

THE  
EIGHTH ANNUAL REPORT  
OF THE  
*Institution for the Deaf and Dumb,*  
AT  
HALIFAX, NOVA SCOTIA.  
FOR  
1865.

INCORPORATED BY ACT OF PROVINCIAL PARLIAMENT, APRIL, 1862.

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“Open thy mouth for the Dumb.”—Prov. xxxi. 8.

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HALIFAX, N. S.  
PRINTED BY JAMES BOWES & SONS,  
1866.

INSTITUTION FOR THE DEAF AND DUMB,  
COTTINCEN ST., HALIFAX, N. S.

Patron.

LT.-GENERAL SIR WILLIAM FENWICK WILLIAMS, *Baronet*,  
Lieutenant-Governor and Commander-in-Chief of the Province of Nova Scotia.

Directors.

ANDW. MACKINLAY, Esq., *Chairman*.  
HON. J. H. ANDERSON.  
CHAS. COGSWELL, Esq., M.D.  
JOHN NAYLOR, Esq.  
JOHN DUFFUS, Esq., *Treasurer*.  
REV. JAS. C. COCHRAN, M.A., *Sec'y*.

Principal.

J. SCOTT HUTTON, Esq.

Assistant Teacher.

MR. WILLIAM GRAY.

Matron.

MRS. VINECOVE.

Physician.

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

Dentist.

DR. ALFRED COGSWELL.

Visiting Ladies.

MRS. COCHRAN.  
MRS. DUFFUS.  
MRS. J. W. JOHNSTON.  
MRS. SILVER.  
MRS. NEWTON BINNEY.  
MRS. E. CUNARD.

MRS. MACKINLAY.  
MRS. H. ANDERSON.  
MRS. C. MURDOCH.  
MRS. BARSS.  
MRS. ALFRED JONES.

1. Applicants fourteen;\* of sound contagious and of  
2. Application to the Secretary,  
3. The following BOARDER PUPILS  
These rates include but no deduction for  
DAY PUPILS, and  
4. These terms the applicant, at the  
5. The session and closes on the  
will be duly notified  
may make arrangements in case of sickness  
mitted to leave before  
6. The opening pupils, and punctuated at this period.  
the term, and continue  
*other time.*  
7. Pupils are of friends. This arrangement for the convenience of pupils—which will  
8. Every boarder ing, all to be distinguished.

1 Week-day suit  
1 Sunday suit.  
2 pairs of Boots  
2 pairs of drawers  
4 pairs of Woollen  
5 Shirts.  
2 Flannel Shirts.  
Also, for small boys

\* Applications on behalf of  
considered by the Directors.

DUMB,

LIAMs, *Baronet*.  
Nova Scotia.

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## TERMS OF ADMISSION.

1. Applicants must be Deaf and Dumb, between the ages of *ten* and *fourteen*;\* of sound mind, free from immoralities of conduct, and from contagious and offensive diseases.
2. Applications for admission should be made in writing (post paid) to the Secretary, or to the Principal of the Institution.
3. The following are the charges, payable *half-yearly* in advance :—  
BOARDER PUPILS, \$80 and \$100 per session, according to age. These rates include tuition, board, washing, and medical attendance, but no deduction will be made on account of vacation.  
DAY PUPILS, are received for \$20 per session.
4. These terms may be modified according to the circumstances of the applicant, at the discretion of the Board of Directors.
5. The session commences on the first Wednesday of September, and closes on the second Wednesday of 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, or other unavoidable cause, pupils cannot be permitted to leave before the specified time.
6. 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*.
7. 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.
8. Every boarder is expected to have the following articles of clothing, all to be distinctly marked with the pupil's name in full :—

### FOR MALE PUPILS.

- |                            |                               |
|----------------------------|-------------------------------|
| 1 Week-day suit.           | 4 Pocket Handkerchiefs.       |
| 1 Sunday suit.             | 2 Neckerchiefs.               |
| 2 pairs of Boots or Shoes. | 1 Muffler.                    |
| 2 pairs of drawers.        | 2 pairs warm Gloves or Mitts. |
| 4 pairs of Woolen Socks.   | 1 Overcoat.                   |
| 5 Shirts.                  | 2 pairs of Suspenders.        |
| 2 Flannel Shirts.          | 1 pair Rubber Shoes.          |

Also, for small boys, 2 or 3 Check or Gingham Sacks or Overalls.

\* Applications on behalf of persons more or less than the required age will be considered by the Directors, and dealt with on their special merits.

CKINLAY.  
ANDERSON.  
MURDOCH.  
RSS.  
FRED JONES.

## FOR FEMALE PUPILS.

2 Calico Dresses.	2 Night Gowns and 3 Night Caps.
2 Woolen or Worsted Dresses.	3 pairs of Shoes.
1 Sunday Hat or Bonnet.	1 pair of Rubber Boots.
1 Week-day Hat or Hood.	1 Shawl or Cloak.
4 Pocket Handkerchiefs.	2 or more changes of under-Clothing.
5 pairs of Stockings.	

## ADDITIONAL ARTICLES FOR BOTH SEXES.

1 Small-tooth comb.	1 Clothes-brush.
1 Common or Pocket comb.	1 Umbrella.
1 Hair-Brush.	1 Box or Trunk.

SERIES of QUESTIONS *to be answered in writing on behalf of each pupil previous to admission.*

1. The name of the pupil in full.
2. The year, month, and day of his birth.
3. The cause of deafness.
4. Is the deafness total or partial? If the latter, what is the degree of hearing?
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, occupation, and post-office address of the parents.
10. The number and names of the children.
11. Are the parents (or guardians) in circumstances to contribute to the support of the pupil in the Institution, and to what extent? If unable to contribute, the same to be certified by minister or magistrate.

CERTIFICATE *to accompany the Answers to the foregoing, and to be signed by a medical man and a minister or Magistrate.*

"This is to certify, that to the best of my knowledge, I believe . . . . . to be of sound mind, generally healthy, and free from any contagious disease or vice which would render his residence with other pupils undesirable. The statements above are also, in my opinion, correct."

(Signature).....

(Date).....

THE Directors have much pleasure of its affairs.

They acknowledge the care which has been taken during the past year, and vouchsafed to the deaf-mutes of this Institution; cannot but lament that of that class has yet of the Institution; of Religion, and of the Institute to endeavor to give instruction, whatever pay, of course they receive, and provide the means of support.

For nearly nine years in His governance Christian benevolence has wanted of the Institution the hearts of all entrusted to its care, and believed that a very end.

The Directors would here acknowledge the labors of the first Institute (the first in the world) of the deaf and dumb. They not only provide the support of the Institution, but the recommendation of the

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## REPORT.

THE Directors of the Institution for the Deaf and Dumb have much pleasure in presenting their Eighth Annual Report of its affairs.

They acknowledge with great thankfulness the Providential care which has been extended to their interesting charge during the past year, and the measure of success which has been vouchsafed to their labors, in behalf of the long-neglected deaf-mutes of these Lower Provinces. At the same time they cannot but lament that such a comparatively small proportion of that class has yet been brought under the salutary influence of the Institution; and they would earnestly urge all Ministers of Religion, and other influential persons throughout this Province to endeavor to send up all that are of a suitable age for instruction, whatever may be their circumstances. If able to pay, of course they will be expected to do so; if not, still let them come, and public or private charity will surely supply the means of support.

For nearly nine years He who hath the hearts of all men in His governance, hath so disposed them that the streams of Christian benevolence have unceasingly flowed, to meet the wants of the Institution, and to strengthen and cheer the hearts of all entrusted with its management. And it is hoped and believed that as it has been, so will it continue to be to the very end.

The Directors would be utterly inexcusable if they did not here acknowledge the noble liberality of our Provincial Legislature (the first in the colonies of the empire to regard the wants of the deaf and dumb), as exemplified in the past year. They not only provided as usual the annual grant of \$2000 for the support of the Institution, but, in compliance with the recommendation of the committees of 1864 and 1865 who inspected

the establishment, they added the munificent sum of \$3600 to enable the Directors to pay off the whole debt on the property, and thus relieve them from the tax of yearly interest. This has been done, and the premises are now entirely free. If the Legislature had never done anything else in the cause of humanity and Religion, surely this generous deed should be held in lasting remembrance by this and future generations.

While giving due honor to this instrumentality in promoting the welfare of the deaf-mutes of our land, and glancing back at our small beginning in 1857, when a little room in Argyle street held the feeble germ of what has now become a goodly and flourishing tree, we would be infidels indeed if we did not set up our EBENEZER and say, "Hitherto hath the LORD helped us." When in 1859 the Directors ventured in faith to purchase the present location for \$6400, they had not a dollar in hand wherewith to pay it. They had no certain endowment on which to depend for the maintenance of the Institution, or the payment of teachers. But from year to year they have been enabled by contributions, public and private, to meet every engagement, and now the corporation finds itself in possession of a most desirable property, beautiful for situation, unencumbered by debt, and worth probably at least \$12,000.

The comforts and conveniences of the establishment have been largely increased during the last year, by fitting up lavatories, one for the boys and another for the girls; a much needed laundry, a coal shed, and other improvements, costing a considerable outlay, which has been defrayed by the legacies of the late Mr. Black and Mr. Charman.

For a minute account of the educational state of the Institution, the Directors refer to the very full Report of the Principal, which will be found, with other interesting matters, in the appendix. They contain good evidence of the painstaking and incessant labors of Mr. Hutton, in which he derives valuable assistance from his venerable father.

The importance of periodical tours to the various sections of the Province has been again shewn, by the success of that which the Principal undertook last summer, accompanied by some of the pupils, and copious details of which will be found

in the usual place. The most est thanks to all who have aided and hospitalities in small or larger amounts on tour.

The health of the Institution has been seen by the Doctor, a worthy physician, who has given his gratuitous services as dentist, to kindly attend to the wants of the parents and to give all possible care in their bodily health.

His Excellency Bart. of Kars, &c. of Scotia, has kindly visited the Institution, and has already expressed his interest both by his chief command in person, and in a short time that he has personally presented himself to the pupils themselves, commencing by expressing their satisfaction with the government of his Institution, and of these productions of the Directors anticipated as personal as well as on behalf by our distinguished

As heretofore, and as a most interesting exhibition of the amusement of the Institution, and the precious and well kept galleries of the pupils of both sexes.

In conclusion, the Directors have their care to the fullest extent, and that their

in the usual place. The Directors beg to return their warmest thanks to all who on that occasion extended such generous aid and hospitality to the deputation. Collections of larger or smaller amount are still dropping in as the fruits of that tour.

The health of the establishment during the year, as will be seen by the Doctor's report, has been mercifully good. That worthy physician is ever ready, when occasion requires, to give his gratuitous services. Dr. A. Cogswell also continues, as dentist, to kindly attend to the pupils. For the satisfaction of the parents and friends, they may be safely assured that all possible care is taken by Mrs. Vinecove, the matron, of their bodily health and comfort, both in sickness and in health.

His Excellency Lieutenant-General Sir Fenwick Williams, Bart. of Kars, &c., &c., now Lieutenant-Governor of Nova Scotia, has kindly consented to become Patron of the Institution, and has already visited it several times. He has testified his interest both by having been a yearly subscriber, when in chief command in Canada, and in various other ways in the short time that he has been in this Province. The pupils spontaneously presented him with written addresses, composed by themselves, commemorating his great military services, and expressing their satisfaction that the Queen had conferred the government of his native province upon his Excellency. One of these productions will be found in the appendix. The Directors anticipate much benefit to the Institution from the personal as well as official interest, thus far manifested in its behalf by our distinguished countryman.

As heretofore, advantage is taken of any outdoor recreation or interesting exhibitions that may minister to the wholesome amusement of the inmates, while at their home there are spacious and well kept grounds around the house, where separately the pupils of both sexes can find healthful exercise.

In conclusion, the Directors commend the Institution under their care to the fervent prayers and the continued support of all who wish it well, reminding them that its wants are incessant, and that therefore the flow of Christian benevolence

should still continue, inasmuch as besides the Legislative annual grant it requires at least \$2400 to meet the yearly demands of the establishment.

By order of the Board,

J. C. COCHRAN, M.A.,  
*Secretary.*

HALIFAX, January, 1866,

## REPORT

*To the Directors of*

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report for the year

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AN, M.A.,  
Secretary.

## REPORT OF THE PRINCIPAL.

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*To the Directors of the Deaf and Dumb Institution :*

GENTLEMEN,—I have the honour to submit to you the following report for the year 1865.

In the first place I desire to acknowledge with humble gratitude the gracious care of a kind Providence in all the mercies vouchsafed to us, and especially would we express our thankfulness for the almost uninterrupted good health with which, as a household, we have been favoured during the year now closed.

At no former period in the history of the Institution have we enjoyed so much freedom from sickness of every kind, as during the present year. For this happy state of things I believe we are largely indebted, under God, to the important and extensive

### SANITARY IMPROVEMENTS

made on the premises in the course of the past summer, which have greatly enhanced the convenience, comfort and efficiency of the establishment. I beg most respectfully and cordially to congratulate the Directors and friends of the Institution on these valuable improvements which were urgently required for years, having been repeatedly referred to, both in my quarterly and annual statements to the Directors, as also in the published reports of the Medical Officer of the Institution, though unfortunately delayed for want of funds. Their completion now places the Institution in a better position to accomplish the benevolent purposes of its founders, and renders it more worthy than ever of the confidence and support of the legislature and the country.

### THE ATTENDANCE

during the year has suffered no diminution, although a temporary falling off was almost to be expected this season, owing to the comparatively large number of dismissions the two previous years. The whole number on the roll for 1865 has been *forty seven*, against *forty six* last year. The present attendance is *thirty-four*, 21 boys and 13 girls; of these *two* boys and *one* girl are day pupils.

The following is an analysis of the attendance for the year:—

	Boys.	Girls.	Total.
Left during the year 1865.....	6	3	9
Temporarily absent, but expected to return.	2	2	4
Admitted or re-admitted within the year.	4	2	6
Pupils of last year still in attendance...	17	11	28
	29	18	47

In the appendix will be found the usual tabular statement of the Pupils' names, ages, residence and other particulars

The number of admissions should have been larger: several applications were made and approved of, which have not been followed up by sending the children to the Institution. This is much to be regretted for the sake of the unfortunate mutes who are thus kept back from participating in the advantages enjoyed by their fellow sufferers in the Institution, through the culpable indifference, dilatoriness, or parsimony of those who ought to be most alive to the temporal and eternal well-being of their silent offspring, and therefore most anxious to secure for them the blessings of education.

We have also to renew the complaint of former years in regard to the

#### WANT OF PUNCTUALITY

in returning the pupils at the September commencement. Last year there seemed to be some indication of improvement, but this session the evil has been as great as ever. It is but too evident that parents and relations frequently allow the six or seven weeks of vacation to pass away unimproved, and only begin the necessary preparations for sending their children back to school *at the very time the pupils ought to be here* to resume their studies. Some of our pupils did not return till the middle of November, though the term began on the 6th of September, thus not only losing the whole quarter themselves, but causing annoyance and inconvenience to the Teacher, disturbing the plans and arrangements of the school, seriously interfering with the business of instruction, and hindering the progress of the other pupils. If possible, something should be done to enforce punctuality, as in similar Institutions in the mother country, where failure to be present at the opening of the session, without valid and satisfactory reason, renders the pupil liable to exclusion from the school for the whole year. I confess, however, it is difficult in *our* circumstances to point to an adequate remedy. Owing to the lack, on the part of

many parents and the low value of education, and feel the duty of pointing on this point, I fear practice here, instead of through the carelessness of shutting out some

It nevertheless appears in regard to the common itself, to be sufficient requirement; while, wholly or in part *be* ligation of gratitude

The work of instruction with a fair measure have applied themselves diligence, and their progress. With different capacities of improvement advanced pupils who life, within the last term filled by pupils of an average standard of years. The average exceeds *two years and* whose standing is over very moderate standard. We, nevertheless, number boys and girls, who if not superior, in presence walls of the Institution

The following are

#### FIRST

Alfred Harvey.....  
Margaret McKay.....  
Clarence Logan.....  
John Dixon.....  
Mary Dunn.....  
Mary Murphy.....  
Sarah Jane Floyd...  
Henry C. McKay...

for the year:—

Girls.	Total.
3	9
2	4
2	6
11	28
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many parents and relatives, of that intelligent appreciation of the value of education, which would enable them to see the importance, and feel the duty of careful attention to the rules of the Institution on this point, I fear that the immediate adoption of the British practice here, instead of curing the evil complained of, might, through the carelessness or indifference of friends, have the effect of shutting out some of our pupils altogether from instruction.

It nevertheless appears to me that in the case of all a simple regard to the common courtesies and proprieties of life, ought in itself, to be sufficient to ensure compliance with so reasonable a requirement; while, in the case of those whose children are either wholly or in part *beneficiaries* of the Institution, the stronger obligation of gratitude should lead to the desired result.

#### THE SCHOOL.

The work of instruction has been prosecuted during the year with a fair measure of comfort and success. The pupils generally have applied themselves to their studies with commendable diligence, and their progress has been, on the whole, encouraging. With different capacities there have been, of course, different degrees of improvement. The large number of comparatively advanced pupils who have left school, to enter on the business of life, within the last two or three years, and whose places are now filled by pupils of a junior grade, detracts somewhat from the average standard of scholarship, as compared with some former years. The average standing of our present pupils scarcely exceeds *two years and a quarter*, while there are only *six* scholars whose standing is over *four* years. In these circumstances only a very moderate standard of attainment can possibly be expected. We, nevertheless, number among our charge several very promising boys and girls, who will I trust, in due time, prove fully equal, if not superior, in proficiency, to any that have yet passed the walls of the Institution.

The following are the class-lists as at present arranged:—

#### FIRST OR JUNIOR CLASS—8 pupils.

Alfred Harvey.....	2 months under instruction.
Margaret McKay.....	11 weeks " "
Clarence Logan.....	4 months " "
John Dixon.....	6 months " "
Mary Dunn.....	about 12 months " "
Mary Murphy.....	about 11 months " "
Sarah Jane Floyd.....	4 months " "
Henry C. McKay.....	12 months " "

## SECOND CLASS—11 pupils.

Ann Macpherson.....	14 months	under instruction.
Sophia Macpherson.....	14 months	“
William Murphy.....	14 months	“
Trustum Spinney.....	15 months	“
William T. Redman.....	15 months	“
William J. Macdonald.....	15 months	“
Charles Glover.....	18 months	“
James Hodges.....	2 years	“
Henry Fletcher.....	2 yrs. and 2 mos.	“
Caleb Morton.....	2½ years	“
Laughlin McKay.....	3 years	“

## THIRD OR SENIOR CLASS—14 pupils.

## I.

Alexander Ross.....	21 months	under instruction.
Ruth Lemont.....	2½ years	“
John Logan.....	3 years	“
S. Edward Morse.....	4 yrs. and 4 mos.	“

## II.

Emma Ann Morse.....	3 years	under instruction.
Gertrude Dakin.....	3¾ years	“
T. Murray McGhee.....	4 years	“
Margaret S. McLean.....	4 years	“
William W. Hill.....	4¼ years	“
Emily Kempton.....	4½ years	“
Henry A. Boutilier.....	4½ years	“

## III.

Lizzie Bently.....	4 years	under instruction.
Alfred H. Abell.....	4¾ years	“
George H. Morse.....	6 yrs. and 4 mos.	“

## THE SUBJECTS OF STUDY

and method of instruction remain, with little or no change, as detailed in last report.

Pupils of the first year, commencing with the manual alphabet (both single and two-handed) and the elements of penmanship, proceed to learn the names of familiar objects, qualities, and actions—the formation of phrases and simple sentences—the answering of easy common questions—the knowledge of the arabic numerals, and numeration with counters or real objects as far as *hundreds*. They also learn the Lord's Prayer, an outline of

Scripture history, civil and moral truth as defined in religious instruction.” The last year, we have had lessons for deaf mutes of development different from which we conceive to be as the best elementary would cordially recommend this kind, and particularly instruction of deaf mutes into an Institution.

The pupils of the second Part II of Jacobs' portions of Peet's Course lessons. They are colloquial phraseology tending their acquaintance with that social instrument of that social the untaught deaf-mute cultivated by lessons of connection with our school History and Arithmetic opportunity of widening the scanty stock of general and religious training feature of the whole system means and circumstances our care such an education participation in the common life, and, at times prepare them for their

## MECHANICAL A

forms no part of our course the deaf mute are generally teach *almost any deaf* self hearing them; and words spoken by other speaker. This is the

\* For an interesting account of Rev. Dr. Day, in the App

Scripture history, chiefly in signs, and the rudiments of religious and moral truth as developed in our "Elementary Course of Religious Instruction." As the basis of our language lessons, during the last year, we have regularly used Jacobs' "Primary Lessons for Deaf Mutes." This work, though following an order of development differing in some important points, from that which we conceive to be the most natural and efficient, we regard as the best elementary text book that has yet been published; and would cordially recommend it as a valuable aid in all schools of this kind, and particularly useful to parents and relatives in the instruction of deaf mutes at home before they are of age to be sent to an Institution.

The pupils of the second and senior classes have been studying Part II of Jacobs' Lessons, our own "Primary Vocabulary," portions of Peet's Course Part III, with supplementary manuscript lessons. They are also regularly practiced in composition, colloquial phraseology and in letter-writing with the view of extending their acquaintance with written language, as the great instrument of that social communication and intercourse from which the untaught deaf-mute is debarred—the perceptive faculties are cultivated by lessons on the properties and uses of objects in connection with our schoolroom cabinet—the elements of Geography, History and Arithmetic are also imparted, while every opportunity of widening the circle of the pupil's ideas, and adding to his scanty stock of general information is sedulously improved. Moral and religious training constitutes the prominent and essential feature of the whole system. In short, we aim, as far as our time, means and circumstances permit, at giving to the deaf-mutes under our care such an education as will fit them for an intelligent participation in the duties, responsibilities, and enjoyments of common life, and, at the same time, may, with the divine blessing prepare them for their immortal destiny.

#### MECHANICAL ARTICULATION AND READING ON THE LIPS \*

forms no part of our course of instruction. The organs of speech in the deaf mute are generally perfect. It is therefore quite possible to teach *almost any deaf and dumb person* to utter words without himself hearing them; and also, within certain limits, to understand words spoken by others, by observing the motion of the lips of the speaker. This is the *oldest* of all systems of deaf mute instruction,

\* For an interesting account of the method and process, see extract from report of Rev. Dr. Day, in the Appendix.

but it is now confined almost exclusively to the schools of Germany and to a single Institution in Great Britain, having been abandoned by most teachers of intelligence and experience in France, England and America. We have never introduced it into the Halifax school, though practically familiar for years with the working of the system in the mother country, for the following reasons :

1. Because the results, even under very favourable circumstances, are altogether disproportioned to the time and labour expended upon it.
2. Because the system is inapplicable to a mixed school, and can prove tolerably successful only with a picked class of pupils, consisting either of semi-mutes whose hearing and speech are but partially impaired, or of those deaf mutes born who happen to have good voices and some special attitude for this branch of instruction.
3. Because it is more expensive than the Sign and Finger Language System, involving the subdivision of a school into very small classes, and the employment of a large staff of teachers. We are not in circumstances, in Halifax, to provide for teaching articulation as an accomplishment, even to the few among our pupils who might, to some extent, derive benefit from it.
4. Because, when applied indiscriminately to all, it seriously retards the mental and moral improvement of the deaf and dumb, as well as their acquisition of *written* language. Under the modern system (of Signs and Dactylology) a deaf mute will make more progress in knowledge, in intellectual and moral development, and in the use of language, *in one year* than he would under the Articulation System in *two* years.
5. Because mechanical articulation is distasteful to the deaf mute himself, and generally harsh and disagreeable to others. For this reason most deaf mutes, instructed on this system, gradually drop the use of speech after leaving school, and fall back upon their natural pleasing and expressive language of gesture ; or have recourse to the finger language or the slate, in communicating with those around them.

#### USEFULNESS OF THE INSTITUTION.

Comparatively short as has been the period over which the operations of the Institution extend, we have already the comfort and encouragement of being able to point to some interesting proofs that our labours have not been in vain. Numbers of our pupils are to be found, in this city as well as throughout the Province and elsewhere, engaged in earning their own livelihood, and

conducting themselves of the community. cabinetmaking in Halifax view to further improve a stranger in the latter production to aid him in after his arrival there in one of the best

The benefits accrued not however confined to advantages and spirit evidences of its value liberal support and During the last year having been led to de Lord and Saviour, m tion with the denon belonged. One was another was admitted byterian Church, and Rev. J. J. Joplin, Pa own schoolfellows, an of these cases there is has been begun, whic Author unto the day thus, within a year or view of such tokens of upon humbly to thank

#### EMPLOYMENT

While the intellect first in urgency and in labours, the cultivation looked.

The Boys are employed and are required to keep per order, to saw and fences &c. in repair, themselves useful. Each performance of which habits of industry, punct

The Girls regularly only two paid domestics

schools of Germany  
 having been abandoned  
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 ready the comfort  
 some interesting  
 Numbers of our  
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 livelihood, and

conducting themselves as honest, sober and industrious members of the community. One young man after learning the trade of cabinetmaking in Halifax, went on to Boston last spring with the view to further improvement in his business. Though quite a stranger in the latter city, without friends, acquaintances or introduction to aid him in his object, he succeeded the very next day after his arrival there, in obtaining highly remunerative employment in one of the best cabinetmaking establishments in Boston.

The benefits accruing to our pupils from their training here are not however confined to their temporal interest. The religious advantages and spiritual fruits of the Institution afford the best evidences of its value, and constitute its strongest claim to the liberal support and earnest prayers of the christian public. During the last year *three* of our girls and *two* of our young men, having been led to desire to give themselves to the service of their Lord and Saviour, made a public profession of religion in connection with the denominations to which their parents respectively belonged. One was confirmed in the Bishop's Chapel last spring, another was admitted to the membership of Poplar Grove Presbyterian Church, and three others were baptized last July, by the Rev. J. J. Joplin, Pastor of the Tabernacle, in presence of their own schoolfellows, and a deeply interested congregation. In each of these cases there is reason to believe a genuine work of grace has been begun, which we pray may be carried on by its Divine Author unto the day of Jesus Christ. *Eleven* of our pupils have thus, within a year or two, been added to the Church. Surely in view of such tokens of divine favour and blessing, we are called upon humbly to thank God and take courage.

#### EMPLOYMENT OF PUPILS OUT OF SCHOOL.

While the intellectual and moral improvement of our charge, as first in urgency and importance, constitutes the chief object of our labours, the cultivation of useful and industrious habits is not overlooked.

The Boys are employed in the garden and other out-door work, and are required to keep the schoolroom, yard, and barn in proper order, to saw and chop the wood, to make fires, to keep the fences &c. in repair, to go on errands, and otherwise make themselves useful. Each boy has his allotted daily task, for the due performance of which he is held accountable, thus training him to habits of industry, punctuality and order.

The Girls regularly assist in the household work, there being only two paid domestics for the whole establishment. Instruction

in knitting and sewing is also given, and they are required to keep all the pupils' under clothing and the bedding of the house in good repair. The following list of some of the work done during the year has been furnished me by the Matron:—

“ Making 16 sheets, 18 pillow-slips, 72 towels, 6 table-cloths, 15 window blinds, 6 window-vallances, 4 bed-ticks, 1 rag mat, 9 pairs pants, 4 vests, 3 jackets, 5 coats, 1 pair mitts, 10 dresses, 6 shirts, 10 pairs drawers, 18 bed-spreads, 26 handkerchiefs, 17 ends of druggot hemmed, footing socks, mending underclothing &c.”

#### OUR WESTERN TOUR.

Having of late years visited pretty fully the eastern sections of the Province, including the island of Cape Breton, with a considerable portion of New Brunswick and Prince Edward Island, it was deemed proper to turn our attention again to the western counties of Nova Scotia, some of which had not been visited for six years, and others not since the summer of 1858. This course was rendered the more desirable by an apparent lack of interest, and liberality in regard to the cause of deaf-mute education, existing on the part of the WEST as compared with the EAST—the latter, to its credit be it spoken, having from the inception of this enterprise, manifested an intelligent interest in the welfare of the long neglected “children of silence,” and a spirit of enlarged and unwearied liberality in responding to their claims.

With the view therefore, of reviving and extending public interest in our work throughout the Western Counties, I resolved to devote the past vacation to as thorough a visitation of them as time and circumstances would permit. And I rejoice to be able to state that we succeeded in our object beyond my most sanguine expectations. On this occasion, at least, the WEST has not only *not* been behind the EAST in philanthropic spirit and liberality, but has even outstripped her in the race of benevolence. May such noble rivalry and generous emulation long prevail!

Leaving Halifax on Friday the 28th of July last, we proceeded first to Chester, and thence by successive stages, along the southern coast, *via* Lunenburg, Liverpool, Shelburne, &c., to Yarmouth; then skirting the shore of the Bay of Fundy and St. Mary's Bay, up through Clare and Weymouth to Digby; hence, eastward through the noble valley of the Annapolis, and the beautiful and fruitful county of King's, to Windsor, whence we returned by railway to Halifax on Saturday the 9th of September—having been absent exactly *six weeks and a day*, during which we had travelled over 400 miles, held and addressed *thirty-one* meetings,

the Institution. This \$750 by the proceeds visited.

The following is a list of our tour:—

Collected at Public Meeting  
Mr. and Mrs. Henry M  
Rev. J. C. Shreve.  
A Friend 2s. 6d., John  
A Friend, by Mr. Wif

Collected by Miss Hiltz  
“ Miss McC  
“ Robert Lo

Collected at Public Meeting  
“ by Rev. Mr. S

Collected by Mrs. John

Collection at Public Meeting

By Miss Esther Coming  
“ Christiana And  
“ Mary Bailey's  
“ Amelia Dauphi

Collection at Public Meeting  
Thomas Keefer, Esq.,  
Mrs. John Hebb . . . .  
Miss Caroline Koch 5s.,  
Collected by Mrs. Grinto

Collection at Public Meeting

the Institution. This sum has been subsequently increased to about \$750 by the proceeds of collecting cards left in the various localities visited.

The following is a detailed statement of the pecuniary results of our tour:—

## CHESTER.

Collected at Public Meeting, less 5s. 7½d. expenses..	£1	3	6½
Mr. and Mrs. Henry Mitchell....	1	0	0
Rev. J. C. Shreve..	0	5	0
A Friend 2s. 6d., John Church 3s. 1½d....	0	5	7½
A Friend, by Mr. Witford, of the hotel	0	12	6

*Subsequent Proceeds of Cards.*

Collected by Miss Hiltz	0	6	10½
“ Miss McCurdy	0	6	3
“ Robert Lordly	0	7	6
			<u>\$16.33</u>

## MAHONE BAY.

Collected at Public Meeting	2	3	8
“ by Rev. Mr. Snyder	1	5	0

*Received Subsequently.*

Collected by Mrs. John McKinnon	2	10	3
			<u>23.78</u>

## LUNENBURG.

Collection at Public Meeting	5	0	0
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*Collected Subsequently.*

By Miss Esther Comingo's card	3	11	7½
“ Christiana Anderson's card	0	12	6
“ Mary Bailey's	2	5	7½
“ Amelia Dauphinee's....	0	13	9
			<u>48.70</u>

## BBIDGEWATER.

Collection at Public Meeting	3	12	5
Thomas Keefer, Esq.,	0	12	6
Mrs. John Hebb	0	12	6
Miss Caroline Koch 5s., Mr. Wentzel 1s. 3d....	0	6	3
Collected by Mrs. Grinton	0	5	0
			<u>21.73</u>

## DUBLIN SHORE.

Collection at Public Meeting	1	4	0
			<u>4.07</u>

## PETITE RIVIERE.

Collection at Public Meeting .... £2 1 0

*Proceeds of Cards.*

Collected by Mr. Matthew Publicover, La Have Island	.....	.....	1 9 0	
Collected by Master Charles Spike and Master Charles Lockhart	.....	.....	1 8 9½	
			<u>          </u>	\$19.76

## MILL VILLAGE.

Collection at Public Meeting	.....	.....	2 12 3½	10.46
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## PORT MEDWAY.

Collection at Public Meeting	.....	.....	2 18 3½	41.66½
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## LIVERPOOL.

Collection at Public Meeting	.....	.....	4 10 7½	
Subscriptions next day (less \$7.50 expenses)	.....	.....	12 10 0	
			<u>          </u>	68.12½

## MILTON.

Collection at Public Meeting	.....	.....	5 7 6	
Samuel Freeman, Esq.,	.....	.....	1 0 0	
James Collie, Esq.,	.....	.....	1 0 0	
			<u>          </u>	29.50

## JORDAN RIVER.

Collection at Public Meeting	.....	.....	1 4 4½	4.88
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## LOCKE'S ISLAND.

Collection at Public Meeting	.....	.....	4 0 1	
A Friend £1; L. Churchill, Esq., £1	.....	.....	2 0 0	
Additional subscriptions by card	.....	.....	1 5 0	
			<u>          </u>	29.00

## SHELBURNE.

Collection at Public Meeting	.....	.....	9 0 6	
Subsequently—Collected by Misses Kelly and Woodill	.....	.....	4 0 0	
			<u>          </u>	52.10

Collection at Public Meeting  
Rev. M. Henry ...Collection at Public Meeting  
A Friend 5s., additionalCollection at Public Meeting  
Mr. Harvey Spinney  
Collected by Miss Franco  
" Mrs. Harvey  
" Miss H. S.  
" Miss DorcasCollection at Public Meeting  
Captain J. V. N. Hatfield

Taken at Public Meeting

Collection at Public Meeting

Collection at Public Meeting

Collection at Public Meeting  
" by Rev. H. L. Y  
Rev. S. F. Huestis ....

Collection at Public Meeting

£2 1 0

1 9 0

1 8 9½  
\$19.76

2 12 3½  
10.46

2 18 3½  
41.66½

4 10 7½  
12 10 0  
68.12½

5 7 6  
1 0 0  
1 0 0  
29.50

1 4 4½  
4.88

4 0 1  
2 0 0  
1 5 0  
29.00

9 0 6  
4 0 0  
52.10

CLYDE RIVER.

Collection at Public Meeting . . . . . £1 16 6½  
Rev. M. Henry . . . . . 0 5 0  
\$8.31

BARRINGTON.

Collection at Public Meeting . . . . . 3 14 7½  
A Friend 5s., additional 1s. 3d. . . . . 0 6 3  
16.17½

ARGYLE.

Collection at Public Meeting . . . . . 1 7 1½  
Mr. Harvey Spinney . . . . . 0 5 0  
Collected by Miss Frances Frost . . . . . 0 12 3  
" Mrs. Harvey Spinney . . . . . 1 5 5  
" Miss H. S. Nickerson . . . . . 1 1 8  
" Miss Dorcas Spinney . . . . . 0 14 5  
21.18

TUSKET.

Collection at Public Meeting (less 3s. 9d. expenses).. 1 10 8½  
Captain J. V. N. Hatfield . . . . . 1 2 6  
10.64

YARMOUTH.

Taken at Public Meeting . . . . . 16 10 0  
66.00

WEYMOUTH.

Collection at Public Meeting . . . . . 6 5 0  
25.00

MARSHALLTOWN.

Collection at Public Meeting . . . . . 1 6 6  
5.30

DIGBY.

Collection at Public Meeting . . . . . 4 6 1½  
" by Rev. H. L. Yewens . . . . . 2 15 0  
Rev. S. F. Huestis . . . . . 0 5 0  
28.23

BEAR RIVER.

Collection at Public Meeting . . . . . 2 7 3  
9.45

## CLEMENTSPORT.

Collection at Public Meeting . . . . .	£2 11 7	
<i>Proceeds of Cards.</i>		
Collected by Miss Louisa Gilliat . . . . .	1 16 7½	
“ Mrs. E. D. Thomas . . . . .	1 5 11½	
“ Miss Vroom . . . . .	0 1 1½	
Additional (per Rev. W. M. Godfrey) . . . . .	0 10 4½	
		\$26.32

## ANNAPOLIS.

Collection at Public Meeting . . . . .	6 6 3	
G. F. Pike, Esq., 20s.; E. H. Cutler, Esq., 5s.	1 5 0	
		30.25

## BRIDGETOWN.

Collection at Public Meeting . . . . .	2 8 6	
		9.70

## LAWRENCETOWN.

Collection at Public Meeting . . . . .	1 17 6	
Hon. Mr. Whitman . . . . .	0 12 6	
Dr. Primrose 3s. 1½d.; additional 1s. 3d.	0 4 4½	

*Subsequently Received.*

Collection in Lawrencetown Church by Rev. Dr. Robertson . . . . .	0 7 6	
Collected by Miss Elmira Rowles . . . . .	0 13 9	
“ Miss Jane F. Morse . . . . .	0 15 0	
		18.12

## AYLESFORD.

Collection at Public Meeting . . . . .	2 12 1	
Wm. Tupper, Esq., 5s.; Rev. Dr. Tupper, 5s.	0 10 0	

*Subsequently Received.*

Collected by Miss Louisa Magee . . . . .	0 6 3	
“ “ S. L. Crane . . . . .	0 5 0	
“ “ Bessie Avery . . . . .	1 2 0	
“ Mrs. Thomas Jaques . . . . .	0 12 8	
		21.61

## BERWICK.

Collection at Public Meeting . . . . .	3 11 0	
Various small donations . . . . .	0 10 7½	
		16.32

Collection at Public Meeting  
Subsequently—Collected

Collection at Public Meeting  
H. L. Dickie, Esq.  
Subsequently—Miss Annie  
Collected by Miss Carrie

Collection at Public Meeting  
Mrs. Witter . . . . .

Collected by  
J. L. Brown . . . . .  
Forsyth, Rounsfell & Co.  
J. W. Barss . . . . .  
H. D. Clarke . . . . .  
J. S. Morse . . . . .  
George V. Rand . . . . .  
John Strong . . . . .  
H. B. Witter . . . . .  
Charles Fitch . . . . .  
W. A. Rockwell . . . . .  
W. Eagles . . . . .  
Small sums . . . . .

Less expenses . . . . .

Proceeds of Tour . . . . .

Of the kindness and help  
I cannot speak too highly  
and four pupils, were allowed  
while free conveyance from  
provided, thus rendering the

£2 11 7  
 1 16 7½  
 1 5 11½  
 0 1 1½  
 0 10 4½

\$26.32

6 6 3  
 1 5 0

30.25

2 8 6

9.70

1 17 6  
 0 12 6  
 0 4 4½

18.12

2 12 1  
 0 10 0

0 6 3  
 0 5 0  
 1 2 0  
 0 12 8

21.61

3 11 0  
 0 10 7½

16.32

BILLTOWN.

Collection at Public Meeting ..... £1 0 3  
 Subsequently—Collected by Miss Jane Bentley ..... 2 4 8½  
 “ “ Abigail Forsythe. .... 0 9 4½  
 ----- \$14.87

CANARD.

Collection at Public Meeting .... 4 15 1½  
 H. L. Dickie, Esq. .... 1 5 0  
 Subsequently—Miss Annie Lyon's card..... 0 12 6  
 Collected by Miss Carrie Eaton ..... 2 0 5  
 ----- 34.61

CANNING.

Collection at Public Meeting..... 4 3 10½  
 Mrs. Witter ..... 0 5 0  
 ----- 17.79

WOLFVILLE.

Collected by J. L. Brown, Esq.

J. L. Brown ..... 6.00  
 Forsyth, Rounsfell & Co. .... 4.00  
 J. W. Barss ..... 10.00  
 H. D. Clarke ..... 4.00  
 J. S. Morse ..... 1.25  
 George V. Rand ..... 1.00  
 John Strong ..... 1.50  
 H. B. Witter ..... 1.50  
 Charles Fitch..... 0.75  
 W. A. Rockwell ..... 1.00  
 W. Eagles ..... 0.50  
 Small sums ..... 1.50  
 ----- \$33.00  
 Less expenses ..... 3.00  
 ----- \$30.00

Proceeds of Tour to this date.... \$749.98½

Of the kindness and hospitality experienced during our travels I cannot speak too highly. Our whole party, including myself and four pupils, were almost everywhere gratuitously entertained, while free conveyance from place to place was also generously provided, thus rendering the collections (with but a trifling deduction



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*congregations*, on  
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T HUTTON,  
*Principal.*

## Address

OF THE

### DEAF AND DUMB PUPILS

TO HIS EXCELLENCY

**General Sir W. F. Williams, Bart. of Kars,**

GOVERNOR OF NOVA SCOTIA.

We are highly pleased with your Excellency's visit to us this afternoon. Your Excellency visited some of our old schoolfellows in the old school at the corner of Prince William and Gottingen streets several years ago. We hope your Excellency will be much pleased with us. We have had visits from the Admiral Sir James Hope, Sir R. McDonnell, Lord and Lady Mulgrave. They all were pleased to visit here. During your Excellency's visit to the old school, none of us were there then, and we have not seen your Excellency, because we have come here since the year 1859. We have heard of your Excellency's gallant deeds at Kars, where your Excellency nobly resisted the Russians for nine months. We are glad that your Excellency is our Governor. Many of us are proud of your Excellency, because your Excellency is a Nova Scotian. Some of us have been in your Excellency's native place, and we visited the old fort at Annapolis Royal. We are glad and proud of your Excellency's honors, viz: being the Commander-in-chief of the British North American army, and the Governor of this Province. We hope your Excellency will continue to be our Governor for many years.

On behalf of our fellow pupils.

(Signed) GEORGE MORSE,  
ALFRED HENRY ABELL,  
T. MURRAY MCGHEE,  
WILLIAM WEBB HILL,  
ALEXANDER ROSS,  
S. EDWARD MORSE,  
HENRY A. BOUTILIER,  
JOHN LOGAN,

LIZZIE BENTLEY,  
EMILY KEMPTON,  
MARGARET S. MCLEAN,  
EMMA ANN MORSE,  
GERTRUDE J. DAKIN,  
RUTH LEMONT.

(Composed by No. 2 ; age 12½ years.)

December 30, 1864.

LIST OF PUPILS FOR THE YEAR ENDING DECEMBER 31st, 1865.

NO.	NAMES.	AGE.	WHERE FROM.	REMARKS.
<b>I. PUPILS WHO HAVE LEFT</b>				
1	Ellen Hamilton.....	17	Scotch Hill, Pictou.....	Born deaf. Sister of No. 2.
2	Catharine S. Hamilton.....	15	Do. do.....	Sister of No. 1.
3	Mary Jane Musgrave.....	19	Sydney, Cape Breton.....	2 deaf and dumb in family (1 dead).
4	Samuel M. Stanten.....	18	Portland, St. John, N.B.....	Do.
5	Robert Crawford.....	19	St. John, N.B.....	Learning to be a shoemaker.
6	John Cameron.....	—	Salt Springs, W.R., Pictou.....	Learning to be a printer.
7	Sylvester Glawson.....	22	Pope's Harbor, Halifax Co.....	Too old for instruction.
8	William Glawson.....	17	Do. do.....	Brother of No. 8. 4 deaf and dumb in family.
9	Peter Harvey.....	17	Halifax City.....	Brother of No. 7. do
<b>II. PUPILS TEMPORARILY ABSENT. EXPECTED TO RETURN.</b>				
10	Janet Cameron.....	15	Salt Springs, W. R. Pictou.....	Employed in a tobacco factory in Halifax.
11	Timothy Ruggles.....	21	Bridgetown, Annapolis Co.....	Absent since vacation, owing to delicate herith.
12	William Wyse.....	12	Musquodoboit, Halifax Co.....	Lost hearing in infancy, from scarlet fever.
13	Margaret Wyse.....	10	Do. do.....	Brother of No. 13. Born deaf (3 D. & D. in fam.)
<b>III. NEW PUPILS ADMITTED, AND OLD ONES RE-ADMITTED.</b>				
14	John Dixon.....	10	Halifax City.....	Born deaf.
15	Sarah Jane Floyd.....	14	Fairfield St. John Co, N.B.....	Day pupil.
16	Clarence E. Logan.....	8	Five Mile River, Hants.....	Brother of No. 22. Born deaf.
17	Alfred Harvey.....	6	Halifax City.....	Brother of No. 9. Day pupil.
18	Margaret McKay.....	13	Darnley, Prince Edward Island.....	Sister of Nos. 35 and 36. Born deaf.
19	Henry A. Fletcher.....	15	Londonderry, Colchester Co.....	Returned after 2 years' absence. 2 D. & D. in fam.

IV. PUPILS OF LAST YEAR, STILL IN ATTENDANCE.

20	Henry A. Boutilier.....	12	N. W. Cove, Marg. Bay, Hal. Co.....	Born deaf. Has 2 cousins deaf and dumb.
21	William John McDonald.....	11	Nine Mile River, Hants Co.....	Cause of deafness not known.
22	John Logan.....	13	Five Mile River, Hants Co.....	Born deaf. 4 deaf and dumb in family.
23	Caleb Morton.....	12	Sheffield's Mills, Cornwallis, K. Co.....	Cause of deafness unknown. Eyesight defective.
24	William T. Redman.....	12	Lower Ward, Marg. Bay, Hal. Co.....	Deafness caused by abscesses in throat and ear.
25	Charles Glover.....	8	Pictou Town.....	Lost hearing from water on the brain.
26	Gertrude J. Dakia.....	16	Digby.....	Deafness discovered at one year old.
27	Trustum Spinney.....	15	Argyle, Yarmouth Co.....	Born deaf. 3 deaf and dumb in family.
28	Margaret S. McLean.....	21	McLellan's Mountain, Pictou.....	Born deaf.

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26	Gertrude J. Dakin.....	16	Digby.....	Deafness discovered at one year old.
27	Trustum Spinney.....	15	Argyle, Yarmouth Co.....	Born deaf. 3 deaf and dumb in family.
28	Margaret S. McLean.....	21	McLellan's Mountain, Pictou.....	Born deaf.
29	Sophia Macpherson.....	22	French River, Pictou Co.....	Sister of No. 30. Born deaf. 3 D. & D. in family.
30	Ann Macpherson.....	31	Do.....	Sister of No. 29. Do.
31	William Murphy.....	19	Victoria, Pugwash, Cum. Co.....	Four deaf and dumb in family.
32	T. Murray McGhee.....	18	St. John, N.B.....	Do.
33	Alfred H. Abell.....	13	Do.....	Lost hearing at 14 mos. old, from fits in teething.
34	James H. Hodges.....	12	Aylesford, King's Co.....	Deaf from scarlet fever, at 5 years old.
35	Laughlin McKay.....	11	Darnley, Princecton, P. E. Island.....	Deaf from infancy. 2 deaf and dumb in family.
36	Henry C. McKay.....	9	Do.....	Brother of No. 18. Born deaf.
37	Caroline Speidel.....	21?	Mahone Bay, Lunenburg Co.....	Do.
38	Emily Kempton.....	21	Caledonia, Queen's Co.....	Probably born deaf.
39	William W. Hill.....	27	Sydney, Cape Breton.....	Deaf from typhus fever, at 2 years.
40	Mary A. Murphy.....	9	Waverley, Halifax Co.....	Semi-mute. Deaf from accident in childhood.
41	Alexander Ross.....	14	Blue Mountain, Pictou Co.....	Deaf from typhus fever.
42	Lizzie R. Bentley.....	15	Billtown, Cornwallis, King's Co.....	Born deaf. 4 deaf and dumb in family.
43	Ruth Lemont.....	14	Do.....	Lost hearing at 3 years. Still speaks a few words.
44	Mary Dunn.....	22	Halifax City.....	Born deaf. 2 deaf and dumb in family.
45	Emma Ann Morse.....	15	Bridgetown, Annapolis Co.....	Day pupil.
46	George H. Morse.....	22	Do.....	Born deaf. Sister of Nos. 46 and 47.
47	S. Edward Morse.....	17	Do.....	Do. 4 deaf and dumb in family.
			Do.....	Do.

SUMMARY.

Males, 29; Females, 18. LOCALITIES—From New Brunswick, 5; Prince Edward Island, 3; Pictou, 9; Halifax, 11; King's, 4; Annapolis, 4; Hants, 3; Cape Breton, 2; Colchester, 1; Cumberland, 1; Lunenburg, 1; Queen's, 1; Digby, 1; Yarmouth, 1.

## APPENDIX TO PRINCIPAL'S REPORT.

### METHOD AND PROCESS

OF

# Teaching Mechanical Articulation

AND

## READING ON THE LIPS.\*

THE employment of Articulation and Reading on the Lips as instruments of instruction is peculiar to the German School on account of the regular orthography in respect to pronunciation being favourable in the way of success, while the many inflections of the French and English languages interpose insurmountable obstacles to those who cannot call into requisition the aid of the ear.

The following methods and processes are given in full from the pen of Rev. Dr. Day, who was specially commissioned to enquire into all sources of information bearing upon the education of the deaf and dumb in Germany, with the view to refute the arguments of Horace Mann, Esq., Chief Superintendent of Education, U. S., who, in one of his annual reports, speaks in glowing terms of the success which crowns the efforts of the German masters in teaching articulation.

### METHOD OF INSTRUCTION.

Before describing the manner in which speaking is taught, without the aid of hearing, it seems necessary to observe, that *deaf-mutes in general possess perfect organs of speech* † They make involuntary and frequently also voluntary sounds, and could they only hear what sounds are made by others in speaking, would be able to imitate them, or in other words to talk. As total deafness debars from all such knowledge, they necessarily remain silent or mute; in other words, they are dumb solely in consequence of deafness. Even where a child has already learned to talk, but subsequently at a tender age becomes deaf, he gradually loses one word after another, from no longer hearing them spoken, and finally relapses into silence.

The end proposed in teaching articulation is, by means of the eye, aided by the sense of touch, to supply to the deaf-mute the lost sense of hearing. As different sounds represent themselves, each in a different manner, on the lips, or in the position and play of the vocal organs, although frequently

\* Extracted from a little work by Mr. J. B. McGann, Head Master of the Deaf and Dumb Institution, Hamilton, C. W.

† Exceptions to this remark are rare. At Cologne, I saw a deaf and dumb boy, dwarfish in size, the orifice of whose throat seemed to be of double the ordinary size. He was able to make a variety of sounds, but not enough to represent the different articulations of spoken language; at two other schools, also I saw similar instances.

with very slight variation of notice and recognition on the other, to imitate the sound of which he is taught. The teacher has certain degrees of success, and must agree. In general, the teacher generally preferred occasional reference to the

1. *Qualifications* necessary to have first correct pronunciation; and of their position *thirdly*, skill in making the mouth, and teaching patience." "The degree of strength, which the pupil requires, than in the case of a special genius."

2. *General description* of the pupil acquainted with the position of the sounds of the necessary position, and the positions; encourages the pupil from simple to complex sentences.

As *apparatus*, a locket of his own mouth, as used by the teacher, used to direct the pupil. Such contrivance has sometimes been used by teachers, instead of the mouth. This Mr. Hill says "sometimes unwittingly" danger of biting it."

One of the earliest attempts at the part of the deaf-mute is only partially lost, and is only partially lost, to talk, and in certain times, on the other hand, the pupil understand what the girl who had been under the progress. Day affirms

\* I shall never forget the efforts of a little deaf-mute whom the instructor was unable to bring his to the point where he was that of *sch* (*sh*). A remedy the mistake, frequent and pressing down his tongue was laborious to the teacher. Indeed, at last he despaired. Although completely nothing connected with a patience exercised by the

with very slight variations, the effort is made to accustom the deaf-mute to notice and recognize these positions and variations on the one hand, and on the other, to imitate them himself, with the addition of those emissions of sound of which he is naturally capable. In this process, nearly every teacher has certain peculiarities of his own, although in the main they do and must agree. In the following description, Mr. Hill's course has been generally preferred, as being on the whole as successful as any, with occasional reference, also, to other teachers and published works.

1. *Qualifications required in an instructor.* In order to be a successful teacher of articulation, according to the German measure of success, it is necessary to have *first*, well formed and perfect organs of speech, and correct pronunciation; *secondly*, an accurate knowledge of the vocal organs, and of their positions and motions in the production of different sounds; *thirdly*, skill in making the deaf-mute perceive the different motions of the mouth, and teaching him to imitate them himself; and *finally*, "infinite patience." "The difficulty," says one, "consists more in the expenditure of strength, which the exertion of teaching the deaf and dumb to articulate requires, than in the understanding of what is to be done, which demands no special genius."

2. *General description of the method of teaching.* In order to make the pupil acquainted with the position of the organs necessary for the production of the sounds of language, the teacher places his own organs in the necessary position, makes the scholar by sight and feeling notice these positions; encourages him to do the same himself; and finally, proceeds from simple to composite sounds, that is, to syllables and words, and from these to sentences.

As *apparatus*, a looking-glass, in which the pupil may view the position of his own mouth, as compared with that of the teacher's, and a paper-folder, used to direct the motions of the pupil's tongue, are generally employed. Such contrivances as india-rubber tongues, the expediency of which has sometimes been suggested, are in fact never resorted to. Some teachers, instead of a paper-folder, put their fingers into the scholar's mouth. This Mr. Hill discountenances, on the ground, among others, that "sometimes unwittingly and sometimes on purpose, the scholar is in danger of biting it."\*

One of the earliest requisites in such a course, is evidently the power on the part of the deaf-mute of making voluntary sounds. When the hearing is only partially lost, or the child has become deaf after having once learned to talk, and in certain other cases, there is no peculiar difficulty. Sometimes, on the other hand, considerable time and labor are spent in making the pupil understand what is required of him. At Leipzig, I saw a little girl who had been under instruction a couple of weeks, but without making any progress. Day after day, she had been called up, and the teacher had

\* I shall never forget the unpleasant impression made upon me, in watching the efforts of a little deaf-mute who had been at school not quite three months, and to whom the instructor was labouring to teach the articulation of the letter *s*. The child did not bring his tongue far enough forward, and the only sound he made was that of *sch* (*sh*.) A quarter of an hour the teacher spent in endeavoring to remedy the mistake, frequently running his paper-folder into the child's mouth, and pressing down his tongue, but without success. The exercise, it was evident, was laborious to the teacher, and towards the end, especially, most painful to the scholar. Indeed, at last the child lost all courage, and appeared the perfect image of despair. Although compulsion is sometimes obliged to be used, yet, on the whole, nothing connected with articulation appears so really surprising, as the degree of patience exercised by the pupils.

pronounced the usual sound *a* (as in father,) with the customary devices of prolongation and percussion, placing her little hand before his mouth and under his chin, to show her that the breath must be strongly expired, and a jar be made in the vocal organs, but all to no effect. She placed her hand, as she was directed, before her own mouth and under her chin, breathing strongly enough, but making no sound. As I saw her from time to time, on my visits to the school, with her mouth wide open, but in complete ignorance of the manner of producing the jar she noticed in her teacher, I became interested in the case, and requested the teacher to inform me as soon as he succeeded. In the course of the week, he brought me word that she had overcome the difficulty. When his own patience was nearly exhausted, another deaf and dumb girl had undertaken the matter, and instantly succeeded. Very possibly the teacher himself would have attained the same result, had he continued his efforts a moment longer. The child it appears, had first succeeded in making a sound when her hand was under her chin; and in consequence, such an association between the vibration and the position of the hand was established in her mind, that in no other way was she able for some days to make any sound at all. The instant her hand was removed, the sound ceased.

The process of instruction is exceedingly slow and elementary, and requires that only one scholar be taught at a time. Seating himself beside a window, so that the light shall fall fully upon his face, placing his head in an easy position, and bringing the scholar before him in such a manner that the pupil's eye shall be on a level with the teacher's mouth, the latter commences with a single sound, and then gradually passes on to others, until all are exhausted. It deserves to be noticed, although it cannot be said that one has borrowed the improvement from the other, that in Germany, both in the schools for hearing children and the deaf and dumb, the sounds of the letters of the alphabet are taught instead of the names. For deaf-mutes, indeed, no other course would be practicable.

The best order in which to teach the sound of the alphabet varies somewhat with different pupils; and hence it is the practice of the best teachers, as early as possible, to try all the sounds of the alphabet, in order both to test the pupil's capability, and ascertain to what points their attention must be specially directed. Generally however, experience has shown the following order to be as successful as any, viz: *h*; *a* (*ah*), *u* (*oo*), *i* (*ee*); *p*, *t*, *k*, or *b*, *d*, *g*; *o*, *e*, (*a* in fate); *au* (*ou*), *ai* (*i* in lion); *f*, *s*, *ch*, (the last a peculiar sound); *v* nearly (*v*), *f*, *j*, (*y*); *ä* (or *ae*); *b*, *d*, *g*, or *p*, *t*, *k*; *sch* (*sh*)! *m*, *n*, *ng*; *l*; *r*; *ö* *ü* (the two last have a peculiar sound.) Care must be taken not to practice the pupil too long on the consonants alone, but, as soon as possible, to bring *k* and *t*, for instance, into connection with the vowels, in the formation of simple syllables. This is the first stage. With some variations in the order of the letters and syllables, relieved also by exercises in learning to make the written characters, the pupil is practiced in these elementary sounds during several weeks.

Next follow the consonants placed *after* the vowels, and forming of significant words as *af*, *of*, *Ruf*, *Ohr*, etc. "The main object here is rather mechanical readiness in speaking, than acquaintance with the meaning of words." Afterwards, syllables are united into words and these into sentences.

What infinite patience is required in the course of instruction thus briefly sketched, in which the teacher's mouth, the looking glass, and constant watching and feeling of the position of the tongue, must be relied on

to supply the loss of the hearing, are most apt to fail in the letter *k*. It is in certain fixed manner, and is unfrequently made through his nose. The pupil's hand under the chin, making him perceive the vibration of the tongue pressing the tongue against the roof of the mouth, and for the third, in the direction of the air in this direction, required the habit of the hand, and the mechanism of the hand.

In passing next to the pupil, either in respect to the cases to utter only these sounds are so nasal. To remedy this, the teacher confess, of time and

The sound of the vowel *i* (*ee*) is more than any other to the deaf, lifts his tongue too high, and in such cases occur; and hence must again be brought to the attention of the pupil.

The vowel *i* (*ee*): "one must not lose the sound of *i*, *p*, *t*, *k*, are often difficult to take as *mpe* instead of *pe*. The frequent occurrence of these sounds there is not a sound in itself, but dumb its peculiar difficulty. In respect to the mistake. In respect to the sounds presented by *ö* and *ü*, seldom if ever made.

sounds are often confused. The union of different sounds wisely allow their pupils to hear the sound which hence results. The union of different sounds is usually requisite, in the formation of words, and dumb, to the necessity of the sound. Sometimes they pronounce words, they actually drop the vowels, and the prominence given to the short vowels, which is usually requisite, in the formation of words, is unintelligible." The teacher, which demands for the deaf-mute, in the vocal organs, constitute the deaf-mute. In practice, either to separate the sounds, or to compose a vowel sound, it would be tedious to

It would be tedious to this toilsome process for

\* Hill; Mech. Speech.

customary devices before his mouth strongly expired, ect She placed under her chin, aw her from time pen, but in come noticed in her d the teacher to week, he brought own patience was aken the matter, self would have moment longer. sound when her ociation between ed in her mind, any sound at all.

mentary, and re- himself beside a cing his head in such a manner outh, the latter ses on to others, gh it cannot be other, that in deaf and dumb, d of the names. ble.

et varies some- e best teachers, n order both to r attention must shown the fol- (oo), i (ee); p, t, ch, ( the last a or p, t, k, ; sch sound.) Care nsants alone, connection with the first stage. es, relieved also e pupil is prac-

and forming of object here is with the mean- and these into nstruction thus glass, and con- si be relied on

to supply the loss of hearing, a few of the mistakes into which the pupils are most apt to fall, will be sufficient to show. We may commence with the letter *h*. It is a mere emission of breath, but yet must be made in a certain fixed manner. In attempting to imitate the teacher, the pupil not unfrequently makes a sound, instead of an aspiration, or sends the air through his nose. The remedy consists, for the first mistake, in placing the pupil's hand under his own chin, and then under the teacher's, and making him perceive that there must be no vibration; for the second, in pressing the tongue into the right position by means of a paper-folder; and for the third, in pressing the pupil's nose, and preventing the passage of the air in this direction. This must be repeated, until the pupil has acquired the habit of instantly recollecting the proper position, on the one hand, and the mechanical expertness necessary to secure it on the other.

In passing next to vocal sounds, as the deaf-mute has no ear to guide him, either in respect to pitch or intonation, he can be expected, in many cases to utter only those which are rude and unpleasant. Sometimes these sounds are so high as be almost a scream; sometimes extremely nasal. To remedy these defects, even very imperfectly, is a work, as all confess, of time and labor.

The sound of the vowel *a* (*ah*) is generally attended with less difficulty than any other to the deaf-mute. Still, if he opens his mouth too wide, or lifts his tongue too high, he is sure to make an incorrect sound. Such cases occur; and here the looking glass, the folder and the teacher's mouth must again be brought into active requisition.

The vowel *i* (*ee*) not unfrequently makes a great deal of trouble, but "one must not lose courage if he does not at once succeed."\* The letters *p, t, k*, are often difficult for the less competent deaf-mutes. Such mistakes as *mpe* instead *pe*, *me* instead of *pe, t, ch*, and *ng* instead of *k*, are of frequent occurrence. *R* is for many the most difficult sound. Indeed there is not a sound in the whole alphabet, which has not to the deaf and dumb its peculiar difficulties, and does not subject them to the danger of mistake. In respect to the sounds peculiar to the German language, represented by *ö* and *ü*, the attempt to teach their correct pronunciation is seldom if ever made. Contenting themselves with the remark that these sounds are often confounded, by those who hear, with *e* and *i*, the teachers wisely allow their pupils to say *Mehre* for *Mohre*, *Bicher* for *Bücher*, &c.

The union of different letters in one word, and the modifications in sound which hence result, constitute a still further difficulty. A long time is usually requisite, in order to bring the slow-moving organs of the deaf and dumb, to the necessary quickness, in pronouncing the *short vowels*. Sometimes they pronounce *i* (*ee*) and *o* like *ü* and *u* (*oo*). Sometimes they actually drop them. A very frequent mistake is, the too great prominence given to the consonants e. g.—*w, m, n, l, r*, when connected with the short vowels, which "of course renders the sound very unpleasant and unintelligible." The union of consonants, without an intervening vowel, which demands for their pronunciation much exercise and flexibility of the vocal organs, constitutes a special difficulty for the unpractised organs of the deaf-mute. In pronouncing such syllables as *pla, tra, abt*, he is almost sure, either to separate the consonants, take breath between them, or interpose a vowel sound as *pela, tera, abet*, &c.

It would be tedious to follow out all the errors into which deaf-mutes in this toilsome process fall, and the particular directions given for endeavour-

\* Hill; Mech. Sprech. 83,

ing to rectify them. What has already been said, will be sufficient to show, that this process is correctly called by the German writers, *mechanical speaking*; that much time must necessarily be devoted to it, and that with the greatest efforts, only a defective utterance can be reasonably expected, even under the labors of the most experienced instructors.

## 2. METHOD OF INSTRUCTION IN READING ON THE LIPS.

This branch of instruction, though carried on at the same time with articulation, has difficulties of its own, which are confessed by the German teachers to be peculiar and great. As the former exercises have for their object, the enabling of the deaf-mute to express his own ideas in articulate language to others, it is the object of this to teach him to understand what is said by others, by watching the motion of the lips. How formidable the attempt,—well for the deaf-mutes in the German schools that they are imperfectly aware of it,—will appear, from considering the following circumstances, mentioned by the German teachers themselves.

(1) There are many sounds, which demand positions of the organs so entirely similar to each other, as it respects external observation, that only a very practiced eye can discover the difference.

(2) No peculiar opening of the lips is necessary in the pronunciation of most of the consonants. In such cases it is usually decided by the vowel immediately preceding, and as the lips then conceal, for the most part, the interior of the mouth, the scholar must hence, in respect to many consonants, remain in uncertainty.

(3) In the flow of discourse, sounds run so much into one another, that only a very practiced eye can seize hold of the individual parts.

(4) The pronunciation of different persons, has to the eye so many variations, as sorely puzzle the deaf and dumb.

(5) In connected discourse, many sounds which properly belong to words are lost, which greatly increases the difficulty of understanding by means of sight. For instance, in the sentence, *this singer ran nineteen miles*, few persons pronounce so distinctly as to make the *s*, *r*, and *n* twice perceptible, even to the ear, much less to the eye.

So great are these difficulties, both singly and in combination, that it is not pretended that mutes ever become able in ordinary discourse, to make out each word, or perhaps the greater number. All they do is to make out a few and guess at the remainder. This was distinctly told me by the most accomplished reader on the lips whom I saw in Prussia.

*Method of Instruction.* In learning to utter sounds himself, the deaf-mute has the aid of two senses, sight and feeling; in learning to read on the lips, however, he must trust exclusively to his eye. Hence the need of special exercises in this department. The following may be pointed out as the most noticeable things in such a course:—

(1) At first, the teacher speaks as slowly as possible, opens his mouth wide, and distinctly utters every sound. The consequence is, as I have had repeated occasion to observe, that the pronunciation of many teachers to their scholars is very unnatural, and such as is never heard in society. This probably is one reason also of unnaturalness observable in the pronunciation of even the educated deaf-mutes, which I shall presently have occasion to notice.

(2) The most experienced teachers divide the sentences they utter into small groups of words, with pauses between them. Sometimes this division goes so far as the making of a pause after every word or even syllable

(3.) Occasion is taken of communication.

(4.) The pupil is silent or aloud.

(5.) When the pupil is on a slate, to aid purpose.

is sufficient to show, writers, *mechanical* to it, and that with reasonably expected, ors.

#### THE LIPS.

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(3.) Occasion is taken as often as possible, to make speaking a medium of communication.

(4.) The pupil is generally required to repeat after the teacher, either silently or aloud.

(5.) When the pupil fails to catch the word, it is either written in the air or on a slate, to aid him. A few teachers use the manual alphabet for this purpose.

## EXTRACT FROM THE REPORT

OF COMMITTEE OF HOUSE OF ASSEMBLY, 1865.

THIS Institution is admirably conducted, and well sustains its high character of efficiency; and your committee most cheerfully endorse the testimonial given to the Institution and its officers by their predecessors in 1864.

Your committee would recommend that the usual grant be again made to this Institution, and that the balance of debt should be at once paid off, and thus relieve the funds from the payment of interest.

(Signed,)

HIRAM BLANCHARD, Chairma ;  
THOS. CALDWELL,  
CHAS. ALLISON,  
EDW. L. BROWN,  
JAMES FRASER,  
JAMES W. KING,  
WM. H. RAY.

(Extract from Journals House of Assembly.)

MY DEAR SIR,—  
and Dumb Institution  
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Rev. J. C. COCHRA  
Sec. D. and D. I

PORT

SEMBLY, 1865.

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APPENDIX  
REPORTS OF PUBLIC COMMISSIONERS  
MEDICAL REPORT.

HALIFAX, Jan. 24, 1866

MY DEAR SIR,—You ask for my “Medical Report of the Deaf and Dumb Institution for 1865.” On former occasions they have, *for want of material*, been brief; and I am delighted to say that this must necessarily partake of the same character; for I have nothing to report, beyond the gratifying fact that, during the past year, I have had little or nothing to do, professionally, within the walls of the Institution. This satisfactory state of things is probably, to some extent, due to the bath and washing rooms which have recently been constructed in the basement of the building, and are now in constant use. I have on several occasions called the attention of the Directors to the want of such an arrangement, and I must now congratulate them and the Institution on its being supplied. I feel assured that while it will be a saving of labor, it will, at the same time, greatly tend to keep the inmates healthy.

Very truly yours,

D. MCN. PARKER.

Rev. J. C. COCHRAN,  
Sec. D. and D. Institution.

## APPENDIX.

### SPECIMENS OF PUPILS' COMPOSITIONS.

Most of the following specimens have undergone no correction, except such as their respective authors may themselves have made on careful revision, or when the errors were pointed out by the teacher. In some instances, where the pupil was unable to suggest the necessary improvement, the teacher has done so; but these alterations do not materially affect the original character of the composition.

#### ABOUT THE PARTRIDGE.

(By a boy 14 years old; deaf from infancy; two years at school.)

The Partridge is flying in the woods every day. I threw a stone at a Partridge, and I missed it, last July. The Partridge walks on a log, and it hears a rabbit at it, and flies away. A man goes hunting it. A man shot one, and it fell off the branch. I was an ignorant boy, and frightened at it. A Partridge was sitting on a tree, and it sleeps on a branch every night.

Last summer my brother shot a Partridge. I was glad to see it. A Partridge walks in a shallow and little brook in the wood. It can fight with the Wood-pecker, and the Partridge kills it.

I saw a Partridge running on the grass, and it scratched the ground last summer. It lies under a log, I saw one standing on a log, and it flies in the air every day. My mother told me to take off the Partridge's feathers my brother killed, and I took them off. I ate a little of it out of a plate to dinner. My brother took it after it fell down off the branch. I did not throw stones at it. I was glad to see it dead. A Partridge could fly above the river at home.

J. H. H.

#### OF HEAVEN.

(By a boy 12 years old; deaf from infancy; 2 years at school)

Jesus Christ is sitting at the right hand of God in Heaven now. Heaven is a perfectly beautiful, and holy, and happy place. There is no crying, nor sickness, nor sleeping, nor sorrow, nor any pain in Heaven. The angels and saints are in Heaven. God took Elijah to Heaven in a chariot of fire, and Enoch was taken up to Heaven without dying. Sodom and Gomorrah were destroyed by the fire from

Heaven. The angel told him that John. God gave M Sinai. The Discip John saw a new He to Heaven when th they will go to Hell Jesus Christ will co last day.

(By a boy 12

God is the Create God sees us at all ti God loves good peop take them to Heav because they do not We cannot see God clouds. He causes t clothing, and other b Almighty. God crea the world at the last them. He inspired l He causes trees to gr they die. He knows rules over the Heave kindness to us.

At home a fisher caught fish, and it wa house.

After dinner he pu took them, and he lai took them out of the them on, and dried th them into a schooner schooner to this city.

and they bought some and they put them on

Next day they saile the barrels of flour, an he rowed a boat and his home. Next morn hauled the nets with fi put the nets on the gr

Heaven. The angel Gabriel came from Heaven to Zecharias; the angel told him that his wife should have a son who was to be called John. God gave Moses the ten commandments from Heaven on Mount Sinai. The Disciples looked at Jesus Christ ascending to Heaven. John saw a new Heaven, and a new Jerusalem. Good people will go to Heaven when they die. Bad people will not go to Heaven; but they will go to Hell. The angels and saints are very happy in Heaven. Jesus Christ will come again from Heaven to judge the world at the last day.

J. L.

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### OF GOD.

(By a boy 12 years old; deaf from infancy; 4½ years at school)

God is the Creator of all the world. He is eternal. He made me. God sees us at all times. We should love God. He is very kind to us. God loves good people who love, believe, and pray to him, and he will take them to Heaven. God will not take bad people to Heaven, because they do not love him, and believe in him, and pray to him. We cannot see God because he is a spirit. He sends rain from the clouds. He causes the wind to blow in the air. He gives us food, clothing, and other blessings. He is wiser more than this world. He is Almighty. God created the Earth and Heaven. He will be judge of the world at the last day. He gave us the Bibles for we learn to read them. He inspired holy men to write them. He sends snow like wool. He causes trees to grow. He will give good people gold crowns when they die. He knows our thoughts. We should think about him. He rules over the Heaven and the Earth. We should thank God for his kindness to us.

H. A. B.

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### ABOUT A FISHERMAN.

At home a fisherman sailed his whale-boat to the cod coast and caught fish, and it was full of them, and then he sailed it back to his house.

After dinner he put them on the wharf, and he cut them open, and took them, and he laid them in barrels, and salted them. Next day he took them out of the barrels and carried them to a place for laying them on, and dried them. Some days after that some fishermen put them into a schooner and when they were ready, they sailed the schooner to this city. They sold them, and got money for themselves, and they bought some barrels of flour and other things with the money, and they put them on board the schooner.

Next day they sailed it back to St. Margaret's Bay, and they carried the barrels of flour, and other things to their houses. Next evening he rowed a boat and set his net into the sea, and he rowed it back to his home. Next morning he rowed the boat back to the water, and hauled the nets with fish out of it, and rowed it back to his house, and put the nets on the ground, and dried them.

H. A. B.

## LAST VACATION.

(By a boy 14 years old; born deaf; about 21 months at school)

On Wednesday morning, 12th July, all the pupils went to their homes to see their friends, but Lizzie, Ellen, Abell and I stayed here for two weeks, because Mr. Hutton wanted us to go on our tour round the western shore for the benefit of the Institution, and we went on our tour with Mr. Hutton for six weeks. We were examined in Chester, Mahone Bay, Lunenburg, Bridgewater, New Dublin, Petite Riviere, Mill Village, Port Medway, Liverpool, Milton, Jordan River, Locke's Island, Shelburne, Barrington, Argyle, Tusket, Yarmouth, Weymouth, Digby, Bear River, Clementsport, Annapolis, Bridgetown, Lawrencetown, Aylesford, Berwick, Billtown, Canard, Canning, but we were not examined in Wolfville or Lower Horton, because they did not know when the examination was to be held.

The people of Liverpool collected the largest collection of all; its collection was about 68 dollars, and Yarmouth was the second largest collection; its collection was 66 dollars. I think Yarmouth is the largest town in the western counties. Milton is noted for its great lumbering. I think that Locke's Island is noted for its great fishing. I think that I like Yarmouth better than all these places which we saw. I was much pleased to see through all the places. At Windsor Mr. Hutton, Ellen, and I shook hands with Abell, and then he sailed in the steamer Emperor from Windsor to St. John. Mr. Hutton, Ellen, and I went in the cars from Windsor to Halifax on Saturday evening 9th of September.

On Monday morning Ellen and I made ready to go home. Next morning a covered waggon came to the gate, and a man took my trunk into it, and we rode in it to the Depot, and we went in the cars from the Depot to Truro, when a coach came, a coachman took my trunk on the back of the coach, and we drove from Truro to West River, and the coachman took it from it to another coach, and she drove in the same coach from West River to Pictou town, and I drove in another coach to New Glasgow. When I arrived there, the coachman took the trunk from the coach into my uncle William's shop.

Next morning the Sherbrook stage came to the shop, and a driver took my trunk into the stage, and I drove in it from New Glasgow to Blue Mountain. I went to William McDonald's house, and the driver took the trunk from the stage into his house. When I went up the hill to my home, and when I went into our house, my parents, brothers and sisters were surprised and glad to see me and they shook hands with me.

A. R.

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 A DREAM.

I slept and dreamed that some war-ships came from the United States to Halifax harbour, and men-of-war sailors attacked and fired upon the Citadel, and made a great noise, and smoke, and fought with Halifax Artillery in the Eastern Battery, and I rowed a boat to one of

the war-ships with Admiral why he cut off the head of the and burned Halifax them, and defeated ran away from Halifax and destroyed the m and fell down in th it, and they were at the ship, and ran awa their caps for their and they will not co and they knew tha other marines in Halifax, but they he by the artillery of H me, and the artiller because I cut off the was brave to get on but I found none of t and I opened my ey dream.

(By a young w

God blessed the se had rested from all h remember the sabbat should do all our wor in which we should made heaven, earth hallowed the seventh

We should thank t day. We must not tion, or take worldly to church to worship very much. Wicked and amusement on t will punish them for d to church to worship and advised their chil parents are too indulg

We should resist ter We heard that the excursions on the railv their fares are cheap sent the plague on the ing God's law.

the war-ships with some sailors, and got aboard of it, and asked the Admiral why he come from the United States, and he said to capture this city, and then I got a sword from one of the marines, and cut off the head of the Admiral, for the Admiral's marines almost destroyed and burned Halifax city, and then the artillery in Halifax attacked them, and defeated the marines in the fight, and they were afraid, and ran away from Halifax, and the artillery fired, and the citadel struck and destroyed the men-of-war ships of the States, and they were broken and fell down in the sea, and the men-of-war sailors were drowned in it, and they were afraid in their one of the war ships, and they sailed the ship, and ran away, and Halifax city was saved. The artillery waved their caps for their victory over the men-of-war sailors of the States, and they will not come to fight again in Halifax for they were afraid, and they knew that the artillery in Halifax are strong men, and other marines in the States will not come to attack and fight in Halifax, but they heard that their company of sailors were destroyed by the artillery of Halifax, and they were mad and spoke angrily at me, and the artillery of Halifax for their companies were lost; also because I cut off the head of the Admiral, and I was not afraid, and I was brave to get on board ship, and I searched for the bomb-shells in it, but I found none of them in it, and then I bade them go away home, and I opened my eyes again, and they were away, and I saw it was a dream.

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#### ABOUT THE SABBATH.

(By a young woman: deaf from childhood; 4½ years at school.)

God blessed the seventh day, and sanctified it, because that in it he had rested from all his work which he created, and made. We should remember the sabbath-day to keep it holy. Six days God said that we should do all our work, but the seventh day is the Sabbath of the Lord in which we should not do any work, because in six days the Lord made heaven, earth, the sea, and every living creature, and He hallowed the seventh day.

We should thank the Lord for sparing us to see another Sabbath day. We must not think worldly thoughts, or talk worldly conversation, or take worldly pleasure on the Sabbath. Everybody should go to church to worship God regularly. We should think about the Lord very much. Wicked persons desire to play, and take worldly pleasure and amusement on the Sabbath, and they break the Sabbath. God will punish them for doing so at the last day, because they dislike to go to church to worship God, because their parents have never punished and advised their children, so that they are ill brought up, and their parents are too indulgent to them.

We should resist temptation to take worldly pleasure on the Sabbath. We heard that the people of England desire to have pleasure excursions on the railway, and the steamboats on the Sabbath, because their fares are cheap, and so they break the Sabbath. I think God sent the plague on the cattle, and punished the people for their breaking God's law.

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At Halifax the people ride in the cars every six days. They do not ride, or take pleasure on the railway on the Sabbath. Physicians attend the sick on the Sabbath, and it is right to do so, and we keep animals carefully on the Sabbath, and it is right to do so. We ought to attend to our teachers' teaching us about the word of God in the Sunday school every afternoon and evening. We should go to the church of God every Sabbath, and return to our homes, and we ought to read our Bibles and other religious books, and think about the Lord ourselves, and not work or play, for it is God's holy day.

We have heard that bad men broke the Sabbath, and some of them rowed their boats, and took pleasure excursions, and the Lord God punished them, and they were drowned in the harbor of Halifax.

E. K.

### MY IDEAS BEFORE EDUCATION.

(By a girl 14 years old; born deaf; 2½ years at school.)

Before I came to school, I thought the stars were twinkle-eyes of the people, and also I thought the fire-flies were stars that came from the sky, so I was pleased to see them, and in the evening I sometimes ran and tried to catch them, but they flew away from me, and I could not catch them. One night I caught a fire-fly, and killed it on a board with my foot; I saw it was light on it, and I was afraid of it. I thought if I would go away from it, it would burn our house. I did not know who made the earth, the sun, and beasts. I thought the sun went round the earth every day. Every night I saw the moon had a face, nose, eyes and mouth very like a girl, and it looked very like my sister Alice after she died, and I thought she was there, so I was a very stupid girl.

I knew God was in the sky, because my mother told me so; but I did not want to go to God from home, because I would like to stay there, for I thought God would be very angry at me when I met Him, and He would cast me into the well of fire in heaven for being bad, and I thought I would run away from it, so I was very foolish. I thought there were many tame beasts in heaven, but not the same beasts that are on the earth.

When I was a little girl, I had a pretty doll, and I did not want to leave it, for I liked it very much. I thought I would take it with me when I died, and was buried in the ground. I thought I had better lie with my sister Mary, and be buried in the ground, because I could not hear the sound of the trumpet when God is coming at the last day, but she could hear it, and she would awake me, and we would rise up again from our grave. I thought our house and our property would be burnt down, and I did not want to have them burnt down.

I thought there were no girls who were deaf and dumb but me. I did not know why my mother whipped or scolded me for I had done wrong, but I thought she was not right to do so. I thought I was not a baby, because I was deaf, but the hearing people always were babies

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When the people died and were buried in the ground, I thought that their bodies would be corrupted like the beasts, for I did not know they had souls. When it was raining, I thought it came and dropped from the large well of water in heaven, and I thought God caused it to come down to the earth. I thought God was a great man in heaven, but I did not know he was a spirit.

I came from home to school, and I would like to stay at school till I have finished my education. Mr. Hutton is teaching me now in the second division of the highest class. I do not like to be ignorant like the heathen, because I would be unable to read books, and to talk about God. I should be grateful to God for his kindness in giving us teachers to come from Scotland to Halifax to teach the deaf-mutes.

R. L.

### ABOUT THE SUN.

(By a girl 15 years old; born deaf; 3 years at school.)

I take the opportunity of writing about the sun. Before I came to the school, I did not know God made the sun; but now I know God created it, by our teachers causing me to know it and learn about God's wonderful works. Nobody could know how to create the sun, the heavens, the earth, &c., but He only can do them. I wonder He is the only wise. I was ignorant. I thought the earth was larger than the sun, which went round the world, but the earth goes round the sun, which is like the king of the world, the moon and the stars.

The sun is the greater light to rule the day, and the sun is very useful to shine over the earth, and to cause the clouds to rain upon the ground; and they have plenty of food to eat, as God has kindly given them food, so we should be thankful to Him. We are glad to have the sun to shine over the earth; we can see beautiful things, and read and walk about. If we had no sun, we all could not live, and we would die. How bright and beautiful he looks! We must rise up before he is up, and shines for us to get up. The world is about 95,000,000 miles from the sun. We cannot go up there, because it is too far away from us, and we would be oppressed with heat, so we would die. I think there are no people in the sun. We do not sleep in the day, but we work, as it is shining for us. When it sets every evening it becomes dark soon, and we cannot see; but we light the gas at night. The sun is not shining over the whole world at present. The people on the other side of the earth are sleeping, as it is dark there, while the sun is shining over America and the people are working.

If we looked at the sun or moon a long time, we would become blind. We must take care of our eyes, because the sun is stronger than they.

E. A. M.

\* The meaning is: "I thought, that being deaf, I never could have been a baby like other people."

## EDUCATION.

(By a girl 15 years old ; deaf from 3 years ; 4 years at school.)

Education is instructing the children to learn to write and read, and to know about God and all other things. It makes our mind strong and intelligent. It is most precious for us to have education. Without education we do not know about God and His Son, and heavenly things, or how to write or read.

Before I came to school I had no education, though I had a soul. I was very unhappy, for I did not hear many news or the people talking; but now I have got education, and I can talk with my friends with my fingers, or write on the slate; so I am very grateful to the Institution. There are many people in all parts of the world who have no education. The Missionaries are educating them, and preaching the Gospel to them. I hope they will become wise and good and happy. It is more easy to educate the hearing and speaking than to educate the deaf and dumb.

If all the people in the world had no education, they would become ignorant savages, like those people in the South Seas. I do not like to have them to be so. Many people in Nova Scotia have no education. They do not go to school, for they have no schools, or their schools are so far from home, or their parents cannot afford to pay for their education, for they are poor. It is a pity! There are not so many people who are educated as who are not educated.

If the teachers who teach the deaf and dumb had not come to teach the deaf and dumb, they would have been more ignorant than the people in the South Seas; but God sent them to come to Nova Scotia to teach them. So we should be grateful to Him for sending them.

Before the teachers came to Nova Scotia, my parents were very sorry that I could not learn my lessons, and they thought that I could not improve myself, for there were no teachers to teach me in Nova Scotia; but when the teachers came from Scotland to Nova Scotia to teach the deaf and dumb, they were very glad, and sent me to school in Halifax, and I learned to write and read. My parents are very happy that I can talk with my fingers, or write on a slate, and read, and they are grateful to the teachers for educating me. I am thankful to my parents for not keeping me at home from going to school when I have not finished my education.

L. B.

## GREAT BRITAIN AND THE UNITED STATES.

(By a boy 13 years old ; deaf from 5 years of age ; 4½ years at school)

During the persecution of the Puritans in England, the Puritans left England for the United States, where they suffered hardships. The Indians killed many of them. Their graves were hid, lest the Indians would number their dead, and they would be aware of the number, which they were reduced to, so that they would perhaps destroy the settlers altogether, when they found the number was small. They were about to re-embark for England; but they were reinforced by the Dutch. An Indian king named Philip fought against the Europeans,

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and set their houses on fire; but at last he was killed in the woods by an Indian. Captain Smith did some brave actions against the Indians, but he was captured by a large band of Indians, and he was condemned to death, and he was about to be killed; but Pocahontas, the daughter of the king Powhatan, saved him. William Penn, a quaker, settled a colony in Pennsylvania. There was no war there with the Indians, who were friendly to them

In the year 1775, the Americans rebelled against Great Britain, which carried on war with the colonists for nearly eight years. The Americans succeeded in driving the British out of their country, and achieved its independence, which was declared in 1783.

The United States is a great, powerful and rich nation like Great Britain now; but it was settled by Great Britain. Before this it was first peopled by savages called the American Indians. At the time of the revolution the population of the United States was between two and three millions, and of Great Britain 25 millions, but now the United States has more population than Great Britain. The United States has rapidly increased to 31 millions now by the Europeans coming there from their countries, or by carrying the blacks out of Africa, which were made slaves, who increased to four millions of slaves. If Great Britain had not treated her colonies with tyranny, they would likely have continued to be British colonies for ever. They were the most powerful British colonies. They several times aided the British in war against the French and Indians. Now they have so many great cities, towns and villages; but they are not filled with them; but Great Britain is filled with cities, towns and villages, and she has many splendid ancient buildings, which the Americans have not. Great Britain has splendid palaces, castles, bridges and railways. Great Britain has ancient walls in some parts of the country; but there are none in the United States. The American houses are mostly built of wood, but the houses in Great Britain are built of brick and stone; and in the large cities in Great Britain the streets are paved with stones, and they are level. Great Britain has several grand old cathedrals, and some of them are 300 and 400 feet high. The docks in the United States are inferior to those of Great Britain, and those in Great Britain are built of stone, and extend many miles, and are crowded with shipping, and are superior to those of the United States.

London is six times as large as New York. There is not a city as large as London in the United States. The United States have many large cities, but inferior to London. London is as large as twelve of the leading cities in the whole States. Philadelphia, one of these, is the place where many American religious books are printed, which is the largest one in America; but the London Religious Library is larger. London is four times as populous as New York. The former is the largest city in the world, and the latter is the sixth one. The United States raise many more swine than Great Britain, for the Americans are generally fond of pork. The government of Great Britain is a monarchy, and of the United States a republic, which the Americans are fond of. The United States is the most powerful republic in the world; but Great Britain is the most powerful nation in

the world, and somewhat more powerful than the United States. The United States is ruled by a President and a Congress, and Great Britain is governed by a King or Queen and Parliament. A monarchy is better than a republic. The ruler of the United States is President Johnson, who succeeded Lincoln, one of the two American great men, (the other is General Washington) who was assassinated by Booth. Great Britain is ruled by our most gracious Queen Victoria.

The British army and navy amount to 220,000 men, and in her whole empire nearly two millions. The British army is superior in number to the American. In the United States the army is reduced to 50,000 men. The President cannot afford to pay a large army, so he reduced it to a small one; but he is increasing the navy. Great Britain possesses 74 colonies—5 colonies in Europe, and 9 in Africa, and 13 in Asia, and 7 in Oceania, and 40 in America. The population in the whole empire is about 200 millions. The United States has not a colony; but the United States united their states to one country, and the United States is a modern country. Great Britain was discovered about the time of the Carthaginians; but the United States were discovered only about five hundred years ago. Great Britain must have been about three thousand years since it was discovered. Great Britain is richer than the United States, because it is an ancient country, and the United States is a young country.

The United States had been a despotic country, by making the blacks slaves for 200 years; but Great Britain has been a free one for some hundred years. Great Britain is strongly defended, and the United States is rather strongly defended. Since the civil war the Americans wasted a great deal of money, and the debt is nearly the same as Great Britain; but Great Britain fought above 50 years against the nations since the reign of William III. and she lost about 500,000 men in these wars; but the Americans in only four years' war lost nearly a million of men, and wasted a great deal of money. If Great Britain had sent a large army (about 100,000 men) to crush the rebellion of 1775, the revolt might have been put down; but she had been combatting with the powers of Europe for many years. If there had been peace with all Europe at that time, the rebellion in the United States would have been crushed.

A. H. A.

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## PRAYERS.

(The following, which are entirely the pupils' own, are here given as interesting illustrations of the religious knowledge and devotional feeling of the deaf-mute at a certain stage of mental development.)

## I.

O Lord God, I thank Thee for sparing me. Thou kindly givest me food, clothes, health, and other blessings. O God preserve me. Make me a good boy. Help me to love and faith in Christ and God. I want God to give me more knowledge. Help me to deliver from evil. Watch over me during the year. O Lord bless my parents and not cause them to die. Thou art very kindly to me, for Thou didst not cause me to die suddenly. I wish to go to heaven and see God and Christ. Heaven is much more pleasant than this world. I shall be very overjoyed to receive a gold crown from God. Help me to keep the Sabbath day holy. God and Christ are very kindly to me. My many sins are very bad. Pardon them. O Lord give me a pure heart. For Christ's sake. Amen.

## II.

O God, I thank Thee for all Thy goodness to me during the day. Oh, Thou hast spared my life since I was born. Thou hast given me a soul that I may learn to know, and love and serve Thee. O Lord, help me to love Thee. Help me to serve Thee. Help me to think much about Thee. O Lord, take away my sins and give me a clean heart, and wash me from all my sins by the precious blood of Christ. I confess my sins that I often offend Thee. I often think evil thoughts, I often commit evil actions. O Lord God, forgive all my sins through Jesus Christ, who died for me. If Jesus had not come to the world to die for me, so I must be sent to eternal death. O Lord God, Thou art greatest kindness to me, because Thou hast sent Jesus Christ to die for me. O Lord, help me to love our blessed Saviour.

Thou hast given me strength, health, food, clothing, friends, teachers, and other blessings. Help me, and deliver me from evil. Thou dost not cause me to die. I beseech Thee make me more and more wise than I have ever been before, and make me more happy. O gracious God, I beseech Thee prepare me for death and judgment. Make me humble and mindful of death. Preserve me from quarrelling or lying, or stealing, or breaking the Sabbath day. Watch over my parents, brothers, sisters and relations all, by day and by night. Hear my prayers. O Lord, pardon all my sins for the sake of Jesus. Amen.

## III.

O Lord God! I thank Thee for sparing me during the past night. I often forget Thee, but Thou art slow to anger. O God! keep me from evil passions, bad tempers, quarrelling, fighting, lying, and other things. O Lord! keep me from worldly thoughts and worldly conversations, and worldly actions, and other evil things on the Sabbath day, because it is God's holy day. I should remember the Sabbath day to keep it holy. I

often forget Thy law. My Father who art in heaven, Thou hast given me knowledge more and more, but I often trifle time from day to day. O Thou hast given me life, health, food, strength and clothing, and other blessings from heaven. May I be thankful, O God, for thy kindness. O Lord, I beseech Thee to make me more and more thankful for all my mercies. O Lord pardon me all my sins for Christ's sake. Take away my wicked heart, and give me a new and holy heart. Enable me to love the blessed Saviour who died for me. O Lord bless my dear parents and brothers and sisters and friends from danger. Take away my wicked heart for Jesus Christ's sake. Amen.

## IV.

O gracious God, I bless Thee for sparing me during the day, and Thou hast given me many blessings so I enjoy Thy goodness. Make me more and more thankful to Thee for all Thy mercies. O Lord Thou art merciful and gracious, slow to anger, and plenteous in mercy. May I worship, fear, obey Him as I ought to do. O Lord I confess my many sins against Thee. I often forget Thee for all Thy goodness to me. I often think evil thoughts, and have worldly conversation on Thy holy day. O Lord God, graciously forgive all my iniquities for Christ's sake. Help me to remember Thee, and keep me from falling into sin, and help me to love and imitate the example of our Saviour. Keep me from everlasting death. Keep me from dangers, and sins. O Lord bless me for Christ's sake. Amen.

## V.

## A MORNING PRAYER.

O, my Father! I thank Thee for Thou hast watched over me during the night; and hast given me a refreshing sleep. O Lord I confess my many sins. I often forget Thee; I often offend against Thee. I often speak evil words, I often think evil thoughts. I often do what thou hast forbidden. O God I beseech Thee to pardon all my sins. Create in me a new heart O God and renew a right spirit within me. Make me more thankful to Thee, and love Thee, and more obedient, and more diligent. I bless Thee for all Thy great goodness to me. O Lord, Thou art King of kings, and Lord of Lords. Thou hast given me to know about Thee, and Thou hast given me a soul that I may learn Thy Holy Word, to love, and serve Thee. O Lord keep me from all sin, and when I die receive me into Heaven, that I may dwell with Thee, for the sake of Thy dear Son Jesus Christ. Amen.

## VI.

## AN EVENING PRAYER.

O Lord God of all grace! I bless Thee that Thou hast kept me from danger, and evil during the past day. Thou hast given me a school to learn lessons. I thank Thee for Thou hast sent teachers to teach the deaf and dumb. Make me to love, to obey and serve Thee. O Lord I desire Thee to keep my dear parents, sisters, brothers and all my dear friends

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## VII.

O gracious God I thank Thee for Thy goodness, which Thou hast given me during this day, yet I am not worthy of it, because I have often sinned against Thee. I am Thy creature for Thou hast made me out of dust. Thou art my Creator because I was made by Thee. O God of mercies give me a new heart pure like white snow that I may not commit the evil doings, and that I may love, serve and fear Thee. I beseech Thee to pardon my sins which I commit, for the sake of Jesus Christ, who died for us. If he had not done this, all mankind surely would be lost; yet Thou hast showed me Thy kindness by sending Thy beloved Son to die for me. Keep me from all evil actions, evil thoughts and evil words.

Thou hast given me the Bible which tells me about Thy wonderful works, and also the history of the Hebrews, whom Thou didst choose to be Thy people; and also what I must do, and what I must not do, and it tells me how I can be saved. Make me more thankful for Thy Word which Thou hast given us, which is sweeter than honey, and also more precious than gold or precious things. Make me love Thy Word more than other books. Thy law is the best in the world which Thou has inspired holy men to write. It makes me wise. I beseech Thee make me understand Thy word well that I may be wiser than formerly.

O Lord God, bless my mother, brothers, friends and other relations. O Lord bless my teachers and schoolfellows. Bless me also and give me more instruction than I have before. Prepare me for death. O Lord pardon all my sins through Jesus Christ. I have committed millions of sins whose number is as many as sand which I cannot number, but Thou only canst number. My sins are so many as the stars in the heavens are. Make me fear Thee, and have faith in Thee. Keep me from breaking Thy Ten Commandments which Thou didst give to Moses on Mount Sinai. Amen.

## COLLECTIONS AND DONATIONS.

### HALIFAX.

Poplar Grove Church.....	\$50.00
Brunswick Street Chapel.....	54.00
Grafton Street Chapel.....	20.00
Tabernacle.....	11.63
Chalmers' Church.....	40.25
Granville Street Church.....	13.32
St. John's Church, \$11.50 and \$2.....	13.50
Universalist Church.....	39.00
St. Matthew's Church, \$175; do. Sunday School, \$25.....	200.00
G. H. Starr, Esq., (a barrel sugar).....	22.50
Mrs. Esson, Sr.....	20.00
Edw. Jost, Esq.....	10.00
J. H. Handley, Esq.....	10.00
Rev. Mr. Munro, Wallace.....	1.00
Chas. Black, Esq.....	10.00
Jos. Harvey, Esq.....	2.50
G. W. Bowes, Esq. (prizes at flower show).....	5.00
N. Darrell, Esq.....	5.00
Temperance Hall Examination.....	24.75
Glass Blowers.....	1.50
E. R.....	2.00
Donation Box at the Institution, \$8.95 and \$13.62.....	22.57
A Friend, per Rev. G. Hill.....	2.50
Messrs. Jennett & Taylor, in account.....	5.60
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Mr. Roddick, ".....	1.32
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W. Rennels, Esq., ".....	4.00

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" " " by Mrs. Alex. Fraser.....	7.75
" Blue Mountains.....	2.83
" card Miss and W. Gordon.....	17.00

Young Men's Christian  
Miss Cameron, N. Glasgo  
Rev. G. Walker, N. Glas  
James' Church, N. Glas  
Rev. W. Stewart, N. Gla  
New Annon Presbyterian  
Central Church, W. Rive  
" " "  
A. Mackay, Esq., M.P.P.  
J. Carmichael, Esq., N. C

St. James' Church, Dart  
Pugwash, collection, Rev

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" " Rev. D.

Londonderry, collection, I

" " "

Mabou Bridge, a friend..

Georgetown, P.E.I. Rev.

Charlottetown, P.E.I., Rev

St. Eleanor's, P.E.I., Rev.

Renfrew, collected by J. M

Stewiacke, " Rev.

" " Rev.

Stewiacke (Middle), collect

Merigomish, card.....

" Presbyterian

Five Mile River, Hants, pr

" " Mi

Windsor, children of a sch

Lawrencetown Church, by

Cornwallis, collected by Re

" " Re

Mahone Bay, card, Mrs. M

Billtown, " Mrs. B

" " Jane B

Lower Barney's River, Mis

Canard, Cornwallis, collect

" " "

" " "

Baptist

St. Margaret's Bay, Miss K

Shelburne, cards Misses W

St. Clements, three cards..

Newport, by Rev. J. J. Hill

Wilmot, Baptist congregatio

Maitland, Rev. J. Currie's C

W. Shore of Halifax, by F



Clarence, collected by Elmira Rowles.....	\$2.75
“ “ Jane F. Morse.....	3.00
Petite Riviere, collectd by Chas. Lockhart and C. Spike.....	5.70
“ “ La Have Island.....	5.80
Digby, in two Baptist Churches, Rev. Mr. Tooker.....	2.25
Aylesford, Rev. Dr. Tupper.....	5.00
“ Rev. H. Crane—Louis A. McGee, \$1.25; Miss S. L. Crane, \$1; Bessie Avery, \$4.40; Mrs. T. Jacques, \$2.50..	9.15
Yarmouth, collection.....	14.75
Victoria, C.B., by somebody unknown.....	5.00
Westport, collection by Rev. J. Richardson.....	7.50
Bridgewater, card by Mrs. Grinton.....	1.00
Windsor, Union Prayer Meeting.....	31.13

## ANNUAL SUBSCRIPTIONS.

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Stewart, Mrs. Judge.....
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Speaker, the Hon.....
Sprott, Mrs.....
Storrs, Rev. J.....
Trotter, R., Esq.....
Vass, Miss.....
Wilkie, J. C. W., Esq.....
Williamson, Mrs.....
Yeomans, H., Esq.....



## DEAF AND DUMB INSTITUTION, in account with JOHN DUFFUS, Treasurer.

## DR.

To Balance overdrawn.....	\$ 128.94
Salaries to Decr. 31, 1865.....	1150.00
Cash paid Mr. Hutton, Senior .....	250.00
Monthly expenses.....	3123.95
Building expenses.....	1084.57
Interest on Mortgage from Aug. 18, 1864 to Novr 6, 1865.....	294.60
Cash paid Mortgage.....	4800.00
Insurance.....	30.00
	<u>\$10862.06</u>
To Balance due the Treasurer.....	\$252.74

## CR.

By Contributions.....	\$1764.52
Legacy left by the late Fredk. Charman, Esq.....	500.00
Proceeds of Mr. Hutton's tour.....	569.20
Interest on Investments.....	121.10
Provincial Grant.....	2000.00
Special Grant on account of Building.....	3600.00
New Brunswick Government Grant \$200..... 1¼ pr. ct.	204.50
Bank Deposits.....	1850.00
Amount Overdrawn .....	252.74
	<u>\$10862.06</u>

E. and O. E.  
Halifax, Decr. 31st, 1865.

JOHN DUFFUS,  
Treasurer.

AC

Thanks are due to  
which have been sent  
interest by the pupils.

Evening Express.  
Morning Chronicle.  
Evening Sun  
Christian Messenger  
Provincial Wesleyan  
Religious Intelligencer

The continuance of  
other members of

Also received :

Illustrated London  
Half dozen copies J.  
J. B. McGann  
C. W. (In a

ARTICLE

W. Rennels, Esq.,  
Edward Binney, Esq.,  
Mrs. Esson, two cal  
Jas. Scott, Esq., flo

## ACKNOWLEDGMENTS.

Thanks are due to the publishers for the following Newspapers, which have been sent *gratis*, to the Institution—and read with much interest by the pupils.

Evening Express. Morning Chronicle. Evening Sun Christian Messenger Provincial Wesleyan Religious Intelligencer, N. B.	Presbyterian Witness. Pictou Chronicle. Yarmouth Herald Liverpool Transcript Ross' Weekly, P. E. I. The Patriot, P. E. I.
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The continuance of these, and the addition of similar favours from other members of the press, are respectfully solicited.

Also received :

Illustrated London News, and "Punch," from friends.  
 Half dozen copies Jacobs' "Primary Lessons for Deaf-Mutes," from J. B. McGann, Esq. Deaf and Dumb Institution, Hamilton, C. W. (In addition to 1 dozen acknowledged last year.)

### ARTICLES PRESENTED IN 1865.

W. Rennels, Esq., a box of apples, &c.  
 Edward Binney, Esq., two barrels apples.  
 Mrs. Esson, two cakes, turkey, &c.  
 Jas. Scott, Esq., flour, raisins, currants, &c., &c.

DUFFUS, Treasurer.

..... \$ 128.94  
 ..... 1150.00  
 ..... 250.00  
 ..... 3123.95  
 ..... 1084.57  
 r 6, 1865. 294.60  
 ..... 4800.00  
 ..... 30.00  
 .....  
 \$10862.06  
 .....  
 ..... \$252.74

..... \$1764.52  
 ..... 500.00  
 ..... 569.20  
 ..... 121.10  
 ..... 2000.00  
 ..... 3600.00  
 1½ pr. ct. 204.50  
 ..... 1850.00  
 ..... 252.74  
 .....  
 \$10862.06

HN DUFFUS,  
 Treasurer.

ACKNOWLEDGMENTS

I have had the pleasure of the following persons to the Institution - and wish to thank them for the help

Thank you very much for the help and interest shown in the Institution - and wish to thank them for the help

**FORM OF BEQUEST.**

I give and bequeath to the Incorporated Directors of the Institution for the Deaf and Dumb, at Halifax, Nova Scotia, the sum of..... to be paid out of such part of my personal estate as I can lawfully charge with the same, immediately after my decease, and to be applied by the said Corporation to the benefit of the Institution under their management; and the receipt of the Secretary and Treasurer of the said Corporation shall be a sufficient discharge for the same.

(Signature) .....

(Date) .....