40TH CONGRESS, 2d Session. } HOUSE OF REPRESENTATIVES. { Ex. Doc. No. 1.

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MESSAGE

OF THE

PRESIDENT OF THE UNITED STATES,

AND

ACCOMPANYING DOCUMENTS,

TO THE

TWO HOUSES OF CONGRESS,

AT

THE COMMENCEMENT OF THE SECOND SESSION

OF

THE FORTIETH CONGRESS.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1867.

TENTH ANNUAL REPORT

OF THE

COLUMBIA INSTITUTION FOR THE DEAF AND DUMB

FOR THE

YEAR ENDING JUNE 30, 1867.

OFFICERS OF THE INSTITUTION.

Patron—ANDREW JOHNSON, *President of the United States.*
President—EDWARD MINER GALLAUDET, M. A.
Secretary—WILLIAM STICKNEY, Esq.
Treasurer—GEORGE W. RIGGS, Jr., Esq.
Directors—Hon. AMOS KENDALL, Hon. BENJAMIN B. FRENCH, Rev. BYRON SUNDERLAND, D. D., DAVID A. HALL, Esq., JAMES C. McGUIRE, Esq.

COLLEGE FACULTY.

EDWARD M. GALLAUDET, M. A., *President, Professor of Moral and Political Science.*
SAMUEL PORTER, M. A., *Professor of Mental Science and English Philology.*
Rev. LEWELLYN PRATT, M. A., *Professor of Natural Science.*
EDWARD A. FAY, M. A., *Professor of History and Ancient Languages.*
JAMES M. SPENCER, B. A., *Professor of Mathematics.*
Rev. WILLIAM W. TURNER, M. A., *Lecturer on Natural History.*
Hon. JAMES W. PATTERSON, M. A., *Lecturer on Astronomy.*
PETER BAUMGRAS, *Instructor in Art.*

FACULTY OF THE PRIMARY DEPARTMENT.

President—EDWARD M. GALLAUDET, M. A.
Instructors—JAMES DENISON, M. A., MELVILLE BALLARD, B. S., MARY T. G. GORDON, ELIZABETH L. DENISON.

DOMESTIC DEPARTMENT.

Attending Physician—NATHAN S. LINCOLN, M. D.
Matron—Miss SARAH A. BLISS.
Assistant Matron—Miss ANNA A. PRATT.

COLUMBIA INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB,
Washington, October 28, 1867.

SIR: In compliance with the acts of Congress making provision for the support of this institution, we have the honor to report its progress during the year ending June 30, 1867:

NUMBER OF PUPILS.

The pupils remaining in the institution on the first day of July, 1866, numbered			96
Admitted during the year	8		
Admitted since July 1, 1867	14		
	—	22	
Dismissed since July 1, 1866	11		
Died	3	14	
		—	8
Number now in the institution			104
Under instruction since July 1, 1866, males, 84; females; 34; total			118

A catalogue of the names and residences of the pupils will be found appended to this report.

THE HEALTH OF THE INSTITUTION.

The completion of the eastern section of the primary department building in December last, in which greatly improved accommodations are afforded for the male pupils, has served to diminish the amount of sickness in our household usually incident to the inclement season of winter, and we are able to report a year of unusual exemption from disease.

One case of typhoid fever appeared in May, of a serious character, but by the blessing of a kind Providence, seconded by skilful medical treatment and faithful nursing, the patient recovered.

During the vacation one of our pupils, named John A. Unglebower, of Frederick county, Maryland, was seized with gastric fever, and after a short illness died. He was a boy of exemplary character and good promise, whose early death is mourned by all who knew him.

On the first day of June last two members of our college, James Cross, of Pennsylvania, and Malachi Hollowell, of Illinois, were removed by death under circumstances of a peculiarly distressing nature.

A large party of the students were bathing in the Eastern branch, when suddenly Mr. Cross was seized with cramp or convulsions, and though he had prompt assistance from his companions, some undergoing great personal danger in their efforts to save their friend, he died before he could be brought to the shore; not drowned, apparently, but yielding to some violent congestion, the action or cause of which can never be definitely understood.

Shortly after the death of Mr. Cross it was observed that Mr. Hollowell was nowhere to be seen, and the sad conviction was forced upon the minds of his friends that he had been seized as was his companion, or that he had lost his presence of mind in the excitement of seeing his fellow-student in mortal danger. His remains were recovered on the day following the accident, and, with those of Mr. Cross, interred in the lot of the institution in Glenwood cemetery.

The loss to the college of these two promising young men is felt most keenly by officers and students; consolation, however, being allowed us in the hope that they were not unprepared to meet the sudden and unexpected summons,

and in the conviction that the voice of God, as uttered in this afflictive dispensation, has been heard and heeded among our surviving students.

The esteem in which these young men were held by the officers of the college is attested by the following extracts from the records of the faculty:

"Mr. Cross, a member of the sophomore class at the time of his death, was a young man of singularly blameless life and character. He was simple-minded, genuinely honest, and unaffectedly modest. A leading characteristic of his mind was a sincere love of truth, and a desire for an absolutely thorough understanding of whatever he made a subject of study. Without the stimulus of selfish rivalry, he aimed at intellectual acquisition for its own sake and as a preparation for usefulness in life. His all-absorbing desire was to make himself master of the English language, and in this he had succeeded to a remarkable degree. The critical and analytical faculties predominated in his mind, and in his inquiries into the structure of language, as well as on other subjects, he showed a persevering thoroughness and a penetrating acuteness which gave promise that he would be an honor to the college, and encouraged the hope that he might eventually accomplish something of especial value in some line of study.

"Mr. Hollowell, of the preparatory class, was a young man of high moral and intellectual aspirations, meditative habits, an impressible and somewhat romantic temperament, and was gifted with imagination and poetic sensibility in no common degree. His temper and disposition were most amiable and lovely. He was reverent and conscientious, and had a heart overflowing with love to his fellow-men and to all the creatures of God. He evinced capacities which it was not unreasonable to hope might be so developed and trained as at length to gain for him an honorable name in the world of letters, and to fulfil his desires of thus doing something to benefit mankind.

"Both of these young men were dear to our hearts and full of promise to our hopes. We feel their deaths as a personal grief and disappointment and as a real loss to the college. But God's ways are not as our ways. We bow with submission to His chastening hand, and would give heed to the admonition which calls upon us for earnestness, fidelity, and devotedness in the work which we have here to do."

A testimonial of respect was likewise adopted by the students, on the evening after the accident, in the following preamble and resolutions:

"Whereas God in His infinite wisdom has removed from among us by sudden and violent deaths our fellow-students and classmates, James Cross and Malachi Hollowell: Therefore be it

"*Resolved*, That our great respect for the characters of the deceased will not permit the occasion to pass without some expression of our sorrow and regret for the sad calamity which not only deprives us of esteemed friends and companions, but also entails upon the college the loss of two of its most promising young men.

"*Resolved*, That we tender our sympathy to the parents who are by this sorrowful event stricken with grief at the death of faithful and loving sons, and that we grieve with them and with all the friends of the deceased.

"*Resolved*, That we wear a badge of mourning for a period of thirty days as an appropriate token of respect to the memory of our dead comrades.

"*Resolved*, That a copy of these resolutions be sent to their respective parents, and that a copy be also furnished to the National Deaf-Mute Gazette for publication."

CHANGES IN CORPS OF OFFICERS.

The vacancy in the primary department alluded to in our last report as having been occasioned by the retirement of Mr. Ijams, has been filled by the appointment of Mrs. Elizabeth L. Denison, a deaf-mute lady, who has for several years

resided in the institution, and whose qualifications for the position she has now taken, are all that could be desired.

At the beginning of our fall term our matron, Mrs. Eliza A. Ijams, retired from her position.

Miss Sarah A. Bliss, from New Haven, Connecticut, who has been appointed to this office, brings with her a knowledge of the sign language, besides being in other respects eminently qualified for the position.

To our college faculty a professorship of mathematics has been added, and filled by the appointment of James M. Spencer, B. A., a graduate, in high standing, of Yale College.

THE COLLEGE.

This department, organized in 1864, bids fair, from the wide sphere of usefulness opened to it, to attain a numerical preponderance in the institution at no very distant day, the number of students the past year being thirty-five, representing fourteen States of our country.

One young man has come to us from England, attracted by the peculiar advantages offered here for high intellectual culture.

The number of our free scholarships, endowed by private individuals, has not been increased since the date of our last report.

Important action has, however, been taken by Congress in reference to admissions into our collegiate department, which has enabled us to receive thus far all who have desired to enter.

The act of Congress of March 2, 1867, with the terms of which you are already familiar, making provision for the free entrance into our collegiate department of poor deaf-mutes from any of our States and Territories, impresses on our work the seal of nationality and opens to us possibilities for usefulness of a most important character.

It renders probable a speedy attainment of our number of pupils to its maximum, and necessitates an earlier completion of our buildings than had previously been contemplated.

The number provided for by the act just referred to, viz., ten, lacks but one of being filled, and we have no reason to suppose that Congress will limit its benevolent action to mutes from Pennsylvania, Ohio, Illinois, Michigan, Wisconsin, and Iowa, when applicants equally deserving seek admission from other States.

The general progress in the college has been very gratifying; almost without exception have the students applied themselves diligently to study, attaining to a degree of success which is alike creditable to themselves and to the professors. A high moral tone has pervaded their conduct, and an almost unvarying support has been accorded to the regulations of the faculty.

One of the members of the college, Miss Lydia A. Kennedy, of Philadelphia, has left us to take an eligible position as a teacher in the Missouri institution for the deaf and dumb, and carries with her the best wishes of her friends here for her success and prosperity in her new home.

THE PRIMARY DEPARTMENT.

The extension of the building designed for the occupancy of this department, which has been effected during the year, has added greatly to the comfort of both teachers and pupils. A large sitting room for the boys, a bath room, ample school rooms, a chapel, hospital rooms, and a spacious dormitory are included in the section last constructed, the work on which has been done in a substantial manner and in a style corresponding with the previously erected portions of the building.

The grounds adjoining have been graded and drained, and the permanent play-grounds for both boys and girls have been made ready for use.

The number in this department remains about the same as last year, and the several classes have made creditable progress in their studies.

An examination conducted by the college faculty at the close of the term attested the improvement of the pupils and the faithful labors of their instructors.

A new feature has been introduced in the discipline of the male pupils by the employment of young men from the college to act as ushers. The duty is performed in turn by a limited number, and the results are entirely satisfactory.

VISIT OF THE PRESIDENT TO EUROPE.*

It will be remembered that in our last report allusion was made to the interest excited in certain parts of the country in regard to the instruction of the deaf and dumb in articulation, and to the fact that comparisons had been put forth between the system of instruction pursued in this country and those of Europe, unfavorable to the American schools.

Our aim has ever been to afford our pupils all in the matter of instruction which their peculiar condition would admit of their receiving. We were, therefore, unwilling to suffer even a claim to pass unnoticed that other means than those made use of here might be employed to the advantage of the deaf and dumb.

In order that full information be secured as to existing methods in Europe, we decided last winter to institute an investigation of the subject, and adopted on the 20th of February the following preamble and resolutions:

"Whereas there has been of late considerable discussion among educated and philanthropic men with regard to the several systems of instructing deaf-mutes, now in operation in the world; and

"Whereas it is alleged by men of standing and reputation in the community that much of value is to be found in the European methods, which form, at present no part of the American system; and

"Whereas it is the desire and intention of this board to avail itself, as far as may be practicable, of every known facility for the improvement of the class of persons taught in this institution: Therefore,

"*Resolved*, That the president be, and he is hereby, authorized and directed to proceed to Europe in April next for the purpose of inspecting the prominent institutions for deaf-mutes in that quarter of the globe, and he shall examine carefully into all the various methods and systems pursued in the schools of Great Britain, France, Prussia, Germany, Belgium, Switzerland, and Italy, making full memoranda of all facts of value elicited and report the same to the board on his return, which shall not be later than the 15th of October of the present year."

In pursuance of these resolutions the president proceeded to Europe in April and returned on the 15th of October, having discharged the duty assigned him in a manner satisfactory to us.

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* By permission of the honorable minister of the interior of France, the director of the Imperial Institution at Paris has presented to our institution fifty-five volumes of publications relating to the instruction of the deaf and dumb, including rare copies of the works of De l'Epée, Sicard, Bebian, and Degerando, now to be obtained, if at all, only with great difficulty and at considerable expense.

This mark of friendly interest from the parent institution, so to speak, of the American schools for deaf-mutes, is most gratefully appreciated by us, and will serve to strengthen the fraternal ties which have ever existed between the deaf-mute institutions of France and the United States.

To the honorable minister of the interior for his action in the premises; to the director of the Imperial Institution for his prompt and generous exercise of the authority conferred by his government; and to the honorable ambassador of the United States at Paris for his courtesy in facilitating the transmission of the valuable donation, we would express our most sincere and hearty thanks.

A report of his investigations is herewith submitted, to which special attention is requested.

His recommendations commend themselves to our judgment, and we shall aim to incorporate into our system of instruction all that appears really valuable in the methods pursued in other countries.

During the absence of the president the duties of his office were devolved upon Professor Pratt. His successful discharge of these onerous responsibilities deserves and receives our entire and hearty approbation.

To the professors and instructors praise is likewise due for their cordial cooperation with Professor Pratt, and their unremitted endeavors to see that no interest of the institution should suffer during the absence of its head; and we deem the assistant matron worthy of special commendation for the efficient manner in which she met the unexpectedly increased duties thrown upon her at the opening of the present fall term by the retirement of the matron.

PROGRESS OF THE BUILDINGS.

Besides the section completed for the primary department, the shop, stable, and gas-house alluded to in our last report have been finished and occupied, and constitute very valuable improvements.

Two dwelling-houses have also been erected, one for a professor being complete, and one for the president having been put under roof, to be finished next year.

Work has also been commenced on the central building, which is to contain the chapel and refectories, the walls having been carried up one story and properly secured against the effect of the winter weather.

All these extensions have been in accordance with the plans submitted in our last report, and their cost has not exceeded the estimates in any case. The entire work has been carried forward under contracts with Mr. James G. Naylor, builder, of Washington, entirely to the satisfaction of the board; and the immediate supervision of the improvements has been confided to Mr. Emil S. Friedrich, architect, of Washington, of whom commendatory notice has been made in former reports.

An important addition has been secured to the grounds of the institution by the purchase of a tract of land adjoining our western boundary, and containing a little more than three acres. The price agreed upon was $9,000, of which $7,400 was drawn from an appropriation made by Congress last year, and the balance, $1,600, was advanced by a member of the board on his own personal responsibility.

In our estimates for next year the amount submitted for the enlargement and improvement of the grounds, viz., $5,600, is intended to include this balance. The price of the land is not deemed immoderate, and the value to the institution of the property thus secured is plainly evident on an inspection of the plan. Its acquisition was indeed a necessity to the execution of the design as submitted in our last report.

The receipts and disbursements for the year ending June 30, 1867, will appear from the following detailed statements:

I. SUPPORT OF THE INSTITUTION.

Receipts.

Received from treasury United States	$20,434 14
Received from State of Maryland for support of pupils	6,450 00
Received from city of Baltimore for support of pupils	3,600 00
Received from pay pupils	1,133 75
Received from G. W. Riggs, esq., for scholarship	150 00

Received from Charles Knap, esq., for scholarship	$150 00
Received from J. P. Williston, esq., for scholarship	150 00
Received from Thomas Smith, esq., for scholarship	150 00
Received from E. Fessenden, esq., for scholarship	150 00
Received from Jay Cooke & Co., for scholarship	150 00
Received from W. W. Corcoran, esq., for scholarship	150 00
Received from G. Merriam, esq., for scholarship	150 00
Received from Hon. B. B. French, for scholarship	150 00
Received from Hon. William Sprague, for scholarship	150 00
Received from J. Tyson, esq. (donation)	50 00
Received from a friend (donation)	25 00
Received from a friend (donation)	20 00
Received from a friend (donation)	5 00
Received from students for books	231 56
Received from sale of live stock	146 50
Received from board	32 00
Received from pupils for clothes, &c	5 00
Received from sale of furniture, &c	23 12
Received from sale of fodder	5 00
	33,661 07

Disbursements.

Balance from old accounts	$153 14
Expended for salaries and wages	14,732 56
Expended for medical attendance and dentists' services	476 00
Expended for medicines	51 93
Expended for fuel	1,076 87
Expended for oats and grain	359 50
Expended for blacksmithing	109 75
Expended for repairs on carriages, harness, &c	380 30
Expended for freight	85 46
Expended for books, stationery, and printing	1,075 01
Expended for household expenses, vegetables, &c	1,859 57
Expended for dry goods and clothing	214 15
Expended for groceries	3,015 11
Expended for meats	3,050 07
Expended for bread	1,584 08
Expended for furniture and household articles	463 40
Expended for kitchen utensils and repairing	162 43
Expended for carriage hire	17 00
Expended for butter and eggs	1,846 81
Expended for milk	479 74
Expended for travelling expenses	200 82
Expended for shoes and repairing	94 25
Expended for advertising, &c	15 45
Expended for expenses in procuring scholarships	260 00
Expended for horse	90 00
Expended for improvements and repairs on old buildings	315 02
Expended for paints, oils, glass, &c	124 58
Balance	1,368 07
	33,661 07

II. ERECTION OF BUILDINGS.

Receipts.

Balance from old account	$2,433 85
Appropriations	46,740 00
Balance due the president	32 83
	49,206 68

Disbursements.

Paid James G. Naylor on contracts	$32,500 00
Paid A. R. Shepherd & Bros. for constructing gas-works	4,500 00
Paid E. S. Friedrich, architect, for services	1,320 00
Paid Vaux, Withers & Co., architects, for services	500 00
Paid for steam-heating apparatus and kitchen range	5,559 00
Paid for plumbing	2,040 03
Paid for building materials and hardware	284 97
Paid for lightning rods	106 00
Paid for furniture, bedding, &c	2,396 68
	49,206 68

III. IMPROVEMENT OF GROUNDS.

Receipts.

Balance from old account	$2,222 46
Appropriation	4,500 00
	6,722 46

Disbursements.

Paid Olmsted, Vaux & Co., architects, for services	$500 00
Paid for grading	1,248 88
Paid for draining	692 15
Paid for lumber for enclosures and walks	498 19
Balance due the United States July 1, 1867	3,783 24
	6,722 46

ESTIMATES FOR NEXT YEAR.

1. For the support of the institution, including one thousand dollars for books and illustrative apparatus, twenty-five thousand dollars, ($25,000.)

2. For the erection, furnishing, and fitting up of additions to the buildings of the institution, to furnish additional accommodations for the increased number of pupils and for the resident officers, fifty-three thousand two hundred and fifty dollars, ($53,250.)

3. For the enlargement and improvement of the grounds of the institution, five thousand six hundred dollars, ($5,600.)

The amount required for the support of the institution will be seen to be the same as for the current year. The amount asked for building purposes is a little less than the last appropriation; the sum named for the work upon the grounds is also lessened.

The expenses thus proposed to be met are deemed necessary to a proper support and continuance of the work confided to our care. We therefore respect-

fully recommend that appropriations be asked at the approaching session of Congress in accordance with the foregoing estimates.

For the first time in the history of our institution we are constrained to ask for the insertion of items in the deficiency bill usually passed by Congress in January or February. The necessity for this course on our part does not arise from any lack of accuracy in our last year's estimates, nor yet from the undertaking of any improvements not authorized by Congress. It has, on the contrary, been forced upon us by the action of Congress itself already alluded to in this report, and which we could not have anticipated last year.

The admission and support of government pupils into our collegiate department as authorized by the act of March 2, 1867, will entail an unexpected expense of about three thousand dollars; and we therefore respectfully ask that Congress be requested to appropriate this amount, making it available for the current fiscal year, as follows:

To supply deficiencies in the appropriation for the support of the institution for the fiscal year ending June 30, 1868, three thousand dollars, ($3,000.)

The policy indicated by the act just referred to renders it important that the work on our buildings be hastened forward more rapidly than we had supposed last year would be necessary.

Every completed section of our buildings is full, while some portions of the institution are uncomfortably crowded. We have reason to suppose that our numbers will considerably increase next year, and, unless we resume our work on the chapel and refectory buildings very early in the spring, we shall be unable to accommodate our officers and pupils, save by a degree of crowding which will be both unpleasant and unwholesome.

In our domestic department the pressure is most severely felt. Our kitchen and its appurtenances being only designed for a family of forty, is but ill adapted to its purpose when compelled to serve for a household of one hundred and forty.

Our laundry was constructed on the same scale, and it is only with the greatest difficulty and under burdensome disadvantages that we are able to secure the performance of the necessary work of the institution.

In one of our dining rooms likewise, originally intended for but fifteen, we are compelled to place forty-five persons.

In view of all these circumstances, and the increase of our numbers almost certain to occur at the opening of our next fall term, a proper regard for the interests of the institution makes it incumbent upon us to ask that Congress be requested to make the following appropriation, so that it may be drawn and used for building operations between the 15th of March and the 1st of July next:

For the erection, furnishing, and fitting up of additions to the buildings of the institution, to furnish enlarged accommodations for the male and female pupils and the resident officers, forty-eight thousand dollars, ($48,000.)

The work to which this appropriation, if made, will be applied was contemplated and included in the plans submitted last year, and will be necessary to their ultimate completion. It is a mere anticipation of what will in any event be required hereafter, and involves no added expense or change in general plans and estimates already laid before Congress.

The board, therefore, entertain the hope that their attitude in this request may not seem unreasonable, and that the measure they propose may commend itself to your judgment and receive the sanction of Congress, being as they believe in the direct line of conformity with the policy of the government towards the institution, as indicated from time to time in its legislative acts.

By order of the board of directors.

E. M. GALLAUDET, *President.*

Hon. O. H. BROWNING,
Secretary of the Interior.

REPORT OF THE PRESIDENT ON THE SYSTEMS OF DEAF-MUTE INSTRUCTION PURSUED IN EUROPE.

COLUMBIA INSTITUTION FOR THE DEAF AND DUMB,
October 23, 1867.

GENTLEMEN: In pursuance of the requirements of your resolutions of the twentieth of February last, directing me to examine the methods of instructing the deaf and dumb pursued in Great Britain, France, Germany, Belgium, Switzerland, and Italy; to make memoranda of all facts of value elicited, and render an account of the same to you, I have the honor to report that, on the twentieth of April last, I landed at Liverpool and proceeded at once to prosecute the labor with which I had been charged.

Besides visiting the countries named in your resolutions, I have extended my personal inquiries into Russia, (including Finland,) Sweden, Denmark, Holland, and Ireland, being led to do this by statements which were made to me in central Europe of the interesting character of the more northern institutions for the deaf and dumb. I shall thus be able to present for your consideration a comparative view of the work of deaf-mute instruction, as carried on in fourteen countries, omitting from the family of European nations only Spain, Portugal, Greece, and Turkey. I allow myself to hope that this extension of my tour beyond the limits at first proposed will meet your approval in view of the greater completeness it has given to the examination instituted by your orders.

My programme of travel was arranged to avoid, as far as practicable, the vacations of the institutions I desired to see, and necessitated a somewhat circuitous route. I shall not, therefore, undertake to give the results of my observations in the order of my journey, but will rather divide the institutions I have visited into three classes, having reference to the fundamental principles on which the different methods of instruction are based. Each of these grand divisions may be subdivided when the less important differences of detail work are considered, but such distinctions will more properly be made to appear later in my report.

I. THE NATURAL METHOD.

I apply this term to the system founded by the Abbé de l'Epée, in France, in seventeen hundred and sixty, improved by his successor, the Abbé Sicard, and still further improved and introduced into America by Sicard's pupil, the first Doctor Gallaudet, in eighteen hundred and seventeen. This system is based on a free use of the natural language of the deaf-mute that of pantomimic gestures; employing it, however, as a means only to the end in view, which is the induction of the mute to society by making him acquainted with the vocabulary, the grammar, and the idioms of his vernacular, thus empowering him to read understandingly and write correctly the language of the country wherein he resides.

The extent of education which may follow this great aim of the natural method, depends, of course, only on the means, disposition, and talents of the pupil.

Under this classification are to be grouped those institutions in which the study of articulation forms no part of the regular system of instruction, in which category are found all the American schools, with the single exception of one for quite young children, recently opened at Northampton, Massachusetts. In this establishment, so far as I have been made acquainted with the purposes of its founders, articulation is to be rigorously pursued, the exclusion of signs amounting to an almost absolute prohibition from the very beginning of the course of instruction.

II. THE ARTIFICIAL METHOD.

This system was founded nearly simultaneously by Samuel Heinicke, in Germany, and by Thomas Braidwood, in Scotland, in seventeen hundred and sixty. It has for its principal aim the development by unnatural processes of the power of speech, which exists unimpaired in all save a very few deaf-mutes, and the training of the eye of the mute to perform, as far as possible, the part of the palsied ear, by discerning the meaning of spoken words from the changes in position of the vocal organs. This division will include all those schools which began on what has been called by certain writers the "German method," with others that have adopted it, wherein signs are admitted only as a necessary evil, the continued use of them beyond the early stages of education being considered as pernicious in its effects on the deaf and dumb. Hence the natural language of the mute is, in schools of this class, suppressed as soon and as far as possible, and its existence as a language, capable of being made the reliable and precise vehicle for the widest range of thought, is ignored.

The extent of intellectual culture opened to mutes educated under this system is less within a given number of years than that afforded by the first method.

III. THE COMBINED METHOD.

Under this head I shall class those institutions which are endeavoring to combine the two methods just described, recognizing the utility of the sign language at every stage of the course of instruction, and at the same time including a greater or less degree of attention to spoken language. Here will be found many schools where the value and practicability of teaching articulation was once wholly denied and the system of "artificial speech" vehemently denounced; while, on the other hand, institutions organized and for many years conducted on the principles laid down by a man who declared "that all other methods than his own (that of articulation) were useless and pernicious, and no less than delusive folly, fraud, and nonsense," are now found recognizing and employing the natural language of the mute to a degree which assigns them a place in this third classification.

The old terms "German method," "French method," "English method," can now properly be used only in writing the history of deaf-mute instruction, to so great an extent have intercourse, discussion, publication, and an earnest purpose on the part of many instructors of the deaf and dumb to employ all serviceable means in the prosecution of their work, obliterated the ancient lines of division and even of dissension.

Should I undertake in this communication to give all the facts and incidents relating to the rise and progress of deaf-mute instruction that have come to my notice in central and northern Europe, to describe minutely all that has interested me in the many establishments I have visited, and to set forth the mass of valuable and suggestive statistics that have accumulated in my hands, it would be necessary to extend this report beyond all reasonable dimensions. I shall therefore limit myself to a statement of methods and appliances of instruction in the institutions which have fallen under my personal observation, together with a presentation of such comparisons, conclusions, and recommendations as shall seem to be warranted by the facts elicited in my tour; hoping to be able at no very distant day to lay before you and the public a report or volume embodying all the valuable matter I have collected, bearing upon the work of deaf-mute instruction on the other side of the Atlantic.

CLASS I.

Of institutions in which the natural method forms the basis of instruction, I have seen nine: four in England, one in Scotland, three in Ireland, and one

in Switzerland. Some of these schools teach articulation in special cases, but only to the semi-deaf or the semi-mute, none attempting it with the toto-congenitally deaf, and regarding it as no part of the regular curriculum of study.

THE INSTITUTION AT DONCASTER, ENGLAND.

To this establishment, containing one hundred and twenty pupils of both sexes, organized in 1829 by Professor Charles Baker, its present distinguished and able head master, I paid two visits.

The arrangement of school-rooms here, as in all the British and Irish institutions I visited, differs from that preferred in America—the pupils being assembled in one large room, thus bringing every child, and the teachers as well, under the eye of the principal, imparting an *esprit du corps* and a sympathy of companionship that are not without their advantages.

Of this peculiarity of the schools of England I had previously known, and in our own institution the building of the primary department has already been arranged with a view to an experiment, in a somewhat modified form of this plan. In other respects the manner of instruction resembles that pursued in institutions of the United States, involving, however, a greater use of text-books and printed matter in the earlier years than with us. Professor Baker has prepared a large number of books designed for instructing the deaf and dumb, many if not all of which might with profit be introduced into the schools of our own country.

Of these works, as well as several others not composed specially for deaf-mutes, besides charts and tablets of great value, Professor Baker has most kindly presented to our institution complete copies, the use of which will often lighten the labor of our teachers and pupils, and cause his name to be held in grateful remembrance.

In the Doncaster school articulation is taught to those only who have in childhood learned to speak, or who at present possess some degree of hearing.

The opinion of Professor Baker on any subject relating to the instruction of the deaf and dumb is entitled to great weight, he having had an experience of nearly forty years in the profession.

You will, therefore, read with interest the following extract from an address delivered by him before a convention of instructors of the deaf and dumb, held in Doncaster on the 28th and 29th of July, 1852, expressing, as he informed me, the views he holds on the subject of articulation at the present time:

"It will probably be expected that I should make some allusion to articulation as an instrument of instruction. You are most of you aware that my opinion is unfavorable to any large devotion of time to this object, except in cases where a natural aptness exists. Though there will be found in every institution a few pupils, especially among those who have become deaf after learning to speak, whose improvement repays the care of a teacher, (and to such I would afford every facility for recovering the lost faculty,) the success hitherto attendant on the efforts to teach articulation to the totally deaf is by no means flattering, and I do not believe there is one institution in our country which can roduce a dozen pupils whose articulation could be understood by indifferent auditors But I am content to let the intelligent and educated deaf and dumb themselves settle this controversy, confining the decision to those whose deafness is congenital, but who have had every advantage that the best teachers of articulation and reading from the lips have been able to bestow on them. Do such educated deaf persons converse orally among themselves? On the contrary, do they not invariably converse with each other by signs and spelling? Do they prefer oral conversation with others who are not deaf and dumb? On the contrary, do they not prefer the means presented to them by their writing materials or the manual alphabet? We are all acquainted with deaf and dumb

individuals, either personally or by report, who have been educated by the means of articulation. Can we say that the value of speech is to them in any degree equal to the cost of its attainment?—that either they or their friends value it as the advocates of articulation would lead us to anticipate?—or that the acquisition is in any respect equal to its cost in money, and in the even more precious cost of time bestowed upon it? But, although I admit that speech is a good and natural exercise for the lungs and voice, I have never discovered that it is requisite for health; nor that the pupils of an institution in which articulation is *not* taught have worse health than those of one where it is an object of attainment. I must therefore decide against giving up the time now bestowed on the acquisition of language and useful knowledge by my pupils, to devote it to the specious acquirement of articulation."

I was specially impressed in this establishment with the value of a printing office in an institution for the deaf and dumb. Aside from the opportunity it affords for the imparting to a portion of the male pupils the knowledge of a respectable and lucrative trade, the presence of such a department facilitates and encourages the preparation of books and other useful appliances for the school-room.

Professor Baker assured me that but for the fact that printing could be done within the walls of his establishment, in a place of easy access and quite under his own control, very many of his works would never have assumed the permanent form they now possess.

In this institution I observed the prevalence of the *family idea* to a marked and gratifying degree. The pupils were made to feel *at home*, and to regard Professor Baker as a father. As a means of education, especially in a moral and religious point of view, I am satisfied this cultivation of the family relation, when considerable numbers of children, removed from the daily influences of home, are assembled, can be made to exert a most salutary influence.

THE INSTITUTION AT BIRMINGHAM, ENGLAND.

This is one of the oldest schools for the deaf and dumb in Great Britain, having been in operation since eighteen hundred and twelve, and now containing about one hundred and twenty pupils. The present head master, Mr. Arthur Hopper, has visited many of the continental schools, examining especially those in which articulation is accorded a prominent place, and he is inclined to coincide with Professor Baker's view that the results of the labor of teaching the great body of deaf-mutes artificial speech and reading from the lips of others are not of sufficient practical benefit to compensate for the necessary outlay of time and money. Mr. Hopper is of the opinion that in cases of the semi-mute and the semi deaf, it is the duty of instructors to see that all possible means are taken to retain and improve what speech is possessed by the pupil. This is done in the Birmingham school, but no more in the direction of articulation.

You are doubtless aware that one marked difference between the British and American usage in deaf-mute instruction has been the employment of a two-handed alphabet in Great Britain. A few years since Mr. Hopper gave to the public his views on this subject in the following terms:

"It is, I think, much to be regretted that those who first brought the art of instructing the deaf and dumb prominently before the public in the United Kingdom, and from whom it has been transmitted to us, did not adopt the one-handed alphabet. It appears to possess every advantage that can be claimed for the two-handed alphabet. The various positions by which it represents the letters can be assumed as rapidly and with as much facility as those employed in the two-handed method.

"It has, besides, many advantages over its rival. It is more distinct. The upright, downward, and horizontal positions of the hand enable one to distin-

guish easily several of the letters at a distance. The signs for the vowels being as distinct as those for the consonants, prevents the confusion occasioned by the difficulty of observing which finger has been touched in rapid spelling with both hands. By using the right hand when conversing with a person placed on one's left, and *vice versa*, what is spelled can be easily read by those to whom it is addressed, while, in employing both hands the positions of the fingers are less obvious to the person spelled to than to the person who spells. The fact of only one hand being employed is itself a great advantage, for the other hand is left at liberty to hold an umbrella, to manage the reins in driving, and to perform a number of offices that it would be tedious to enumerate. In walking, besides allowing those engaged in conversation to be linked, it does not attract the attention of strangers so much as the two-handed system of spelling. In sickness, too, it requires comparatively very little effort to hold out one hand, and to spell with it. I have found that our deaf-mutes, though more practiced in the two-handed method, invariably use the other alphabet when confined to bed. If a deaf mute has had one arm amputated, as is sometimes the case, it is needless to point out the benefit the one-handed alphabet must be to him."

Consistently with the preference thus expressed, Mr. Hopper has required his pupils to learn the single-hand alphabet, and though, from long usage, the other still retains its place, the simpler method is gaining ground, not only in this, but in other British schools, and will, it is thought, eventually take the precedence altogether.

I notice, in Mr. Hopper's school-room an excellent arrangement of large slates. They are fixed in the wall at a proper angle and elevation, entirely surrounding the room, with the edges joined, and thus presenting a surface oftentimes convenient for large diagrams, which cannot be well given when wooden frames intervene at each point of union between the tablets.

Mr. Hopper has prepared some class-books in language which are well worthy of examination by teachers of the deaf and dumb, copies of which he kindly presented me for our library.

THE INSTITUTION AT MANCHESTER, ENGLAND.

Of all the schools for the deaf and dumb which I saw in the United Kingdom this possesses the most beautiful buildings. A large gothic structure, situated in the suburbs of Manchester, contains the institution for the blind and that for the deaf and dumb, having a regularly organized parish church in the central buildings, accessible from either wing for the respective occupants, and to the public from a third entrance.

The schools for the blind and for the deaf and dumb are in no respect connected, save by the contiguity of their buildings, and are under different head masters. That for deaf-mutes was founded in 1823, contains one hundred and forty-eight pupils, and is under the direction of Mr. Andrew Patterson, a practical and accomplished teacher of many years' experience. His opinion in regard to articulation coincides entirely with that of Professor Baker and Mr. Hopper. Although he has in several cases taught it successfully to congenital mutes, he thinks it impracticable for any large proportion of the deaf and dumb.

The peculiar point of interest in this institution is a department for infants; and as the subject of the earlier education of the deaf and dumb has recently been discussed in influential quarters in our own country, an account of this novel establishment may not be without value.

The distinctive feature of this department in its entire separation from what is called the upper school.

A building containing school-rooms, play-rooms, dormitories, bath-rooms, hospital, dining rooms, kitchen, officers' apartments, and visitors' rooms, connected only by a corridor to the main building, is prepared for the infants.

Their management is entirely committed to females, and the hours of school, of recreation, and of sleep are regulated to accord with their tender years. Nowhere are they associated with the pupils of more advanced age, until they are prepared to be transferred to the upper school.

About fifty of these little ones, from four to ten years of age, are here gathered, and are undoubtedly being prepared for much greater progress in intellectual culture than those who remain at home until the age at which it is customary to commence the education of deaf-mutes whose term of study is to be limited to five or six years.

In the upper school the pupils remain until they are sixteen years of age; hence a child who enters the infant department at five has eleven years of special instruction, and will undoubtedly be, *cæteris paribus*, much in advance of one who has only the advantage of being in school from its tenth to its sixteenth year.

That it is wise in all cases to remove the mute child so early from the associations of home I do not feel prepared to say, but a few years will suffice to determine from the results of this school, as well as of that in Massachusetts already referred to, whether a general system of infant schools for the deaf and dumb should be put in operation.

Of one thing in this connection there can be no doubt, namely, that a child born deaf labors under peculiar and great disabilities in acquiring an education.

In view of this fact, common justice, not to speak of the appeal made to our sympathies by the affecting condition of the mute, would seem to demand that a period of tuition equally extended with that afforded to his more favored fellows, should be accorded to the deaf and dumb.

That such a length of time is secured for the mute when he is limited to five or six years for the acquirement of a new and complicated language and for all the education he is ever to receive wherein he may have the assistance of competent teachers, no one will, I think, undertake to claim.

THE INSTITUTION AT LIVERPOOL, ENGLAND.

In the year eighteen hundred and twenty-three, a gentleman of the name of Comer became interested in the deaf and dumb in reading a work on "the art of instructing the infant deaf and dumb, by John P. Arrowsmith," published in London in eighteen hundred and nineteen.

The author, who had a deaf brother, advocated the teaching of mutes in ordinary schools, and Mr. Comer undertook to put his theories in practice in Liverpool.

The attempt failed, as similar attempts put forth by visionary theorists on the continent of Europe in later years have done, but the result of Comer's efforts was the establishment in eighteen hundred and twenty-five, in Liverpool, of the institution now existing in that city, ably conducted by David Buxton, F. R. S. L., and in which I spent two days while in England.

The number of pupils in this institution is eighty-five, twenty of whom are day scholars, being residents of the city of Liverpool.

The idea having been suggested in our own country that a system of day schools for deaf-mutes would be productive of better results than the existing arrangement of boarding the pupils in the institution, I was interested to inquire of Mr. Buxton as to the operation of the law in his school admitting day scholars.

He expressed an opinion decidedly unfavorable to the plan, saying that the day scholars made less progress than the others, and at the same time were much more difficult to govern, bringing with them, from their frequent contact with the streets of the city, much that was objectionable and oftentimes immoral.

In regard to the subject of articulation, the opinions of Mr. Buxton are enti-

tled to be weighed very carefully, he having had several years' actual experience in this branch of instruction in the London school, (where it was formerly accorded a very important place in the course of study,) besides a long intimacy with deaf-mutes in his present position.

In his judgment, when pupils can be retained eight or nine years in school, and when funds suffice for the employment of a teacher for each ten or twelve, it is well to make considerable effort in the teaching of articulation, attempting it with all; but when the period of their residence in an institution is limited to five or six years, the time can be much more advantageously occupied in perfecting instruction in written language and the elements of general knowledge.

Articulation was formerly taught in the Liverpool school to a greater extent than at present.

Now only the semi-deaf and the semi-mute are instructed in artificial speech and lip-reading.

Mr. Buxton mentioned that many cases had arisen in his experience where parents of his pupils particularly requested that their children should not be taught articulation.

The reason for this is found in the fact that the artificially acquired utterances of the deaf are generally monotonous and often times disagreeable; so unpleasant, evidently, in certain cases as to lead parents of uneducated mutes to express the desire above referred to.

Mr. Buxton kindly presented me with copies of his interesting and valuable essays on the instruction of the deaf and dumb, and related topics to which I shall have occasion to refer hereafter.

THE INSTITUTION AT GLASGOW, SCOTLAND.

Knowing that the principal of this institution, Mr. Duncan Anderson, had in former years given much attention to the subject of articulation, and had prepared a valuable manual for use in this branch of deaf-mute instruction, I deemed myself fortunate in being able to spend a day in his society.

In a long and full conversation on the subject, he gave me an account of his early labors in imparting the power of speech to the deaf, stating that he had often succeeded even with congenital mutes; but the experience of nearly half a century of personal deaf-mute instruction had led him to abandon all efforts at articulation, save with those to whom I have applied the terms semi-deaf and semi-mute. The reasons for this course are clearly and forcibly stated in the following extracts from a letter written by Mr. Anderson in reply to a gentleman who had a short time before sought his views on the same subject:

"Articulation was at one time taught in this institution to such of the pupils as had suitable voice; but the practice has for many years been discontinued. The proportion of pupils who were taught articulation never exceeded ten per cent. of the whole number in the institution. The practice of teaching articulation was given up in consequence of the undue time and labor it entailed, and which could be more profitably employed in cultivating the intellect of the pupils. Although, as a general rule, I would discourage the teaching of articulation in the case of all children who have been born deaf, I am disposed to make an exception in favor of those who have become deaf in early life, some of whom, in this institution, have learnt to speak distinctly, and to understand expressions from the lips of others than their teachers. On looking back upon an experience of forty-one years as a teacher of the deaf and dumb, I am free to confess that the few successful instances of articulation by deaf-mutes which I have witnessed in this and other countries were very inadequate to the time and pains bestowed upon them."

I was much interested in examining a fine new building, now nearly completed, located in the suburbs of Glasgow, intended for the occupancy of this institu-

tion. The internal arrangements were designed by Mr. Anderson, and meet in a most complete manner the wants of his establishment, while the external design bears a striking resemblance, in style and finish, to the plans you have adopted for the central or chapel building of our institution.

I was able to note many valuable suggestions that may assist us in the extension of our buildings, but I will not occupy time or space in their description here.

The system of instruction in the Glasgow school is similar to that of the English schools, and does not differ essentially from that pursued in America. From Mr. Anderson I received donations of valuable books and pictures most useful in the school-room, besides one or two rare old works for our library, for all which he has our sincere thanks.

THE INSTITUTION AT BELFAST, IRELAND.

In this establishment the blind and deaf are associated in one building, as was formerly the case in our institution. The opinion of the principal, Rev. John Kinghan, is, however, that no advantage is derived from the union of the two classes in one institution; on the contrary, he would much prefer, did the funds of the society suffice, to separate the blind from the deaf.

Mr. Kinghan is as decided in his testimony against articulation as any instructor I have met in the United Kingdom. He deems it, to use his own words, "worse than useless in a vast majority of cases," including the semi-deaf and semi-mute.

In this institution the single hand alphabet is decidedly gaining ascendency over the double, and is alone published in the reports. Of these Mr. Kinghan furnished me a nearly complete file, some of which contain valuable statistics relating to the deaf and dumb of Ireland, and others furnishing interesting accounts of the success in life of graduates of the institution.

THE INSTITUTIONS AT DUBLIN, IRELAND.

This city contains two large establishments for the instruction of the deaf and dumb; one sustained by the National Association for the education of the deaf and dumb children of the poor in Ireland, established in 1816, originally designed to meet the wants of the whole country, and receiving children irrespective of their religious faith

But in 1846 a "Society for Founding and Maintaining the Catholic Institution for the Deaf and Dumb" was organized, and directly opened a school, which has since become large and flourishing. I was able to pay but a short visit to each of these institutions—the one under the direction of Mr. Edward J. Chidley, formerly an instructor in the London Asylum; the other superintended by Rev. Patrick D. McDonnell, a member of the Society of Christian Brothers.

The testimony at both these places was decided against articulation, though in the Catholic institution it was negative rather than positive, articulation never having been attempted there.

Mr. Chidley, however, had taught articulation, and had arrived at substantially the same conclusion as those teachers whose opinions I have already cited in this report.

In the Catholic institution a modification of the French manual alphabet has been used from the beginning, the double having never found its way into the school.

THE INSTITUTION AT GENEVA, SWITZERLAND.

I found a small school at this place, under the direction of Mr. Isaac Chomel, a deaf-mute, who was a contemporary of the venerable Laurent Clerc in the Paris institution. The number of pupils is sixteen, and the system pursued is similar to that of Paris many years ago. Mr. Chomel thought articulation was

of no advantage whatever to the deaf and dumb, and said many graduates of articulating schools had applied to him for instruction in the manual alphabet, deeming its acquisition of more practical benefit to them than all they had been able to master of artificial speech and lip-reading.

After my departure from Geneva, I learned that a school recently established on the "artificial" basis was in operation there, but could not return to examine it.

Having completed the description of those institutions which may properly be said to base their course of instruction on the *natural method*, I am constrained, before proceeding to the next class, to speak of a school founded, and for many years conducted, by a gentleman of considerable ability, whose ideas and practices are so unique as to prevent the classification of his establishment under either of the three titles I have chosen. Doing little with articulation, and yet questioning the unlimited use of the sign language by and with the deaf-mutes,

THE INSTITUTION AT NANCY, FRANCE,

Under the lead of its director, M. Piroux, stands as the exponent of a system of dactylology, the success of which, I regret to say, I was unable to test by practical observation, the summer vacation having scattered the pupils but two days before my arrival.

In a long conversation, M. Piroux unfolded to me his views, arguing forcibly that, while all available means are admissible in the instruction of deaf-mutes, the true centre—vertebra, hinge, the marrow, essence, and sap—is dactylology; that in this we have a means of communication with the instructed deaf and dumb embodying a greater proportion of the desirable elements of precision, perspicuity, comprehensiveness, and rapidity, than in any other medium as yet discovered.

M. Piroux has written much on the subject under examination in this report, and kindly presented me with copies of his works. From one of them* I quote a few extracts as giving an interesting analysis of certain processes entering into the work of deaf-mute instruction:

"As if man were speech and nothing but speech, as if without hearing any of the sounds that set the human heart vibrating, he could give utterance to his ideas in sound, attempts were made, in the first instance, to bestow speech on deaf-mutes, or rather to give them a spoken language, whose artificial mechanism was, from want of unity, incapable of expressing thought and sentiment. In this respect the fact is that, for deaf-mutes, spoken language will never be more than a simple accessory, interdicted even to the majority. Too much draped from view, it cannot serve as a basis for their instruction, still less for their education. Its utmost value is that of an amusement for the drawing-room. Let us, nevertheless, admit that it was necessary to make first attempts in this direction when endeavoring to remedy an infirmity which all ages had pronounced incurable.

"Though man has never been defined an animal that writes, the next attempt was to begin with teaching the deaf-mute written language, the immediate portraiture of speech and the mediate painting of thought. Since the eye sees it and the hand traces it, why, it was asked, should it not serve also as the picture of signs which, in the case of deaf-mutes, engage the same organs? Far from feeling terror at the distance which separates the two languages constructed, one for civilized societies, the other for individuals whose minds cannot see but in the full blaze of noonday, certain people assumed the part of deaf-mutes and assimilated to their own natures that confused mass of movements executed in all possible directions, giving nought but the color of instinct to the surface of things tangible and spiritual. These worthies even went so far as to maintain that there is no

* Examen Comparatif de Toutes les Méthodes Inventées pour l'Instruction des Sourds Muets: Nancy, 1862.

more connection between thought and speech than between thought and writing, nor yet more than between thought and some signs which but too much resemble the weeds of uncultivated grounds.

"Nevertheless it was by the aid of these signs that attempts were made to teach deaf mutes to read or translate our language. To facilitate the desired success, letters, words, and sentences which were or were not represented with the manual alphabet were traced and copied.

"For much too long a period of time we bartered methodical signs for words. But by dint of living together out of doors and in class, the pupils and masters gradually created signs which, ceasing to be absolutely individual or accidental, became common or essential, and which served to regulate relations, maintain order, and even furnished a vehicle for connected discourse. This was the source of one of the earliest serious improvements effected in the instruction of the deaf and dumb. It might be said that intellectual life was beginning to free itself from physical life by the omnipotence of organized society, and by means of a language passing progressively from the natural to the positive state."

The writer then goes on to unfold his peculiar views in regard to dactylology; but the limits I assign myself in this report will not allow of further citations from his works. I am inclined, however, to attach importance to his suggestions with reference to the great use of the manual alphabet, and to commend his writings to the perusal of all interested in deaf-mutes and their instruction.

Class II.

Of institutions in which the artificial method forms the basis of instruction, and where the use of signs, save to a most limited degree, is condemned as hurtful to the deaf and dumb, I have seen one each, in the countries of France, Austria, Saxony, Belgium, Switzerland, Holland, and the cities of Frankfort and Lubeck.

THE INSTITUTION AT SAINT HYPOLITE DU-FORT, FRANCE.

This, the only institution exclusively for protestants in France, is located in the department of the Gard, in an ancient town, formerly a stronghold of the non-conformists in times of religious persecution.

I found the school comparatively small in numbers, having only forty-five pupils, and was led to travel many miles out of my way by diligence to visit it, mainly from the fact that it alone of the many deaf-mute institutions in France pursues the artificial method. Here the manual alphabet is unknown by the pupils; articulation is taught to all, and is attempted to be made the medium of communication between pupils and teachers after the first two or three years of instruction.

The director, M. Martin, and his wife, both of whom engage in teaching, afforded me every facility for the examination of their pupils, and were by no means extreme in their views. They admitted that schools conducted on the natural method had done a great work, and were even willing to allow that as a means of affording instruction, this method is superior to the artificial; but they held to the view that the power of communicating freely in speech with their fellow-men, which was acquired by mutes under the latter system, was so great a boon as to justify a lower standard in the intellectual training of the deaf and dumb. Later in my conversation with them, they admitted that only about one-half of the deaf and dumb could fairly be said to succeed in articulation, but I forbore to draw, in their presence, the conclusions which this concession involves.

I conversed orally with the pupils, and with the best articulators had little difficulty in making myself understood. The utterances of some were to me unintelligible, but those of others very distinct; and I remember that one in particular, who was said to have been born deaf, spoke well, and read from my lips with ease.

Natural signs are employed in this ir tution, and there was not that extreme anxiety to suppress or interdict them as some schools I have seen. No developed mimic language, however, was in use, and Mr. Martin did not seem to need one to enable the majority of his pupils to understand him in common conversation.

THE JEWISH INSTITUTION AT VIENNA, AUSTRIA.

Sustained entirely by private contributions within their own circle, and open only to the children of Jews, this school is conducted on the most rigid principles of the artificial method. Articulation is undertaken with all the pupils, and in my visit to the institution it was demonstrated to my satisfaction that oral conversation on familiar subjects is maintained with ease between the teachers and a large proportion of the pupils. I also observed, what I have elsewhere noticed, two pupils conversing with each other orally, but silently—no sound escaping their lips. Each pupil, however, as he sustained his part in the conversation, accompanied what he said orally with slight gestures of the hand.

The following extract from a sketch of the institution, prepared by M. Deutsch, the director, will show what is attempted in the course of instruction:

"In this institution the manual alphabet or finger language, artificial mimicry,* and conversation by pantomime have been entirely excluded. The natural gesture is only used as a starting point, as the first medium of understanding, which in the instruction only serves to represent real ideas obtained by personal observation through actual perception, but not to produce ideas or notions by means of signs. The method prevailing in this institution tends to make oral language and written language independent of the pantomime; that is to say, the direct channel and medium of thought. The written language is assumed as the basis of instruction. It begins with a single word which conveys a subject, action, or quality, and leads the pupil to a connected idea. The *copia verborum* obtained in this manner is used through a regular course of exercises to form a simple sentence, and continued up to the explanation of the abstract idea. The understanding of the abstract idea is obtained in a natural way, by plain and combined sentences as well as through short descriptions and narratives. This is very different from the true elementary method made use of with other intelligent children. The instruction of religion commences only then, when the pupil has advanced so far as to understand the plain expressions of thought. Thus his religious education undergoes no especial difficulty, as the reading of the Holy Scriptures is already begun. Upon oral language a decided value is placed, and therein important results are obtained.

"The pupil not born deaf enjoys the particular advantage of acquiring the verbal language with greater facility. Reading the lips has obtained such a degree of perfection that the director is able to deliver his Sabbath sermons with exhortation orally, in which the pupils of the higher class can take part."

The examination I was allowed to make of the attainments of the pupils in this institution was altogether unrestrained. I was requested to indicate what pupils should be examined, and, in two cases, I purposely selected those whose personal appearance led me to suppose they were rather below than above the average of intelligence. At my suggestion, the director dictated to a pupil a short account of the coronation of the Emperor of Austria as King of Hungary, which had occurred at Pesth a few days before. M. Deutsch held his hands behind his back and spoke in a whisper without any special contortions of the mouth and without repetitions, the boy writing with great rapidity, sometimes finishing a word while his eye was already on the mouth of the director to catch what was to follow. My companion in the visit was a German professor under whose

* This is understood to refer to the exercises of the school-room. Among the pupils, during their hours of relaxation, the sign language and manual alphabet are freely used in conversation. E. M. G.

tuition I was studying in Vienna. He assured me that what was written on the blackboard was an exact transcript of what M. Deutsch had spoken, absolutely without mistake. I think I do not exaggerate when I say that this exercise was performed as rapidly as would have been possible had the boy been in the possession of his hearing, and could not have been more speedily accomplished had the communication between the teacher and pupil been by means of the sign language as used in our best American institutions.

I happened to find in this institution a boy of ten years, from Baltimore, with whom I had been previously acquainted. He is one of three mutes in the same family, born totally deaf, and with his sister has been in the school of M. Deutsch about three years. This little child comprehended with considerable readiness simple words which I addressed to him in German, repeating them after me in a clear but unmusical voice, and wrote with quickness and precision the following, which was dictated to him at my suggestion by the director in German: "This gentleman is from America, and when he returns to America he will see your dear parents and tell them that he met you, and that you were well and improving in your studies." With regard to this boy, I should venture the opinion that he read from the lips (so far as his range of study had extended) with as great readiness as any pupil of his age and standing in the institution.

THE INSTITUTION AT LEIPSIC, SAXONY.

This school was founded by Heinecke, the father of the artificial method, and is at the present time presided over by Doctor G. A. Eichler, whose wife is a grand-daughter of the founder.

I was accompanied in my visit to this institution by Doctor Felix Flügel, the co-author of a standard German-English dictionary, to whom, for his valuable assistance in this and subsequent investigations, I desire to express my sincere thanks.

The interest in my examination of this institution centred on an interview accorded me with two young men, former pupils and at present giving instruction in the school.

One of these heard until he was five years old, and the other had never been entirely deaf, and now hears so well that he could repeat words shouted immediately behind his back. Both had been selected for their superior talents and employed as teachers, and both had been favored with full courses of instruction; one having had special training in the family of the principal. Doctor Flügel essayed some easy talk with them, speaking very slowly and distinctly. They both required much repetition before comprehending utterances of the simplest character from his strange lips.

The replies of the one who heard till his sixth year were not understood by Doctor Flügel except with assistance from the director.

The speech of the other was quite readily understood, but was harsh and disagreeable.

Between them and the director communication by means of speech seemed easy and rapid.

These young men stood by during the greater part of my interview with Doctor Eichler, watching very intently the motions of his lips and those of Doctor Flügel. I supposed, as a matter of course, they were following the conversation understandingly, and was much surprised on learning from them that they were quite unable to gather the slightest idea of what had been said.

I inquired if they could understand anything of public oral discourse, they returning a decided negative, adding, however, that at the sacrament service, when they *knew beforehand* what was to be said, they could follow the speaker—for example, in the repetition of the creed or the Lord's prayer.

These young men conversed together orally in my presence. I noticed, however, (as in a similar case already alluded to,) that they made little signs with

their hands continuously, which I understood to convey the sense of what they wished to say, more certainly than it was done by the motion of their lips.

Doctor Eichler said, in answer to a question as to the usual mode of communication between the pupils, that even the older ones much preferred signs, and I noticed with some surprise that he himself, in dismissing these young men and giving them, as I supposed, some directions as to their school duties, addressed them in signs.

I would direct attention to this incident as affording testimony from a very influential source of the superior convenience and precision of the sign language between those even who, according to the theory of the artificial method, ought to find oral utterance the preferred means of communication *on all occasions.*

THE INSTITUTION AT LUBEC.

I spent a few hours very pleasantly at this little school, containing only eleven pupils, three of whom were idiots with perfect hearing.

The teacher, M. C. Benque, is an enthusiastic upholder of articulation, and thinks that in any institution where a considerable portion of the pupils fail to learn to speak *well* the fault lies solely with the teachers. He has an excellent opportunity in his establishment of practicing the artificial method. The school is sustained by private contributions; has never had more than fifteen pupils at one time, and retains the children seven, eight, or even ten years in some cases.

I heard all the deaf pupils articulate, could understand what was said in a majority of cases, and they were generally able to comprehend my meaning when I addressed them.

The voices of three or four were not unpleasant, those of the others being harsh and strained.

Having made, previous to my visit to Lubec, critical inspections of larger schools of this class elsewhere, the results of which will shortly appear, I did not take time to make any extended examination of the pupils, but directed my attention more particularly to a flourishing and beautiful garden of which M. Benque has reason to be proud.

A description of this lovely spot and the hour I passed in it, enjoying the entertainment of my good friend, would doubtless serve as an agreeable interlude in the progress of this rigidly professional report. But I am sure, were I to tell of all the hearty hospitality I have received at the hands of my fellow-laborers in distant lands, and to describe whatever of the beautiful has come under my notice, a volume would soon be filled, and I have little time or space remaining for the severer duty which you have devolved upon me. I must not, therefore, even in this case break the rule I have laid down for myself in the preparation of this communication.

THE INSTITUTION AT FRANKFORT ON-THE-MAIN.

This is a small school, sustained mainly by the city in which it is located. Certain peculiar regulations in its management are worthy of notice:

1. The number of pupils is limited to eighteen.
2. The idea of the family is made specially prominent, the boys and girls mingling as brothers and sisters at their plays.
3. The regular course of instruction is from eight to ten years.
4. The pension or annual charge is placed at six hundred florins, (three hundred dollars,) with the intention of keeping out all save the children of wealthy parents, beyond the poor mutes of Frankfort, who are received free.
5. It is not desired by the managers that the number of pupils should be increased above the present limit.

The director, M. Rapp, accorded me an opportunity of witnessing the attainments of a few of the pupils whom he selected and brought forward.

Three, who had been under instruction eight years, read with a good degree of fluency from a book of exercises, and conversed with the director easily on simple subjects, he taking pains to place himself in front of a window and holding his head at an angle which should expose the interior of his mouth to the light.

A child of seven years who had been in school three months and who retained a certain degree of hearing was brought forward and exercised in the pronunciation of the elementary sounds. With the vowels she succeeded well, but the utterance of consonants was attended with great effort, repeated failures embarrassing the little one and finally moving her to tears.

I do not cite this incident as showing in the least degree that the Frankfort institution is less successful than other schools of the class I am now describing, but simply to direct attention to the fact that the acquisition of artificial speech is oftentimes, under the most favorable circumstances, a painful and embarrassing task to the pupil.

Mr. Glaser, secretary to the American consul general, Hon. Mr. Murphy, who kindly acted as my interpreter in this visit, said that he could understand perhaps one-half of what the most advanced pupils uttered in their exercises of reading and speaking.

INSTITUTION FOR BOYS, AT BRUSSELS.

This is a department of a large educational establishment embracing also schools for the blind and the hearing.

The deaf-mutes number forty-three, and are under the direction of Brother Cyrille, who has two assistants.

The French and Flemish languages are taught, according to the wishes of the parents, pupils in some cases acquiring a knowledge of both.

Among other exercises in articulation, one was performed at my request, which I consider a fair test of the oral abilities of the pupils engaged.

A paragraph in their elementary French Reader was selected by myself, and fifteen boys (all in the room) were required to read it aloud in turn.

The pupils not born deaf read with the greatest precision and clearness. One, however, *born* deaf, did exceedingly well, and with the book before me, I could see that every pupil had been enabled to form distinct sounds for the syllables uttered. In a *majority* of cases, however, had I *not* had the book before me, I should have been entirely unable to comprehend what was said, and yet the passage was not a difficult one.

Much oral conversation was carried on in my presence, being participated in freely by myself. The semi-mute and the semi-deaf spoke pleasantly and read from the lips with but little hesitation. Several, also, who were born deaf, had well modulated voices, (taking into account their condition,) and articulated so that I could often understand what they said. These read also from the lips with some facility.

As a means, however, of certain, easy, and rapid communication between the teacher and his pupils, I feel compelled to say that articulation and lip-reading failed entirely. Brother Cyrille was often compelled to resort to writing and sometimes to signs.

I observed a constrained, sombre expression on the faces of the boys; an anxious look as though quite an intense mental effort were necessary on their part to articulate or to read from the lips of others; and yet, the pupils generally manifested an interest in learning to articulate, which amounted almost to enthusiasm.

Brother Cyrille said he had been teaching only a year and a half, and that he anticipated much more satisfactory results when he had been longer engaged in the work, an expectation which I am quite prepared to share, for the good man

is enthusiastic in his work—is young and apparently blessed with a patient spirit and even temper.

He informed me that on Sundays he repeated the sermon of the officiating priest to his pupils with his lips, uttering no sound and using some signs. He said he could make his pupils understand everything.

I am inclined to question, from the exhibitions I saw in the school-room, whether he succeeds in this exercise, unless by the *considerable* use of signs.

He expressed decidedly the opinion that the power of lip-reading, developed even to the highest possible degree, would never suffice to enable its possessor to follow understandingly public discourses.

He also thought that not more than one-half of his pupils would ever learn to speak with *fluency*, so as to be easily understood by strangers.

THE INSTITUTION AT ZÜRICH, SWITZERLAND.

The number of pupils here is thirty-eight, for the instruction of whom I found five teachers employed, giving an average of only eight pupils to each class, an arrangement peculiarly conducive to success in articulation.

I conversed with several of the most advanced pupils, and was understood by them with but little difficulty.

Their reading was also distinct and less spasmodic than in some schools I have visited.

At my request, Mr. Schibel, the director, read to the most advanced class, consisting of three boys (one born deaf) a page of my selection from a book of Scripture lessons. He made no long pauses and no repetitions; used no signs and no unusual contortions of the mouth.

When he had entirely finished, the pupils were requested to give in writing what he had just repeated orally. Without asking for the repetition of a word, they wrote rapidly, each filling nearly two sides of a large hand-slate, what Mr. Schibel had said. The boy born deaf transcribed the dictated page with the greatest accuracy, the others, however, accomplishing their task in a most commendable manner. I then required each boy to read aloud what he had written. The utterance of the one born deaf I should not have been able to follow understandingly had I not previously read what he was saying. The others pronounced their words with a good degree of clearness, and would, in the main, I think, have been understood by one who had no previous information of what they were reading.

My attention was directed to an exercise in arithmetic, in which a class of five years' standing was being drilled. The teacher had written on the blackboard rows of figures arranged thus:

$$20 + 15 = ?$$
$$30 + 25 = ?$$
$$14 + 10 = ?$$

One pupil after another was called upon to read aloud two numbers required to be added, and to state the sum of them. An exercise of this simple nature, at so advanced a point in the course of study, would seem to indicate a low degree of mathematical proficiency on the part of the pupils.

I witnessed an exercise with a class of three years' standing, where the teacher, holding in his hand the picture of an eagle eating a hare, asked many questions with regard to what the eagle was and was not doing, could or could not do, &c. The answers of the pupils were generally in single words; and I noticed that the teacher, besides exaggerating the positions he caused his vocal organs to assume, made constant use of signs to assist the pupil in comprehending what he was saying.

In a long conversation I held with Mr. Schibel on matters pertaining to our

profession he admitted that not all deaf-mutes succeeded in acquiring the power of articulation, assigning as a reason therefor that some did not seem to possess sufficient power over the muscles of the vocal organs. He instanced the case of the pupil referred to above, whose reading I was unable to understand, and said that his father, a speaking and hearing man, had a very gruff, muffled voice, not easily understood even in ordinary conversation, rendering it probable that the son inherited some disability of the organs of utterance.

Mr. Schibel acknowledged the necessity of a considerable use of signs in the earlier years of instruction, but said he gave religious instruction only with the voice, the younger pupils not being able to participate in this exercise.

THE INSTITUTION AT ROTTERDAM, HOLLAND.

An address on the subject of deaf-mute instruction, delivered before the "ninth congress (scientific) of the Netherlands," in Ghent, last August, by Mr. Hirsch, the director of the Rotterdam school, so clearly defines his position as a radical supporter of the artificial method that I will quote a few paragraphs from it before proceeding to describe my visit to him and his establishment:

"The first and principal fact that has been made patent to society is the possibility of developing intellectually, morally, and religiously the deaf and dumb. As to the means by the aid of which instruction can and ought to be imparted to them, opinions are very diverse, often very contradictory. Those diversities and contradictions of opinion have given rise to differences in methods of instruction and to dissensions between the schools of France and of Germany.

"The object to be attained is to render possible the admission of the deaf-mute into society by teaching him to see—that is, to understand—the movements of the lips and to speak in his turn.

"To attain this end the act of seeing or comprehending and of speaking must be the exclusive principle of instruction, and neither the palpable alphabet nor the language of signs can have any connexion with it.

"It is true that the language of natural signs is the first means employed by the teacher to enter into relations with the pupil, but he does not make use of this method for any length of time, and it is abandoned as soon as it can be superseded by speech.

"The daily observations which I have made for more than thirty years that I have devoted to the deaf and dumb, have convinced me that *the art of seeing speech in the movements of the mouth is the most important* of all the branches of instruction, and that therefore it should be most sedulously cultivated.

"Next to the art of seeing or understanding, the act of speaking is the principal object of the instruction of the deaf and dumb. By this system ninety-nine out of every hundred deaf-mutes may be taught, and their progress will depend entirely on the talent and patience of the teacher; this truth, too long and often too coldly doubted, is now penetrating everywhere."

This school was one of the few where I was unfortunate in calling at the season of vacation. I was not therefore able to satisfy myself by personal examination as to what extent the attainments of his pupils *en masse* would confirm the remarkable claims he makes in the above paragraphs.

I had, however, an opportunity of examining an individual case in a manner quite novel, and which put the oral and visual abilities of the pupil to what I conceive to be a very severe test.

Just as I was leaving Mr. Hirsch, after having held a long conversation with him, in which he urged with much earnestness, and even eloquence, the advantages of his system, a young man about twenty-five years of age entered, who was introduced to me as Mr Edward Polano, the son of a physician, and who with his sister constituted the first class taught by Mr. Hirsch in Rotterdam. I was told that these persons were born totally deaf, and that they have never at any time gained the slightest power of hearing.

Mr. Hirsch in introducing Polano to me used the German language, and on telling him who I was used the Dutch.

As I shook hands with the young man I said, looking him full in the face, "Sprechen sie Deutsch?" His answer was promptly, "Ja wohl." Immediately I added, "Parlez-vous Français?" and his answer was as immediate, "Un peu." Without a moment's pause I added "Sprechen sie English?" He hesitated a few seconds and then said distinctly, "Very little," adding with a smile, "This is a pleasant day; I am glad to see you," and saying in German that was the extent of his knowledge of English.

Mr. Hirsch then retired to the other side of the room, a distance of some twenty feet, and speaking in a whisper, told young Polano in Dutch that my father was the first teacher of deaf-mutes in America, that my mother was deaf and dumb, and that none of my brothers or sisters were deaf. Polano understood him perfectly and required no repetition.

As I was under the necessity of parting from Mr. Hirsch at this time in order to take a train for Cologne, there was no further opportunity there for me to test Polano's powers of articulation and lip reading. But I asked him if he would not walk with me to my hotel, and he replied, "Mit vergnügen."

I will give in English the greater part of what passed between us after starting on our walk, premising the remark that *all* our conversation was in *oral German*, without the use of a single sign.

As we left the house of Mr. Hirsch Polano said: "What hotel are you staying at?" I replied: "The hotel des Pays Bas." "O, I know it," said he. "Do you know my name?" he asked. "Yes," said I, "it is Polano." "That is right," said he, and we exchanged cards. "Do you not believe I was born deaf?" he inquired. "O yes," said I, and added immediately: "Do you talk with your sister by signs or with the voice?" "With the voice," replied he; "I prefer it." "Isn't it very warm to-day?" said he. "Very warm," was my answer.

Presently I remarked: "I think we are not going right, for my hotel." "O yes," said he, "we are right; did not you say you were stopping at the hotel des Pays Bas?" "Yes," I answered, "that is the name of my hotel" "Then we are quite right," said he, adding, "I live in Rotterdam, you remember, and know the city well."

We walked on further, when, being quite sure we were going astray, I repeated that I feared we were wrong, adding that we were following quite a different course from that I took in going from my hotel, and asking if there were two hotels of the name Pays Bas in Rotterdam. He said he thought not; and so we kept on.

Growing quite certain we were wrong, I stopped and insisted we were not right, and said I feared I should be too late for the Cologne train if we did not reach my hotel soon.

He seemed much troubled and asked me if I would prefer to take a carriage. I said I would; and so we hailed a cab driver, and Polano asked him if there were two hotels des Pays Bas in Rotterdam. The cabman replied that there were; and mentioned that one was Adler's. I then remembered that was the name of the proprietor of my hotel, and so we jumped into the cab and told the driver to go to Adler's hotel des Pays Bas.

Polano said as we rattled over the stones, in a voice that I perfectly understood, "I hope my mistake will not make you too late for your train; I did not know there were two hotels of the same name here.,'

On reaching my hotel I paid my bill and got my luggage very hurriedly, and then we hastened on in the carriage to the railway station. On the way I took out my watch, and Polano said: "Is that an American watch?" On my replying in the affirmative he seemed much interested, and wanted to look at it.

Just before we reached the railroad station, I asked him how much I ought

to pay the driver, and he said he "thought one florin was quite enough." He asked me "when I should come to Rotterdam again," and I said I hoped in a few years. I asked him when I should see him in America. This question I had to repeat a second time, when he replied with a shrug, that "it cost too much money; that perhaps by-and-by, when he was rich, he would go." I told him he must come to see me in Washington, if he came to America. He replied "he certainly would."

As we reached the railroad station, he said he hoped I would excuse him for making me so much trouble about getting to my hotel.

As I handed a porter some money for taking my luggage, he remarked: "You paid him too much." He accompanied me to the railroad carriage, and bid me good bye, and in a moment the train moved.

All this I have described was done in the greatest hurry. From the time I left Mr. Hirsch, Polano and I were either walking at a rapid pace through crowded streets, or riding over the pavements in a carriage, and yet what conversation we had was carried on with perfect ease, and without any resort whatever to the language of signs.

The circumstances of my interview with Polano were of such a nature as to induce me to accord cheerfully the merit of notable and praiseworthy success to Mr. Hirsch in this case; asking you, however, to bear in mind that the young man and his sister were private pupils of Mr. Hirsch during a period of eleven years, and were, therefore, in the enjoyment of advantages secured at a cost far beyond what can reasonably be demanded at the hands of public legislators or almoners of private benevolence in behalf of the great mass of deaf-mutes, coming as they do from families of the poor.

Leaving further conclusions suggested by my interview with Mr. Hirsch and his pupil to a later point in my report, when they will more properly have a place in an analytical review I propose to give of my work of inspection as a whole, I pass to a description of the institutions properly belonging to

CLASS III,

Wherein the sign language is admitted as a valuable adjunct in all stages of deaf-mute instruction, if it is not acknowledged as the basis of education.

I do not wish it to be understood that in those institutions which I have thought proper to claim as employing the *combined system*, the importance accorded respectively to articulation and the language of pantomime is identical in all cases. To a harmony so complete, the successors of the belligerent opponents, Heinecke and de l'Epée, have not yet attained. A comparative view, however, of the institutions of Europe as at present conducted, shows great progress during the past twenty years towards unity of sentiment, and warrants the expectation that the day is not distant when the general elimination of all that is undesirable, coupled with the adoption of all that experience has proved to be useful, shall put an end to the unhappy differences, the origin of which must ever dim the lustre of names justly inscribed on the roll of fame as benefactors of mankind.

THE INSTITUTION AT PARIS.

No stronger testimony to the progress which in the last twenty years has been made towards unity of method in deaf mute instruction on the continent of Europe can be afforded than the present attitude of this the oldest, largest, and always most prominent exponent of what was formerly known as the French system. The director of this establishment is the distinguished Professor Leon Vaïsse, well known in America as a successful and experienced instructor of deaf-mutes on both sides of the Atlantic, and as an author of valuable works relating to the profession. Under his energetic and liberal admin-

istration as full and complete a recognition of the value of the sign language is accorded as could reasonably be demanded by its most enthusiastic admirers.

Dactylology is also made to perform an important part in the process of instruction, and at the same time opportunities for acquiring facility in artificial speech and lip reading are afforded to every pupil in the institution, effort in this direction being only suspended when plain evidence appears of inability on the part of the pupil to succeed So similar are the methods here employed, aside from the instruction of articulation, to those made use of in our American schools, that I will not occupy time and space in writing of them further than to say, that the ancient reputation of this noble institution for thorough and effective work in the development of deaf-mutes has been fully sustained by the results of the examinations I have been freely permitted to make of its classes. Instruction in artificial speech is now given at stated hours daily by a majority of the instructors in the institution. All new pupils are required to engage in these oral exercises for a sufficient time to determine the degree of success they are likely to achieve. After a trial of two years further effort ceases with those who fail to attain to a certain standard of fluency, but with the remainder articulation is made a regular pursuit during the entire course of study.

Professor Vaïsse has prepared a diagram representing, in section, the position of the vocal organs when uttering the several elementary sounds of the French language, (many of them corresponding to those of the English,) which has proved so useful in the practical work of instruction that I have, with his permission, caused a copy to be made, which I herewith present, and which I trust may be engraved and published with this report.

I cannot better give you an idea of the thoroughness and success attending the teaching of articulation in this institution than by detailing what I witnessed in a class of thirty boys taught by Professor Vaïses himself.

Standing before them with his hands folded behind his back, relying wholly on his vocal organs as a means of communicating what he wished to say to his pupils, he repeated slowly and distinctly sentences of moderate length. Single pupils were then required to come forward and write what had been spoken by the instructor (1) phonetically; then (2) to indicate by underlineations the vowels and consonants; then (3) in the same manner the syllabic divisions; then (4) the verbal divisions; (5) to write the sentence in accordance with the French rules of accentuation, punctuation, and orthography; and, finally, to read it aloud and adopt such corrections in pronunciation as the instructor might find it necessary to make.

Copies of several of these, as completed by the pupils, will serve to illustrate this interesting process:

il fè byin ch ô = Il fait bien chaud.

j é t è s o r t i = J'étais sorti.

j e v yin d e r an t r é = Je viens de rentrer.

j é b ô k ou m a r ch é = J'ai beaucoup marché.

j é f è d e l on gu k ou r s = J'ai fait de longues courses.

j e s ui z a l é l ou in = Je suis allé loin.

j e s ui z a l é ô m i n i s t è r = Je suis allé au ministère.

l e s e k r é t èr j é n é r a l m a t an d è = Le secrétaire général m'attendait.

It must not be understood that Professor Vaïsse restricted himself in this exercise to sentences as short as the foregoing. The brevity of these has commended them as suitable for illustration.

Every pupil of the class was called on to participate in this exercise. Some naturally showed greater quickness than others, but it was plainly evident that all had acquired the art of reading from the lips and of oral speech to a degree which would greatly facilitate their intercourse with hearing and speaking persons.

The majority of these thirty boys had once heard, but several were toto-congenitally deaf.

With many of them I conversed orally, and succeeded in making them comprehend me, and in understanding them as readily as with the average of pupils I have examined in schools where articulation takes the precedence of signs in the estimation of the instructors.

My examination of articulating classes in this institution was not confined to the one just described. I was allowed the greatest freedom of inspection, and availed myself of this to an extent enabling me to draw decided conclusions, which, as they will appear elsewhere in this report, I will not now present, but pass to the description of a school, smaller, it is true, than that of Paris, but whose distinguished principal is the acknowledged head of his profession in Germany.

THE INSTITUTION AT WEISSENFELS, PRUSSIA.

It will doubtless surprise some who may read this report to find the school of Moritz Hill, long known as one of the ablest practitioners and expounders of what has been termed the German system of deaf-mute instruction, placed in such close proximity with the stronghold of the methods of De l'Epée and Sicard, and claimed as an institution wherein the "utility of the sign language is recognized at every stage of the course of instruction." To such I will, therefore, commend the following paragraphs, taken from Mr. Hill's most recent publication,* before proceeding to speak of his justly famed and interesting institution.

Speaking of those who pretend that in the "German method" every species of pantomimic language is proscribed, he says:

"Such an idea must be attributed to malevolence or to unpardonable levity. This pretence is contrary to nature and repugnant to the rules of sound educational science.

"If this system were put into execution, the moral life, the intellectual development of the deaf and dumb would be inhumanly hampered. It would be acting contrary to nature to forbid the deaf-mute a means of expression employed by even hearing and speaking persons. * * * It is nonsense to dream of depriving him of this means until he is in a position to express himself orally. (P. 88.) * * * Even in teaching itself we cannot lay aside the language of gestures, (with the exception of that which consists in artificial signs and in the manual alphabet—two elements proscribed by the German school,) the language which the deaf-mute brings with him to school, and which ought to serve as a basis for his education. To banish the language of natural signs from the school-room, and limit ourselves to articulation, is like employing a gold key which does not fit the lock of the door we would open, and refusing to use the iron one made for it. * * * At the best, it would be *drilling* the deaf-mute, but not *moulding* him intellectually or morally. Where is the teacher who can conscientiously declare that he has discharged his duty in postponing moral and religious education until he can impart it by means of articulation?

* Der gegenwärtige Zustand des Taubstummen Bildungswesens in Deutschland; Von Hill, Inspector der Taubstummen Anstalt zu Weissenfels; Ritter des St. Olafs, &c. Weimar H. Böhlau, 1866.

Although the use of the language of pantomime acts, in several respects, in an unfavorable manner on the teaching of articulation, it ought to be remembered that institutions for the deaf and dumb are not created solely to impart this latter kind of instruction; their object is much more extensive, and they have to meet wants which depend on education taken in its entirety. It would, therefore, be a fault to exclude prematurely the language of natural signs. (Pages 89, 90)

"I have always expressed myself thus when giving my exposition of the value and mode of applying, as a means of instruction, this language which we possess, and I have done this, I believe, without equivocation. I acknowledge in this language of natural signs—

"1. One of the two universally intelligible innate forms of expression granted by God to mankind—a form which is in reality more or less employed by every human being.

"2. The only form of expression which by the deaf and dumb child can be fashioned without the aid of extraordinary practice, just as his mother tongue suffices to the hearing child, eventually arranging itself into forms of thought, and unfolding itself into spoken language.

"3. The reflex of actual experiences.

"4. The element in which the mental life of the deaf-mute begins to germinate and grow; the only means whereby he, on his admission to the school, may express his thoughts, feelings, and wishes.

"5. A very imperfect natural production, because it remains for the most part abandoned to a limited sphere of haphazard culture.

"6. A valuable mirror for the teacher, in which the intellectual stand-point of his pupil is exhibited to him.

"7. At first the only, and consequently indispensable, means of comprehension between teacher and pupil, but not a language which we merely need to translate into ours in order to induct him into the latter tongue.

"8. An instrument of mental development and substantial instruction, made use of in the intercourse of the pupils with each other; for example, the well-known beneficial influences which result from the association of the new pupils with the more advanced.

"9. A means, but not the only one, whereby to supply a lack of clearness in other methods of communication, and leading back, in extraordinary cases, to the real object, or to its representation in drawing or model.

"10. The most convenient, quick, and certain means, in many cases, of making one's self understood by deaf-mutes, whether during tuition or out of school hours, and, therefore, also employed, perhaps, very often without need, even without volition.

"11. A very welcome means of revisal and correction when articulation brings into use, for example, an ambiguous word.

"12. A most efficacious means of assisting even pupils in the higher degrees of school training, giving light, warmth, animation to spoken language, which, for some time after its introduction, continues dull and insipid.

"13. A practicable means of communication with others beyond the walls of the deaf and dumb institution, whether it be used by itself or in connection with articulation."

Then, after extending somewhat the train of thought suggested by these clearly stated points, the author thus concludes what he has to say in this part of his book on the use of signs:

"But it is particularly in the teaching of religion that the language of pantomime plays an important part, especially when it is not only necessary to instruct but to operate on sentiment and will, either because here this language is indispensable to express the moral state of man, his thoughts, and his actions, or that

the word alone *makes too little impression on the eye of the mute* to produce, without the aid of pantomime, the desired effect in a manner sure and sufficient."

In my examination of Mr. Hill's institution, kindly assisted by Dr. Flügel, of Leipsic, already referred to in this report, I was accorded every facility for testing the capabilities of his pupils. A conversational exercise, in which several of the most advanced were called upon to engage, showed that they could readily communicate with their instructor without the use of signs.

Then, at my request, five intelligent pupils were selected by Mr. Hill, and I proceeded to dictate, through Dr. Flügel, sentences I wished them to write.

My purpose in this exercise was to ascertain, if possible, the degree of accuracy with which deaf-mute children in the school of greatest repute in Germany, selected for their ability by their own teacher, could be made to comprehend simple sentences spoken to them by a stranger.

The first sentence I suggested was, "Yesterday we visited the deaf and dumb institution in Leipsic, where we found one hundred children."

I wished Dr. Flügel to repeat the whole sentence without stopping; but when he had uttered seven words, Mr. Hill checked him, saying that was enough for the children to see at once. So they wrote what had been said, and then Dr. Flügel finished the sentence.

It was written correctly by all the pupils, excepting that one put a period after the word at which Dr. Flügel paused, though the sentence was plainly incomplete.

The second sentence was, "It is cloudy to-day, but I do not think it will rain."

Three of the five wrote the sentence without errors, but the other two (one of whom had never been and is not now entirely deaf) failed to introduce the negation, and so changed entirely the meaning of the latter clause of the sentence.

The next sentence was, "This gentleman's mother is deaf and dumb." This was written without mistake by all.

The next, "This gentleman has been travelling fifty days in England, Belgium, France, Italy, Switzerland, and Germany."

Here some assistance from Mr. Hill was necessary to a clear understanding by the pupils of what had been said. It was then written correctly by all.

The last sentence was, "This gentleman crossed the ocean in a steamship called the China."

Here two pupils understood that I crossed the ocean in a steamship *from* China. The others apprehended the statement correctly, but some repetition on the part of Dr. Flügel was necessary.

These five pupils were each about fourteen years of age, and had been under instruction five years. Of these, one lost his hearing at nine, and can now hear very loud sounds; one lost his hearing at five; another has sufficient hearing to be of assistance in acquiring the pronunciation of new words; and the other two are understood to have been born deaf, and to have never had any degree of hearing whatever.

These appeared to as good advantage as either of the others, excepting that their pronunciation was not quite as distinct as that of the boy who lost his hearing at nine.

The next exercise to which I directed my attention was the regular weekly recitation of a Scripture lesson, in which the two most advanced classes, numbering together some twenty-five pupils, were called to participate. This was in no sense an *exhibition* specially prepared, but was one of the stated proceedings of the school conducted by the director.

This exercise was substantially with the voice, very few signs being used. Dr. Flügel said he could understand almost all the pupils said, and I could comprehend the major part without requiring it to be translated.

The pupils gave their closest attention; the answers were quite intelligent;

and the exercise was a general one, Mr Hill questioning, I believe, each one in turn. I think the amount of matter discussed was nearly if not quite as much as could have been disposed of in an equal length of time by an assemblage of hearing children.

There was a freedom of speech, a quickness of comprehension on the part of the pupils, and a readiness to respond that betokened an unusual degree of facility in articulation and lip-reading.

I noticed during this recitation one interesting feature, which, indeed, I have observed in other schools, but have not alluded to, I think, in this report. When Mr. Hill asked a question, and the pupil hesitated in returning an answer, others would cover their mouths with their hands so the pupil under examination could not see what they were about to say, and then shout the answer so Mr. Hill could hear it, and he would nod to them whether they were right or wrong.

Soon after the termination of the Scripture lesson the hour arrived for the closing of school, the concluding exercise being the Lord's Prayer, recited by the pupils orally and in concert.

In the course of conversation Mr. Hill stated the views in reference to signs which I have already quoted, and said that he had often been misrepresented by writers on deaf-mute instruction. He was much interested to gain information as to our American institutions, and expressed the wish that the work of deaf-mute instruction might be brought into entire harmony in all nations.

THE INSTITUTION FOR GIRLS AT BRUSSELS, BELGIUM.

As is the case with the boys' school in Brussels, already alluded to, this institution forms a department in a large educational establishment, within whose walls are found schools for the blind and for hearing and speaking girls.

Instruction is given in all departments by members of a religious sisterhood, under the direction of the Hon. Canon De Haerne, representative in the Belgian Parliament, a warm and outspoken friend of the United States during the darkest hours of our recent war, distinguished for his able works on political topics, and for a valuable treatise on the education of the deaf and dumb, of which I shall have occasion to speak in another part of this report. I paid three visits to this institution, and found it most systematically and energetically conducted.

The method of instruction was originally derived from France, the alphabet being identical and the signs substantially the same.

Within a few years articulation has been taught with the same limitations that exist in the Paris institution, Canon de Haerne being of the opinion that a decided majority of so called deaf-mutes are unable to acquire any valuable facility in artificial speech. He deems it to be the duty of teachers of the deaf and dumb to attempt the instruction of all in articulation, holding that, in addition to the semi-deaf and the semi-mute, about ten per cent. of mutes born deaf may acquire fluency in artificial speech, but quite agreeing with Professor Vaïsse, that to continue instruction in this branch with pupils incapable of success, save at an undue expenditure of labor, is unwise and uncalled for.

I enjoyed full opportunities of examining the classes in this institution as to the attainment of the pupils in an intellectual point of view and in articulation. In no institution which has come under my notice have I seen more creditable results than in this. The written exercises were unusually free from those errors of construction which a teacher of mutes well knows how to excuse and when to expect; while the speech of the articulating pupils was readily understood, and in many cases did not exhibit that monotonous and spasmodic quality of utterance common with deaf speakers.

A Sabbath exercise at which I was present in this visit was of unusual interest. In it the hearing, the blind, and the deaf participated; the sermon of

Canon de Haerne being delivered orally, and translated *pari passu* into the sign language by the principal instructress in the deaf mute department. Of this peculiar double speaking you have seen frequent instances in our own institution.

THE IMPERIAL INSTITUTION AT VIENNA, AUSTRIA.

My somewhat prolonged stay in the capital of Austria enabled me to pay several visits to this ancient and excellent institution. Its director, Alexander Venus, is the successor of his father, and has followed his example in contributing valuable works to the literature of our profession.

Articulation here occupies a prominent position in the course of instruction, and the director informed me that signs were dispensed with as far as practicable. And yet he did not hesitate to recognize in them a valuable agent in the education of deaf-mutes, and to admit that they are indispensable for certain purposes.

In one examination I made of the pupils in this institution I was so fortunate as to have as my companion the honorable Mr. Motley, the distinguished historian, at the time of my visit to Vienna the ambassador of our government to Austria, and to whom I desire to express my sense of obligation for the great assistance rendered by his intelligent co-operation on this occasion, when my knowledge of the German language was at its minimum.*

You will be interested to know that on our reception by the director our attention was first called to a copy of the pamphlet detailing the inauguration ceremonies of the college in Washington, which had been completely translated into German by a nephew of Mr. Venus, Doctor Rudolph Kubasek; a decided evidence of the interest felt abroad in the work of deaf-mute instruction as carried forward in America.

The exhibition of pupils which Mr. Venus conducted for our benefit was one of great interest. Beginning with the youngest, who had been in school but six months, he proceeded with some fifteen pupils of various standings, several of whom were born deaf, requiring them to speak, read, and respond to oral questions and write on the blackboard sentences dictated by silent movements of the lips. Mr. Motley testified that the pronunciation was most excellent; in no case did he fail to understand what was said by the pupils, requiring no repetition by Mr. Venus.

At my request Mr. Motley made several experiments in speaking to the pupils. In no instance did he succeed in making a pupil understand what he said without more or less assistance from the director.

I would ask attention to this incident as illustrating the difficulty experienced by deaf persons well trained in the art of lip-reading when endeavoring to comprehend what is said to them by strangers.

Impromptu essays on subjects suggested by Mr. Motley and myself were written by several of the pupils, which were pronounced by Mr. Motley to be specimens of absolutely correct composition. In this and in subsequent visits I paid to the institution, it was made plainly evident that the intellectual training of the pupils was thorough and as extended in the range of subjects taught as in our best schools during a corresponding term of years. Here, as also in several other places, I tried the experiment of teaching the pronunciation of English, and found little difficulty in causing the pupils to utter single words

* It may not be improper for me to state in this connection that I made it my first duty, on arriving in Germany, to apply myself to the study of the German language, that I might to some extent at least be able to understand what I was to hear in the German deaf-mute schools, and to communicate with Germans without relying in all cases on the assistance of interpreters. And I feel that I owe a debt of gratitude to Mr. Thomas Prendergast, of London, by the aid of whose valuable suggestions, as set forth in his able work on the "Mastery of Languages," (a copy of which the author kindly presented me,) I was enabled, in a comparatively limited period, to attain a fluency in conversational German which was of incalculable assistance in the prosecution of my work in Europe.

correctly. Doctor Kubasek, who is a thorough English scholar, made the remark on witnessing my attempts in this direction, that he thought the English language would present far greater difficulties to deaf children undertaking to speak it than are found in the acquisition of German by the same class of persons.

I was freely allowed by Mr. Venus to visit his institution during my stay in Vienna, and availed myself of this privilege on several occasions, studying the detail of work in the school-room, and acquainting myself with the *modus operandi* of teaching articulation, so that if in your judgment it is best to attempt instruction in this branch in our institution, a practical knowledge of existing methods may enter into the experiment.

On one occasion I had an opportunity of attending a Sabbath service in this institution.

The catechist, Rev. Frantz Rath, commenced the exercise by reading orally, in a slow, distinct manner, a passage of Scripture which he had written at length on the blackboard, accompanying this with occasional signs. When, however, he attempted the explanation or application of the Scripture lesson, he relied, most judiciously and properly as it seems to me, wholly on signs. These gestures so nearly resembled those in use with us, that I could, with but little assistance, follow the argument of the speaker, and could see that an impression was produced on those he was addressing far more marked than when he confined himself to oral utterances.

As a specimen of earnest effective sign-speaking, the example I saw is deserving of high praise; and as an acknowledgment in an influential quarter of the value of the language of pantomime in presenting to the minds of deaf-mutes subjects of the highest import, it must be received as of great weight.

At the conclusion of this exercise I had an opportunity of making some inquiries of the mutes present, who were no longer pupils, as to the value of their ability to articulate and read from the lips. The testimony was uniform from four or five who answered my queries, that they could not understand what was said to them in the way of common conversation; that only when special pains were taken to articulate with great distinctness could they read from the lips of others. It was much easier for them to express ideas in speech understandingly *to* others, than to receive them by that medium *from* others.

Much more information in regard to this admirably conducted institution appears in my note-book, and in reports and pamphlets kindly furnished me by Mr. Venus, the presentation of which must be deferred to some future occasion.

Grateful acknowledgments are due to Mr. Venus for a handsome set of photographic views of the buildings, which he kindly placed in my hands on the occasion of my first visit to the institution.

THE INSTITUTION AT PRAGUE, BOHEMIA.

This is one of the oldest German schools for deaf-mutes, and is at the present time one of the largest and most flourishing. The former director, Mr. Frost, (lately deceased,) has contributed much valuable literature to the catalogue of works relating to his profession. The present director is Rev. Wenzel Kolatko, a teacher of many years' experience.

In this institution two languages are regularly taught, the German and the Cheski, or vernacular of Bohemia. I was therefore specially favored on the occasion of my visit, in having the assistance of Doctor Edmund Kaizl, a Bohemian gentleman, who added to the languages above referred to an excellent knowledge of English.*

I deemed myself fortunate in happening to enter the institution at a moment

* I desire also to acknowledge the kind attentions bestowed upon me during my stay in Prague, by Mr. Vojta Naprstek, a gentleman who had resided long in America, and is now exerting a strong influence in introducing many valuable American ideas into his own country.

when the pupils, one hundred and twenty in number, were assembled in the chapel to receive familiar religious instruction from the catechist.

In this exercise, as at Vienna, signs were freely used, and their indispensability in this branch of instruction was admitted by Mr. Kolatko and the catechist. The pupils were, however, taught to repeat the creed and the Lord's prayer orally. This last I heard recited in concert by the children in a manner that was by no means unpleasant to the ear.

By invitation of the director I addressed the pupils in the sign language, and succeeded in making them understand me without difficulty.

Desiring to make an experiment as to the proportion of this deaf assemblage that would understand me in a simple oral utterance, I said slowly in German, "My mother is deaf and dumb." A murmur of interest arose from many pupils, and I judged that from one-third to one-half of those before me gathered the import of what I said; those who did, repeated my remark to the others in signs so quickly, however, that I cannot undertake to be very certain in my estimate of the number who actually caught my meaning at first hand.

On leaving the chapel I examined the school-rooms and gathered much which will serve to assist me in forming the conclusions I am required to make, but which, as it adds nothing new to what I have already laid before you, I will not take time to describe.

In the course of conversation on the general subjects of our profession, Mr. Kolatko said that not quite one-half of the mass of the deaf and dumb succeeded in articulation, and that he was not inclined to press it after finding that the pupil did poorly, satisfying himself with teaching the use of written language, the principles of morality and religion, and some useful handicraft.

THE INSTITUTION AT BERLIN, PRUSSIA.

The success of the combined system is most happily illustrated in this institution; signs and the manual alphabet being freely used while the teaching of articulation is not unduly exalted.

A boy born deaf displayed uncommon facility in speaking and lip-reading, understanding me most readily and having a voice of uncommon cadence in one to whom the world of sound is absolutely a *terra incognita*. The general ability of the pupils in articulation was quite equal to that displayed in schools where signs are admitted only under protest.

Mr. Reimer, the director, who has been connected with the institution for forty-four years, told me that religious instruction was given in signs, and that he made constant use of them in his daily communications with a majority of the pupils.

That in an institution founded by a son-in-law and disciple of Heinicke, such views should now govern and be frankly avowed, will be a matter for congratulation among those who have at heart a unity of system among all schools for the deaf and dumb.

THE INSTITUTIONS AT MILAN, ITALY.

No less than four schools for the deaf and dumb, embracing one hundred and seventy-one pupils, are found in the beautiful capital of Lombardy. Two of these are but departments of one organization, founded in 1855, "*dell'Instituto dei Sordo—muti poveri di Campagna della Provincia di Milano*," located in widely separated portions of the city, the one for boys and the other for girls, there being sixty pupils in each. The director is Cav. Sac. Guilio Tarra, to whose earnest and intelligent efforts the rapid growth and flourishing condition of this institution are mainly owing.*

* A number of useful class-books have been prepared by Signor Tarra, also several valuable pamphlets designed to awaken an interest in deaf-mutes, copies of all of which he kindly furnished me.

The French alphabet and signs are made the basis of instruction in this institution, and a course of study extending over a period of six years, involving all, that is usually embraced in a corresponding period by the American schools, is afforded all the pupils. In addition to this, articulation is attempted with all effort in this branch, being suspended, however, as at Paris and Brussels, with those pupils who plainly lack the ability to succeed.

I spent many hours, with the assistance of a competent interpreter, in a critical examination of the pupils of this institution.

The standard of intellectual attainments at given points in the course compared favorably with that in the best institutions I have seen on either side of the Atlantic, while to about one-third of the pupils, including several deaf from birth, had been imparted a considerable degree of facility in oral speech and lip-reading.

Signor Tarra expressed the opinion that the proportion of deaf-mutes capable of deriving substantial advantage from studies in articulation would seldom be found greater than thirty per cent., and this would include the semi-mute and the semi-deaf. He was, however, decided in placing a high value to these of the acquisition of speech, and considered that the labor necessary on the part of teacher and pupil to success was amply rewarded by the results secured.

The royal institution for deaf-mutes at Milan, founded in 1805, was in 1863, by the Italian government, erected into a normal school, having as its object the training of speaking young men and women in the art of instructing the deaf and dumb with a view of supplying competent teachers for vacancies occurring in the existing schools of the country, and also to prepare for effective labor in behalf of the deaf and dumb any desiring to undertake the establishment of new institutions.

In connection with this higher department, and necessary to its successful operation, is a model primary school for deaf-mutes, of forty pupils, in which the methods of instruction are substantially the same as in the schools of Signor Tarra; signs and dactylology, with articulation, being combined practically in the same proportions in both institutions.

In Italy, where a great work is still to be accomplished before education will be within reach of all deaf-mutes susceptible of instruction, the importance of this normal school can hardly be overestimated. As an evidence likewise of the humane character of the government, a proof of an enlightened public sentiment, and a growing spirit of nationality in reunited Italy, the act of assembly and royal decree providing for the organization and support of this institution must challenge the admiration of the world.

The annual appropriation of the government is sixty-five thousand francs, ($13,000) and the last year eight young men and twenty-one young women received instruction in the normal department.

The effect on the local institutions of the country in securing harmony of method, as new institutions are formed and the graduates of the normal school find their way into the old establishments, will be most salutary, and the example of Italy might well be followed by nations who have been accustomed to deem themselves far in advance of her in works of philanthropy and education.

The fourth school for deaf-mutes I visited is, more properly speaking, a class of twelve girls in a large educational establishment conducted by sisters of a religious order. These children are from wealthy families who prefer to have them educated thus, rather than to place them in institutions exclusively for deaf-mutes.

The methods of instruction so closely resemble those already described, and the success attained so nearly corresponds with that exhibited in the other schools in Milan, that I will not occupy time in describing what I saw and heard in this establishment.

THE INSTITUTION AT GENOA, ITALY.

My visit to this institution happened to be on a fête day; and I was therefore unable to see the schools in actual operation.

The pupils were, however, assembled and a few pleasing and creditable exercises were engaged in, but not sufficiently extended to serve as an index of their intellectual attainments.

Articulation is taught to a limited extent in this institution, being made of less importance, I judged, than in the Milan schools.

The venerable director, Signor Boselli, may be regarded as the patriarch of his profession in Italy, having been fifty-four years engaged in teaching deaf-mutes. He has published valuable works on the deaf and dumb, and kindly presented me with a volume he had just issued giving the history of his institution and involving much interesting information relative to the work of deaf-mute instruction in Italy. This book was printed by the pupils in the institution and is a handsome specimen of typography.

THE INSTITUTION AT TURIN, ITALY.

Here, as in the other Italian schools I visited, articulation is accorded a place in the course of instruction. It is not, however, attempted with all.

The director, Cav. Don Benedetto Conte, expressed the opinion that not more than one-fourth of the whole number of deaf-mutes could derive any practical advantage from articulation, which, however, was taught in his school to about one-half the pupils.

A female teacher in this institution, said to have been deaf from birth, spoke and read with unusual sweetness and fluency.

In an impromptu exhibition of the pupils, kindly afforded me by the director, many creditable exercises were performed, giving evidence of much intelligence and careful training. The alphabet in use in Italy differs slightly from the French, but the signs so nearly resemble our own, that I had little difficulty in using the language as a means of communication in all the Italian schools.

As would be naturally expected in this country, instruction in art forms an important feature in the schools for the deaf and dumb. In the institutions of which I have spoken, I found classes in drawing and painting. In that of Genoa, and in the royal institution at Milan, sculpture was regularly taught; wood and copper-plate engraving was also taught at Milan.

THE INSTITUTION AT DRESDEN, SAXONY.

In this establishment I elicited no facts in my examination of the schools not demonstrated in accounts I have already given of other institutions. Articulation is attempted with all, and is considered, rather than signs, as the basis of instruction.

At the same time, Mr. Jenke, the director, who stands high among the German teachers, acknowledged fully the necessity of using signs in imparting religious instruction, and admitted that one-half the deaf and dumb could never dispense with signs, and that not more than one-half could properly be said to *succeed* with articulation.

I asked him if, in his opinion, deaf-mute young men of talent, graduating from the best German institutions, could continue their education through a university for hearing and speaking youth. His answer was an emphatic negative. He said it would be impossible for them to understand the lectures.

He expressed much interest and surprise when I told him of our college, and the facility with which lectures by speaking gentlemen, with the voice, could be translated immediately into the sign language, and all the ideas of the speaker conveyed to the students as rapidly as they could be uttered orally.

He also expressed the opinion, in answer to my inquiries, that a college for deaf-mutes would be impracticable when articulation was attempted to be made the sole medium of communication between the professors and students.

THE INSTITUTION AT LONDON.

This institution, at present conducted by Rev. J. H. Watson, the successor in his position of his father and grandfather, has under its control three hundred and fifty pupils, two hundred and ninety-two living in London, and fifty-eight at a branch establishment at Margate, being the largest institution for deaf-mutes in Europe.

It is one of the most richly endowed establishments of its kind in the world, reporting an income the last year, from investments, indicating the possession of a capital of £185,100, equal to upwards of $1,000,000 in United States currency.

Articulation is undertaken to be taught to all the pupils; the success attained, however, so far as I was enabled to judge, is very limited.

The efficiency of the institution seems to be greatly interfered with by the crowded condition of the buildings, they being barely sufficient for half the number of pupils they now contain. And it is to be hoped, for the sake of the unfortunate children whose interests are here at stake, that radical improvements may be effected in this prominent and wealthy establishment.

THE INSTITUTIONS AT EDINBURGH, SCOTLAND.

I was unfortunate in calling at these institutions at the season of their annual vacations, and so had no opportunity of examining the pupils or of conferring with the respective principals. I was informed, however, by assistant teachers, whom I had the pleasure of meeting, that articulation was taught to the semi-deaf and semi-mute, and also to those others, few in number, who seemed to have some special facility for acquiring it.

The old "Edinburgh institution" was founded by Thomas Braidwood, one of the pioneers of the artificial method, and was for many years ranked as an articulating school. Its present position goes to prove, therefore, that the success attained in this branch of deaf-mute instruction was not so great as to warrant its continuance as the basis of education. In both the Edinburgh schools signs and the manual alphabet are freely used through the entire course.

THE INSTITUTION AT BORDEAUX, FRANCE.

The method of instruction pursued here is made to conform very strictly to that of the Paris school, both being sustained by the imperial government as institutions of the state.

On the occasion of my visit the pupils, exclusively girls, were absent on a day's excursion into the country. I therefore spent my time in examining the buildings, which are by far the most magnificent in the world for institutions of this class, and will stand in future ages as a monument of the liberality and humanity of the present government of France.

The honorable minister of the interior, at the request of Hon. Mr. Dix, the representative of our government at Paris, has been kind enough to furnish me with the detailed plans and elevations of the buildings at Bordeaux, which constitute a very valuable acquisition to the archives of our institution.*

THE INSTITUTION AT MARSEILLES, FRANCE.

This institution, like the one at Bordeaux, follows the system pursued at Paris.

At the time of my call the director was not at home, and the instructress I saw declined to admit me to the classes in the absence of the director. I did

* During my stay in Bordeaux I was greatly aided in the prosecution of my work by Mr. Gleason, United States consul, who has my sincere thanks for his kind attention.

not feel warranted in remaining another day until he should return; and hence I am unable to do more than add the weight of this institution to the class now under consideration.

THE INSTITUTION AT MUNICH, BAVARIA.

In this school articulation is attempted with all, and the director, Rev. Joseph Gunkel, attaches great importance to it as the readiest means of communication between the deaf mute and his hearing fellow-men. He does not, however, claim that all can succeed in acquiring the power of artficial speech and lip reading, and has no hesitation in making a free use of the sign language whenever it serves a better purpose than articulation. In religious instruction it is made the sole medium of communication, Mr. Gunkel entertaining the opinion that oral teaching in this particular is productive of very unsatisfactory and limited results.

I spent some time in the school room in this establishment, examining the pupils in arithmetic, geography, and written language, as well as in articulation. In general intelligence the pupils compared favorably with children in our institutions who had been taught a corresponding period, and in articulation the results were very creditable. I remember, in particular, one bright boy, totally deaf since the age of four years, who had a musical voice, and read from my lips with very great facility.

THE INSTITUTION AT BRUGES, BELGIUM.

The renown of the Abbé Carton, for many years the distinguished head of this institution, led me to pay it a visit, and I was gratified to find it in a flourishing condition, under the guidance of a former assistant of Carton, the Abbé Biebuyck.

The system pursued is essentially the same as that of Paris, with rather less attention given to articulation.

All who desire instruction in this branch receive it; none, however, but the most successful are advised to continue.

The abbé mentioned to me, that in several cases parents of pupils request that their children shall not be taught art culation. He also said that cases had come to his knowledge where deaf mutes had experienced serious injury to the lungs by the exertions they put forth in their oral exercises.

THE INSTITUTION AT ST. PETERSBURG, RUSSIA,

Established in eighteen hundred and six, and hence one of the oldest institutions in Europe. This presented, on the occasion of my visit, many more interesting features than I can allow myself to describe in this report. Of one peculiarity, however, not directly pertaining to the method of instruction, I will speak briefly.

During the short northern summer at St. Petersburg, the heat is oftentimes as great as with us at Washington, and the change from the temperature of the preceding seasons consequently much greater. So depressing is the effect of this that the custom, common even with us, of seeking a temporary summer residence in the country, is well-nigh universal in the northern cities of Russia.

In the institution for the deaf and dumb, the pupils, one hundred and sixty in number, are assembled from all parts of the empire, many, of course, coming from such distances that an annual visit to their homes is impossible; hence the majority remain at the institution during the summer season. As a measure, therefore, of hygiene, it has been found necessary to provide a country residence for the institution during the summer, and at the time of my visit (July 9) I found the entire establishment delightfully located on one of the pleasant islands near the city, in buildings rather slightly constructed of wood, but affording every essential comfort during the three months of their occupancy.

Ample grounds, forests, and bathing pools were open to the inmates of the institution, and their enjoyment of their rural abode was evidently very keen.

School exercises are continued for two hours daily during the summer, and the teachers, or a majority of them, remain at their posts.

The city residence of the institution is very complete and well planned. The buildings are elegant, and the interior arrangements as perfect as any I have seen in Europe—more so than any that have come under my notice in America.

The director of the institution is Mr. C Selesneff, a gentleman who has had many years of practical experience in teaching, and evidently fitted in an eminent degree for the position he now holds.

The number of teachers employed, including two inspectors not confined to classes, is sixteen. Hence it appears that the average number of children placed under the charge of one instructor does not exceed twelve; an arrangement highly conducive to the progress of the pupils.

The *basis* of instruction in this establishment is the sign language and the manual alphabet. Articulation is, however, accorded a prominent position, being attempted with all and persistently continued until plain evidence appears of the inability of the pupil to succeed, when all further attempts to teach it are abandoned, and undivided attention devoted to the other essential branches of education.

My examination* of the pupils in their literary attainments satisfied me that the instruction they received was thorough, and as successful as in our best institutions.

In articulation I was accorded an opportunity of testing the vocal powers of more than sixty boys, beginning with the youngest pupil and proceeding in regular order up to pupils of four and five years' standing Of all these pupils there was not one who did not succeed in uttering articulate sounds, or who failed to imitate more or less perfectly the expressions given him by the director. That some had harsh unmusical voices did not surprise me; that there should be occasional failures was to be expected; but that a very large proportion were able to pronounce words which Mr. Timerazoff declared to be especially difficult, and that so many read and imitated with ease words spoken by the director containing a great number of aspirate, hissing, and dental sounds, (which are the most puzzling to a deaf person,) did, I may say without exaggeration, astonish me.

From the upper classes Mr. Selesneff selected pupils who were required to read from books, to converse with him and with their teachers, to write on their slates from his oral dictation, and also to recite in signs.

The oral exercises Mr. Timerazoff pronounced very creditable, remarking that he could understand all that was said by the pupils, but that some of them gave incorrect and indistinct pronunciations in certain instances.

The sign exercises I could myself readily comprehend, the mimic language used here having been derived originally from the Paris institution.

Unlike many teachers of articulation, Mr. Selesneff does not undertake to suppress signs, but admits their free use, and deems them an indispensable adjunct in the instruction of the deaf and dumb.

Teaching articulation in this institution was commenced nine years ago, but it has been only since eighteen hundred and sixty-five, on the accession of Mr. Selesneff to the directorship, that all the pupils have had the benefit of instruction in this particular.

Articulation, however, is not here made the main end and object; the system

* My companion and interpreter in this institution was a young Russian gentleman who had acquired a thorough knowledge of English from his mother, she being of English birth. To Mr. Timerazoff, on whom I had not even the claim of an accredited introduction, but whose acquaintance I made through the kindness of an English resident of St. Petersburg, to whom I was a self-introduced stranger, I feel myself under many obligations for his patient labors, extending over two entire days, and with whose intelligent assistance I was enabled to pursue my investigations as readily as though I had perfectly understood the language of the country.

of instruction rests rather on the broad foundation of the *natural method*, with so much of the artificial in the superstructure as may be effectively and reasonably employed.

Mr. Selesneff kindly furnished me with copies of works published in St. Petersburg, relating to the instruction of the deaf and dumb, involving much of historical interest. For the translation of portions of these books, I made arrangements before leaving Russia, and shall hope, hereafter, to present them to you and the public in our own language.

THE INSTITUTION AT ABO, FINLAND.

A flourishing school of forty-eight pupils, founded in eighteen hundred and sixty, exists in this distant city, where I spent a few hours on a Sunday night in July, as the steamer in which I was proceeding from St. Petersburg to Stockholm paused to receive and discharge freight.

The appearance of the buildings, and the admirable arrangement of school appliances, fully equal to that in our best institutions, led me to regret greatly the absence of the pupils, and of the director, Rev. C. H. Alopaeus.

This gentleman was, however, kind enough to send me, some weeks after my call, detailed information as to the existing condition of deaf-mute instruction in Finland, including a translation into French of his last annual report.

From the documents thus furnished, I learn that the sign language and manual alphabet with written language, are mainly relied on as the means of instruction. Articulation has been taught for the last two years; not, however, being attempted with all the pupils.

A somewhat unique arrangement exists here in respect to the division and employment of time. The hours of school are daily from eight to one o'clock; and in the afternoon the pupils are engaged in manual labor; the girls in the institution, and the boys, some in the shops of the establishment, and others as apprentices to mechanics in the town.

The history of deaf-mute instruction in Finland, as I have gathered it from various sources, presents many features of unusual interest, not the least surprising of which is the fact that schools were in operation here for years before any provision was made by private charity or public appropriation for the education of mutes in the capital of the United States.

THE INSTITUTION AT STOCKHOLM, SWEDEN.

After Bordeaux I found here more beautiful buildings than in any institution I have seen on the continent of Europe. Founded in the first decade of the present century by Mr. P. A. Borg, (the father of the present director,) this establishment secured in eighteen hundred and ten the assistance of the government of Sweden, which has from that time to the present recognized by liberal grants the obligation resting on a state to make provision for the education, even by unusual outlays, of such of its children as may be found laboring under natural defects. The location of this institution, on the banks of the river forming the principal entrance to the harbor of Stockholm, reminded me strongly of that of the New York institution; and in the large grounds, more extensive than any I have met in my tour, ample range is afforded the pupils for exercise and recreation.

A fine swimming pool, enclosed and surrounded with dressing-rooms, has recently been built on the shore of the river, wherein the pupils are required to bathe daily during the summer months.

I will not occupy space in giving any description of the admirably planned and constructed buildings, further than to allude to the arrangements for the care of the sick.

A corridor in the upper story of the main structure is set apart for hospital

purposes. At one end is a nurse's room; at the other end the surgeon's room, and on either side the passage are the apartments for the pupils—for boys on the one hand and girls on the other. For each sex there are three bedrooms and a sitting room, all well furnished—the parlors being ornamented with pictures and flowers to an extent which gave them a very cheerful and homelike appearance. I have not seen in any institution I have visited hospital accommodations so worthy of imitation as these.

The system of instruction pursued here, based on the natural method, involves the teaching of articulation to all who evince an ability to succeed.

I here made a careful examination of the schools, where every facility was afforded me by Mr. Widen, acting as director in the absence of Mr. Borg, in which the pupils gave evidence of excellent training and faithful attention to study. I cannot, however, from my notes of this inspection,* add anything which has not already appeared in one form or another in this report. I will, therefore, pass to a description of

THE INSTITUTION AT COPENHAGEN, DENMARK.

I found here an arrangement entirely without a parallel elsewhere in my travels.

During a stay of some days in Copenhagen, I had several interviews with Rev. R. M. Hansen, the principal of the Royal Institution for the Deaf and Dumb, and with Mr. John Keller, principal of an articulating school.

The first-named establishment has one hundred and thirty-two pupils, and the second one hundred.

The Royal Institution was founded in 1807, and, until about two years ago, followed substantially the old French method, using the same alphabet and a similar language of signs.

In 1846, a teacher in this institution, named Dahlerüp, made a tour in Europe, visiting many German schools.

He formed the opinion that the German method was preferable to that then pursued in the Royal Institute at Copenhagen, and endeavored to secure the assistance of the government for the support of a new school wherein articulation should be made the basis of instruction.

Some little assistance was accorded him, but as he was opposed by the authorities of the old institution, he met with no marked success. The school which he established in 1847 remained quite small, and after six or seven years its founder left it and returned to the exercise of his profession, which was that of a clergyman.

He was succeeded by a gentleman whose name I could not learn, and he, in 1857, by Mr. John Keller, the present director of the school.

Under Mr. Keller's management the school grew in favor, and some years since an arrangement was effected by which certain deaf-mutes were to be sustained in this school by the government, while others were to be educated in the Royal Institution.

The plan now pursued is this: all deaf-mutes seeking the bounty of the government for their education, go first to the Royal Institution. After remaining there about one month, a commission, consisting of the directors of both schools, with the cabinet secretary, under whose control all the state institutions of benevolence are placed, examines the mutes thus admitted to the Royal Institution, transferring all who are found to hear a little or speak a little, or who show any special facility in acquiring artificial speech, to Mr. Keller's school, authorizing the payment to him of the same amount per annum, *per capita*, as

* I am indebted to Lieutenant Colonel Elfwing, formerly of the United States army, and now occupying an important position under the Swedish government, for valuable assistance in my examination of this institution.

is allowed to the Royal Institution. All pupils not falling under the above-named conditions are retained in the Royal Institution.

The relations between the directors of the two institutions are entirely friendly, and, so far as I could judge, in both establishments active, effective labor was carried on for the benefit of the deaf and dumb.

A natural inference on learning the above stated facts would be that in the Royal Institution no attempts would be made to teach articulation. So far, however, from this being the fact, I found Mr. Hansen one of the most enthusiastic advocates of articulation for the deaf with whom I have met. When I told him that nearly every teacher I had conferred with claimed only one-half of the deaf and dumb as being capable of *success* in articulation, he responded that this was owing to the mal-arrangement of institutions generally. He thought that great care should be taken to separate those mutes described as going to Mr. Keller's school from such as were retained in the Royal Institution. The former might be urged forward with all possible rapidity in articulation; the others must be most carefully handled so that they be not disheartened.

His idea with these is (and he is working it out in his institution, with what success time must determine, for he has been but two years director) that they should have during the first three years not more than one hour a day of articulation, never enough to tire, worry or discourage them. That for the remaining hours of school they should be taught by what may be termed the "sign method," and that they should be allowed the freest use of the sign language. He deemed it important that while they should never be made weary with articulation, still they should have a *daily* exercise therein, be it ever so short.

He holds that after two or three years of instruction carried on thus the pupils may be pressed forward much more rapidly, and that in a reasonable time *all* except the actually imbecile may be made to speak and read from the lips *well*.

He gave me a number of exhibitions of the success of his efforts, bringing forward six pupils, all of whom had been born deaf, and were not deemed proper subjects for Mr. Keller's school. These pupils spoke with considerable fluency, considering that they had been but two years learning articulation, and that they were born deaf.

While I am led, from what I know of deaf-mutes, and from what I have seen and heard in my present tour, to regard Mr Hansen as much too sanguine in his anticipations, I cannot but admire his discrimination in rejecting the old German idea of "suppressing" signs, and in his special care never to overtax the feeble powers of the congenitally deaf for oral speech and visual hearing.

A few years will serve to test the practicability of his theories, and much interest attaches to the result of his experiments.

In Mr. Keller's school vacation was in progress at the time of my visit, which I much regretted; for in his institution ought to be found a greater proportion of successful articulators than in others where no such opportunities for selecting favorable cases are enjoyed.

EDUCATION OF MUTES IN COMMON SCHOOLS.

The idea has been brought rather prominently before the public in the United States during the past two years, that special institutions for the deaf and dumb are unnecessary, and that this class of persons may be educated with little difficulty in schools for hearing and speaking children.

The opinions and writings of a certain Dr. Blanchet, of Paris, have been cited in support of this theory, and it has been claimed that success has attended efforts exerted in this direction.

To one who has made the instruction of the deaf and dumb his daily labor for any extended period, the discussion, or even the suggestion, of an idea so

impracticable seems the height of absurdity. The public generally, however, understand so little the condition and capabilities of the deaf mute, that they may be led to believe the most impossible things as quite feasible, provided he who recommends them be ingenious and persistent in his efforts.

In several countries of Europe have attempts been made to effect the education of mutes in the common schools, ending uniformly in failure, the highest end attained being the preparation of the child in some small degree for the essential work of the special institution.

The recommendations of Dr. Blanchet have been followed in certain schools for a considerable period, with results so decided as to lead to the hope among the true friends of the deaf and dumb that all future experiments in this direction may be abandoned.

A single incident which came to my notice in Paris will serve to show how entire has been the failure of the so-called "Blanchet system." On entering the office of the director of the Paris institution one day, I found there a mother and son, the latter fifteen years of age. He was deaf and dumb, and had been attending a common school in Paris for eight years, the teachers in the school having endeavored to instruct him on the Blanchet system. He had attained no success in articulation, and in his attempts at written language committed errors that would be regarded as inexcusable in a pupil of two years' standing in our special schools. His mother was seeking to secure his admission into the Paris institution that he might, before he became too old, be educated; and I feel justified in claiming, from what I saw and heard, that the benefit he had derived from his eight years' instruction in the common school was less than would have been secured by two years' enjoyment of the advantages of the Paris institution.

Professor Vaïsse informed me that this was but one of many similar cases which had been brought to his notice, and that the testimony of competent witnesses was agreed as to the entire failure of the Blanchet system in France.

CONFLICTING THEORIES CONSIDERED.

You will doubtless have observed, in following the notes I have now laid before you, that the interest of my investigations has centred on the different *bases* of effort. Details have by no means been disregarded, and many suggestions as to special appliances and methods of instruction are recorded in my note-book which, I trust, may be advantageously adopted in our institution.

But I have deemed it of greater importance to study the *substructures* on which the several systems of deaf-mute education rest, discerning whether they be rock or sand; to test the quality of the materials entering into the *superstructures*, whether they be "hay, stubble, iron, gold, or precious stones;" and to determine, if possible, which edifice when completed, is best calculated to subserve the purpose of its construction.

A review of the history of deaf-mute education reveals the fact that great diversities of opinion as to the most desirable means of instruction have been coexistent with the work itself. A record of controversies, of angry disputes even, appears in a department of labor where, from its nature, and from the sad condition of its objects, one would naturally expect the gentlest feelings of the heart to be ever uppermost.

These differences seem to have had their origin in opposite conceptions formed of the psychological condition of the deaf-mute. This was thought, on the one hand, to be an abnormal state of being. Dumbness was considered as a positive quality, the presence of which rendered its subject a monstrosity. The command of spoken language was deemed absolutely essential to a developement of the intellectual powers. The possibility of education was therefore thought to depend on the ability of the pupil to acquire the power of speech. Hence all labor was directed primarily to the eduction of the mute from his

supposed abnormal state and his induction as far as possible into the normal condition of speaking persons.

By another class of thinkers the deaf-mute was deemed to be a normal creature; that is to say, perfect of its kind, although lacking some of the powers of other men. Dumbness was regarded as a negative quality; inability to speak constituting no obstacle to a full and vigorous mental development. Education on this theory, therefore, sought means to adapt itself to the condition and capabilities of its object, the initiatory step in both cases necessarily being the establishment of a competent channel of communication between teacher and pupil.

Heinicke, the founder of the artificial method, which you will recognize as that assigning the deaf-mute to an abnormal state, held to the view that "the written word can never become the medium of thought. That," said he, "is the sole prerogative of the voice. Without an acquaintance with spoken language, a deaf-mute child can never become anything more than a writing machine, or have anything beyond a succession of images passing through his mind." Consistency, therefore, left him no alternative in the use of material in his superstructure. Speech! speech! speech from foundation to turret.

De l'Epée, on the other hand, the father of the natural method, which you will also recognize as that seeing in the condition of the deaf-mute nothing unnatural or monstrous, no inherent obstacles in the way of mental fruitage, took the deaf-mute as he found him, *already possessed of a language*, imperfect it is true, but of easy acquirement by the teacher, and as susceptible of expansion and perfection as any dialect of spoken utterance.

Denying the dependence of thought on speech, de l'Epée found a perfect means of communication between himself and his pupils in a visible language which conveys thought from one to another as surely through the medium of the hand and eye as is done by means of that which employs the tongue and ear.

The theory upon which this *foundation* was constructed, unlike that of Heinicke, imposed no restriction on de l'Epée in the use of materials in his edifice, leaving him, on the contrary, and his disciples, free to adopt whatever means ingenuity might devise, or experience recommend, as serviceable in the great work they had to perform.

The real point of difference, then, between Heinicke and de l'Epée is discovered to lie in a purely philosophical question, the practical solution of which, in a hundred years of experience, proves the former to have been plainly wrong, and the latter as clearly in the right.

Many writers on this subject, finding that Heinicke's system was founded on a metaphysical blunder, have argued that all was valueless and should be rejected; but they, in many instances, have proved their own inconsistency by declining to accept all of de l'Epée's system in spite of the sound philosophy on which it is based.

That much of real good to suffering humanity has resulted from the labors of both these pioneers in the work of general deaf-mute instruction every candid person will admit; that either was faultless or omniscient none will claim; nor yet, it is to be hoped, will it be maintained that the system of either is entirely destitute of worth. To that of Heinicke must be accorded the merit, if merit it be, of having the more ambitious aim, though experience has proved his object to be an unattainable one; while to that of de l'Epée must be awarded the praise of practical success and more general good.

Believing this brief explication of the differences of the two systems of deaf-mute education founded in Europe in the last century will suffice to acquaint you with their origin and cause, I will not dwell longer on matters of theory, but will pass to a review of the actual workings of the several methods as I found them.

THE ARTIFICIAL METHOD REVIEWED.

In no school have I found the *theory* on which this method was originally based maintained at the present time.

Three teachers only, of all with whom I have consulted, claim success in artificial speech as attainable to the mass of deaf-mutes; and these, admitting that experience has not yet sustained their view, ascribe the failure to the want of talent, patience, and industry on the part of instructors, thus assuming to sit in judgment on the great body of German teachers whose zeal, ability, and infinite good temper have received the applause of even their most decided opponents. But a single instructor, Mr. Hirsch, of the scores whose opinions I have sought, assumes to be able in the instruction of deaf-mutes to dispense with the language of signs. I have already quoted him as saying in a public address: "The act of seeing or comprehending and of speaking must be the exclusive principle of instruction, and neither the palpable alphabet nor the language of signs can have any connection with it."

And yet his utter inconsistency with himself is exhibited in the very next paragraph, where he says:

"It is true that the language of natural signs is the first means employed by the teacher to enter into relations with the pupils;" adding the very indefinite statement, "but he does not make use of it for any length of time, and it is abandoned *as soon as it can be superseded by speech.*" (The underscoring is mine.)

How soon this supersession of signs by speech is possible with a considerable portion of the deaf and dumb may be gathered by a perusal of the following extracts from the valuable work of Canon de Hærne, to which I have already referred:

"In order to have a clear conception of the course at present pursued in the German institutions, it is important to study at the outset what has been advanced on the subject in conferences of teachers of deaf-mutes, especially in those at Winnenden, in Wurtemburg, in 1855, and at Zurich, in Switzerland, in 1857, as well as in the two conferences held at Esslingen, in Wurtemburg, in 1846 and 1864.

"The principle of articulation, as the basis of instruction of deaf-mutes, was admitted in these conferences, at which the most distinguished teachers of Germany and Switzerland were present. At these conferences the speakers gave expression to most interesting considerations, setting forth the fundamental idea of the German school, and making known the special methods appertaining to it. In the third sitting of the first conference, that of Winnenden, the following question was discussed: What are the necessary measures to be adopted in the case of deaf-mutes, inapt at articulation but capable of general instruction? M. Wagner, director of the institution at Gmund, proposed to place them in a special class; and M. Stucki, inspector of the canton of Berne, declaring that these pupils are not always the weakest in point of intelligence, warmly supported the motion. The assembly consequently pronounced in favor of "the erection of special divisions for the reception of children capable of instruction but unable to learn articulation, in order to be there trained, as much as possible, by signs and written language, to lip-reading and manual labor.' M. Henne, of Gmund, who was present at the conference, has developed, in the Organ of the Deaf and Dumb Institutions of Germany, the thought that had inspired this resolution, having first submitted his writings to the judgment of other teachers equally competent. He refers to four headings, the causes of the incapacity of certain deaf-mutes for articulation. Either, says he, the deaf-mute's weakness of intellect is such that the vocal organs which have remained inactive refuse to perform the exercises necessary to enunciation; or these organs are so defective in a child otherwise capable, that we must foresee that it can never attain that clearness of pronunciation which is indispensable in oral communications with

persons endowed with all their senses; or the child, in consequence of the general debility of its nervous system, is affected with great physical weakness resulting from the feebleness of its internal organs—its lungs, &c., to such a degree that in spite of an ordinary intelligence and a normal conformation of the vocal organs, it is not in a condition to produce sounds even slightly emphasized; or, in fine, the child has such weak sight that it is incapable of taking part in the instruction given to the pupils in general, since it can hardly read a single word on the lips of its professor, and is far from being able to seize a sentence of any length. If this defect manifests itself during the lessons, it will make itself still more strongly felt in relations with other pupils, or with strangers to the establishment. When several of these defects are found united in a greater or less degree, it is easy to understand how much more impracticable instruction becomes. M. Henne next proposes to teach the child incapable of articulation after the French method."

From this discussion it appears that prominent and able teachers who base their system of instruction on articulation admit that a sufficient number of their pupils to warrant the formation of *classes*, and even of *schools*, are found incapable of being taught on this plan.

I deem this calm and deliberate judgment of an intelligent body of practical instructors, fully committed to articulation as a valuable study for the deaf and dumb, taken in connection with the results of my own observation, of sufficient weight to lead me to reject the ideas on which the artificial method is based, as unsound in conception and impossible of execution; in other words, that any system which assumes to rely on articulation as "the exclusive principle of instruction" must fail to educate a large proportion of the great body of deaf-mutes, or its supporters, if they would avoid this unhappy result, must vary their practice widely from their precept.

I would not, however, be understood as denying to the teachers representing this class of schools the merit of considerable success in the instruction of their pupils. I am inclined to believe that they are not always rigidly consistent with their avowed principles; hence those under their charge to whom the attainment of artificial speech is an impossibility avoid, in most cases, the unhappy consequences which would ensue were they absolutely deprived of that beautiful and effective means of communication which nature, in her seemingly afflictive dispensation, has still spared to them.

In schools of this class a large minority do certainly acquire a degree of speech and power of lip-reading that is of great value to them in their intercourse with the world. In exceptional cases, like that of young Polano, the success attained seems to amount almost to a miracle. But to argue from such an instance that all deaf-mutes can win equal success is no more reasonable than to infer from the attainments of a Humboldt or a Webster that all men have the power to rise to eminence as great as theirs, failure to do this being attributable entirely to outward circumstances.

THE COMBINED SYSTEM REVIEWED.

In drawing conclusions from the examinations I have made of schools where I found this system prevailing, it will be necessary to subdivide them into two classes—

A. Those institutions which make the sign language and manual alphabet the basis of their instructions, adding articulation to a greater or less extent.

B. Those institutions which make articulation the basis of their instruction, admitting signs freely to do the work which articulation fails to accomplish.

The use of pantomime and dactylology is, of course, much greater in schools of class A than in those of class B, while much more time, in the aggregate, is spent upon articulation in the latter than in the former.

I have made it a special endeavor in my investigations to compare general results in the schools of these two subdivisions, and think I am justified in stating—

1. That in schools of class A (where articulation is attempted with all the pupils, *e. g.*, at Paris, Milan, Brussels, St. Petersburgh, and Stockholm) the percentage acquiring a really valuable degree of fluency in speech and lip-reading is quite as large as in those of class B.

2. That in schools of class B a considerable amount of time is thrown away in efforts to teach articulation to pupils whose use of speech and lip-reading can never extend beyond the narrow circle of their teachers and intimate companions, with whom signs or the manual alphabet might form as convenient and a more certain and extensive means of communication.

3. That in schools of class A a considerable gain is therefore experienced of time applicable to the real education of the pupils, raising the standard of attainment at graduation, after terms of study corresponding in length, to a higher point than in schools of class B.

4. That in schools of class B the sign language is more crude and imperfect, hence less valuable and precise when used, than in schools of class A.

5. That fluency of speech and readiness of lip-reading is not superior in the best pupils of class B to that exhibited by scholars of the same rank in class A.

6. That in schools of both classes the intellectual and moral development of the pupil is deemed to be the true aim in his education, the sign language being regarded as an instrument only to this, and articulation as a valuable means of communication between the deaf-mute and his hearing-speaking fellows, the imparting of which should be attempted in all cases when success is reasonably to be expected.

7. That in both classes the necessity of using the sign language in affording religious instruction is admitted.

8. That the presence among the deaf and dumb of intelligent children incapable of success in articulation and requiring to be taught by other methods is likewise universally recognized in the schools of the combined system.

The weight of the first five of these considerations leads me to accord to the schools of class A, under the combined system, the merit of imparting to their pupils a greater aggregate of benefit within a given number of years than those of class B, ascribing this result (1) to the greater discretion, which reduces the proportion of pupils receiving attention in articulation, and (2) to the fuller development and freer use of the natural language of the deaf-mute. In passing this judgment I wish to give all praise to the German teachers, under whose direction in every instance are found the schools of class B, for the position they occupy in regard to the cardinal points of the old French system, and to express the hope that they will go still further and meet their brethren from the other side of the Rhine, already far advanced towards mutual agreement on a common platform, adopting all the good and rejecting all the evil of the once rival methods, thus securing for future generations a combined system of deaf-mute education which shall afford the greatest possible advantage to the greatest possible number of that stricken class of our fellow-men, in whose behalf the hearts of Christendom move in a common sympathy.

THE NATURAL METHOD REVIEWED.

In collecting the testimony afforded by my investigations of the schools classed under this head, several considerations enter, not appearing elsewhere, which enhance the difficulty of the judicial duty I have to perform. It will be remembered that, with a single exception, in every continental institution which I

visited* articulation is regularly taught, while it appears that in eleven British schools† three only give a limited attention to this branch of deaf-mute education, the others rejecting it in a very decided manner save for those few children who, before acquiring deafness, had laid the foundation of speech by the actual practice of it.

The testimony of such experienced instructors as those now conducting the eight schools declaring against articulation, coupled with the consideration that by a majority of them it has been successfully taught, is entitled to great weight; while the fact that it is where the English language is spoken that such strong ground is taken, should not be lost sight of by Americans. Those who have given attention to the study of phonology will understand that greater difficulties must attend the effort on the part of a person born deaf, to associate properly the written English words with their appropriate sounds than would be the case in German and its cognates the Danish and Swedish, or even with the Sclavonic languages, where the pronunciation follows the orthography much more closely than in English, and where the number of silent letters is much less than in our mother tongue. That our language presents greater obstacles than the French does not, however, so plainly appear, hence the success attained in the schools of France, where articulation is taught, would rather tend to remove the discouragements presented by the difficulties of English pronunciation.

On the other side of the argument, again, we have the historical testimony of the British schools, forcibly summed up by Professor Baker, as follows, in correcting an error into which I had fallen:

"You are wrong," says he, "in considering the *English* system as being based on articulation. I will go further, and state that, as a system, it never was based on articulation. The oldest treatises we have countenance the teaching of articulation, but these works seem chiefly to have arisen from a theory similar to that referred to by the learned Cardan when he says: 'Writing is associated with speech, and speech with thought, but written characters and ideas may be connected with each other without the intervention of sounds.'

"A few of the earlier experimentalists were content with producing *speech;* such a thought as *education*, as we understand it, never entered into their heads; those who attempted to convey *knowledge*, also, did not confine their efforts to articulation and labial reading, but also employed signs, writing, and the manual alphabet. Of this statement I could give good evidence. In the earliest days of the institution at Birmingham, taught by Thomas Braidwood, jr., it is stated that 'the children are taught to read and write, and in some instances to speak.' So that we may conclude that articulation was the exception in those days, (1815.) Three years after that time I was a resident in that institution, at which time, I can affirm from my own knowledge, that the teaching of articulation was only followed in comparatively few cases. The efforts of Holder and Wallis are directed exclusively, or mainly, towards speech; but they were not teachers in our sense. The hereditary teachers of the London institution exalt Wallis at the expense of their relatives, the Braidwoods; but, at present, in that institution articulation is by no means the exclusive vehicle of instruction; signs, pictures, and other auxiliaries are employed.

"I have already alluded to the Birmingham institution dispensing to a large extent with articulation, in its early days, when under the charge of an accom-

* It is proper that I should state in this connection that in my selection of institutions for inspection it was my sole aim to see those reputed to be the most successful in the several countries I visited irrespective of the methods pursued. And I may add, that the idea of classification elaborated in this report has been wholly conceived and developed since the conclusion of my tour, owing its origin entirely to what passed before me in Europe, without reference to any previous opinions I may have had relative to the several methods of deaf-mute instruction.

† In the use of the term British schools I wish to be understood as including those of England, Scotland, and Ireland.

plished teacher, whose family predilections were all favorable to its preference over all other modes of instruction.

"At that of Edinburgh, under Mr. Kinniburgh, articulation was the original basis, but to my certain knowledge it early gave way to means more universally applicable. Of the other institutions in these isles, (about twenty,) not one has adopted articulation, except in the cases of those pupils who could hear a little, or who had become deaf after they had acquired speech."

That under the natural method the *education* of deaf-mutes *en masse* may be successfully effected, rising with some even to a standard of high intellectual attainment; that they, as a class, may be rendered to society self-dependent and self-sustaining; that they may secure a precise and reliable, if not rapid, means of communicating with all persons knowing how to write, and this without the intervention of a lisp of articulation, has been most triumphantly proved in Great Britain and America, as well as in nearly every country on the continent of Europe.

Those schools, therefore, which have never made articulation any part of their regular system of instruction, satisfied with doing all that may be accomplished for their pupils within the bounds of the natural method, may justly claim to secure for the objects of their solicitude the *essentials* of an education; and this, too, in a far more effective manner than is possible under the artificial method as introduced by Heinicke and practiced by his successors for many years.

GENERAL CONCLUSIONS.

But in an age of improvement like the present, society does not rest satisfied with the achievement of mere essentials. The genius of civilization demands progress until absolute perfection is attained.

In the somewhat extended examinations already detailed to you of the leading deaf-mute schools of Europe, no one point has produced a deeper impression on my mind than the extent to which the teaching of articulation has been introduced into localities where it was formerly denied admission. The institutions of France, Belgium, Italy, Russia, Sweden, and Denmark, originally pursuing the natural method, now cultivate articulation vigorously and effectively. The attitude in this particular of the Paris institution, which was one of the first I visited, decided me to seek diligently for proof as to the real value to the deaf-mute of this accomplishment, for as such it must be regarded,* even in cases where it is successfully attempted.

The inquiry then must first be made, by what proportion of the mass of deaf-mutes, so called, including the semi-deaf and the semi-mute, can articulation be acquired. Not satisfied to form my opinions solely from the observations I might be able to make in a simple tour of inspection, I have taken pains to gather the views of many teachers on this point.

Mr. Hill, of Weissenfels, in answer to my queries, furnished the following, in writing:

"Out of one hundred pupils eighty-five are capable, when leaving the school of conversing on commonplace subjects with their teachers, family, and intimate friends. Sixty-two can do so easily.

"Out of one hundred, eleven can converse readily with strangers on ordinary subjects. Many others learn to do this after quitting school."

Professor Vaïsse, the head of the Paris institution, in answer to the same questions propounded by Mr. Hill, writes as follows:

"In my opinion nine out of ten can learn spoken language so as to derive more or less benefit from it; but only five or six will speak with sufficient ease

* M. Piroux is perhaps too severe when he says of articulation, "Its utmost value is that of an amusement for the drawing-room," and yet the danger of overrating its usefulness, even by those who teach it, is not small.

to converse *readily* on all common subjects with their family and friends. As to the intercourse with their *teachers*, it extends to a larger number, to seven or eight out of ten. With strangers the intercourse is evidently much more limited. On some common topics it may extend, to be sure, to those seven or eight out of the ten I just mentioned; but on *all* subjects and with *ease*, it will not extend to more than two, and often no more than one out of these same ten deaf pupils."

Signor Tarra, of the Milan institution, estimates the number of deaf-mutes who may succeed in articulation at thirty per cent., this including many who could not talk readily with strangers.

Canon De Haerne says, of forty-six pupils with whom articulation has been attempted, twenty-two give sufficient evidence of progress to lead to the hope that they "will be able to converse readily with their family, teachers, and friends."

In the institution under his charge but two years have elapsed since this branch of instruction was undertaken, he being therefore unable, from observation at home, to form more decided or extended opinions.

Mr. Venus, of the imperial institution at Vienna, expresses himself as follows:

"Eighty in one hundred pupils are capable when leaving school of conversing *readily* on common subjects with their teachers, their family and intimate friends.

"Fifty in one hundred pupils can do it with strangers."

Many other instructors have given me their views on these points, but these now cited may be taken as representing the various shades of opinion existing among teachers practicing the combined system.

But from what has fallen under my own observation I am disposed to believe that Mr. Hill's claims as to the results of instruction in articulation are fully sustained by facts.

Professor Vaïsse, it will be seen, coincides very nearly with his German fellow-laborer, while Signor Tarra and Canon De Haerne place the average lower. Mr. Venus in his first statement agrees so nearly with Mr. Hill and Professor Vaïsse that I am inclined to believe some misapprehension of my question (which was presented by letter in English) must have arisen; for nowhere have my own examinations exhibited results sustaining the view that fifty per cent. of the deaf and dumb can acquire a sufficient fluency in articulation to converse readily with strangers. That from ten to twenty per cent. can do this I have no manner of doubt.

The propriety of teaching articulation and lip-reading to this proportion of pupils diligently and continuously through their entire pupilage, admits, in my judgment, of no question whatever.

With reference to the additional forty to sixty per cent. who may aspire to converse on commonplace subjects with their teachers, family, and intimate friends, my mind is not so clear.

And yet Professor Vaïsse informed me that the practice of articulation had served to facilitate the acquisition of an idiomatic use of written language, even with those who did not attain to any very great success in speech.

"Here," he writes, "lies the greatest interest of the German system of tuition. It makes the child more conversant with the idiomatical forms of the language taught him. Indeed, I observed when I travelled through Switzerland and Germany that many of the deaf children uttered German but poorly, but at the same time I noticed that they had a very satisfactory knowledge of written language and used common colloquial idioms with more general ease than in the schools where speech was not taught. At the same time I must say they seemed to possess less general information.

'However it may be, I would by all means advocate the teaching of articu-

lation in all institutions for deaf-mutes, though the use of the natural language of signs should by no means be given up."*

In regard to the great value of articulation in those cases where it can be made a means of ready communication with the generality of speaking persons, there is, I think, no question, and I conceive it to be a duty devolving upon educators of deaf-mutes to instruct thoroughly, in speech and lip reading, the ten or twenty per cent. who are unquestionably capable of success.

In this connection I would call your attention to the fact that I have found not a few persons deaf from birth who have become fluent in speech and lip reading.

Thus it would seem that *attempts* in articulation should be made with *all* deaf-mutes, lest, unhappily, some possessing ability to acquire it, by neglect fail of doing so. I am inclined seriously to question the desirableness of continuing instruction in speech during a series of years, when no higher result can be expected than to enable the pupil to converse on commonplace subjects with his teachers, family and intimate friends, for with the instructor he has always the much easier and equally precise language of signs or the manual alphabet, while the family and intimate friends can with little effort acquire facility in dactylology, and this their interest in their mute friends will naturally lead them to do.

That German teachers, never having experienced the immense assistance to be derived from the use of the manual alphabet by the deaf and dumb, should continue to teach articulation in the cases I am now especially considering, is perhaps not to be wondered at, but I feel a good degree of confidence that, in

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*All teachers of the deaf and dumb, whether basing their efforts on articulation or signs, agree in acknowledging the difficulty of imparting to their pupils the power of idiomatic and absolutely grammatical composition. The great loss of that daily and almost hourly tuition in conventional and exceptional forms of language received passively, but none the less effectively, by hearing children, is apparent in the deaf-mute at almost every stage of his education. That the difficulties thus occasioned may be increased by a too free use of the sign language at certain periods in the course of instruction is undoubtedly true; and if instruction in articulation can assist in removing these natural hindrances, it will accomplish a work by no means unimportant, even though the pupil do not attain the highest success in oral utterance. The following from an experienced and successful instructor in one of the British schools will be of interest in this connection:

"I think our ideas upon the use of signs by the deaf and dumb in their ordinary intercourse with each other are not very dissimilar. My remarks are mainly directed against their use, or rather against the encouragement of their use, by the half-educated in intercourse with those who, by the correct use of written language, are able to materially assist them in the acquirement of ordinary phraseology. I cannot but think that signing, when carried to the extent that a half-educated deaf-mute would carry it, if he were encouraged in its use, would tend entirely to draw off his mind from the acquisition of that language by the agency of which alone he can raise himself to somewhat of a level with his fellow-creatures. When ordinary language is well acquired I do not think the use of signs in intercourse with those who understand them will have any detrimental effect.

"I have just been perusing the report of the Massachusetts State legislature on deaf-mute instruction. I have been much interested with that part which relates to articulation. I cannot go so far in my commendation of it as some of its advocates who were then examined; and I cannot understand how rapid and sure progress in ordinary instruction can be made only through its agency. I can readily believe that a conversation on ordinary topics, made up of sentences which have been repeated and rehearsed over and over again, may be carried on with merely the formation of the words, as shown by the lips, for a guide; but I cannot understand how the merely labial peculiarities of words can be sufficient to *explain* the difficult points of instruction to those whose affliction necessitates very clear and familiar explanation. No doubt, your observations on the German methods of instruction will throw some light on this. At the same time that I am unaware of any circumstances that should make me believe that articulation may be relied upon as the sole instrument of instruction, I think, as I have before expressed to you, that a great amount of good may be bestowed by a judicious course of instruction, supplementary to ordinary instruction by signs. With a good text-book, much may be left to the pupil's own exertions; *i. e.*, when he has acquired the elementary sounds. Having taught almost two hundred novices the elementary sounds, I think I may fairly lay claim to some knowledge of the general capabilities of the deaf and dumb in articulation."

the process of combination now taking place, they will in due time see the importance of this feature of the method of de l'Epée, and by adopting it relieve themselves and their pupils of a large amount of ill-requited labor.

It is hardly needful for me to say, after what has already appeared in this report, that nothing in my foreign investigations has led me to question the character of the foundation on which the system of instruction pursued in our American institutions is based. Our edifice is built upon the rock of sound philosophy; its corner-stone is universal applicability; its materials are cemented by consistency and practical success, while for its crowning beauty it has a dome of high educational attainment loftier and more grand than can be seen in the nations of the Old World.

And yet in the light of present experience it cannot be considered as complete. Stately colonnades may yet be added to enhance its beauty. Pillars and capitals have yet a place in the plan; not a few niches may be filled with rare works of art, and many pedestals stand ready to receive statues that shall reflect honor on their authors and enrich the architectural design.

It is plainly evident from what is seen in the articulating schools of Europe, and from the candid opinions of the best instructors, that oral language cannot, in the fullest sense of the term, be mastered by a majority of deaf-mutes. Its proper position, therefore, in the system of instruction, is not as a base or foundation, nor yet as the principal material in the superstructure, but rather as an adornment to certain portions of the building. Or, leaving this figure, it should be regarded as an accomplishment attainable to a minority only.

The number of those born deaf who can acquire oral language is small, and their success may justly be attributed to the possession of peculiar talents or gifts involving an almost preternatural quickness of the eye in detecting the slight variations in position of the vocal organs in action, and a most unusual control over the muscles of the mouth and throat.

Every one will understand that not all persons are endowed with a talent for music; that not every human being can succeed in art essays; that few men are capable of oratory, and fewer still of poetry.

So well established by the experience of ages are these conclusions that a teacher of youth would be thought little removed from insanity who should attempt to make all his pupils poets or orators, or artists or musicians, though all might learn to sing, to draw after a fashion, to declaim, and even to rhyme; and at the same time he who should endeavor to foster and develop talents for music, for painting, sculpture, oratory, or poetry, wherever among his pupils he found these choice gifts in existence, would draw forth universal commendation. Thus I conceive it to be with articulation among the deaf and dumb. To the mass it is unattainable, save in degrees that render it comparable to those sculptures and paintings that never find a purchaser; to books and poems that are never read, to music that is never sung; involving, it is true, much patient labor on the part of teacher and pupil, but exhibiting only that limited degree of success which honest criticism is compelled to stamp as no better than failure. And yet, when the congenital mute *can master* oral language, the triumph with both teacher and pupil is as deserving of praise as the achievement of true art, music, poetry, or oratory.

The actual restoration of speech and hearing to deaf-mutes may be looked for only at the hands of Him who when on earth spoke the potent "*Ephphatha*" as a proof of his divinity. But those who labor in His name in behalf of this stricken class should welcome every means of lessening the disabilities under which the objects of their care are found to rest.

You, gentlemen, and the government of the nation which has been ever prompt to approve and liberal in seconding your efforts, have done an important work for the deaf and dumb in the establishment of a college wherein the stores of literature, science, and art are laid open to minds till lately debarred the pleasures

and advantages of high intellectual culture; and yet your action in ordering the investigations on which I have now the honor to report attests your unwillingness to rest satisfied with the ends already attained, and your desire to avail yourselves of every method and all appliances which may be likely to promote the welfare of the deaf and dumb, or any considerable portion of their number.

It is, therefore, with pleasure that I find myself warranted, from what I have seen in the deaf-mute schools of Europe, in suggesting the introduction of several new features into the management of our institution, which may, if adopted, prove important accessions to its already great means of usefulness.

RECOMMENDATIONS.

I therefore respectfully advise—1st. That instruction in artificial speech and lip-reading be entered upon at as early a day as possible; that all pupils in our primary department be afforded opportunities of engaging in this, until it plainly appears that success is unlikely to crown their efforts; that with those who evince facility in oral exercises, instruction shall be continued during their entire residence in the institution.

2d. That in order to afford time for this new branch, without depriving our pupils in any degree of that amount of training necessary properly to educate their intellectual and moral faculties, the term of study in the primary department be extended to nine years, and the age of admission be fixed at eight years, instead of ten as heretofore.

3d. That such additions be made to our staff of teachers as may be needed to secure thorough and effective instruction in this new line of effort.

You will remember that I found at Milan, in Italy, a normal school for the preparation of teachers of the deaf and dumb. The great good possible to be accomplished by this institution, both in the supply of competent instructors and in promoting unity of method, is apparent on very slight reflection.

In our own country the difficulty of procuring skilled workers in our peculiar field of labor has been felt in many institutions, and I conceive that one of the most important results of our college enterprise will be the furnishing of young men well fitted to teach the deaf and dumb.

But all teachers in our institutions cannot be deaf-mutes, and I would commend to your serious consideration the desirableness of making arrangements for the reception of hearing young men and women into our institution, who may wish to fit themselves for deaf-mute instruction.

I have met, in my European journey, more than one who desires to enter our institution with a view of acquiring the American method of teaching the deaf and dumb. Several applications have been received during my absence from persons in our own country anxious to learn our art, and I am confident great good would flow from the opening of our doors in these and similar cases.

With these recommendations, gentlemen, this communication, as an official paper, properly terminates.

I will, however, beg your permission to record my appreciation of the cordial greetings and hearty co-operation which met me everywhere from officers of institutions to which I sought admission for the purpose of critical examination. Every opportunity has been afforded me for full investigations, and in many places an interest manifested in my work and its results which betokened a strong desire to harmonize and combine the once conflicting methods of instruction.

For all these kind attentions on the part of my professional brethren abroad I return my most sincere thanks, indulging the hope that those from whose opinions I have been compelled in some degree to differ, will attribute to me no other motive than an earnest desire to arrive at the truth, and will believe me sincere when I express regret at being obliged to disagree with friends for whom I entertain a high personal respect and esteem.

To the representatives of our government abroad, whose assistance I had occasion to solicit, I must also express my obligations for their courtesy and efficient co-operation in my work.

To the honorable Secretaries of State and of the Interior, in like manner, I return thanks for having kindly furnished me in advance of my departure credentials which served in a most essential degree to facilitate the progress of my undertaking.

Above all would I acknowledge with humble gratitude the constant presence of that Being through whose providence sickness, disaster, and death have been forbidden to interrupt the prosecution of your commission, and by whose mercy the interests of the institution have been sustained and advanced during the period of our separation. Seeking from Him a continuance of that support from whence has sprung all our success in times past,

I have the honor to be, very respectfully, your obedient servant,

E. M. GALLAUDET.

The BOARD OF DIRECTORS
of the Columbia Institution for the Deaf and Dumb.

Institutions for the instruction of the deaf and dumb in the United States.

	Name.	Location.	Date of opening.	Chief executive officer.	Number of teachers.	Number of pupils during year last reported.
1	American Asylum	Hartford, Conn	1817	Rev. Collins Stone, M. A., principal	11	260
2	New York Institution	New York City	1818	Isaac L. Peet, M. A., principal	19	479
3	Pennsylvania Institution	Philadelphia, Penn	1820	Abraham B. Hutton, M. A., president	9	227
4	Kentucky Institution	Danville, Ky.	1823	J. A. Jacobs, M. A., principal	4	80
5	Ohio Institution	Columbus, Ohio	1829	Gilbert O. Fay, M. A,, superintendent	8	180
6	Virginia Institution*	Staunton, Va.	1839	John C. Covell, M. A., principal	3	47
7	Indiana Institution	Indianapolis, Ind	1844	Thomas McIntire, M. A., superintendent	8	182
8	Tennessee School	Knoxville, Tenn	1845	Joseph H. Ijams, B. A., principal	3	61
9	North Carolina Institution*	Raleigh, N. C.	1845	Willie J. Palmer, M. A., principal	3	41
10	Illinois Institution	Jacksonville, Ill.	1846	Philip G. Gillet, M. A., principal	10	282
11	Georgia Institution	Cave Spring, Ga	1846	J. S. Davis, principal	2	35
12	South Carolina Institution*	Cedar Spring, S. C	1849	N. F. Walker, steward	2	32
13	Missouri Asylum	Fulton, Mo	1851	W. D. Kerr, M. A., superintendent	5	57
14	Louisiana Institution*	Baton Rouge, La.	1853	A. K. Martin, superintendent	2	54
15	Wisconsin Institute	Delavan, Wis	1852	H. W. Milligan, M. A,, M. D., principal	5	91
16	Michigan Asylum*	Flint, Mich	1854	Egbert L. Bangs, M. A., principal	6	124
17	Iowa Institution	Iowa City, Iowa	1855	Benjamin Talbot, M. A., principal	4	96
18	Mississippi Institution	Jackson, Miss.	1856	(Buildings destroyed by fire in 1864)†		
19	Texas Institution	Austin, Texas	1857	J. A. Van Nostrand, M. A., principal	2	27
20	Columbia Institution	Washington, D. C.	1857	Edward M. Gallaudet, M. A., president	9	118
21	Alabama Institution	Talladega, Ala.	1858	Joseph H. Johnson, principal	1	29
22	California Institution*	San Francisco, Cal	1860	Warring Wilkinson, M. A., principal	1	37
23	Kansas Institution	Olathe, Kansas	1862	Thomas Burnside, principal	2	30
24	Minnesota Institution	Faribault, Minn	1863	Jonathan L. Noyes, M. A., superintendent	1	27
					120	2,576
25	National Deaf-mute College‡	Washington, D. C	1864	Edward M. Gallaudet, M. A., president	§5	‖33

* These have departments for blind.

† Mississippi educates her mutes at Baton Rouge.

§ Resident professors.

‡ The college is a distinct organization within the Columbia Institution.

‖ Students.

CATALOGUE OF STUDENTS AND PUPILS.

In the college.

RESIDENT GRADUATE.

Melville Ballard, B. S..... Maine.

JUNIORS.

*James Cross, jr.....	Pennsylvania.	James H. Logan.....	Pennsylvania.
John B. Hotchkiss.....	Connecticut.	Joseph G. Parkinson.....	Vermont.

SOPHOMORES.

William L. Bird.....	Connecticut.	Robert Patterson.....	Pennsylvania.
Samuel T. Greene.....	Maine.	Louis C. Tuck.....	Massachusetts.
Louis A. Houghton.....	New York.		

FRESHMEN.

David H. Carroll.....	Ohio.	Anthony J. Kull.....	Wisconsin.
Philip S. Englehardt.....	Wisconsin.	William B. Lathrop.....	Georgia.
Charles B. Hibbard.....	Michigan.	George W. McAtee.....	Maryland.
Malachi Hollowell*.....	Illinois.		

PREPARATORY CLASS.

Robert W. Branch.....	North Carolina.	Jacob Knoedler.....	Pennsylvania.
Cyrus Chambers.....	Iowa.	John N. Lowry.....	Michigan.
John Donnell.....	Wisconsin.	Robert McGregor.....	Ohio.
Ransom A. Goodell.....	Michigan.	William J. Nelson.....	New York.
John Hummer.....	Iowa.	John Quinn.....	Dist. Columbia.
Thomas Jones.....	Wisconsin.	Frederick L. d'B. Reid....	England.
Isaac Kaufman.....	Dist. Columbia.	John W. Scott.....	Pennsylvania.
Lydia A. Kennedy.....	Pennsylvania.	William E. Taylor.....	Georgia.
Marcus H. Kerr.....	Michigan.	John H. Tims.....	Maryland.

In the primary department.

FEMALES.

Justina Bevan.....	Maryland.	Lydia A. Mitchell.....	Maryland.
Mary J. Blair.....	Maryland.	Mary E. McDonald.....	Dist. Columbia.
Melinda Blair.....	Maryland.	Virginia A. Patterson.....	U. S. army.
Sarah B. Blair.....	Maryland.	Jane Pimes	Maryland.
Marietta Chambers.....	Fort. Monroe.	Hester M. Porter.....	Maryland.
Mary Croner.....	Maryland.	Sarah E. Preston.....	Maryland.
Elizabeth Feldpusch.....	Maryland.	Georgiana Pritchard	Maryland.
Mary Feldpusch.....	Maryland.	Amelia Riveaux.....	Dist. Columbia.
Grace A. Freeman.....	Maryland.	Josephine Sardo.....	Dist. Columbia.
Sarah A. Gourley.....	Maryland.	Florinda C. Snyder.....	Dist. Columbia.
Catharine Haldy.....	Maryland.	Georgiana Stevenson.....	Maryland.
Mary M. Ijams.....	Dist. Columbia.	Susannah Swope.....	Maryland.
Annie Jenkins.....	Maryland.	Grace Webster.....	Maryland.
Amanda M. Karnes.....	Maryland.	Sarah J. Wells.....	Maryland.
Margaret Maher.....	Maryland.	Sophia R. Weller.....	Maryland.
Caroline Mades.....	Dist. Columbia.	Sarah A. E. Williams.....	Dist. Columbia.
Elizabeth McCormick.....	Maryland.		

MALES.

H. F. Achey.....	Maryland.	Edmund Clark.....	Dist. Columbia.
J. O. Amoss.....	Maryland.	John Carlisle.....	Maryland.
Joseph Barnes.....	Dist. Columbia.	James E. Colleberry.....	Maryland.
James D. Bitzer.....	Maryland.	William A. Connolly.....	Dist. Columbia.
Julius W. Bissett.....	Maryland.	Charles Dashiell.....	Maryland.
David Blair.....	Maryland.	John W. Dechard.....	Dist. Columbia.
Arthur D. Bryant.....	Dist. Columbia.	Alexander W. Dennis.....	Dist. Columbia.
John E. Bull.....	Maryland.	Peter Duffy.....	Maryland.

*Deceased.

MALES.—Continued.

Lewis C. Easterday	Maryland.	Henry O. Nicol	U. S. army.
Frederick Eisenmann	U. S. army.	James H. Purvis	Dist. Columbia.
Robert Ehlert	Maryland.	George Rommal	Maryland.
John P. Fitzpatrick	Maryland.	George F. Rodenmayer	Maryland.
Thomas Hagerty	Dist. Columbia.	Charles Schillinger	Maryland.
Thomas Hays	Maryland.	Aaron B. Showman	Maryland.
R. Plummer Ijams	Dist. Columbia.	Thomas J. Sprague	Maryland.
Conrad Ingledeiger	Maryland.	Charles W. Stevenson	Maryland.
David Kennedy	Maryland.	Samuel H. Taylor	Dist. Columbia.
John Kennedy	Maryland.	Henry Treschmann, jr.	Maryland.
Frank M. Maslin	Maryland.	*John A. Unglebower	Maryland.
Charles Mathaei	Maryland.	John C. Wagner	Dist. Columbia.
William H. Myers	Dist. Columbia.	Henry C. Wents	Maryland.
William McElroy	Maryland.	Thomas A. Williams	North Carolina.
James McBride	Dist. Columbia.	Walter Williams	North Carolina.
James H. Mooney	Maryland.	William Wirrlein	Maryland.
William Moriarty	Dist. Columbia.	Samuel Wisner	Maryland.

*Deceased.

REGULATIONS.

I. The academic year is divided into two terms—the first beginning on the second Thursday in September, and closing on the 24th of December; the second beginning the 2d of January, and closing the last Wednesday in June.

II. The vacations are from the 24th of December to the 2d of January, and from the last Wednesday in June to the second Thursday in September.

III. There are holidays at Thanksgiving and at Easter.

IV. The pupils may visit their homes during the regular vacations and at the above-named holidays, but at no other times, unless for some special urgent reason, and then only by permission of the president.

V. The bills for the maintenance and tuition of pupils supported by their friends must be paid semi-annually in advance.

VI. The charge for pay pupils is $150 each per annum. This sum covers all expenses except clothing.

VII. The government of the United States defrays the expenses of those who reside in the District of Columbia, or whose parents are in the army or navy, provided they are unable to pay for their education.

VIII. The State of Maryland provides for the education in this institution of deaf-mutes whose parents are in poor circumstances, when the applicants are under twenty-one years of age, have been residents of the State for two years prior to the date of application, and are of good mental capacity.

Persons in Maryland desiring to secure the benefit of the provisions above referred to are requested to address the president of the institution.

IX. It is expected that the friends of the pupils will provide them with clothing, and it is important that upon entering or returning to the institution they should be supplied with a sufficient amount for an entire year. All clothing should be plainly marked with the owner's name.

X. All letters concerning pupils or applications for admission should be addressed to the president.