half-past 12 o'clock. Then we went down to get our dinner. After dinner we played in the yard till 2 o'clock. Then we came back to the Institution and wrote on our slates and studied our lessons till 4 o'clock. Then we all stood up and repeated the Lord's Prayer together. Then we bowed to Mr. Hutton and went into the hall and took our caps and put them on our heads, and went into the yard and played for a long time. Then we came up and washed our faces and hands and combed our hairs. Then we came into the schoolroom and talked to each other till supper time. Then we went and got our tea. After tea we came up into the schoolroom again and studied our lessons till ten o'clock. Then we went to our bedrooms and prayed to God, and then we undressed and got into bed.

G. L.

IDEAS OF I

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IDEAS REGARDING
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WHEN I was a
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IDEAS OF DEAF MUTES PREVIOUS TO INSTRUCTION.

[THE following passages bearing on this subject have been selected from some of the pupils' exercise books. They will be found deserving of attention as affording some very interesting illustrations of the mental condition and modes of thought of the uneducated deaf and dumb.]

IDEAS REGARDING THEIR OWN CONDITION AS CONTRASTED WITH THAT OF OTHERS POSSESSED OF HEARING AND SPEECH.

1.

WHEN I was a little boy I was ignorant. I did not understand many things, and I could not read or write, but I wondered how people could read and write and hear and speak to each other. I wondered I was deaf and dumb. People often talked to each other, but they did not talk to me. I wondered why people did not talk to me. I wished to converse with them,—I thought that they despised me,—I was envious of them talking to each other. I was sorry that they did not talk to me. I wondered how my family and parents could hear and speak to each other, but I only was deaf and dumb. One day I saw my uncle coming to our house. My mother told me that he was deaf and dumb. I was glad to talk to him, and I loved him because we were both deaf and dumb. We took a walk often together. I thought that there were no deaf and dumb persons in the world except him and me.

I. M.

2.

I wondered how people could hear, and speak to each other while I was deaf and dumb, and I thought that they liked to converse with each other, but that they disliked to speak with my two deaf and dumb brothers and me, and then I entreated my family to tell me why they did not like to speak to them and me while they liked to converse with each other, but they said that I was a foolish boy, and that people could not speak with my two brothers and me because we were deaf and dumb, but yet they liked us.

T. M.

3.

WHEN people were conversing with each other I did not hear their conversation at all because I was deaf and dumb, and I asked our family why other people could hear and speak and were not like me, and our family told me that it was because God made me deaf and dumb. I murmured sometimes that I was deaf and dumb and I could not hear and speak as other people could, but they said that all people and I would die, and that we would rise from the grave again

and live, and then I would be able to hear and speak instead of being deaf and dumb, but I told my friends that would be too long to wait. I wished to hear and speak now, because I was not happy now. I could not hold a conversation by speaking by means of my tongue. I wished very much to hear conversations but I was deaf so I could not hear them.

W. R.

IDEAS SUGGESTED BY THE PHENOMENA OF NATURE.

1.

I saw the sun rising every morning, and I could not think how the sun rose out of the high hills that were far from where I stood, near our house. I used to think some man made the sun himself and caused it to rise out of the hills every morning and to shine upon the earth. I used to think this man made the sun with his hands, but I did not see him make it, and I could not find him. I did not know what made the light by day and darkness by night; I thought the sky became light by day and dark by night of itself. I used to think the sun rose up the sky very near the hill, and so I went there to touch it, but I could not reach it at all; I thought it always went away from me far up into the sky. When I saw it setting in the evening behind the woods, as if it were very close to the woods, I thought I could get to the end of the earth—so I went to the woods, but I could not get to the sky to touch the sun at all. I was much disappointed, so I returned home again.

J. R. F.

2.

WHEN I was walking I often looked up at the sun, and went with it always, and I thought that the sun would move from me down the side of the earth very fast if I would stand, and then I stood to wait till it would do so, but the sun stood still with me too. I wondered about that. I thought that I would try to run along faster than the sun for a long time, and that the sun would be tired for running after me so it would stand still, and then I would get away—and I did so, but I was very much disappointed that I could not run faster than it, so I thought that it ran as fast as I did, and I was amazed at the sun. I saw the sea at home, and I thought it had been raining very, very, very hard a great many years ago so that the sea rose high, and stood still, and covered a part of the earth. I thought that persons saw that before I was born.

T. M.

3.

I often looked up at the sun which was in the sky and I did not know how it moved. I said to our family that it was not so large as my body, and they told me that it was much larger than my body,

earth, moon or stars
day and the moon
the stars moved
night, but I did
that a bird could
posed another bird
My friends told me
an immense distance

WHEN I was a
at night. I began
were several months
the moon moved
it stopped. I found
the sun went to the
hemisphere again
saw it and wondered
and it stood too,
but it always went

I wondered how
they often flew from
heaven every night

WHEN I was a
were very black,
the smoke flew
and staid in it for
of the earth; so I
stood and waited
very hard, and it
ning flew past me
would burn me to
face many times
death, but that I
catch it if it would
but I was very much
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father's house, and
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W. R.

OF NATURE.

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J. R. F.

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T. M.

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earth, moon or stars. I knew that the sun gave light on the earth by day and the moon shone by night. When the sun set in the evening the stars moved in the sky, and I looked up to them very often at night, but I did not know what the sky or stars were for. I thought that a bird could fly and get to the clouds and sit on them. I supposed another bird could fly and get up to the sky in many minutes. My friends told me that no birds could get to the sky, and that it was an immense distance from the earth, but I did not believe about it.

W. R.

4.

WHEN I was a little boy I often saw a great many stars in the sky at night. I began to see the moon at night. I thought that there were several moons, but there is only one moon, and I thought that the moon moved over the sky very fast, but I saw through the window it stopped. I often saw the sun in the sky, and I did not know that the sun went to the eastern hemisphere and it came to the western hemisphere again. I often went with the sun in the country, and I saw it and wondered about it—so I often stood to look at the sun, and it stood too, and I thought I would go away from it in the country, but it always went along with me.

J. C. T.

5.

I wondered how birds could fly up in the air; and I thought that they often flew from the earth into heaven in the evening, and slept in heaven every night, and came back to the earth in the morning.

T. M.

6.

WHEN I was walking I sometimes looked up at the clouds, which were very black, and I thought that they were like smoke. I thought the smoke flew out of the chimnies to the sky, and crowded together, and staid in it for awhile, and then the clouds would move down the side of the earth; so I thought that I would wait till they would do so, and I stood and waited, but they did not do so. Soon after it was raining very hard, and it was thundering and lightening,—and a flash of lightning flew past my face, and I thought that it was like a fire, so that it would burn me to death, and I felt frightened,—but it flew past my face many times again, so that I thought it would like to burn me to death, but that it could not do so. I thought that I would try to catch it if it would fly past my face again, and I did try to catch it, but I was very much disappointed that I could not do so. I wondered how I could not catch the flash of lightning, and I ran away into my father's house, and I asked my family to tell me how I could not catch it while it was lightening, and they told me that I could not catch the fire as well as the flash of lightning, and I entreated them to tell me

how it was made, and they pointed upwards to the sky, and told me that I must not mock the lightning.

T. M.

IDEAS RESPECTING DEATH.

1.

WHEN I was about eight years old, my father told me that his brother was dead at Musquodoboit. I was very sorry to hear about him,—and my father told me that he and my mother went to his funeral there. He was buried there. I thought that he would not rise from the grave again, and I would never see him again. I thought that he was like the ground, but I never knew that he had a soul, and did not know that the soul was taken to heaven, and he was happy to see God and Christ there. I feared a few days that I would die and be buried like him, but I continued healthy for a long time, and I thought that I would always live,—but afterwards I used to be sick, and was very much disappointed, but I never knew that God made me sick. I was as ignorant as a cow, so that was a great pity. I am happy to have knowledge now.

J. C. T.

2.

I was born at St. David's, Oak Bay, Charlotte County, N. B. My brothers and sisters were born there. I knew that my father was born there, but I did not know where my own mother was born, who was sick and lame for a long time. I often saw her lying sick in bed. I did not know that she would die, but she died. I did not know while she died.* My father and his friend saw her die. He was much grieved about her death. He told his family that she was dead, and they were also grieved about her death. My father took me into the room to see her corpse, but I did not feel sorry about her because I was too young and ignorant and thoughtless. His friends were called, and they took her body, and put it on the table, and it lay there for three days. My friends came one summer morning and they took her body and put it in a coffin. Next day I thought that she was in the room. I wished to see her, but she was not in it. I asked my father where my mother was. He told me that she was taken away, and she would never come here again. I felt sorry that she would never come here again, but I soon forgot her. When I was 10 or 12 years old my father told me that I would die, but I thought that I would not die. He told me that my mother was in the grave. He said to me that we would die, and all people would die. So I wondered at that.

H. W. Y.

* The meaning here is that at the very time his mother was lying a corpse, he was not aware of the fact—the intelligence having been communicated to him some time after the occurrence of the sad event.

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I thought that persons would never die, but that they would always live on the earth. Afterwards I saw one of my friends lying sick in bed. I thought that he had got sick himself because he liked to be sick, and I thought he could soon get quite well if he liked. I thought that I would try to get sick myself too, but I was very much disappointed that I could not do so. Soon after my friend died, and I saw his corpse. I thought that he died because he was old. I wondered to see the coffin made, and to see my friend put in it, and shut up in it, and then people went and buried him in the grave. I asked my family to tell me how he was dead, and they pointed upwards to the sky, but I did not understand them.

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H. W. Y.

WHEN I was a little boy I was at home, and I saw a person who was dangerously ill in bed. I thought another man could not make him better again, but he would still be sick. I did not know that he would die soon, but I thought that he would be always very sick, but he died in a few weeks. I wondered at his death, and I did not know who made him sick and caused him to die. Many men went to the funeral to the grave, and they put the coffin in the grave and it was covered with the earth, and then they went to their houses. In a few days I went to see the burying ground, and I thought about those who died and were in the graves, and thought they would never come up again, but that they would stay in their graves forever.

J. R. F.

IDEAS RESPECTING GOD AND THE SOUL.

1.

I did not know who made me. I asked my sister who made me. She pointed up with her finger, but I did not know why she pointed up with her finger,—but I did not know God was in heaven,—I did not know God was a spirit or a man. My parents told me that I should not play on Sunday. I asked them why should I not play on Sunday, they pointed up with their fingers again, but I did not understand. I had no idea of God, or Christ, or angels, or devils. Now I understand about them and many things, and I am happy to understand about them.

I. M.

2.

WHEN I was a little boy I sometimes saw my father and my grandfather chopping trees, and the trees fell down on the ground. I thought

lying a corpse, he
nicated to him some

that the trees grew themselves, but I never thought that God made the trees grow. My father ploughed in his field, and he sowed oats, and wheat, and buckwheat in the field in April or May. He and my brothers planted potatoes in the ground. I thought that the oats, wheat and potatoes grew themselves, and they became green, but I never thought that God made them grow.

J. C. T.

3.

I saw people go to Church every Sunday, and I asked my friends why they did do so, and they told me that it was because the people heard the minister preaching to them about God, and I went there often because I liked to see the people there when they listened to the minister. After the sermon was over they came out of Church and dispersed and returned home, and I was fond of many of my companions and conversed with them sometimes on Sunday while I was going to our house. When I was walking along the road to Church I talked with them often. Many of the people came on their horses, and others drove in waggons to the churchyard. When their horses were tied to the trees with ropes or reins I liked to look at the horses and waggons very well on Sunday, but I did not know it was wrong to do so on the Sabbath, and I saw that my young companions looked at the neat horses and talked to each other about them and the waggons too. After church was over the people went away to their homes. When I used to play on the Sabbath sometimes, my parents forbade me to do so. They told me that God would cast me into fire if I were bad on the Sabbath. They also told me that God would be pleased with me, and he would take me up to heaven if I would be quiet and good, but I told my friends that I would not die soon or in a long time because I was too little and too young. Then they told me that all people, children and babies, must die sometime, but I did not care about it.

4.

I did not know that I had a soul, and I was never astonished about it,* and I did not feel it. I thought nothing of the soul, though I knew I would die, and my body would be put in a grave. I thought the body would become dust, but I did not know that the soul would live forever.

W. R.

J. R. F.

5.

BEFORE I came to school to be educated, I did not know I had a soul, but my friends never told me that I had a soul, and they could

* The idea meant to be conveyed is, that being altogether ignorant of the soul, he had not experienced those emotions of astonishment and awe which were subsequently excited when the conception was first conveyed to his mind.

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...not explain to me about it because I was deaf and dumb. Now I know that I have a soul which means spirit, and that the soul never dies for it lives for ever, but when the body dies it will become dust in the grave. When the body dies the soul is taken away out of it and the body becomes lifeless at once. I am astonished that the soul thinks, hates, fears, hopes, wonders, loves, learns, wishes, forgets, and remembers. It feels sorrow, anger, hatred, grief, revenge, and gratitude, but it never feels cold, or heat, or thirst, or hunger, or pain. The body does not learn, or forget, or wish, or remember, or fear, or wonder, or hope, though it feels cold, heat, hunger, thirst, fatigue and pain. The body is material and mortal, but the soul is immaterial and immortal.

W. R.

VACATION TOUR.

[After the return of the Principal from his tour to the Westward, two of the pupils who accompanied him composed narratives of the journey. The limits of this report will not admit of printing these documents entire, as they are somewhat lengthy; but the following extracts will be sufficient to show the style in which they are written.]

1.

Mr. Hutton, and William Ross, and Inglis Mumford, and I, went from here to the Eastern State, which left Halifax for Yarmouth Tuesday, the 2nd of August last. It was very foggy, and the steamer went in the fog, and it stopped for sounding several times. We staid in it a day and a half. It was about twenty-nine hours going from Halifax to Yarmouth. It was very foggy at Yarmouth. There were two meetings at Mason Hall there—Thursday evening at seven o'clock, and Friday, 5th of August last. Rev. Mr. Moody walked about town with us for a long time, and he also kindly invited us to dinner and tea.

* * * * *

The stage came from Yarmouth to Argyle Tuesday morning, the 9th of August, about ten o'clock. We rode in it from Argyle to Barrington for a long time. There are about 360 islands and lakes at Argyle, and they were beautiful, and we were pleased to see them. We were driving from Argyle through the woods several hours. There were no houses there:

* * * * *

We were examined in the church at Ragged Island. Next morning at four o'clock, Thursday, 11th of August, we rode in the waggons

from there to Sable River till seven o'clock. The stage came to Sable River about eight o'clock, and some people drove with William Ross to Liverpool. and then we were waiting for another waggon till about one o'clock, and it came to us, and we travelled from there to Liverpool, and we went into Mr. Cobb's hotel and found Wm. Ross there.

Liverpool is a pretty place. Mr. J. W. Scott, who is the Sheriff of Queen's County, kindly invited us to tea in his house. We staid in Liverpool four days. We enjoyed ourselves very much in travelling. C. B.

2.

WE got to Lunenburg in the afternoon on the 19th of August where we held a meeting on Friday night. Lunenburg town is on the side of the mountain near the harbour and sea, which were a beautiful view. Lunenburg is a very fine county, where there are many Germans who are of dark complexion; the male Germans wear blue trousers and jackets, and the female Germans wear black frocks, shawls and bonnets. We left Lunenburg for Bridgewater, where our meeting was held in the Free Church on Saturday evening. Bridgewater is a fine village which I liked very well, and the La Have river is beautiful and the largest river in Nova Scotia. We had another meeting at Bridgewater on Tuesday evening because the people of Bridgewater said they would like to have a second meeting.

* * * * *

Two gentlemen of Mahone Bay, whose names we do not know, next day went with us in two waggons to Chester, which is a township near Lunenburg. We were examined in Temperance Hall at Chester where there was a great crowd of people. Next evening we had another meeting there, because they wanted to see us examined again. We got a pleasant ride in Mr. Mitchell's waggon about the country in the forenoon, and we returned home about two o'clock. I think Lunenburg is a finer place than Chester, which is a village. Friday, the 26th of August last, was the last day of our tour. On Saturday morning, when we had bidden some of the people of Chester farewell we got in the stage for Halifax, where we arrived in the evening. We were very glad to return to school, and we enjoyed travelling about the country very well. We had a pleasant time, because the people were so very kind to us; we feel very grateful to them for contributing money for the Deaf and Dumb Institution, and they were very much interested in the pupils. W. R.

At meeting of Pupils
Do.
Do.

From Pupils of
Female School
Mary Rogers
Miss Jost
J. Hilton
Rev. J. C.
Rev. J. Scott
St. George's
Ladies' Benevolent
Young People
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Rev. G. Ross
Rev. J. Baile
Rev. J. He
Miss Anne
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Miss N. M
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Miss Sarah
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Rev. Mr. P
Rev. Mr. A
Rev. J. Ros
Rev. W. R.
Rev. Dr. S
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Rev. J. Ma
Miss O'Bri
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COLLECTIONS.

1859.

At meeting of Pupils, Mechanics' Institute.....	HALIFAX,	£6	5	6
Do. Temperance Hall.....	do..	13	10	0
Do. Do.	do..	6	1	2
From Pupils of National School.....	do..	8	5	6
Female Schools.....	do..	7	8	4
Mary Rogers, (Card).....	do..	0	9	1
Miss Jost ".....	do..	0	4	4
J. Hilton ".....	do..	0	5	8
Rev. J. C. Cochran, Bishop's Chapel.....	do..	5	1	0
Rev. J. Scott, St. Matthew's.....	do..	19	3	0
St. George's Ladies' Sewing Society.....	do..	2	0	0
Ladies' Benevolent Society, Middle River.....	PICTOU,	1	14	10
Young People's do. Roger's Hill.....	do..	1	1	0
Green Hill Congregation.....	do..	2	1	6
Rev. G. Roddrick, W. River.....	do..	2	0	0
Rev. J. Bayne, Prince Street Church.....	do..	6	12	6
Rev. J. Herdman, St. Andrew's.....	do..	6	2	0
Miss Anne Logan.....	MAITLAND,	2	5	0
Miss A. Frieze.....	do..	3	15	8
Miss N. Murphy.....	do..	0	7	6
Misses McLean and McKenzie.....	PUGWASH,	1	0	0
Miss Sarah Peters.....	ST. JOHN, N. B.	21	15	3
Miss Crowley.....	DIGBY,	3	9	0
Three sons of Rev. Mr. Fitzgerald.....	P. E. I.	1	16	3
The Principal, Mr. Hutton, on his tour from Yarmouth, round the Western Shore.....		63	14	9
Jane Fisher.....	STEWIACKE,	0	15	0
Rev. Mr. Yewens.....	KENTVILLE,	2	1	6
Rev. Mr. Heustis.....	GUYSBOROUGH,	1	0	0
Rev. Mr. Porter.....	do....	1	0	0
Rev. Mr. Ambrose.....	ST. MARGARET'S BAY,	1	4	1
Rev. J. Ross.....	LONDONDERRY,	4	13	4
Rev. W. R. Cochran.....	SACKVILLE,	3	5	3
Rev. Dr. Shreve.....	DARTMOUTH,	3	7	4
Rev. J. Stevens.....	RAWDON,	1	12	7
Rev. J. Reid.....	PORTAPIQUE,	1	0	9
Rev. J. Campbell.....	SHERBROOKE and GLENELG,	4	0	0
Rev. J. Martell.....	TUSKET,	0	11	0
Miss O'Brien.....	do...	1	9	0
Ladies Benevolent Society, TRURO, (per Rev. Mr. McCulloch),		5	0	0

DONATIONS.

HALIFAX.			
Union Engine Company...	£5 0 0	M. G. Black, Esq., senr...	£5 0 0
Do.	5 0 0	Contents of collecting box at	
P. Lynch, Esq.	2 10 0	the Institution	5 18 9
J. Naylor, Esq.	1 0 0	Hon. Judge Stewart, C. B. .	5 0 0
W. Murdoch, Esq.	5 0 0	Mrs. Alfred Jones.	1 17 6
Mr. Geo. Nichols.	0 10 0	Vice-Admiral Sir H. Stewart	3 0 0
Mr. J. Casey	0 3 1	Mrs. J. Thomson.	2 10 0
A Lady.	0 10 0	Grand Jury Fines.	4 0 0
Dr. Avery.	1 5 0	Mr. M. MacIreith.	2 0 0
A Friend	10 0 0	Mr. J. Liswell.	2 0 0
A Friend	3 0 0		
A Friend	1 0 0	A Lady	PICTOU, 0 5 0
A Friend	5 0 0	Hon T.D. Archibald, SYDNEY	1 5 0
Mrs. Boyle.	0 10 0	Hon R.M. Cutler, GUNSBORO'	1 0 0
Mrs. S. N. Binney.	5 0 0	Mr. Jas. Burgess, WINDSOR,	1 0 0
Mr. J. Wier	1 0 0	Mrs. D. Fraser	PICTOU, 0 5 0
Hon. W. A. Black.	5 0 0	A Friend.	ROGER'S HILL, 0 5 0
W. B. Fairbanks, Esq.	1 0 0	A Friend, (by Rev. Mr.	
Messrs. Knight & Son.	0 15 0	Churchill)	P. E. I. 1 0 0
Sir Brenton Halliburton &		Mr. A. Cocken, SHELBURNE,	0 5 0
family	5 0 0	Mr. J. Carmichael, N. GLAS.	1 0 0
Hon. M. B. Almon.	5 0 0	Mr. J. Fraser Donne. .do..	1 0 0
Hon. Enos Collins.	12 10 0	A Friend.	do.. 1 0 0
Mrs. G. H. Starr.	5 0 0	J. Croucher, Esq., ST. MAR-	
		GARET'S BAY.	0 5 0

OF RECEIPTS and
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YARMOUTH: Proc
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RAGGED ISLANDS:
Mr. Chipman

LIVERPOOL: Proc

W. S. Jacobs
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Rev. E. E. B
Rev. Joseph
J. L. Darrow
M. F. Agnew

James Forbes
F. W. Collins
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H. G. Farish
John W. Cob

MILTON: Proceed
MILLS' VILLAGE:
LUNENBURG: Col
MAHONE BAY: C
BRIDGEWATER: P
BLOCK HOUSE, (M

ANNUAL SUBSCRIBERS.

Rt. Hon. Lady Mulgrave.	£2 0 0	Dr. Bell	1 0 0
The Lord Bishop.	2 0 0	Mrs. John Silver.	1 0 0
Major-Genl. Sir F. W. Wil-		Rev. Mr. Scott.	1 0 0
liams, Bart.	5 0 0	Mrs. Boyle.	0 10 0
Miss Cogswell.	5 0 0	J. Duffus, Esq.	5 0 0
Dr. Cogswell.	5 0 0	T. C. Kinnear, Esq.	5 0 0
Mrs. Robie.	1 0 0	W. Murdoch, Esq.	5 0 0
Edw. Binney, Esq.	2 10 0	Miss Burton, WOLFVILLE. . .	0 10 0
Hon. J. H. Anderson.	5 0 0	W. S. Jacobs, Esq., LIVERP'L	1 0 0
T. B. Akins, Esq.	1 0 0	W. Sterns	do... 1 0 0
E. Albro, Esq.	1 0 0	Rev. E. E. B. Nichols, do. . .	0 10 0
J. Naylor, Esq.	1 0 0	Rev. J. W. Forsyth. .do... .	0 10 0
Hon. A. G. Archibald.	1 0 0	J. L. Darrow, Esq. .do... .	0 10 0
W. H. Keating, Esq.	1 0 0	M. F. Agnew.do... .	0 10 0

ABSTRACT

OF RECEIPTS and EXPENSES connected with Mr. HUTTON's Tour on behalf of
the DEAF and DUMB INSTITUTION, from Aug. 3rd to Aug. 27th, 1859.

RECEIPTS.

	£	s.	d.
YARMOUTH: Proceeds of two meetings.....	£10	1	3
J. Smith Hatfield (don.)	1	0	0
Collected afterwards by Rev. J. Moody	8	14	9
	19	16	0
TUSKET: Collection at meeting.....		2	2 8
ARGYLE: Collection at meeting.....	1	13	10½
John Ryder, Esq., (don.)	0	10	0
	2	3	10½
BARRINGTON: Collection at meeting		2	18 3
SHELburne: Collection.....	4	12	0
Per Mr. Mackintosh.....	0	10	0
	5	2	0
RAGGED ISLANDS: Collection.....	3	5	0
Mr. Chipman.....	0	5	0
	3	10	0
LIVERPOOL: Proceeds of meeting	11	3	9½
<i>Annual Subscriptions received.</i>			
W. S. Jacobs, Esq.....	1	0	0
W. Sterns, Esq.....	1	0	0
Rev. E. E. B. Nicholls.....	0	10	0
Rev. Joseph W. Forsyth.....	0	10	0
J. L. Darrow, Esq.....	0	10	0
M. F. Agnew, Esq.....	0	10	0
	18	3	9½
MILTON: Proceeds of two meetings.....	4	13	11
MILLS' VILLAGE: Collection at meeting.....	1	12	3
LUNENBURG: Collection at meeting	2	6	5
MAHONE BAY: Collection at meeting.....	8	10	9
BRIDGEWATER: Proceeds of two meetings.....	4	15	5
BLOCK HOUSE, (Mahone Bay): Collection at meeting.....	1	18	10
	72	14	2
Carried forward.....	£72	14	2

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 , GUYSBORO' 1 0 0
 SS, WINDSOR, 1 0 0
 PICTOU, 0 5 0
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 Rev. Mr.
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 LFVILLE... 0 10 0
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do... 0 10 0

	£	s.	d.
Brought forward.....	72	14	2
CHESTER: Proceeds of two meetings.....	8	16	10
Rev. C. J. Shreve, (don.).....	0	10	0
David Evans (don.).....	0	10	0
Messrs. Mitchell, (don.).....	0	7	6
Collected by Mr. Dimock.....	1	0	0
	<hr/>	6	4
	6	4	4
Total of receipts.....	78	18	6
Less expenses as detailed below.....	14	18	9
Amount realised.....	63	19	9

EXPENSES OF JOURNEY WITH THREE PUPILS.

Expenses for Board.....	£9	1	3
Travelling expenses, (coach fare, waggon hire, &c.).....	3	3	9
Expenses for light and attendance at meetings.....	0	10	9
Telegrams.....	0	9	2
Sundries.....	0	7	7
Incidental private expenses connected with tour.....	1	6	3
Total expenses.....	14	18	9

N. B.—Owing to the kindness and hospitality of friends we paid nothing for conveyance from Halifax to Yarmouth and from Yarmouth as far as Sable River on our way to Liverpool. From Lunenburg through intermediate places to Chester, and thence home to Halifax, we were also forwarded free of charge. With the exception of Yarmouth, Tusket and Liverpool, we were either boarded gratuitously or had our hotel expenses made up by subscription, in all the localities visited.

September 1st, 1859.

J. S. HUTTON.

DEAF AND DUMB I

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 Monthly Expe
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 Cash on Acct.
 Enlargement o

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0 10 0			
0 7 6			
1 0 0			
<u> </u>	6	4	4

.....	78	18	6
.....	14	18	9
<u> </u>			
.....	63	19	9

PUPILS.

.....	£9	1	3
.....	3	3	9
.....	0	10	9
.....	0	9	2
.....	0	7	7
.....	1	6	3
<u> </u>			
.....	14	18	9

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J. S. HUTTON.

DEAF AND DUMB INSTITUTION, *in account with the TREASURER from December, 1858, to December, 1859.*

DR.

To Balance on hand.....	£200	0	0
Proceeds of Bazaar.....	411	7	0
Contributions 1859.....	363	15	3
Board and Tuition fees.....	143	11	6
Provincial Grant.....	400	0	0
Interest on Deposit in Union Bank.....	5	5	6
<u> </u>			
Total.....	£1523	19	3

CR.

By Salaries to December 31, 1859.....	£308	3	4
Monthly Expenses.....	480	1	5
Furniture, Repairs &c.....	129	17	10
Cash on Acct. of first property in Gottingen Street, £235 16 7			
Enlargement of School Room.....	190	0	0
<u> </u>	*425	16	7
Balance in Union Bank.....	150	0	0
Balance in Treasurer's hands.....	30	0	1
<u> </u>			
Total.....	£1523	19	3

HALIFAX, Dec. 31st, 1859.

JOHN DUFFUS,
Treasurer.

* This amount £425 16s. 7d. is expected to be realized upon the sale of the late premises in Gottingen Street and will on receipt be applied to the reduction of the loan on the property now occupied by the Deaf and Dumb Institution.

TERMS OF ADMISSION.

1. Applicants must be (except in special circumstances) between the ages of ten and twenty-five years, free from immoralities of conduct and from contagious and offensive diseases.

2. Application for admission should be made to the Secretary or to the Principal of the Institution.

3. The following is the scale of charges, payable half-yearly in advance :—

I.—FOR DAY SCHOLARS.

£1 5s. per quarter, including school requisites—as pens, ink, slates, copy books, &c.

II.—FOR BOARDER PUPILS.

(Including tuition, school requisites, board and washing.)

Between the ages of 10 and 15.....	£20 per annum.
Do. 15 and 20.....	25 do.
Do. 20 and 25.....	30 do.

4. These terms will be modified according to the circumstances of the applicants at the discretion of the Board of Directors.

5. Every boarder is expected to have the following articles of clothing :— A week-day suit of dark cloth and a Sunday suit of ditto, two pairs boots or shoes, four day shirts and two night shirts, two towels, four sheets, two pillow cases, three night-caps, four pocket handkerchiefs, one neckerchief, one cravat, four pairs dark worsted stockings, two pairs worsted gloves or mitts, one top-coat, one pocket comb, one small-tooth comb, one cloth brush, one tooth brush, and a bag or box for clothes,—all to be distinctly marked.

6. The session commences on the first Wednesday of September and closes on the second Wednesday in July. Parents and guardians will be duly notified of the day on which the school closes, that they may make arrangements for conveying their children home. Except in case of sickness pupils cannot be permitted to leave before the specified time.

7. The opening of the session is the proper time for the admission of pupils, and punctuality is *necessarily required* as new classes are formed at this period. Every pupil should come promptly the first day of the term, and continue to the close; but *none will be refused at any other time*.

8. Pupils are expected to spend the vacation at home or with their friends. This arrangement is as desirable for the health of the pupils, which will be promoted by a change of air and exercise, as for the convenience of the Institution. No deduction from the annual charge will be made on account of the vacation.

9. In the case of each pupil who enters the Institution it is desirable to obtain a written statement, embracing the following particulars :—

1. The name of the pupil in full.
2. The year, month, and day of his birth.
3. The cause of deafness. If not born deaf, at what age, and from what cause did he become so?
4. Is the deafness total or partial? If the latter, what is the degree of hearing? Is it of any practical benefit to him in his intercourse with others?

5. The natural colour of the hair.
6. Has the pupil any cough? If so, what kind?
7. Were there any other diseases?
8. Are there any other diseases?
9. The names, and what age, of the parents.
10. The number of children.

DIRECTIONS.

(Reprinted from the "British and Foreign School Review.")

It is very important to teach them the manner of parents and friends at the Institution.

Imitate the carriage of pantomime. As the child acts, imitate the action, sowing, &c., and so on.

When anything is done by being often repeated. For "good," kiss the child good, turn the page rapidly, with a clenched fist, with the eye towards the evening countenance, "hate," push the hand you. "To disobey," let the hand missive countenance. "Black," draw the hand.

Individuals may be taught. These are only the first steps. Spelling may be perfectly learned. letters c, a, t, and so on, no matter how slow the child will learn to read. represents, he will be able to think. A cat

5. The natural capacity : is it bright and active, or dull, stupid or idiotic ?
6. Has the pupil had small pox? scarlet fever? measles? mumps? whooping-cough? Has he been vaccinated?
7. Were the parents related before marriage? If so, in what manner?
8. Are there any persons in the family entirely or partially deaf? If so, at what age, and from what cause, did they become so?
9. The names, residence, and post-office address of the parents?
10. The number and names of the children?

DIRECTIONS FOR TEACHING DEAF MUTES AT HOME.

(Reprinted from the Tenth Report of the Georgia Institution.)

It is very important to the deaf and dumb that their friends should teach them the manual alphabet, to spell simple words, the name of their parents and friends, and of many familiar objects, before they enter the Institution.

Imitate the child's actions, or *signs*, and encourage him to use the language of pantomime.

As the child advances, his signs may be reduced and improved.

Imitate the actions for sewing, knitting, chopping, jumping, plowing, sawing, &c., and the mute child will readily understand them.

When anything is particularly pleasing to him, invent a sign for it, and by being often repeated, it will become a familiar representative of thought. For "good," kiss the hand; "bad," bring the hand to the lips, as for good, turn the palm down, and throw it from you. "Glad," pat the heart rapidly, with a cheerful countenance; "sorry," rub the heart with the clenched fist, with a sorrowful countenance. "To see," point from the eye towards the object. "To dare," shake the clenched fist with a threatening countenance. "To love," press both hands on the heart. "To hate," push the hands out from the heart, as if pushing something from you. "To disobey," throw the elbow out, forcibly, from the body. "To obey," let the hands incline down, bowing the head slightly, with a submissive countenance. "Red," touch the lips with the forefinger. "Black," draw the end of the finger along the eyebrow.

Individuals may be represented by reference to some peculiarity of person.

These are only a few examples, merely as suggestions.

Spelling may be taught very soon, even before the manual alphabet is perfectly learned. Take the word "cat;" pick out from the alphabet the letters c, a, t, and teach the child to place the fingers in the right position, no matter how slow at first, by patience and a *good deal of repetition* the child will learn to spell the word; and as soon as he has learned what it represents, he will appropriate it to his own use in communicating his thoughts. A cat may be shown him, or the picture of one. After the

ability to spell the word, a sign may be used—reference to the whiskers of the cat will be sufficient. In the same manner, proceed with the words dog, horse, pig, chair, cow, sheep, &c.

At the same time, teach the child to write these words on a slate, and to form the letters as round as possible, not taking off the pencil till the word is completed. A good habit thus formed will be of great advantage to the writer, and save much time, enabling him to accomplish more in a given time than by any other method.

Writing words with *disjointed letters* is very objectionable.

If the parent wishes to proceed further, and teach sentence-writing, write the name of the child, as, "James sees a cat." Point from the eye towards the cat. Let him copy this sentence till he is familiar with it. It will be a *model* for him to construct other sentences, as John sees a dog, —a horse,—a pig,—a chair, &c.

Encourage him to write as many sentences as he can. All this may be the work of years; but he who will take the trouble so to instruct his child, will be repaid a hundred fold. The advantage to the child can never be estimated.

A little attention every day will probably accomplish all this, and possibly much more.

Attempt the end; there is no mystery about instructing the children of silence. It is just as easy to teach a child to know the letters by the position of the hand, as to know them by their names or sounds.

Why should a mother devote hours and days to the instruction of her speaking and hearing child, while the *silent* one sits by in ignorance till his mind is stupid?

When the child has arrived at the proper age for admission into the Institution, *bring it at once*; the longer you delay the worse it is for the child.

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SOME OF THE WORK DONE BY PUPILS DURING THE YEAR.

By the Male Pupils.

- Making 10 school-room desks (each 6 feet long).
- " 7 " benches, with sloped backs.
- " 4 benches without backs.
- " 3 presses for books.
- " 2 black-boards.
- " Lavatory for boys.
- " Dining-room table for ditto.
- " 2 porches for back doors.
- " 2 doors and door-ways.
- " 2 clothes-chests.
- " 1 tool-chest.
- " 1 kneading trough.

- Enclosing sink and boiler down stairs.
- Building and shingling out-house.
- Putting up partition in room up stairs.
- Turning posts for outside stair of verandah behind the Institution, and repairing steps and railing.
- Repairing fences, gates, locks, &c.
- Mowing grass on lawn and orchard.
- Sawing all the wood used in the house.
- General garden work, &c. &c.

By the Female Pupils.

- Making 52 towels.
- " 8 night-dresses.
- " 6 table-cloths.
- " 12 handkerchiefs.
- " 8 aprons.
- " 4 night-caps.
- " 5 work-bags.
- " 18 pillow-cases.
- " 2 rollers.
- " 29 sheets.

Besides a considerable amount of mending and other work, which it would be impossible to give in detail.

DONATIONS.

VARIOUS useful articles, have been presented to the Institution, during the year, and mentioned in the monthly acknowledgements—among which were the following:—

LUMBER, from Messrs. Donovan, Humphrey, McKay, and Jennings.
2 CLOCKS from Mr. E. D. Heffernan.
FIRE IRONS from Messrs. H. H. Fuller & Co. and John Stairs.
OIL CLOTH from Mrs. Mackinlay.
SHOVELS, SPADES, SAWS, &c., from Messrs. Starr, and Albro.
WHEELBARROW, from Mr. Stevens.
BLOCK PICTURE-ALPHABET, from Mr. J. B. Strong.
CARPENTER'S WORK, Mr. W. H. Marvin.
MASON'S WORK, Mr. Edwards.
BATTLEDORES AND SKIPPING ROPES, Messrs. Della Torre and Rayner and Mrs. J. W. Johnston.
MEDICINES, Mr. John Richardson, Jr.
POTATOES, J. Duffus, Esq.
BROOMS, Mr. C. D. Hunter.
CHRISTMAS GIFTS, Mrs. Duffus, Mrs. E. Cunard, Messrs. Rennels and J. Liswell, &c. &c.

☞ Any articles suitable for the recreation of the pupils, or for household use, will always be thankfully received.

NOTICE.

THE INSTITUTION may be visited by persons resident in the City on the *afternoons* of TUESDAY and FRIDAY, between the hours of 2 and 4 o'clock. The parents and friends of the pupils, as also strangers *from the country*, will be admitted any day of the week, except Sunday.