

educating an ordinary Canadian child—through the medium of the Greek language; by first commencing to teach him ~~that~~ language. The Principal of the Ohio Institution for the Deaf and Dumb, remarks: "Some persons do not realize, that when a child has been here three or four years, he is where an ordinary child is when he begins to go to school; and they expect him to accomplish in the remaining two or three years what we allow speaking children, with all their faculties, from eight to ten years to secure. It is fair to suppose that an ordinary hearing child, twelve years of age, learning the Latin or Greek language, has far less difficulty to encounter than the Deaf-mute has in mastering our written language. In common schools, the pupil has the medium of instruction beforehand, and can at once enter on the various branches taught. But if he be required, in commencing his education, first to learn a foreign language in which his text-books were prepared, and of which he had no previous knowledge, it would be an easier task than is assigned to every pupil in this Institution."

The distinguished Principal of the justly famed New York Institution for the Instruction of the Deaf and Dumb, states the question of difficulty and labor in the following words of his report for 1862:

"The great object of our labors is, of course, to restore our pupils to the society of their fellow-men, by enabling them to read and write understandingly the language of their country, and to impart to them the consolations of religion. Our pupils come to us, for the most part, entirely destitute of words; and their first lessons in language are necessarily confined to its simplest elements, and to the expression of the most familiar ideas. For the first three or four years we use text-books specially adapted to the use of the Deaf and Dumb. As the pupil advances, and becomes capable both of grasping more elevated ideas and of using more complex forms of language, we put into his hands simple text-books of history, of geography, of natural history, of natural philosophy. It is not to be supposed that he learns nothing of these sciences during the earlier years of his course; on the contrary, many of the facts, incidents and narrations introduced into his earlier lessons as illustrations of some word or some simple law of construction, are foretastes of the sciences just named. But after mastering so much of language as is necessary to read children's books, and to express his own ideas with tolerable correctness, we insure a greater interest in his lessons, give him fuller means of intellectual enjoyment, and restore him more completely to the intercourse of society, by giving him a complete, though necessarily abridged, course of each of those sciences that describe the earth, its productions and inhabitants, relate the history of his own and other nations, and elucidate the most important laws of nature, not forgetting to give due prominence to the laws of morality, the history of the Bible, and the precepts of religion."

Such then is the difficulty of educating the Deaf and Dumb, and such the design and scope of their education.

### III. ORIGIN AND PROGRESS OF INSTITUTIONS FOR THE EDUCATION OF DEAF MUTES.

I will now give a brief sketch of the origin and progress of institutions for the education of the Deaf and Dumb.

For many ages the condition of this class of human beings seems to have been consid-