

THE
FOURTH ANNUAL REPORT
OF THE
Institution for the Deaf and Dumb,
AT
HALIFAX, NOVA SCOTIA,
FOR
1861.

“Who maketh the dumb or deaf or the seeing or the blind? Have not I the
LORD.”—Exodus iv. 11.

HALIFAX. N. S.
PRINTED BY JAMES BOWES & SONS.
1862.

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

Patron.

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

Patroness.

THE RIGHT HON. THE COUNTESS OF MULGRAVE.

Directors.

ANDREW MACKINLAY, Esq. (*Chairman.*)
HON. J. H. ANDERSON.
CHAS. COGSWELL, Esq., M. D.
JOHN NAYLOR, Esq.
JOHN DUFFUS, Esq. (*Treasurer.*)

Secretary.

REV. JAS. C. COCHRAN, M. A.

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

1. Applicants must be under twenty-five; * of so contagious and offensive a nature as to render the Secretary, or to
2. Application for admission to be made to the Secretary, or to
3. The following

BOARDER PUPILS. Boarder rates include tuition and board. Reduction will be made for DAY PUPILS attending day school.

4. These terms must be accepted by the applicant; at the discretion of the Board.
5. The session closes on the second of August. Pupils duly notified of the arrangements for entrance, or other unusual arrangements, must be notified before the specified time.
6. The opening of the session will be on the first of September. Pupils, and punctually at this period. Every pupil must be present at this time, and continue so until the end of the term.
7. Pupils are expected to be friendly with their friends. This arrangement will be provided for the convenience of the Institution.
8. Every boarder must be distinctly

- 1 Week-day
- 1 Sunday
- 2 pairs of
- 2 pairs of
- 4 pairs of
- 5 Shirts.
- 2 Flannel

Also, for small

* Applications in boarder's hands considered by the Directors.

AND DUMB,
N. S.

GRAVE,
Province of Nova Scotia.

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TERMS OF ADMISSION.

1. Applicants must be Deaf and Dumb, between the ages of *ten* and *twenty-five*; * of sound mind, free from immoralities of conduct, and from contagious and offensive diseases.

2. Application 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 the 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 Woollen 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 in behalf of persons more or less than the required age will be considered by the Directors, and dealt with on their special merits.

FOR FEMALE PUPILS.

2 Calico Dresses.	2 Night Gowns and 3 Night Caps.
2 Woollen 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? hooping-cough? Has... 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).....

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REPORT.

THE Directors of the Deaf and Dumb Institution beg leave to offer to its friends and the public at large, their Fourth Annual Report, embracing an account of the progress and condition of the Institution, during the year 1861.

And in the first place, as well becomes them, they desire to acknowledge with humble thankfulness, the success with which it has pleased God to crown their humble endeavors in behalf of a long neglected but most interesting class of their fellow-creatures.

For sufficient evidence of this success, they may confidently point to the annexed Report of the Principal, of what has been done for the education of the inmates, to which account, being so full and minute, the Directors do not feel it necessary to add. They can also gladly refer to the universal sympathy in behalf of the Institution, as evinced in continued acts and expressions of kindness, and especially in the regular flow of contributions for its support. All this is very encouraging to those employed in the work of superintendance, and the still more arduous duties of instruction. It is to be hoped that He who has thus far vouchsafed His blessing, and disposed the hearts of the community to befriend the Deaf Mute, will still move them to increased rather than diminished benevolence—,since the yearly growth of the Establishment brings, of course, increased demands for its maintenance, more especially as the greater part of the pupils are free.

The whole amount received from private sources in 1861 was £402 19s. 3d. From the Legislature of Nova Scotia the same liberal grant of £500, as in the preceding year, was received; and the Government of New Brunswick responded to the application of the Directors by granting £10 each for the 5 pupils from that Province, besides the sum of £50 to cover arrears of 1859.

From P. E. Island no pupils have as yet been sent, although freely invited. There are some 60 deaf mutes in that Colony. Renewed application has been made to its Government, to make use of the Institution, and to share in its support.

The Directors hope that these three Provinces may unite their funds in the sustaining of one Institution, for their common benefit, which would prove the most economical mode of educating the unfortunatè

class who are the objects of its care; and in estimating their claims upon the bounty of the Legislature, it should not be forgotten that while large appropriations have been made every year for the education of the hearing and speaking portion of the people, the hundreds of our deaf mutes are only now beginning to share in these benefits.

It appears by the last census that in Nova Scotia alone there are no less than 240 not yet receiving any education; in New Brunswick there are about 200, and in P. E. Island 60, making in all about 500.

During the last summer Mr. Hutton, the Principal, accompanied by 3 of the pupils, made a tour through parts of New Brunswick, P. E. Island, and this Province, for the purpose of making the Institution better known, and exhibiting practical proofs of its usefulness. The deputation was everywhere received with marked kindness and hospitality, for which the Directors desire here to record their thankfulness, referring to the annexed Report of the Principal for a more detailed account of his journies and receptions. It is believed that besides the immediate addition to the funds, which results from such tours, a lively interest is awakened, and a widespread sympathy, which will shew itself in a continued support of the Institution.

The most pressing want at the present time is a sufficient school room, with additional dormitories above; and the Directors feel bound to proceed with the work as soon as the spring opens, although they are not yet in possession of the means of defraying the expense, which will probably be between £3 and £400. But they confidently rely on the aid of the benevolent public of all denominations, to enable them to complete an addition which is essential to the health of the inmates, and which will probably provide accommodation for years to come. In this connexion the Directors respectfully repeat their former requests to Ministers, to bring the wants of the Institution annually before their congregations, at some convenient time,—feeling that, if this were universally done, it would produce in Nova Scotia alone not less than £350 a year, without in the least contracting, but rather enlarging the liberality of the people towards their own local objects. They thankfully acknowledge the thoughtfulness of those whose collections appear in the present list. Teachers of schools would also greatly assist us by encouraging juvenile efforts among their scholars, such as those in Halifax, Truro, and elsewhere, during the past year, which have so materially aided the funds, and doubtless at the same time have enlarged the hearts of the youthful givers.

For information as regards the internal condition of the school, the Directors invite particular attention to the report of the Principal, to whose unwearied assiduity and able management they bear renewed

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testimony. His heart is in his work, and he enjoys the full confidence of the Directors, and the warm affection and respect of his pupils. Mr. George Hutton, the father of the Principal, who was mentioned in the last report as having voluntarily come out from Scotland in order to assist his son in the work of the Institution, has continued his valuable services without remuneration to the present time, and has been of essential benefit to the welfare of the Institution.

It is well known to all acquainted with the instruction of deaf mutes, that it requires at least one efficient teacher to every 12 or 15 pupils, to do them justice.

The Directors have not lost sight of industrial training as an important part of the system; and they look forward to having workshops for the common trades. In the meantime, shoemaking and carpenter's work are carried on as far as possible; and some of the older pupils can now earn their living thereby. The girls are practiced in all kinds of household work, and sewing, knitting, &c., as far as their attendance in school and out-door exercise will permit.

Annexed will be found a statement of work done. Mrs. Vincove continues to discharge with fidelity and care her laborious and responsible duties as Matron.

The Directors have much pleasure in stating that the late W. K. Reynolds, Esq., of this city, has left by will the interest of £500 currency (to be received after the death of a relative), towards the education of poor deaf mutes at this Institution—a generous example, which it is hoped many of those who have this world's goods at their disposal, will be led to follow.

In conclusion, the Directors are bound to acknowledge the kind attentions of Dr. Parker, although they are thankful to say, as appears by his report, there were no serious cases of sickness during the year requiring his attendance.

The inmates have also enjoyed the benefit of Dr. Cogswell's kind services as Dentist, on several occasions.

The ladies whose names appear as Visitors of the Institution, have as usual exercised their useful supervision, and in many cases have attended to the personal wants of the poorer pupils.

To those printers and editors in Halifax and elsewhere, who have gratuitously inserted notices of the Institution, and recommended it to the public, and have sent their papers to the Home, the Directors beg to return thanks, and to solicit a continuance of their favors.

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PRINCIPAL'S REPORT.

HALIFAX, Dec'r. 31, 1861.

TO THE DIRECTORS OF THE DEAF AND DUMB INSTITUTION :

Gentlemen,—

In presenting to you my Fourth Annual Report it is satisfactory to think that any extended or elaborate statement is rendered unnecessary by the calm and almost unbroken current of our history during the past year. By the good hand of our God upon us, we have been brought to the close of a year of perhaps more than average mortality, with our ranks not only undiminished by sickness or death, but also favored with an increase in numbers, as well as a steady if not remarkable advancement in usefulness and general prosperity.

The number of pupils at date of last Report was 38. During the year 9 new ones have been admitted, 1 former pupil has returned after a year's absence, 3 have left, and one has been dismissed, making an actual increase of 6, and a total of 44, of whom 30 are males and 14 females. Or in tabular form thus :—

	MALES.	FEMALES.	TOTAL.
Boarders	26	14	40
Day Scholars	4	..	4
	—	—	—
	30	14	44
	—	—	—

Latimore, a colored girl, was removed by her parents early in the Spring, notwithstanding remonstrance on the folly of so doing. *W. F. Young*, after being only a few months at school, left to join his family, which had removed to the States. *W. O. Barnaby* was expected to return after the vacation, but not having done so, is struck off the list, leaving the number on the books as above stated.* I append a complete list of all the pupils who have attended the school at any time during the year 1861.

* He Returned January 1862, making the total 45.

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The HEALTH of the household during the year has been remarkably good. Not a single case of serious sickness has occurred, this having been, on the whole, the healthiest season enjoyed since the Institution was opened,—a fact all the more noteworthy in connection with the prevalence of *small-pox* in the city, our increased numbers, and defective accommodation, which, but for a merciful Providence, might have involved us in much distress. Dr. Parker is entitled to our warmest gratitude for his kind, prompt, and efficient attention, even in the most trivial cases.

THE SCHOOL.

The system of instruction pursued during the past year has been somewhat modified from the course previously followed. Heretofore our method had been framed more or less on the model of our early training, but having learned from observation and experience the unsatisfactoriness of this system, we have been led gradually to diverge from the beaten track, and to aim at a closer approximation to what appears to be the order and method of nature. Remarkably enough, our success has increased in proportion to our deviation from the old routine. Were I to characterize the system now adopted, and carried out as far as our facilities permit, I should be disposed to denominate it the *Natural System*. We aim at assimilating the process by which we instruct the Deaf-mute in the knowledge of language, to the process by which the ordinary child acquires his mother tongue.

As the limits of this Report will not permit me to give a complete exposition of our method, I must be content simply to indicate our leading principles.

1. The great object of Deaf-mute instruction is to make the pupil acquainted with *written* language, as the principal source of knowledge, and the grand instrument of communication with society. "To educate the Deaf-mute is to give him (written) language; and to give him (written) language is to educate him." With the old method of attempting to teach the Deaf and Dumb to speak, and to read on the lips now sought to be revived in certain quarters, we have little sympathy. Having for a series of years had opportunity of testing, by personal trial and observation, the merits of this system (notwithstanding exceptional cases of remarkable success,) we cannot but regard *articulation* and *reading on the lips* as impossible attainments for the great majority of Deaf and Dumb persons.

2. Believing written language to be arbitrary and artificial, and its significance purely conventional, we regard its acquisition simply as a question of time, depending on the operation of the principles of *association*, *imitation*, and *repetition*.

3. We hold that the process of a Deaf-mute acquiring our language

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is essentially different from that of a hearing person learning a foreign tongue (as Latin or French), though the comparison is sometimes used to illustrate the position of the mute and the work of his instructor. In the case of the hearing person the process is merely one of translation, of turning one language, one set of words into another: with the mute it is not a process of translation at all, but something vastly more comprehensive and difficult. It is rather a work of *creation* than of *translation*. It is the embodiment of thought in words, the gradual construction of a language, the evolution of thought itself, the development or education of the entire intellectual and moral nature. *It is substantially the same in kind with the original process by which we ourselves acquired our mother tongue.*

4. The Deaf and Dumb should learn language from *examples*, rather than from *rules*. While leading the pupil, step by step, to a practical acquaintance with the parts of speech in their various changes of inflection, meaning, and application, and while graduating the difficulties of language to the capacity of the learner, we do not deem it necessary or desirable to occupy much time in teaching the rules and technicalities of grammar, as such, believing the most important point to be gained when the pupil is familiarised with the practice of the language. For example, a Deaf-mute can be made to understand and apply all the forms of the Indicative and Subjunctive Moods of the Verb without knowing the names either of the moods, tenses, or persons; or being able to conjugate the whole correctly from beginning to end. This is all that is really needful; and it seems both an unnecessary expenditure of time, and a needless burdening of the memory, to demand that the pupil should master the mere theory of grammar, *when the term of instruction is so short*, and there are other matters of greater practical moment demanding attention. What would be thought of a parent who should insist on his little child *parsing* every word he utters in his childish prattle? And yet something equivalent to this is practised in not a few schools for the Deaf and Dumb at the present day.

5. Believing the synthetic process ought to precede the analytic, in the instruction of the Deaf and Dumb, as it does in our own mental experience, we endeavor to familiarize the pupil from the very outset with the idea of *words in connection*. For this purpose we present to him, even on the first day he enters the school, some simple *Phrases* and *Sentences*, expressing ideas easily made intelligible, and of such a kind as to awaken interest, and convey to his mind the first faint conception of the *practical use* of language, and the great object of his education. This we regard as a point of much importance, exercising an influence on the whole subsequent course.

6. In order to render written language significant and natural to the

Deaf and Dumb living connection. Particularly in the case of a strictly exemplification of the conditions of the should be made of various facts, becomes impracticable resources available useful so far as mimic delineation only effective progress of the *facts and occurrences the use of our*

7. Looking at considering the intended under INTERROGATIVE from the very and all blending course.

8. As may much time be mere learning experience, so and, to have a shapes, instilling emotion. He new words and endeavoring to lar to those un they convey.

The progress reasonably be aware, however able circumstances supply of suitable sification of the elevate the general details. Still success attain

Deaf and Dumb, as speech is to us, it must be presented in close and living connection with the facts and occurrences of *real life*, particularly in the earlier stages. All the exercises and illustrations should be of a strictly practical nature: not merely appropriate and correct exemplifications of the meaning of words and phrases, but actual exhibitions of the things, facts, or events designated. The school-room should be made, as far as possible, a *microcosm of life*, with its multifarious facts, and manifold phases and relations. And when this becomes impracticable from the nature of the case, there are other resources available in pictures and the language of signs. Pictures are useful so far as they go, but vivid dramatic representation and pantomimic delineation are invaluable and indispensable, as affording the only effective substitute for actual fact, and as sustaining to the progress of the Deaf-mute in language *the same relation that the original facts and occurrences of our own early days did to our progress in the use of our vernacular.*

7. Looking at Language as the expression of human thought, and considering that all the various forms of expression may be comprehended under the three categories of **COMMANDS**, **NARRATIVES**, and **INTERROGATIVES**, we endeavor to carry out these three simultaneously from the very commencement, the one naturally leading to the other, and all blending together to form the living whole of connected discourse.

8. As may be gathered from the foregoing, we do not approve of much time being spent (especially during the earlier stages) in the mere learning of *lists of single, unconnected words*. As in our own experience, so in the instruction of the mute, words *per se* are nothing, and, to have any real power over the mind, must come clothed in living shapes, instinct with the vitality and force of informing thought and emotion. Hence it is our constant aim, as far as we can, to present new words and phrases to the pupil in some real, practical connection, endeavoring to surround them with circumstances and associations similar to those under which we ourselves first acquired the conceptions they convey.

The progress of the pupils during the year has been as good as could reasonably be expected *with the facilities at command*. I am well aware, however, that better results might be realised under more favorable circumstances. With better school-room accommodation, a better supply of suitable text-books and apparatus, and a more effective classification of the pupils than our present circumstances permit, we could elevate the general standard, and make various improvements in minor details. Still we have reason to be thankful for the measure of success attained.

The following is the present arrangement of the classes :—

FIRST OR JUNIOR CLASS.
11 PUPILS.

(Standing, *three months.*)

I.

Duncan Ross,
F. Peter Forbes, } *exceptions.*

II.

Thomas Acheson.
T. Murray McGhee.
James Ross.
Henry A. Boutelier.
Caroline Spidel.

III.

M. Sophia McLean.
Ruth Lemont.
R. Elizabeth Bentley.
Gertrude Dakin.

SECOND CLASS.—11 PUPILS.

(Standing, *one year.*)

I.

William W. Hill.
Christy Ross.
John Ross.

II.

Alfred H. Abell.
Emily Kempton.
John McBurnie.
Edward Morse.
Robert Crawford.
Emma Ann Morse.
Henry A. Fletcher.
Mary Jane Musgrave.

THIRD CLASS.—10 PUPILS.

(Standing, *three years*)

Ellen Hamilton.
George Morse.
James F. Middlemass.
Jane M. Payzant.
Catherine S. Hamilton.
Elizabeth MacPherson.
William Dixon.
Franklin Tupper.
Peter Harvey.
Annie McKegan.

FOURTH OR SENIOR CLASS.

(Standing, *four to five yrs.*)

I.

W. O. Barnaby.
William Ross.
James R. Forbes.
Thomas Murphy.
Clifford Black.
John C. Tupper.
Henry W. Young.

II.

Inglis Mumford.
Frederick W. Logan.
George Lemont.
John McCarthy.
Timothy Ruggles.
Robert Tupper.

As regards the subjects of study, I think I cannot do better than give a transcript of the tabular arrangement suspended in the school-room for the guidance of the several classes.

ORDER OF STUDY FOR JUNIOR PUPILS.

THIRD CLASS.

JUNIOR CLASSES.

HOURS.

DAYS.

ORDER OF STUDY FOR JUNIOR PUPILS.

DAYS.	HOURS.	JUNIOR CLASSES.	THIRD CLASS.
Monday.. {	9½ to 10'clk. 2 to 4 P. M...	Writing: "Element'y Course of Religious Instruction." "Vocabulary and Phrase Book",	Recitation: Vocab. with Prac. Ex. (C)* Bible Reading Lesson.
Tuesday.. {	9½ to 10'clk. 2 to 4 P. M...	Use of Imperative Mood: Writing from actions..... Composition on Vocabulary.....	Recit.: Read'g Les'n ('Picture Less.')
Wed'day. {	9½ to 10'clk. 2 to 4 P. M...	Copy Writing: Exercises on Interrogation..... "Vocabulary and Phrase Book",	Arithmetic: Multiplication.
Thursday. {	9½ to 10'clk. 2 to 4 P. M...	Use of Imperative Mood: Writing from actions..... Composition on Vocabulary.....	Recitation: Vocab. with Prac. Ex. (N)† Original Composition.
Friday... {	9½ to 10'clk. 2 to 4 P. M...	Copy Writing: Imperative Mood—Writing from actions "Vocabulary and Phrase Book",	Recit.: Read'g Les'n ('Nat'l. Histy.')
Saturday.. {	9½ to Noon..	Arithmetic—Elementary Exercises.....	Bible Reading Lesson.
<p>N. B.—In the evenings (Saturday's excepted) to commit regularly to memory a portion of the Catechism, alternately with a portion of the Vocabulary.</p>			Recitation: Vocab. with Prac. Ex. (Q)‡ Arithmetic: Multiplication.
<p>* Commands. † Narratives. ‡ Questions.</p>			Geography: Maps and Globes.
<p>N. B.—Every evening (Saturdays excepted) to learn something by heart, for recitation next morning.</p>			

ORDER OF STUDY FOR THE SENIOR CLASS.

DAYS.	HOURS.	FIRST DIVISION.	SECOND DIVISION.
Monday.. {	9½ to 1 o'clock. 2 to 4 P. M..	Recitation: Bible Reading Lesson..... Composition: Definitions—Descriptions	Recitation: Language Lessons. Reading Lesson: 'Nat. Hist.' or 'Picture Lesns.'
Tuesday.. {	9½ to 1 o'clock. 2 to 4 P. M..	Recitation: Language Lessons..... Arithmetic: Advanced Practical Exercises..	Recitation: Bible Reading Lesson. Arithmetic: Greenleaf's Primary Arithmetic.
Wed'day. {	9½ to 1 o'clock. 2 to 4 P. M..	Recitation: Language Lessons..... Colloquy: Letter-writing.....	Recitation: Language Lessons. Colloquy: Letter-writing.
Thursday {	9½ to 1 o'clock. 2 to 4 P. M..	Recitation: Language Lessons..... Grammatical Exercises.....	Recitation: Language Lessons. Composition: Narratives.
Friday.... {	9½ to 1 o'clock. 2 to 4 P. M..	Recitation: Genl. Information—News of Day. Arithmetic: Advanced Practical Exercises..	Recitation: Genl. Inform'n—Newsp'r Reading. Arithmetic: "Greenleaf's Primary Arithmetic."
Saturday. {	12 to Noon..	Recitation: English History and Geography.	Recitation: Geography.

N. B.—The evenings, from 7½ till 9 o'clock, to be devoted to *memoriter* exercises, transcribing lessons into books, writing letters, and other miscellaneous work.

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A great saving of time and labor has been effected by the printing of the Elementary Catechism, and the "Primary Vocabulary and Phrase Book." Each pupil being furnished with a copy, the work of instruction, as well as the pupil's progress, is greatly facilitated. We have this year also had a valuable addition to our apparatus in the set of globes purchased with a portion of the handsome donation of \$40, presented to the school by the Rev. J. J. Hill, of Newport. The globes supply a want much felt previously, and lay us under great obligation to the generous donor.

The accompanying specimens of composition will show what progress the pupils have made in the use of language. I would particularly call your attention to the account of our tour, written by Thomas Murphy, as in every way creditable to a pupil of only *four* years standing.

SUNDAY SERVICES.

As you are already aware, we have given up one of our Sunday services, the pupils now attending Salem Chapel in the forenoon, accompanied by the assistant. The two Sunday services, together with the daily work of the school, were felt to involve more labor than could longer be undertaken without detriment to the health of those officiating. In institutions of this kind which have a proper staff of liberally paid instructors, the Sunday services are usually undertaken in rotation, thus lightening the labor on individuals; but having no competent person to share the duty with me here, the whole would have devolved upon myself, but for the presence of my father, who has hitherto kindly divided this labor with me, as well as the ordinary week-day work for the last two years, with no other recompense than the satisfaction of benefiting a class whose welfare he has always had most deeply at heart. I felt, however, that a change was required, and the present arrangement affords the much-needed relaxation.

We still meet as before in the afternoon, when the exercises are conducted in the language of the Deaf and Dumb, so as to be intelligible, interesting, and instructive to all.

WORK DONE BY THE PUPILS.

As usual, we continue to cultivate industrious habits on the part of the pupils, male and female, requiring them, so far as they are able, to assist in whatever work is to be done about the place. The following are some of the items for the year:—

I.—SHOEMAKING.

16 pairs boots and shoes *made*, and 51 pairs boots and shoes *re-paired*.

N. B.—The evenings, from 7½ till 9 o'clock, to be devoted to *memoriter* exercises, transcribing lessons into books, writing letters, and other miscellaneous work.

Recitation : Geography.

Language History and Geography.

ORDER OF READERS FOR THE YEAR 1851

II.—CARPENTRY WORK.

- Making two chiffoniers, a book-case, and a clothes-horse.
 Making large revolving blackboard, and stand for the school.
 Making two school desks, and three benches.
 Making a table, two small writing desks, and a little bench.
 Making long wash-hand-stand for dormitory.
 Making table for dining-room.
 Sundry repairs in the dining-room.
 Enclosing sink in kitchen, and making new doors and shelves for the
 crockery-press.
 Shelving press in hall up stairs.
 Making lids for barrels, repairing gates and fences, and sundry
 other jobs.
 Framing several pictures.
 Painting all the school-room furniture.

III.—GARDEN WORK.

- Digging, manuring, planting, and weeding the vegetable garden,
 and trimming flower-beds and keeping garden walks in order.
 Mowing grass in lawn and orchard.

Besides sawing and chopping all the fire-wood used in the house,
 putting in and carrying coal, whitewashing the fences and cellars,
 going on errands, lighting fires, keeping the yard clean, removing
 ashes, rubbish, &c., &c.

I may here mention that John Ross has been supporting himself in
 town at his trade of blockmaking for months past, and I believe gives
 every satisfaction to his employers. During the vacation, William
 Ross also earned a respectable livelihood as a house-carpenter. As a
 kind of first-fruits of the institution, these cases are worthy of notice.

BY FEMALE PUPILS.

The Matron has furnished me with the following statement of work
 done:—

“Making 8 table-cloths, 3 dozen towels, 15 sheets, 15 pillow-slips,
 20 bed-ticks, 9 dresses, 7 skirts, 6 jackets, 6 hats trimmed, 6 under-
 garments, 3 waists, 9 night-caps, 4 rollers, 8 pairs stockings, 5 pairs
 socks, 5 blinds, 5 hair-nets, 1 dozen pocket-handkerchiefs, 3 shirts,
 and a suit of clothes for a little boy.

“Besides repairing all the pupils’ under-clothing during the year;
 also assisting in house-work, as scrubbing, sweeping, making beds,
 washing dishes, laying the table, &c., &c.”

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OUR TOUR.

Having already reported at length on this subject, I shall only briefly allude to it here. Five weeks of the summer vacation were spent, in company with four of the pupils, in visiting the following places in the Lower Provinces, with the view of reviving or awakening an interest in the Institution, and making its advantages and claims more widely known, viz.: Windsor, St. John, N. B., Fredericton, Gagetown, Moncton, Dorchester, Sackville, Shediac, Bedeque, P. E. Island, Summerside, Malpeque, Charlottetown, Pictou, New Glasgow, Albion Mines, and Truro. We everywhere met with much kindness and hospitality; and notwithstanding the depression of the times, realized, after paying expenses, the sum of \$261. As a proof of the generous consideration extended to our party by the proprietors of the various conveyances and hotels, as well as by private friends, I may state that our whole expenses amounted only to about \$80. On the New Brunswick Railway we travelled free through the kind permission of the Government. I have no doubt we shall see further fruit of these meetings hereafter. I believe both the New Brunswick and P. E. Island Governments will be found disposed to aid the Institution. We have now *eight* pupils from New Brunswick, being nearly *one-fifth* of the whole number under instruction; and although we have none at present from P. E. Island, we trust she will not be behind the sister Provinces in attending to the claims of her untaught deaf and dumb, of whom, according to the last census, there are no fewer than *sixty-one*, for whose amelioration nothing has yet been done.

WANTS.

Under this head I wish to mention some things of great importance to the welfare of the Institution, to which I have called attention on various occasions, but which we have not yet secured, owing to the want of funds. I do not expect that we can obtain all that is necessary to thorough efficiency, health, convenience and comfort *at once*, but it seems right to keep steadily before the benevolent public of Nova Scotia the fact that *the Institution is still very defective in its equipment*, as compared with similar Institutions elsewhere, and that enlarged liberality on the part of the Legislature and the public is required to enable the Directors to put and maintain it in a condition every way worthy of the object, and creditable to the Province.

1. Our first want is a commodious schoolroom, the present being inconveniently crowded, so that we have been for months obliged to use one of the dormitories as a class-room, an arrangement every way objectionable. This want will, however, be supplied with the contemplated extension of the building next spring.

2. Additional bedroom accommodation for the female members of the establishment. This also will be secured, I trust, by the proposed enlargement.

3. An enlargement of the dining room. This could be done at little expense, by removing a partition and throwing the adjoining room (at present useless for any other purpose) into it.

4. A proper *store-room* or *wardrobe* is also necessary; but this we hope to be able to get in the new building.

5. Proper provision in case of sickness. Though providentially we have hitherto had little occasion for an hospital, in the general good health of the pupils, still it is evident an Institution of this kind should not be without separate rooms for the sick.

6. A *Bath-room*, furnished with the means of a ready supply of hot and cold water at all seasons of the year, would be a great addition to the health and comfort of the household.

7. A room furnished with desks and benches, to be used by the girls as a *sitting-room* and *study-room*. In this respect the girls labour under great disadvantage compared with the boys, in the preparation of their lessons in the evening. They cannot be expected to keep pace with the boys in their education, as at present situated.

8. A *playroom* or *gymnasium* for the lads, who have no place for active exercise during cold and wet weather. I hope we may be able, with the assistance of the lads themselves, to get something of this sort put up in the playground early in the spring.

STATISTICS OF THE DEAF AND DUMB.

It is generally supposed that there are comparatively few of this afflicted and long-neglected class in the community, whereas the reverse is the case. The recent census reveals the startling fact that there are in the Province of Nova Scotia 300 deaf and dumb persons, being an average of *one* to every *eleven hundred* of the population! If these statistics are to be relied on, the per centage of *Deaf-muteism* is higher in Nova Scotia than in any civilized country I am aware of, with the single exception of Switzerland. This will appear from the following estimate, extracted from the "*American Annals of the Deaf and Dumb*," for January, 1856:—In the British Isles the proportion is 1 in 1590; in the United States 1 in 2152; in Canada 1 in 1343; in France 1 in 1212; in Prussia 1 in 1364; and in Switzerland 1 in 503. The following table, which I have compiled from the official returns and other sources, presents at a glance the proportion of males and females, with the number of the educated and uneducated (so far known) in each County.

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1. Halifax (C
2. Colchester
3. Cumberlan
4. Pictou . . .
5. Sydney . . .
6. Guysborou
7. Inverness..
8. Richmond.
9. Victoria . .
10. Cape Breto
11. Hants . . .
12. Kings . . .
13. Annapolis.
14. Digby . . .
15. Yarmouth.
16. Shelburne.
17. Queens . .
18. Lunenburg
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It will be seen that there are 2124 in the County of Richmond. The County of Richmond is also a very difficult one to count, why Richmond is so unfortunate pre-eminently in national origin, and in particular in the Province of Nova Scotia, leaving the County of Richmond. And if to these be added the probable number of the Lower Pro

COUNTIES.	Males.	Females.	Whole number	Educated, or under Instruction.	Without Instruction.	Total Population.
1. Halifax (City included).	37	29	66	13	53	49,021
2. Colchester	6	9	15	4	11	20,045
3. Cumberland	6	4	10	1	9	19,533
4. Pictou	15	16	31	8	23	28,785
5. Sydney	6	1	7	1	6	14,871
6. Guysborough	7	4	11	2	9	12,713
7. Inverness	8	9	17	1	16	19,967
8. Richmond	8	10	18	.....	18	12,607
9. Victoria	7	2	9	.....	9	9,643
10. Cape Breton	5	6	11	4	7	20,866
11. Hants	10	6	16	1	15	17,460
12. Kings	7	8	15	7	8	18,731
13. Annapolis	11	5	16	5	11	16,753
14. Digby	7	8	15	2	13	14,751
15. Yarmouth	7	6	13	.....	13	15,446
16. Shelburne	4	2	6	.....	6	10,668
17. Queens	4	3	7	2	5	9,365
18. Lunenburg	5	7	12	1	11	19,632
Belonging to New Brunswick, but included in the Census Tables with Halifax, as being then resident in the Institution	5		5	5		
Total	165	135	300	57	243	330,857

It will be seen from this table that the proportion varies from 1 in 2124 in the County of Sydney (the lowest), to 1 in 700 in the County of Richmond (the highest). The per centage in Halifax County is also high, viz., 1 in 742. It would be an interesting, though difficult task, to ascertain the specific causes of this variation; why Richmond and Halifax, for example, should have such an unfortunate pre-eminence. Perhaps in both cases something is due to national origin, and the social circumstances and habits of the inhabitants in particular districts.

From this table it also appears that out of the 300 deaf and dumb in the Province, only 57 have been brought under Christian instruction, leaving the remaining 243 in a condition of deplorable ignorance. And if to these we add the 60 or 70 in P. E. Island, together with the probable number in New Brunswick and Newfoundland, we shall have an aggregate of between 600 and 700 persons within the bounds of the Lower Provinces, deprived of the faculties of hearing and speech,—

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unfitted for discharging aright the duties of life, and blind to their immortal destiny. So far, then, from having discharged our debt of Christian charity to these suffering children of silence, by recent efforts on their behalf, we have but paid the first instalment. We are yet only on the threshold of this enterprise, and a great work remains to be done for the untaught deaf and dumb of these lands. May a sense of gratitude for the inestimable blessings enjoyed by us as families and as individuals, in the unimpaired use of all our faculties, and a tender sympathy for those less highly favored, lead to more extended liberality towards a cause possessing such peculiar and urgent claims on the earnest attention and support of every friend of humanity.

Respectfully submitted,

J. SCOTT HUTTON,

Principal.

It will be seen from the table that the population of the County of Hants in 1851 was 107,000. The population in 1856 was 107,000. It would be an interesting thing to know how many of the deaf and dumb were in the County of Hants in 1851 and 1856. I have been unable to find any information on this subject. I have, however, been able to find the number of deaf and dumb in the County of Hants in 1851 and 1856. The number in 1851 was 107,000 and in 1856 it was 107,000. I have also been able to find the number of deaf and dumb in the County of Hants in 1851 and 1856. The number in 1851 was 107,000 and in 1856 it was 107,000. I have also been able to find the number of deaf and dumb in the County of Hants in 1851 and 1856. The number in 1851 was 107,000 and in 1856 it was 107,000.

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mitted,
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NO.	NAME	AGE	SEX	RELIGION	EDUCATION	ADMISSION	REMARKS
1	Wm. J. ...	18	M
2	...	19	M
3	...	20	M
4	...	21	M
5	...	22	M	...	...	...	...
6	...	23	M	...	...	...	...
7	...	24	M	...	...	...	...
8	...	25	M	...	...	...	...
9	...	26	M	...	...	...	...
10	...	27	M	...	...	...	...
11	...	28	M	...	...	...	...
12	...	29	M	...	...	...	...
13	...	30	M	...	...	...	...
14	...	31	M	...	...	...	...
15	...	32	M	...	...	...	...
16	...	33	M	...	...	...	...
17	...	34	M	...	...	...	...
18	...	35	M	...	...	...	...
19	...	36	M	...	...	...	...
20	...	37	M	...	...	...	...
21	...	38	M	...	...	...	...
22	...	39	M	...	...	...	...
23	...	40	M	...	...	...	...
24	...	41	M	...	...	...	...
25	...	42	M	...	...	...	...
26	...	43	M	...	...	...	...
27	...	44	M	...	...	...	...
28	...	45	M	...	...	...	...
29	...	46	M	...	...	...	...
30	...	47	M	...	...	...	...
31	...	48	M	...	...	...	...
32	...	49	M	...	...	...	...
33	...	50	M	...	...	...	...
34	...	51	M	...	...	...	...
35	...	52	M	...	...	...	...
36	...	53	M	...	...	...	...
37	...	54	M	...	...	...	...
38	...	55	M	...	...	...	...
39	...	56	M	...	...	...	...
40	...	57	M	...	...	...	...
41	...	58	M	...	...	...	...
42	...	59	M
43	...	60	M
44	...	61	M
45	...	62	M
46	...	63	M
47	...	64	M
48	...	65	M
49	...	66	M
50	...	67	M
51	...	68	M
52	...	69	M
53	...	70	M
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56	...	73	M
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59	...	76	M
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71	...	88	M
72	...	89	M
73	...	90	M
74	...	91	M
75	...	92	M
76	...	93	M
77	...	94	M
78	...	95	M
79	...	96	M
80	...	97	M
81	...	98	M
82	...	99	M
83	...	100	M

LIST OF LEARNERS WHO HAVE ATTENDED THE SCHOOL UNDER THE ACT OF 1851

LIST OF PUPILS WHO HAVE ATTENDED THE SCHOOL DURING THE YEAR 1861.

NO.	NAME.	AGE.	*TIME UNDER INSTRUCTION.	WHERE FROM.	REMARKS.
1	Abell, Alfred H.	9	1 year.	St. John, N. B.	Lost hearing only 3 years ago, from Scarlet Fever.
2	Acheson, Thomas	21	3 months.	St. Patrick's, N. B.	Two deaf and dumb in the family.
3	Barnaby, W. Odber.	22	54 years.	Digby, N. S.	44 years in American Asylum, and 9 months here.
4	Bentley, R. Elizabeth	11	3 months.	Billtown, Cornwallis.	Lost hearing at 3 years—cause unknown.
5	Black, Clifford	15	44 years.	Sackville, N. B.	Born deaf.
6	Boles, Robert	15	13 months.	Manchester, Guysboro'	Left in the Spring.
7	Boutelier, H. Albert.	8	6 months.	Manchester, Guysboro'	Deafness, not total—hears loud noises, but not speech.
8	Crawford, Robert.	15	14 months.	Saint John, N. B.	Lost hearing at two years of age
9	Dakin, Gertrude J.	12	24 years.	Digby, N. S.	Deafness discovered when about 1 year old.
10	Dixon, William E.	12	24 years.	Dorchester, N. B.	Born deaf (?)
11	Fletcher, Henry A.	11	7 months.	Londonderry, N. S.	Born deaf—Deaf-mute sister deceased.
12	Forbes, James R.	21	43 years.	East River, Pictou.	Born deaf.
13	Forbes, F. Peter.	11	15 months.	Cow Bay, C. B.	Born deaf.
14	Hamilton, Cath. S.	13	3 years.	Scotch Hill, Pictou.	Employed as Shoemaker for Institution.
15	Hamilton, Ellen.	11	3 years.	Do.	Born deaf } Sisters.
16	Harvey, Peter.	11	33 years.	Halifax City.	Born deaf.
17	Hill, William Webb.	11	10 months.	Sydney, C. B.	Semi-mute—lost hearing in childhood from accident.
18	Kempton, Emily.	23	15 months.	Caledonia, Queen's Co.	Born deaf } Brother and Sister.
19	Logan, Frederick W.	17	44 years.	Maitland, Hants.	Born deaf—three deaf and dumb in family.
20	Lemont, George.	14	4 years.	Billtown, Cornwallis.	Born deaf }
21	Lemont, Ruth.	17	3 months.	Do.	"
22	McBurnie, John	10	19 months.	Wallace, Cumberland.	Born deaf (?)
23	McCarthy, John	16	19 months.	Halifax City.	Day-scholar—deafness discovered at 15 months old.
24	McChee, T. Murray.	13	54 years.	Sussex Vale, N. B.	Born deaf (?)
25	McKegan, Annie.	14	2 months.	Louisburg, C. B.	Day-scholar—deafness discovered at 15 months old.
26	McLean, M. Sophia.	16	3 years.	New Glasgow, Pictou.	Born deaf (?)
27	Macpherson, Elizab' h.	17	3 months.	Albion Mines, Pictou.	Born deaf—
28	Middlemass, Jas. F.	29	8 years.	Caledonia, Queen's Co.	Born deaf—one of twins, other of whom hears & speaks.
29	Morse, George H.	18	8 years.	Bridgetown, Annapolis.	Lost hearing at 6 years of age, from Scarlet Fever.
30	Morse, Edward	13	15 months.	Do.	Born deaf—Four deaf and dumb in family.
31	Morse, Emma Ann.	11	8 months.	Do.	Born deaf—
32	Mumford, Inglis	16	5 years.	Halifax City.	Day scholar—lost hearing at 5 years of age.
33	Murphy, Thomas.	18	4 years.	Antigonish Harbor	Born deaf—4 deaf and dumb in the family.
34	Musgrave, Mary Jane	15	24 years.	Sydney, C. B.	Born deaf—2 deaf and dumb in the family.

MEDICAL REPORT.

HALIFAX, March 7th, 1862.

I AM happy to have it in my power to report to the Managers of the Deaf and Dumb Institution, that the past year has been unattended by any deaths, or serious illness, among the inmates. Some slight cases of indisposition have occurred, but nothing of sufficient moment to call for observation.

I have only to add my professional testimony to what has already been publicly stated by the Directors, that there exists an urgent necessity, on sanitary, as well as other grounds, for adding to the accommodation for the annually increasing number of pupils.

D. McN. PARKER, M. D.

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EXTRACT

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

"The Committee visited the Institution for the instruction of the Deaf and Dumb, and feel much pleasure in bearing testimony to the efficiency of that useful Institution, whose pupils have evidently received an amount of patient, careful training, invaluable to them, and in the highest degree creditable to the Principal, Teachers, and all connected with its management.

"The Committee believe the sum of \$2000, granted this session for the support of that Institution, is wisely and well appropriated. And did the finances of the country admit, the Committee would gladly recommend a further appropriation, to enable the Directors to provide the additional School Room, so much required for the health and comfort of the pupils."

A. W. McLELAN,
J. V. N. HATFIELD,
JOSEPH HOWE,
CHAS. TUPPER,
H. McDONALD.

April 10, 1861.

APPENDIX.

SPECIMENS OF PUPILS' COMPOSITIONS.

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

DEAF AND DUMB INSTITUTION.
Halifax, March 6, 1862.

My Dear Mother,—I got a letter last December, and my mother sent me it. I shall go home next July. I know Mr. Jack, and Mr. Wiggins, and Robert Johnson, and Rev. H. Arnold. Last August, Mr. Hutton and Macarthy, and Logan and Murphy and I went to sixteen places. I have been in Portland, and Fredericton, and Gagetown, and Carleton, and Moncton, and Shediac, and Sackville, and Dorchester, and French Settlement, and Charlottetown, and Bedeque, and Malpeque, and Prince Edward Island, and Pictou, and New Glasgow, and Albion Mines, and Truro. I go to Mr. Cochran's church every Sunday. I wrote in my composition about St. John and about myself, last February and present March. I picked a very great many blueberries at Moncton. I shall go to Temperance Hall next July, and I shall write on the blackboard and slate and show it to people. I shall go to Prince Edward Island, and I shall go to my father's ship next July. I got my clothes last December, and my mother sent me them. Please, my mother will give me new black clothes next April. I love my mother, and father, and brothers.

I am, your loving son,
A. H. A.

[9 years of age—15 months under instruction.]

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THE PRINCE OF WALES.

The Prince of Wales went in the war-ship on the sea. I heard about him that he came to Halifax, and the war-ship stopped. The soldiers went to Barrington street, and they stood on it. The Prince of Wales rode his pony. The people waved their hats, and we waved ours, and many girls and boys sang. The firemen drew fire-engines, and they ran with them. The gentlemen held flags, and the soldiers went to the Citadel. Many people stood on the Citadel Hill. Some men dug a hole, and they put a pole in the hole. A poor boy climbed up it, and he waved his hat, and he came down it again. A gentleman gave two pounds to him. He was happy. A policeman kept him. Some men throw a large hammer. Two men ran races, and one beat the other. Then the soldiers went to the Common, and they stood on it. Some officers rode their horses, and they gave orders to the soldiers, and they took their bayonets out of their sheaths, and they fixed them on their guns, and they fired their guns. The artillery drew their cannon, and they put their ramrods into them, and they took their ramrods out of them, and they fired them. F. T.

POSITIONS.

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DEAF AND DUMB INSTITUTION.

March 6, 1862.

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oving son,
A. H. A.

OF COWS.

I milked a cow in a pail. I lost two cows. My mother and my brother Samuel and I walked on the road in the wood; I saw the two cows eating the grass; I told my mother and my brother, there are two cows in the wood. I drove them home into the barn. My brother Samuel drove the two cows often. I saw the two cows lying down in the garden. The cows drank in the pond near the wood. The cow struck an ox's horns with the top of her head, sometimes. I held the cow's horns; the cow did not strike me. The cow sometimes kicked a dog. I saw the calf sucking the cow at home. When I was a little girl I pulled the cow, long ago. I saw the cows chewing the cud in the stall often. The cows jumped over the fence, and broke it, and Samuel ran and caught them, and drove them, and kept them in the field. I saw the cow licking the calves' backs often. The cows were keeping with the calves often. I saw the two cows had got very pretty. I stroked the cows often. C. S. H.

DEAF AND DUMB INSTITUTION,
Halifax, December 17, 1861.

My Dear Mother,—I got a letter from you last October, and I was very happy to see it. I send my love to you and my sisters and my

brothers. I think my sister Margaret can walk, and she is a very smart child. I hope you are very well. My sister Catherine had a sore throat, but she is very well now. I was sorry to leave you and my brothers and my sisters, but I like to see Halifax now. We are learning our lessons, and improve. I love my dear little brother, and he is a very fat child. I hope my aunts are well. I send my love to my uncles and my aunts and my cousins. I would like to see you. Mr. Hutton is a very good and kind teacher; you are a very good and kind-hearted mother. I must learn my lessons. We all go to the Rev. Mr. Cochran's church every Sunday forenoon. We will have Christmas next week, and we will cheer next week. Mr. Hutton's father is in Halifax. My sisters and my little brother told me that they would like me to stop home. I would like them to come here. I think about you often. Some of the pupils had sore throat, but they are now well. I would like the Rev. Mr. Bayne to come here soon. Mrs. Hutton is a very good and kind lady; I love her. My sister Catherine must be a good girl, and obedient to you. I was very happy to see my aunts and my uncles. They came here sometime ago. We are very happy to see Mr. Hutton and his father. They are very smart teachers. My body felt cold this morning. We live in the Deaf and Dumb Institution, Halifax, and learn our lessons every day. We must be kind and obedient to Mr. Hutton and his father, Mr. George Hutton, because they are very well pleased when we do well. We love them very much. I was very sorry that my cousin Ellen Olding went to New Glasgow. I must bid you good-bye.

I am your loving daughter, E. H.

RECOLLECTIONS OF THE PAST.

A number of years ago in Bridgetown, when I was a child, I did not know; but some years after, as I grew up, I began to know a little, and see about new houses, beasts and the rivers; but I did not know about God, and His pity of me, ignorant, and careful of getting hurt, and danger. I kept myself off from danger, and I was anxious when I saw the sun settle down in the west not to shine during the night. I thought with myself if it was true that it went round about to the east by the north. I signed about it to my deaf and dumb brother, and he said no; he told me that it went down under the earth. I thought my brother, who is deaf and dumb, is intelligent, and writes well; and then I thought whether I and my two deaf and dumb brothers and deaf and dumb sister were the only deaf-mutes that I supposed among all the many people that live on the earth. They can

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hear and speak well, and my parents and my two speaking brothers speak like them, and then we were not hearing and speaking, but held our peace, and only signed things. I signed to my parents, and brothers, and some friends, and they did not guess what I signed about the houses; but some knew them—they who talked to me to know about things.

G. H. M.

RECOLLECTIONS FROM CHILDHOOD.

When I was a child, I spoke at home, and played near the house, and other houses, and I went to some boys, and we played with each other often. Afterwards I was sick, and my mind was out of my head; but getting better I looked, and my mother was unknown to me. I lost my hearing, and saw; but I did not know the fields and fences, and the sun shining. I was ignorant and unhappy at home. I thought I was the only deaf and dumb boy, and I was sorry. I heard from Scotland of the Deaf and Dumb school there, and I would like to go to that school, and a good many deaf and dumb were in the Institution, and teachers to them. My father told me, and I wrote people's names. I did not think on learning for improving the mind. Although it was difficult to work at first, I studied, and got the carpenter's trade and farming. I worked different soils. When I was a small boy, I myself made some sleds, and sold them to a boy, and I improved, and I was glad to get money, and I made some little waggons. My father did not anger me; but he said to me, go on, and make good work. My brother and I thought to have a lathe, and we made it. I myself made chairs and tables and sold them, and learning, I improved. I made some wheels and other things. When I was a big boy I thought that as I was deaf and dumb I would be alone afterward till I die. I came to school to learn to understand. Deaf and dumb persons must either come to school or they will be ignorant, and if they do not learn and improve they would be unhappy. Teachers teach them what words they are to think on for improving the mind. They will be glad to know about God.

J. F. M.

TWO ACCIDENTS AT MAITLAND.

When the pupils went home for the vacation in July, about two years ago, I remained at home, and I went to my neighbor's house, and I saw about it myself. The lightning flashed in the afternoon, and I saw some one carrying bed-clothes to a vessel at the village. I saw them again carrying the neighbor's son on their shoulders, with two small and round logs, to the house, and his mouth bled, for when

he was building the vessel, he fell from it, by the lightning striking him, and he had broken his knees. That was awful. Shortly after three doctors came to him, and they examined him, but he died in three days, and he was buried in the evening. I looked at his countenance, and he was smiling, and I was thinking of him often.

After that my little brothers and I went to the river from our house, and we sat down on some lumber near it, and I bade them not go and play near it, because they might be drowned. They did so, and were good. I saw a lad fishing with a line, and he fell down into the river, and then a man named Joseph Putnam caught hold of the lad's leg, and pulled him back, and carried him to the lumber. Then his boy ran to the lad's house, and he gave an account to his mother about that. She was frightened about it, and she ran and came to him, and rubbed his face with her apron. They returned home in the afternoon and the lad was quite well next day.

F. W. L.

HUNTING.

At Musquodoboit, when I was six or seven years of age, I was very ignorant, and I sometimes saw the hares running out of the woods across to the other woods. One day in the winter I was walking in the woods with my dog, and a hare ran out of a hole of a large old tree, and I was startled, and the dog chased the hare; but the dog accidentally knocked against a large tree, and it fell down, and it cried aloud, for its head was hurt very much, and I heard it, and it did not catch the hare, and I was sorry about it because it did not catch the hare, and the hare ran away very fast. I thought that there was another hare in the hole of the tree, and I put my arm through the hole of it, and I felt warm in it, and it was the hare's nest, but there was not another hare in it. And then I walked out of the woods, and there was snow on the branches of the spruce trees, because it had been snowing the day before, and they were beautiful in the woods, and I shook the branches, and the snow dropped off them into the back of my neck, and between my back and shirt, and I felt very cold, and I shook myself to get it out, and my feet were very cold, and then I went home, and I took off my shoes, and I sat on the chair at the fire to warm my feet. My mother bade me come for dinner, and I did so. After dinner my father and I went into the woods with his gun, and I saw a squirrel on the branch of a tree, and its tail was long, and I took a short stick and threw it at it, but I did not hit it, and it ran away very fast, and I was disappointed, and my father laughed at me. He intended to hunt hares, but he found none of them for a long

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F. W. L.

time, and when he was hunting them he saw a quail on a tree, and he told me to go away from him, and I did so, and he fired at it, and I was startled, and he hit it, and it fell down, and I ran to see it, and its wings shook because it was in pain, and I looked at it, and its feathers were spotted, and I carried it in my hand, and my father was walking after me, and he saw a hare under a stump, and we stood. He had no shot, so he cut a bit of lead to pieces, and put them into the barrel of his gun, and then put the powder in it, and he ordered me to go away from him, and I did so, and he fired and hit it, and he commanded me to bring it from the stump, and I brought it from it to him, and he looked at it, and he told me to carry it. We then went out of the woods home, and I put them on the table. Next day my mother bade me skin the hare, and I skinned it and I threw the skin away, and I cut it open and I took the intestines out and threw them away, and my mother cut it up and cooked it for dinner.

I. M.

AN ACCOUNT OF OUR VISIT TO THE ARCTIC VESSEL.

In the month of October last, Mr. Hutton allowed the older male pupils to go down to the Market Wharf with him and his father and Mr. Gray, to see the vessel, *The United States*, which came to this port from the Arctic regions, where it had been for fifteen months on an exploring expedition. We waited on the wharf for the coming of a large boat, which I thought belonged to the schooner, with some persons to the shore at the wharf, and they went out of it, and then we got into it, and some of the sailors rowed it to the vessel, and we got up on board from the boat. We were much interested in seeing a sledge of the Esquimaux which was made without nails, and it was fastened together with strips of walrus skin, and the runners of the sledge were made of the bone of the walrus's tusks by the Esquimaux. We also saw a large Esquimaux dog of a reddish color, and other two dogs of blackish and whitish color, which were brought here from the Arctic regions, and we also saw the two reindeer's skulls and horns. One of the men told us about the reindeer, that they shot 300 reindeer in the Arctic regions, and they say that the flesh is better than beef or mutton. Captain McCormick called us to come down into the cabin, and he most kindly showed to us the different kinds of clothes which were made of the seal's skin. We also saw the eider duck and the eider down, which are very handsome and exceedingly smooth, and the Esquimaux put together the pieces of the necks of them, and sewed them together for a quilt. We also saw the wooden spectacles that are worn on the eyes of the Esquimaux for keeping

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G. L.

LUMBERING.

My uncle and I started from St. David's, Oak Bay, N. B., about 2 o'clock, afternoon January 18th, 1861, for the woods. We could not get on there that night, so we staid in a man's camp until morning, and after breakfast we started in the sleigh and drove in it through the woods until evening, and got in safety to the camp. I saw the lumberers in the camp, and we conversed with each other for a long time. Next Sunday we lay near the fire in the camp. I saw one of them cooking food, and setting the food on the board, it was not like a table; so we took breakfast and dinner and tea and bread and other things three times a day. Next morning early we got up and took breakfast and we went into the woods. One of them made me to cut off the branches of the trees for the road for drawing the logs to the land in the vicinity of the river, every day except Sundays. We were working very, very hard, because there was about five feet of snow on the ground. The lumberers worked at the woods from December to the 20th of March, but I worked with them only two months. My uncle said to us that we had to leave the camp for home the next morning, with the teams and other things; and we drove in the sleds through the woods for home until evening, but it was too far from there to Oak Bay, so we staid all night at a log-house with a man who lives there with his wife and his family. Some of them put the teams into the stables and fastened them and fed them with hay. Next morning (Thursday) after breakfast we started in the sleds, and drove from there until we arrived in safety at home in the afternoon, and we were glad and huzzaed and waved our hats. I will not go to the woods with the lumberers any more, because it was dangerous, for the pieces of the

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H. W. Y.

BOOKS.

There are a great many thousands of different books in the civilized part of the world, and which are useful for reading and studying the histories of ancient and modern events, and compositions about many other subjects, and other sayings to understand them. We have many books here, and we should read them with diligence and perseverance, for the purpose of improving rapidly and understanding them. Scholars read and learn many different books every day, when they are in schools; but the younger ones of them commence to attend school and learn easy books easily, in order to make progress, so they will grow wiser and wiser, and better, by learning diligently harder books, that they may be able to converse with educated people, and also to carry on business, and read books and papers with pleasure at night, when they give up their work. Many learned persons celebrate histories by writing and announcing them to other people. Others also describe the inventions and improvements which often occur in the world. Many of the countries in Europe are more civilized and intelligent than others in the other parts of the world, and study different branches of knowledge with understanding; and they have besides effected great improvements in engineering, and machinery, and steamers; which may have been recorded in large volumes. There are not many books about the continent of Africa at present, owing to the ignorance and non-education of the Africans, whom educated persons should teach to improve; and many of the most wonderful and best of all books (the Holy Bible) should be sent and furnished to them, for the purpose of their reading and learning intelligently about God and Jesus, and salvation. Christians find out passages, and read the Book of God, or the Bible, at the preaching in church on the Sabbath day, and in their dwellings at other times. Books are kept in book-stores in this city, and other places, for selling them to people, if they like to go to the stores to buy them. Dictionaries are books which contain hard words, with explanations of their meanings, because when we do not know words, we find them out in the dictionaries, and they make us understand them for ourselves. Teachers often write easy lessons for their scholars to learn, and then give them to printers, and the printers print them into books. They give them to bookbinders, who put boards over the books, and bind them, and so they give them to the people, who pay them for binding them. Children are fond of getting and looking at books with pictures, when their

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C. B.

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LETTER.

HALIFAX, December 28, 1861.

Sir,—It gives me much pleasure to write a letter to you, to let you know that I have been quite well since I returned in the Fall of last year to the Deaf and Dumb Institution, where I have been $4\frac{1}{2}$ years under instruction, and I am satisfied with my progress; however, I am not so well educated as a gentleman, owing to my not having remained at school long enough. If I were long enough at school I should be perfectly educated like gentlemen, therefore I could hold a conversation with people perfectly well, by writing on a slate regarding things, or communicating by our fingers. I am in the institution at present, and I am much delighted to attend to my various studies, such as composition, grammar, geography and arithmetic, which are very valuable for me to fix in my mind strongly, that I may understand the meaning of words, or phrases, or books easily. There were about 36 pupils with me in school this time last winter, and seven more new pupils came from different counties to school the season before last. Now there are over 40 pupils altogether. I am happy that they are getting on very well with their studies. On the 10th of last July, after our school was closed for the vacation—which continued seven weeks—I went and got employment in Halifax, and I worked there for nine weeks, so I got good wages for working, but I did not work all the time. I was in want of employment twice, because my master who employed me had not work to give me. However, I got another job, and I worked for three weeks, but I was out of work again because my work was done, and business in Halifax was very dull last summer, for there were so many carpenters and workmen in this city. I tried to find more work but I could not get any, and I thought it was better for me to return to school, and I did so on the 21st of last September. I did not live in the Institution during my work, but I boarded in a boarding-house in Grafton Street, as it was near my work. It was a good boarding-house where I boarded for eight weeks. I wish you to write to me as soon as you can. With kind regards, I am,

Yours respectfully,

W. R.

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A PRAYER.

O Lord, I beseech Thee have mercy on me, owing to my sins and forgetfulness. Forgive me my sins, and cleanse me from my iniquities, for Christ's sake. Make me good and holy in my heart. O Lord, give me Thy Spirit to read the Bible, that I may understand about it, and help me to love it and meditate about it always, that I may have knowledge of heavenly things and gladness in my heart. Enable me to love and serve Thee. Help me, O Lord, daily to obey Thy commandments. Enable me to resist the devil, and seek after righteousness, and the devil will flee from me; but I cannot resist him of myself, because of my weakness, and I am led into temptation. O Lord, deliver me from evil, for Thou art all-powerful and wise. Strengthen me to do Thy will. I confess my transgressions and my sins are ever before me. O gracious Lord, I beseech Thee, pardon my sins for Christ's sake. Keep me from stealing, lying, fighting, quarreling, idleness, and all other wicked passions. Help me to love my friends, to pray for them, and to be kind to them. O Lord, bless my dear parents, brothers and sisters, all my friends and acquaintances. Bless my teachers and ministers also. Watch over us, and preserve us from all evil and danger. I beseech Thee, O Lord, give Missionaries Thy Spirit to preach effectually the Gospel to all the heathen, that they may be converted and believe in God and our Lord Jesus Christ. Thou wilt be merciful unto them and forgive them their sins. Keep them from all sin and wickedness. Make them holy, joyful and glad in their hearts, so that they may praise Thee for Thy grace and goodness for the sake of Jesus. I pray to Thee, O Lord, make me humble, mindful, faithful, and hopeful. Enable me at all times to remember that my life is short and uncertain. Keep me in Thy fear continually, and be with me. Hear my prayer, O Lord, blot out my sins, for Christ's sake, Thy Son and my Saviour.

J. C. T.

THE APOSTLE PAUL.

The greatest Apostle of the Gentiles in the New Testament was Paul, who, being prevented by striking brightness of heavenly light on the way to Damascus from capturing Christians that increased greatly there, preached our Redeemer boldly to the Gentiles, of which the Prophet Isaiah spoke many years before Christ. God instructed him in secret, after being converted, restored to sight, and baptized by Ananias, a Jewish servant of God. He suffered great persecutions from the crowd of obstinate Jews on his return to Jerusalem, but was rescued and taken to a place of protection; and during his address in

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December 28, 1861.

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Hebrew to the audience he melted the Jews' hearts, though the anger was kindled because of his intention to preach to the Gentiles the Gospel of Christ. He also underwent other various persecutions, wounds, wrecks, and perils, which were great and very wonderful though he braved through them to give the knowledge of our Saviour to the heathen. During his confinement in Rome, conversions occurred to many persons more than before, in many different places of Asia Minor, Greece, and of Rome, &c., to whom he wrote of Christ and His duties and doctrines and precepts against every evil action and vice till he is supposed to have been beheaded.

W. O. B.

SALVATION.

The gracious Lord Jesus Christ is the Son of God, whose Heavenly Father so loved the whole world that He gave His only begotten Son to come down from Heaven into the world to die for sinners, that whosoever loved and believed in Him might not be lost, but have everlasting life, whereas whoever refuses to love and believe on Him shall perish. For if God had not sent His only Son to the world, the world would have been condemned, but Christ gave Himself a ransom for sinners that they might be saved through His precious blood. It is wonderful, for God is all-merciful and long-suffering. Jesus was conceived by the Holy Ghost, and was born of the Virgin Mary, and was delivered before Pontius Pilate the Governor, and was crucified, dead, and buried. Three days after he rose again from the dead, he ascended up into heaven, where He is now sitting at the right hand of God the Father, Almighty, in His glory. He is the Mediator between God and us, and we repent of our sins and beseech God to pardon us for Christ's sake. When our blessed Saviour is coming down with His numerous holy angels to the great, terrible and wonderful judgment at the last day, righteous people will not get into trouble, but they will joyfully go and meet Him, and He will put them on the right hand from the goats, which mean the wicked, who will fall into great and awful trouble, and will be put on the left hand from the sheep, that means the good, for their want of love and faith in Him, and they will be unprepared, but the righteous will be prepared, because of their love and faith in Him till death. When the godly will see the believers going away up into the kingdom of heaven with all the angels, they will be afraid that they will be lost in a few moments. Our Heavenly Lord will say, "Depart from me ye cursed into everlasting fire prepared for the devil and his angels." Matt. xxv. 41. "These shall go away into everlasting punishment, but the righteous into life eternal." Matt. xxv. 46.

J. R. F.

EXTRACTS

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EXTRACTS FROM AN ACCOUNT OF THE PRINCIPAL'S
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WRITTEN BY ONE OF THE PUPILS WHO ACCOMPANIED HIM.

On the 2d of August, 1861, Principal Hutton having taken two of the pupils and me, proceeded to Windsor, by a free passage from Hon. Jonathan McCully of this city, the Superintendent of the Railway of Nova Scotia. * * * * *

Next day we sailed for St. John in the steamer Emperor, in which we also had a free passage, to be examined there the following Tuesday. We were hospitably received through the kindness of Revs. William and George Armstrong, and Mrs. Abell. We had a view of the city, and Carleton, and the splendid mountains and shipping, and were impressed very much in the beautiful gardens and grounds of St. John; but the gardens of this city are not so well and neatly arranged. We took the opportunity of going to the Lunatic Asylum, where Dr. Waddel, the Superintendent, very actively and kindly went through it, and showed us through the very beautiful grounds, which was very interesting to us. There are about 176 insane persons, many of whom were quietly and obediently working about it, under the orders of Dr. Waddel. From this Asylum we had a view of the magnificent St. John River, falling to the harbour under the suspension bridge, and the mountains and woods. The same night our second meeting came off in Mechanics' Institute, but not a good collection, though the town is the largest city in New Brunswick, containing about 40,000 people.

Next day, on the 7th of August, we started for Fredericton, in the steamboat, by a free passage from Mr. Hathaway and Mr. Small, the proprietors of it, and sailed up the St. John River from the morning until the evening. From the deck, sailing up the River, we had a view of the fine mountain scenery, and the beautiful and level fields of verdure which were not less pleasing and interesting to us. On our arrival we went to the Barker Hotel, one of the finest hotels in the country, and boarded in it during two days at half price. Next day we visited the Province Building, where it gave us much pleasure in seeing the members of the government, through the courtesy and kindness of Hon. S. L. Tilley. The same evening our third meeting was held in the Temperance Hall, and we had a good meeting; notwithstanding we had not a very good collection. The town possesses a very fine and calm river, and has an agreeable appearance by being very pleasantly situated on the level land. * * * * *

On the 15th of August we took the train, under a free passage from the Superintendent of the Railway of New Brunswick, from St. John to Shediac—107 miles. On our arrival at Moncton, which seems

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nowledge of our Saviour
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different places of As
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W. O. B.

of God, whose Heaven
His only begotten Son
die for sinners, that
t be lost, but have eve
nd believe on Him sha
to the world, the wor
Himself a ransom for
recious blood. It is
ring. Jesus was cruci
Virgin Mary, and was
r, and was crucifie
rose again from the
is now sitting at the
His glory. He is the
our sins and beseech
ur blessed Saviour
the great, terrible an
people will not get int
m, and He will pu
an the wicked, who
put on the left hand
ant of love and faith
ighteous will be pre
death. When the un
the kingdom of hea
ey will be lost in
Depart from me ye
il and his angels.
lasting punishment.
J. R. F.

good farming country, we boarded with Mr. John Wright, during the days. In the morning and the forenoon the tide rises up very far and at the sunset it runs up against the current in the Peticodiac river. Next day our examination came off in the Baptist church.

On the 17th of August we drove in the team to Sackville, (6 miles.) at half price. We were hospitably entertained during several days by Mr. Silas Black. On the 19th of August our examination was held in Lingley Hall, a most beautiful building, and we had both a good meeting and a good collection. We went to the Male Academy, where there are about 78 boarders, who assemble from the various native places in North America. We took dinner with them and went through the whole Academy, through the politeness and kindness of Dr. Pickard, the Principal. After the dismissal of the school, the students went with us to play at the back of the Academy and we had the pleasure of seeing them drill as soldiers for a long time. We then went over the road to the Female Academy, on the opposite side, where the Principal, Rev. J. Allison, was very kind to us in showing us through the whole Academy—one of the best buildings in the Province. Then Mr. Allison, in great kindness, presented each of us with a very beautiful Bible, and other books. Sackville is a large and fine village, near Tantramar Marsh, which is 8 miles in breadth and 12 miles in length. We had a very pleasant time there. Next day, at Dorchester, we had neither a very good meeting nor a very good collection. The township was first settled by the French people, and their farms are not very well cultivated, and their houses are not nicely built. * * * * *

On the 28th of August, after our arrival at Charlottetown, a public meeting was held in the afternoon, and His Excellency the Governor was present. Hon. Dr. Charles Young was very kind to us in admitting us to visit his beautiful garden, and in allowing us to enjoy the nice fruit. He also twice invited us to take tea with him and Mrs. Young. The same evening a second examination took place, and our meeting was crowded and we had a good collection. After our examination, they said that they wanted another examination to come off again on Friday. Next day we went through the Province Building by the politeness and kindness of Dr. Young. It is larger and finer than the Province Building of New Brunswick at Fredericton, though it is not so large and fine as the Province Building at Halifax. From the top, on the roof of it, we had a view of the town, and the fine harbour, the West, North and South rivers, and saw the coast of Nova Scotia far off. The Island is noted for the production of abundance of wheat, oats, potatoes and other crops. We remained in the town several days.

On the 2d of last September we went over the Northumberland

Strait to Pictou and New Glasgow. We had a good visit in the mine of coal, for depth, and we were taking coal out of it. Next day, a fare, we had. Normal and M. the town and g. examined at T. one of the best. The collection, are not supporting of t. lections, in ge. necessary for th. behalf of the I. ledge of the m. it is possible. culty, and also. papers pretty. friends, and also. grateful to the l. convey educatio

John Wright, during the tide rises up very far in the Peticodiac river Baptist church.

team to Sackville, (entertained during several August our examination building, and we had both went to the Male Academy

who assemble from there took dinner with them though the politeness after the dismissal of the back of the Academy

as soldiers for a long female Academy, on the Alison, was very kind

—one of the best built great kindness, presented books. Sackville

which is 8 miles pleasant time there. very good meeting nor settled by the French

ated, and their house * * *

Charlottetown, a public excellency the Governor kind to us in admiring

wing us to enjoy the with him and Mrs took place, and our

n. After our examination to come of the Province Building it is larger and finer Fredericton, though at Halifax. From

town, and the finest view the coast of Nova Scotia of abundance of fish in the town several

Northumberland

Strait to Pictou, by a free passage. Our meetings were held there, and New Glasgow, and Albion Mines, whose collections were very good. We had our best collection at New Glasgow of all the places we visited in our tour. At Albion Mines we went through the tunnel of coal, for a long time, into the pit, which is about 500 feet in depth, and where there are a good many horses and railways for taking coal out to the surface of the earth. We were very much interested in all these.

Next day, after our arrival at Truro from New Glasgow, at half fare, we had the pleasure of visiting the Presbyterian College, and Normal and Model Schools, from the former of which we had a view of the town and great marsh and mountains. The same night we were examined at Truro, which was the last place we visited. We had one of the best collections there.

The collections in our tour, through our examinations at public meetings, are not sufficient to pay for the instruction, and boarding, and supporting of the Institution, so it is hoped that much more other collections, in generosity and quickness, will be made to do this. It is necessary for the Legislature to recommend a large grant of money on behalf of the Deaf and Dumb Institution, in which we acquire knowledge of the most noble, and wonderful, and glorious kind; therefore it is possible for us to carry on business anywhere without difficulty, and also to read and understand various books and newspapers pretty well, and put our ideas in writing letters to our friends, and also to hold conversation with each other. We should be grateful to the Lord for his goodness in helping our teachers how to convey education to our minds.

T. M.

COLLECTIONS.

1861.

Newport, by Rev. J. Hill	£2 0 0	Rev. J. Hill, I
Caledonia, by Rev. A. Jordan	2 0 0	P. Lynch, Esq
Blandford, by Rev. R. Payne	0 10 0	Miss Tonge, V
Beaver Harbor, by Rev. J. Breading and Miss Tidmarsh	1 0 0	Smith & Mitch
St. Matthew's, LaHave, by Rev. H. L. Owen	0 10 6	Miss O'Brien,
Merigomish, Ladies' Benevolent Society	2 8 0	Mr. Sargent, I
Temperance Hall, Halifax, Lecture by Mr. Poole	16 10 4	James Thomso
Do. Do. Examination of Pupils	4 1 0	M. G. Black, S
Female Schools, Halifax	5 5 5	Mrs. General
Chalmer's Church, by Rev. Mr. Hunter	7 5 7	J. Carver, Esq
Do. by Rev. Mr. Crawford	8 0 9	Mrs. S. N. Bin
St. George's Church, by Rev. R. F. Uniacke	20 0 0	J. W. Barss, I
Clements, by Rev. W. Godfrey	0 8 9	Literary Temp
Bridgewater, by the Misses Hebb and Morse	1 8 3	Hon. R. M. C
North West Arm, Sunday Scholars	1 5 0	Alexander Jan
Contents of box at Institution	0 16 8	Nepean Clark
Collected on Mr. Hutton's Tour in New Brunswick, P. E. Island, and Nova Scotia	69 8 0	Hon. E. Collin
St. Matthew's Sunday School, Halifax	1 5 0	Ladies' Societ
Shelburne, by Miss Crews	3 0 0	Mrs. Col. Elliot
Gagetown, N. B., by Rev. J. Neale	3 0 0	Mr. T. McColl
Sydney, by Mrs. Musgrave	6 0 0	Joseph Bennet
Poplar Grove Church, by Rev. P. G. McGregor	10 0 0	Barrington Ha
Primitive Church, New Glasgow, by Rev. J. Walker	8 0 0	Female friend
Cornwallis, by Rev. J. Storrs	2 3 9	Messrs. West.
Do. by Rev. Mr. Murray	2 13 0	Rear Admiral
Kentville, by Rev. H. L. Yewens	2 0 0	Lady Milne.
St. Margaret's Bay, by W. C. Brine, Esq.	0 18 1	George Mitche
River John, by Rev. H. MacKay	1 12 6	E. K. Brown,
Sydney, C. B., by Mr. Waddell	1 0 0	J. L. McLean,
Dartmouth, by Rev. Dr. Shreve	3 0 0	Mrs. Robie...
		Mr. Alex. And
		Daniel Dimock
		Mr. Egan, Hal
		Friend, Albion
		Do.
		Do.
		Mr. W. Wiswo
		Female friend.
		T. W. Ritchie,
		J. S. Patillo, E

DONATIONS.

.....	£2	0	0	Rev. J. Hill, Newport.....	£10	0	0
.....	2	0	0	P. Lynch, Esq., Halifax.....	2	10	0
.....	0	10	0	Miss Tonge, Windsor.....	0	5	0
marsh.....	1	0	0	Smith & Mitchell, Halifax.....	0	12	6
.....	0	10	6	Miss O'Brien, Yarmouth.....	1	15	0
.....	2	8	0	Mr. Sargent, Halifax.....	0	7	6
.....	16	10	4	James Thomson, Esq., Barrister, Halifax.....	5	0	0
.....	4	1	0	M. G. Black, Sr., Esq. do.....	5	0	0
.....	5	5	5	Mrs. General Trollope.....	1	0	0
.....	7	5	7	J. Carver, Esq., Windsor.....	0	17	6
.....	8	0	9	Mrs. S. N. Binney, Halifax.....	2	10	0
.....	20	0	0	J. W. Barss, Esq., Horton.....	2	10	0
.....	0	8	9	Literary Temperance Society, Maitland..	1	5	0
.....	1	8	3	Hon. R. M. Cutler, Guysborough.....	1	0	0
.....	1	5	0	Alexander James, Esq., Halifax.....	1	0	0
ck, P. E.	0	16	8	Nepean Clarke, Esq. do.....	2	10	0
.....	69	8	0	Hon. E. Collins..... do.....	5	0	0
.....	1	5	0	Ladies' Society, Truro, by Mrs. McCulloch.....	6	0	0
.....	3	0	0	Mrs. Col. Elliott.....	0	6	3
.....	3	0	0	Mr. T. McColl.....	0	6	3
.....	6	0	0	Joseph Bennett, Esq., Halifax.....	2	0	0
.....	10	0	0	Barrington Harmonic Society, by W. L. Crowell, <i>Prest</i>	5	0	0
.....	8	0	0	Female friend.....	1	0	0
.....	2	3	9	Messrs. West, Halifax.....	1	0	0
.....	2	13	0	Rear Admiral Sir Alexander Milne.....	2	10	0
.....	2	0	0	Lady Milne.....	2	10	0
.....	0	18	1	George Mitchell, Esq., Halifax, (B. F.).....	1	5	0
.....	1	12	6	E. K. Brown, Esq. do do.....	1	5	0
.....	1	0	0	J. L. McLean, Esq. do do.....	1	5	0
.....	3	0	0	Mrs. Robie..... do do.....	1	0	0
.....				Mr. Alex. Anderson... do do.....	1	5	0
.....				Daniel Dimock, Esq., Chester.....	0	5	0
.....				Mr. Egan, Halifax.....	0	3	9
.....				Friend, Albion Mines.....	0	10	0
.....				Do.....	0	12	6
.....				Do.....	0	5	9
.....				Mr. W. Wiswell, Halifax.....	0	7	6
.....				Female friend.....	0	1	3
.....				T. W. Ritchie, Esq., (B. F.).....	5	0	0
.....				J. S. Patillo, Esq., Liverpool.....	2		

J. L. Darrow, Esq., Liverpool.....	0	10	0
Judge Stewart, C. B., Halifax.....	2	10	0
Dr. Cogswell, B. F... do.....	5	0	0
S. N. Binney, Esq., B.F., do.....	2	10	0
The Hon. the Chief Justice.....	5	0	0
Mrs. Sprott, Musquodoboit.....	1	0	0
Capt. Orlebar, R. N.....	1	5	0
Hon. M. B. Almon, Halifax.....	5	0	0
Rev. Mr. Milner, Garrison Chaplain, Halifax.....	1	0	0
Mrs. Milner.....	1	0	0
Mr. H. Y. Clarke.....	1	0	0
Grand Jury Fines, by Mr. Reynolds.....	0	12	6
Mr. J. Liswell.....	3	10	4
Sailor.....	2	10	0
John L. Brown, Esq., M. P. P.....	0	2	0
J. Fraser, Downe, New Glasgow.....	1	0	0
Mr. J. B. Smithers..... Halifax.....	1	0	0
Mr. J. Caldwell..... do.....	1	0	0
Messrs. Northup & Sons..... do.....	1	0	0
Do..... 1 barrel Sugar.....	1	0	0
James Bowes & Sons (Printers,) Halifax.....	5	10	0
C. D. Hunter, Esq., 1 bbl. Biscuit.....	0	16	3
Hon. J. McCully.....	1	0	0
E. S. T.....	1	0	0
Joseph Kaye, Esq.....	0	5	0
Mr. H. A. Jennings.....	2	17	6
Mr. Scott (Baker).....	0	10	0
Messrs. Cleverdon & Co.....	0	5	0
Mr. Chase, Photographer.....	0	15	10
Messrs. Whytal, leather.....	1	0	0
Mr. Rhode, a wringing machine.....	1	15	3
Joseph Jennings, Esq., lumber.....	1	5	0
Capt. MacKay, bbl apples.....	1	10	0
Mrs. Bissett, do.....	0	10	0
.....	0	10	0

BAZAARS.

Articles sold by Mrs. MacKinlay.....	8	0	0
Bazaar by female scholars Mr. Davidson's school, Halifax.....	7	5	0
Juvenile Bazaar, scholars of Miss McDougall's school, Halifax.....	38	13	9

A. MacKinlay
 Hon. John I
 J. Duffus, E
 Dr. Cogswell
 Countess of
 Lord Bishop
 Miss Cogswell
 Mrs. Robie.
 John Naylor
 Rev. J. Scott
 Edward Bin
 Edward Alb
 Mrs. John S
 Mrs. A. G. J
 J. Williamso
 Mrs. William
 Miss Stairs.
 W. Cunard,
 J. C. Wilkie,
 W. Jordan,
 Mrs. S. F. B
 Dr. Avery..
 Judge Marsh
 Andrew Shie
 Hon. T. D. A
 Mr. Blowers
 Mr. W. Purv
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 Mr. C. J. Le
 Mr. J. P. Wa
 Miss Burton.
 Rev. E. E. B.
 Gen. Sir W I
 Sir Samuel C

ANNUAL SUBSCRIPTIONS.

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 fax..... 38 13 9

A. MacKinlay, Esq.....	HALIFAX,	£5 0 0
Hon. John H. Anderson.....	do...	5 0 0
J. Duffus, Esq.....	do...	5 0 0
Dr. Cogswell.....	do...	5 0 0
Countess of Mulgrave.....	do...	2 0 0
Lord Bishop of Nova Scotia.....	do...	2 0 0
Miss Cogswell.....	do...	5 0 0
Mrs. Robie.....	do...	1 0 0
John Naylor, Esq.....	do...	1 0 0
Rev. J. Scott.....	do...	1 0 0
Edward Binney, Esq.....	do...	2 10 0
Edward Albro, Esq.....	do...	1 0 0
Mrs. John Silver.....	do...	1 0 0
Mrs. A. G. Jones.....	do...	2 5 0
J. Williamson, Esq.....	do...	1 0 0
Mrs. Williamson.....	do...	1 0 0
Miss Stairs.....	do...	1 0 0
W. Cunard, Esq.....	do...	5 0 0
J. C. Wilkie, Esq.....	do...	1 0 0
W. Jordan, Esq.....	do...	1 0 0
Mrs. S. F. Barss.....	do...	1 0 0
Dr. Avery.....	do...	1 5 0
Judge Marshall.....	do...	1 0 0
Andrew Shields, Esq.....	do...	1 0 0
Hon. T. D. Archibald.....	NORTH SYDNEY, C. B.,	1 5 0
Mr. Blowers Archibald.....	do.....	1 0 0
Mr. W. Purvis.....	do.....	1 0 0
Dr. C. J. Elliott.....	do.....	0 10 0
Rev. T. F. Kendall.....	do.....	0 5 0
Mr. C. J. Leonard.....	do.....	0 5 0
Mr. J. P. Ward.....	do.....	0 3 9
Miss Burton.....	WOLFVILLE,	0 10 0
Rev. E. E. B. Nichols.....	LIVERPOOL,	0 10 0
Gen. Sir W. F. Williams, Bart, (2 years).....	CANADA,	10 0 0
Sir Samuel Cunard, Bart.....	LONDON,	5 0 0

DEAF AND DUMB INSTITUTION in account with the TREASURER, from
December 31, 1860, to December 31, 1861.

Dr.	
To balance on hand January 1, 1861.....	
Contributions	\$297.05
Board and Tuition	1,611.95
Provincial Grant	154.02
New Brunswick Grant (premium \$12)	2,000.00
Rents Old Premises.....	412.00
Cash account of sale of do.....	159.25
	790.00
	<u>\$5,424.27</u>
Cr.	
By salaries to Dec. 31, 1861.....	\$1,150.00
Monthly Expenses.....	3,407.86
Interest on Mortgages, &c., on Old and New Premises.....	358.65
Interest on Cash advanced by Halifax Bank	6.31
Balance on hand December 31, 1861.....	*501.45
	<u>\$5,424.27</u>

JOHN DUFFUS,
Treasurer.

HALIFAX, December 31, 1861.

* This balance since expended.

ABSTRACT
7

WINDSOR—

ST. JOHN, I
FREDERICTO

S. L.
A Fri

GAGETOWN,
after S

Subscr

CARLETON, N
Rev. J

MONCTON, N
Macall

SACKVILLE,
Young

DORCHESTER,
SHEDIAC, N.

BEDEQUE, P.
SUMMERSIDE,

MALPEQUE, P
CHARLOTTETOW

Collecte

Queen's
Mrs. C

Rev. D.

PICTOU.—COL

NEW GLASGOW
ALBION MINE

TRURO.—

Travelling exp
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ABSTRACT OF RECEIPTS AND EXPENSES connected with Mr. Hutton's
Tour, from August 2nd to September 6th, 1861.

WINDSOR—Collection at Public Meeting.....	£2 13 9	
H. King, Esq.....	2 0 0	
		£4 13 9
ST. JOHN, N. B.—Proceeds of two meetings.....		7 2 3
FREDERICTON, N. B.—Collection at Meeting, £3 18s. 10½d.; Hon. S. L. Tilley, £1; Messrs. ——— & Richey, £1; and A Friend, 10s.....		6 8 10½
GAGETOWN, N. B.—Collection at Meeting, £1 3s. 3d.; Collection after Sermon by Rev. J. Neales, £3; Rev. J. Neales' Annual Subscription for 1861-62, £1.....		5 3 3
CARLETON, N. B.—Collection, £1 17s. 1d.; Rev. J. Baird, 5s.; Rev. J. Narraway, 5s.....		2 7 1
MONCTON, N. B.—Collection, £2 6s. 4d.; Rev. J. Jost, 5s.; James Macallister, Esq., 10s.....		3 1 4
SACKVILLE, N. B.—Collection, £4 1s. 3d.; Mrs. Allison, 10s.; Young Ladies of Academy, 10s., Joseph Ayer, 5s.....		5 6 3
DORCHESTER, N. B.—Collection at Public Meeting.....		1 4 6
SHEDIAC, N. B.—Collection, £5 1s. 1½d.; Joseph Smallwood, 5s..		5 6 1½
BEDEQUE, P. E. I.—Collection (N. S. Currency).....		2 19 4
SUMMERSIDE, P. E. I.—Do. Do.....		2 11 7
MALPEQUE, P. E. I.—Do. Do.....		3 0 3
CHARLOTTETOWN.—Proceeds of four Meetings.....	£11 19 10	
Collected by Masters Fitzgerald.....	0 14 4½	
Queen's Square Congregation (Presbyterian)..	1 10 0	
Mrs. Captain Mutch.....	0 15 0	
Rev. D. Morrison.....	0 3 9	
		£15 2 11½
Amount in P. E. I. Currency		
PICTOU.—Collection at Public Meeting		12 12 6
NEW GLASGOW.—Collection at Public Meeting.....		6 14 2
ALBION MINES.— Do. Do.....		10 0 0
TRURO.— Do. Do.....		3 8 7
		8 6 7
Gross proceeds.....	£90 6 5	
Travelling expenses, coach and cab fare, team hire, &c. £9 18 11		
Board, hire of halls for meetings, lights, and incidental expenses.....	10 19 6	
Total expenses.....	£20 18 5	20 18 5
Nett proceeds of tour.....	£69 8 0	

N. B.—As appears above, the whole expenses amounted to a little over twenty pounds, certainly not a heavy sum for a deputation consisting of five persons, on a journey of about 700 miles, extending over a period of five weeks. For this result we are indebted to the favor of the New Brunswick and Nova Scotia Governments in allowing us a free passage on their respective railways—to the generosity of the various hotel, stage and steamboat proprietors, as well as to the hospitality extended by private individuals all along the route, to each and all of whom I would again tender my warmest acknowledgments.

J. S. H.

the TREASURER, from
1, 1861.

.....	\$297.05
.....	1,611.95
.....	154.02
.....	2,000.00
.....	412.00
.....	159.25
.....	790.00
	<u>\$5,424.27</u>
.....	\$1,150.00
.....	3,407.86
.....	358.65
.....	6.31
.....	*501.45
	<u>\$5,424.27</u>

N DUFFUS,
Treasurer.

DIRECTIONS FOR TEACHING DEAF MUTES AT HOME.

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

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

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

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

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

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

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

These are only a few examples, merely as suggestions.

Spelling may be taught very soon, even before the manual alphabet is perfectly learned. Take the word "cat;" pick out from the alphabet the letters c, a, t, and teach the child to place the fingers in the right position, no matter how slow at first, by patience and a *good deal of repetition* the child *will* learn to spell the word; and as soon as he has learned what it represents, he will appropriate it to his own use in communicating his thoughts. A cat may be shown him, or the picture of one. After the ability to spell the word, a sign may be used—reference to the whiskers of the cat will be sufficient. In the same manner proceed with the words dog, horse, pig, chair, cow, sheep, &c.

At the same time, teach the child to write these words on a slate, and to form the letters as round as possible, not taking off the pencil till the

word is complete to the writer, and given time than

Writing word

If the parent write the name towards the cat.

It will be a *mod* dog,—a horse,—

Encourage him the work of year child, will be re never be estimat

A little attent sibly much more

Attempt the e silence. It is ju sition of the han

Why should a speaking and h till his mind is s

When the chi Institution bring child.

word is completed. A good habit thus formed will be of great advantage to the writer, and save much time, enabling him to accomplish more in a given time than by any other method.

Writing words with *disjointed letters* is very objectionable.

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

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

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

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

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

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

AF MUTES AT

(*Instruction.*)

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heart, as if pushing
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some peculiarity of

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manual alphabet is
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ACKNOWLEDGMENTS are due to the editors and proprietors of the following papers, which are regularly sent to the Institution, *gratis* :

The Morning Chronicle,
Evening Express,
Christian Messenger,
Church Record,
Provincial Wesleyan,

The Presbyterian Witness,
Eastern (Pictou) Chronicle,
Gallaudet Guide and Deaf
Mute's Companion, Hart-
ford, Conn.

Also, for Reports of the Ohio, Wisconsin, South Carolina, Toronto, Glasgow, Newcastle-on-Tyne, and Swansea Institutions for Deaf and Dumb.

A copy of Mr. J. R. Keep's "First Lessons for the Deaf and Dumb," an excellent little work.

Also for "Cassell's Illustrated Natural History," 2 vols., and "British Workman," the gift of John Naylor, Esq.

Illustrated Papers (including *Punch*) from various friends.

Chambers' Journal, 2 vols., from Mrs. MacKinlay.

Map of Nova Scotia, from the Publishers, A. & W. MacKinlay