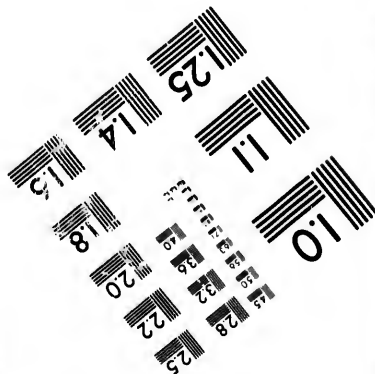
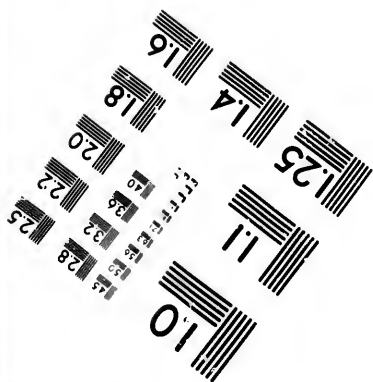
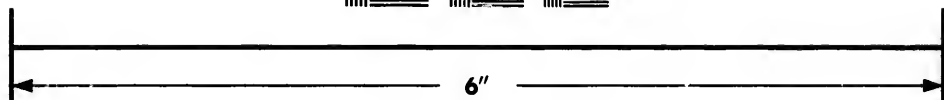
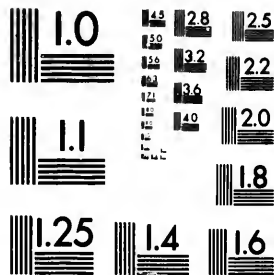


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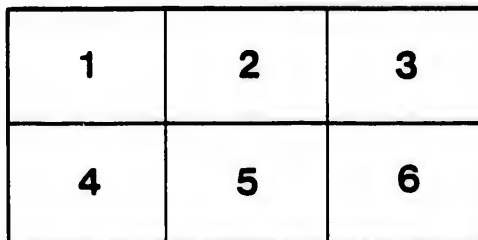
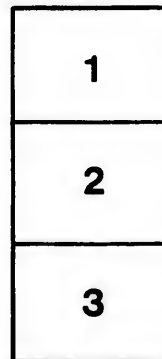
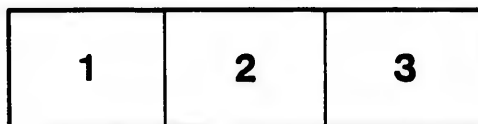
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REPORT
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FOR THE
DEAF AND DUMB AND THE BLIND
IN EUROPE
AND IN
THE UNITED STATES OF AMERICA.

WITH APPENDICES AND SUGGESTIONS
FOR THEIR ESTABLISHMENT IN THE PROVINCE OF ONTARIO.

THE REV. DR. RYERSON,
CHIEF SUPERINTENDENT OF EDUCATION FOR ONTARIO.



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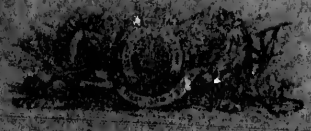


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REPORT
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DEAF AND DUMB AND THE BLIND
IN EUROPE
AND IN
THE UNITED STATES OF AMERICA

WITH APPENDICES AND SUGGESTIONS
FOR THEIR ESTABLISHMENT IN THE PROVINCE OF ONTARIO
BY THE REV. DR. RYERSON
CHIEF COMMISSIONER OF EDUCATION FOR ONTARIO

Presented to the Legislative Assembly by command of His Excellency



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DEPARTMENT OF PUBLIC INSTRUCTION FOR ONTARIO,

No. 2215, Z2.

EDUCATION OFFICE,
Toronto, 28th May, 1868.

SIR,—

I have the honour to transmit herewith my report on Institutions for the Deaf and Dumb, and the Blind—a Report, the materials of which I have collected and prepared by direction of the Government of the late Province of United Canada, communicated to me October, 1866.

I think it but just to say that I have had no personal experience in giving instruction in, or managing institutions, of the history, character, and objects of which I have treated. I simply state, as briefly as possible, the results of my inquiries and researches respecting them.

While I have drawn the distinctions between the wants and nature of the education of Deaf-mutes and the Blind, and the necessity of separate institutions for them, I have suggested at the close of my report the method of levying a small special tax upon all the property of the Province, to provide a fund for erecting and supporting these institutions.

I have the honour to be, Sir,

Your most obedient servant,

E. RYERSON.

THE HONORABLE M. C. CAMERON, M.P.P.,

Secretary of the Province of Ontario, Toronto :

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REPORT

ON

INSTITUTIONS

FOR THE

DEAF AND DUMB AND THE BLIND.

TO HIS EXCELLENCY MAJOR-GENERAL STISED, C.B., LIEUTENANT-GOVERNOR OF THE PROVINCE OF ONTARIO.

MAY IT PLEASE YOUR EXCELLENCY,—

In the letter of the Secretary of the late Province of Canada, dated Ottawa, 19th October, 1866, which informed me that it was the pleasure of the Governor-General in Council that I should make an educational tour in foreign countries, the following instruction, among others, was given :

INSTRUCTIONS FROM THE GOVERNMENT.

“ I have further to request that you will carry out, as far as practicable, the suggestions contained in the memorandum, as to collecting information, &c., during your tour, respecting schools for the Deaf and Dumb, and Blind.”

Memorandum of Committee of the Executive Council, above referred to :

“ As it is contemplated to establish Government Schools for the Deaf and Dumb, and also for the Blind, in Upper and Lower Canada, it is respectfully recommended, that, in addition to the general and special educational objects referred to in Dr. Ryerson's letter, he be requested to visit the best institutions in Great Britain and on the Continent of Europe, for the education of these two classes ; with a view to collecting information as to the best mode of conducting such institutions and reporting on the subject to the Government on his return.

“ Dr. Ryerson should also be requested to ascertain on what terms a competent person could be procured to take charge of an institution for either, or both, of the classes of persons already mentioned.”

HEADS OF REPORT RESPECTING THE DEAF AND DUMB.

I now proceed to report the result of my inquiries, and to offer some suggestions

for the consideration of the Legislature and public, relative to the establishment of institutions for the Deaf and Dumb and the Blind. In former years, I had visited and learned the peculiarities of several of these institutions in Germany; during my late tour, I visited similar institutions in five of the neighboring States,* in England and in France—on every occasion receiving the most kind attentions from their managers; and from public authorities, to whom I felt it necessary in some instances to apply for information in regard to the legal provisions for the establishment and support of institutions for these afflicted classes of our fellow-creatures. I will first treat of institutions for the Deaf and Dumb; and what I have to report and suggest on this subject will be presented under the following heads:

1. The class of persons for whom these educational institutions are required.
2. The nature and difficulty of their education.
3. A sketch of the origin and progress of institutions for their education.
4. The principal institutions in Europe and the United States for the education of Deaf-mutes, together with their methods of instruction.
5. The public provision made for the establishment and support of such institutions.
6. Suggestions for their establishment in Ontario.

I. CONDITION AND NUMBERS OF THE DEAF MUTES.

I am first to note the class of persons for whom these educational institutions are required. They are those who are possessed of all the intellectual and moral faculties of man; all human susceptibilities and capabilities of pleasure and pain; all the wants of our race; but are deprived, by hereditary or personal disease, or accident, without any fault of their own, of one of the five senses of man—the sense of hearing—the source of so much pleasure, knowledge and power; and are, consequently, deprived of the use of the organ of speech—the companion of the sense of hearing—and of all enjoyment and endless advantages arising from spoken languages. They are, therefore, called Deaf-mutes, or Deaf and Dumb—dumb as to articulate language, but not dumb as to any of the intellectual powers, social and moral sensibilities of our nature. They see but they hear not. They behold the works of God and man, but are without the power of language to learn or magnify either; they feel all the wants and sorrows of humanity, and are susceptible of its pleasures, but are destitute of speech to express their wants and sorrows, or to receive and impart those pleasures. Their silence appeals to the heart of sympathy more powerfully than any words of the orator.

Many of these children of deafness and silence are so from birth; others become so by accident or disease in infancy; others again, after they have heard and learned something of the use of articulate language. But with the loss of power to distinguish sounds, soon follows the loss of the power to articulate them. Some are not absolutely

*Though my instructions did not mention the United States, (the omission being, doubtless, accidental) I felt it very important to visit the principal institutions there, that I might compare them with those in Europe and judge of their relative adaptation to our purposes in Canada. It will be seen that the most useful part of the information obtained was collected in the United States.

deaf, but are capable of perceiving loud noises, such as claps of thunder, discharge of firearms, sounding of bells, or even that of sharp whistling; and being able to learn and articulate certain words, are called semi-mutes.

Of the various causes of deafness, it is not my purpose to speak; but, whatever be the cause, the unfortunate victim is innocent of it; and priceless is the invention, and noble the philanthropy by which this silent, isolated, unfortunate class of human beings "may be educated in mind and heart, so as to sustain intelligent relations with their fellow-men, and by which the deaf hear the Saviour's promises, and the dumb speak, in language mute, but eloquent, their Maker's praise."

The number of this afflicted class is very considerable. In France, there are upwards of 20,000, or one to about every 1,800 of the population; in the United States there are about 13,000, or one to every 1,600 of the population. The actual number of deaf and dumb persons in England is not known; but, it is said, the proportion is diminishing. In Ontario, there cannot be less than from 750 to 1,000 of this unfortunate class.

II. NATURE AND DIFFICULTY OF THE EDUCATION OF DEAF MUTES.

The education of Deaf Mutes presents formidable difficulties, and requires great skill and labour. They are not only to be taught the subjects of ordinary school education, but the very language in which those subjects are taught; and, in teaching that language, there is no organ of hearing, as an instrument of instruction and knowledge. To the Deaf-mute the world is a world of solitary silence—no harmony of music, no sounds of the elements, no voice of words. He cannot tell his wants and wishes; he has no mother tongue; he has never heard the sound of even the mother's voice, and is unconscious of his own. He can form no idea of sound any more than can a blind man of colours. His eye is his only ear, and gesture his only language. But what gestures can express the truths of science, the doctrines of revelation, the moral duties and social relations of life? The solution of this problem appears to me one of the most difficult and noblest achievements of human genius and philanthropy. Yet, it has been solved; and thousands of this speechless, isolated, unfortunate class—yet, with unmained intellects and hearts—have been restored to society—have been made useful members of it—have learned trades, and acquired the knowledge of ordinary life; and many of them have made marvellous attainments, not only in the subjects of common school education, but in the physical and moral sciences, in the higher mathematics, and in ancient and modern languages. Without the instrument or power of spoken language, they have learned the meaning of its words, its structure, and its use, by writing with a facility, and, in some instances, with an elegance and power truly wonderful. The knowledge acquired by many of them in Natural History (especially Botany) the elements of Chemistry and Natural Philosophy, Mental, Moral and Political Science, is equal to that of ordinary students in the higher schools of learning. Thus the intellectual and moral, as well as physical, world; is opened to the minds of these children of silence, whose only media of communication are the bodily eye and bodily gestures.

In educating a Deaf-mute, the first step is to teach him the language in which he is to learn—a matter of far greater difficulty, in the absence of all vocal sounds, than

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-

ered hopeless, at least so far as their instruction is concerned. In the gospel narrative no intimation is given of any attempt ever having been made to instruct the Deaf and Dumb; and it is mentioned as a thing unknown since the world was made, and as entirely miraculous that the Dumb should speak. The earliest mention in history of efforts to teach the Deaf and Dumb is made by the Venerable Bede, (in his Ecclesiastical History of England) who states that John of Beverly, Archbishop of York, endeavored about 650, to teach a poor Deaf-mute, whom he had received, to use articulate language. Notwithstanding the legendary character of a part of the narrative, it appears that this charitable prelate employed some of the very means of instruction which are now used in schools for the Deaf and Dumb. After the lapse of nearly a thousand years, mention is made of Pierre de Poince, of Spain, a Benedictine Monk, who died in 1584, having attempted to teach a Deaf-mute to write and speak; and Paul Bonnet, Secretary of the Constable of Castile, in a volume dated 1620, explains the method which he had pursued in teaching the Constable's brother, a Deaf-mute, to write and speak. In 1669, the Parliament of Toulouse made valid the written will of a born Deaf-mute, who had learned (how or by the instruction of what master is unknown) to express himself by writing. Jacob Rodrigue Péréira—a Jew, and grandfather of two distinguished French financiers still living—came from his native country of Estremadura in 1734, and established himself at Bordeaux as teacher of the Deaf and Dumb, combining the employment of *mimic signs*, *manual alphabet*, and speech in his instructions. In 1746, the Royal Academy of Caen requested him to give an account of his methods of instruction, and honored him with the expression of its approbation; in 1747, the *Journal des Savants* published an account of the teachings of Péréira; and in 1749, the Academy of Sciences at Paris added the expression of its high approval of Péréira's method and labors.

The Abbe de l'Épée, Braidwood, Watson, and Gallaudet.

But the recognized father and founder of Deaf-mute instruction in France, and of the Paris Institution, is the Venerable Abbe de l'Épée, who seems to have had his attention directed to the subject, and his feelings enlisted in it, in 1760, by meeting with two Deaf-mute sisters, who had been deprived of religious instruction by the death of a priest of the Christian doctrine, Father Vauin, who had undertaken to initiate them into the dogmas of Christianity by the aid of engravings. The first public exhibition of his pupils was made by Abbe de l'Épée in 1771. The institution founded at Paris by the Abbe de l'Épée was erected into a national establishment in 1791. M. Vaisse, the present director of the establishment, remarks, that "it is only in this century, and even in late years, that the subject has obtained all the interest which it wants. The affecting fact which statistics have revealed, of the existence of more than 20,000 of our fellow citizens affected by deafness, finds at this day its consolation in the foundation, more or less recent, of nearly 50 institutions consecrated, in France, to the intellectual restoration of those innocent victims of natural defect. After Paris, Bordeaux and Chambéry, which possess establishments—established (*relevantes*) directly by the State, we see Nancy, Lyons, Toulouse, Poitiers, Caen, Rouen, and forty other towns of our departments, which can, very justly, rank their schools of Deaf-mutes among the most important of their establishments of public utility."*

* "Historique et Principes de l'Art D'Instruire Les Sourds-Muets (1865) pp. 11, 12.

In other countries on the continent there have long been schools for the Deaf and Dumb—in some instances for more than a century. There are three in Holland, twenty-five in Prussia, ten in Austria, ten in Bavaria, one or more in each of the minor States of Germany, and twelve in Switzerland—all more or less supported by the State.

In Great Britain, the first formal attempt to instruct the Deaf and Dumb seems to have been made by Mr. Thomas Braidwood, senr., who, in 1760, established a school in Edinburgh for the education of Deaf-mutes. He was earnest, zealous and persevering in his noble work, an accomplished teacher, and attracted to his undertaking the attention of benevolent and scientific men. In 1783 he removed his school to Hackney, near London, and continued it until his death, in 1806. He is justly considered the father of British instructors of the Deaf and Dumb. A nephew, Dr. Joseph Watson, was the first, and for 37 years the master of the London Institution, established in 1792; one grandson, John Braidwood, had the care of another school for the Deaf and Dumb, opened in Edinburgh in 1810; and another grandson took charge of a school opened at Birmingham in 1814 for the same purpose.

Of the establishment of institutions for the education of "Indigent Deaf and Dumb children," the following account is given in the Report, 1866, of the Society "for the support and education of Indigent Deaf and Dumb children, situated in Kent Road, Surrey, and at Margate, Kent, established in 1792, and incorporated by Act of Parliament in 1862:"

"The discovery of methods for instructing the Deaf and Dumb in the use of spoken and written language is comparatively of recent date—a fact which indicates how little their affliction was heeded in former times, and which awakens the melancholy reflection, that hundreds of these unfortunate beings must have passed to their graves ignorant of their God and Saviour, and uncheered by the consolations to be derived from his Holy Word. This lamentable neglect of the mental and spiritual interests of the Deaf and Dumb arose, most probably, from their case being considered hopeless. However, the time arrived when their condition was to be ameliorated, and they were to enjoy the blessings of religious, moral and intellectual culture. But the rich only, among this afflicted class, obtained at first the benefits of the discovery, that the Deaf and Dumb would be taught to read and write, to think on words, and to convey their sentiments in language either written or spoken. And it may be recorded, to the honor of this country, that no sooner had this important truth been established by the successful education given to a few of these unfortunates in the upper classes of society, than an effort was made to form a school for the education of the poor. This benevolent attempt was commenced by two worthy men, who simultaneously strove to outvie each other in obtaining support to their novel and truly charitable undertaking. These individuals were the Rev. John Townsend, and the Rev. Henry Cox Mason, M.A., Rector of Bermondsey, Surrey, in which parish the first public school for the gratuitous education of the Deaf and Dumb in Great Britain was opened in the year 1792. A committee was formed, and a competent master obtained in the late Dr. Watson. Six pupils were admitted during the first year, and as the institution, through the exertions of the committee and other friends and supporters, became more widely known, the number of candidates for admission rapidly increased."

There are now 23 institutions for the education of the Deaf and Dumb in Great Britain and Ireland.

Turning to the United States, the Asylum at Hartford, Connecticut, has the proud distinction of being the Parent Institution for the Deaf and Dumb in America. This institution completed its fiftieth year the 15th of April, 1867. The report for 1867 reviews the progress and work of the institution during the last half century. "The noble men [says the report] who took an active part in its establishment—who contributed so liberally to its funds, and, by their energy and counsels, set it forth so successfully on its course of usefulness, have nearly all passed away. Yet the school they founded with so much forethought, and watched over with so much care, still continues to dispense its blessings, and has never pursued its beneficent work more efficiently and successfully than it is doing at the present time." The 22 institutions for the Deaf and Dumb in the United States, are the offspring of that at Hartford, established in 1817. The establishment of that institution is traced to the illness of a lovely child in a well known family of the name of Caggswell, in the city of Hartford. The report says: "Had the malady (spotted fever) of little Alice Caggswell been less severe—had it yielded more promptly to the remedies which skill and the most assiduous care could suggest, the sad condition of the unfortunate Deaf-mutes of the country, without knowledge or instruction, might for a still longer period have failed to awaken the active efforts of the benevolent. When, however, after the elasticity of health had returned, it became evident that the ear of the beautiful child was closed to the voice of affection and all the sweet sounds of the outward world, a fountain of sympathy was stirred, that, in its abundant flow, went forth to the aid of thousands whose mute and silent affliction had hitherto appealed in vain for relief." In 1812, a Committee appointed by the General Association of Connecticut to investigate the subject, reported that there were 84 Deaf-mutes in that State, and upwards of 400 in New England, and 2,000 in the United States, where there are now 13,000. The public mind was thus prepared for some action on the subject.

"On the first of May, 1815 (says the report), a company of seven gentlemen met in a private parlour in this city (Hartford), to take the subject into consideration. After consultation, they decided to send abroad a competent person to acquire the art of instruction, and establish a school for the education of Deaf-mutes in this country. The sum necessary to defray the expense was soon subscribed, and the Reverend Thomas H. Gallaudet was fixed upon as the proper person to undertake the responsible mission. A more fortunate choice could not have been made. Graduating with the second honour in one of the most noted classes of Yale—distinguished for his proficiency in English literature—particularly eminent in mathematical science, with attractive social qualities, polished address, and devoted piety, he entered with characteristic ardour upon the new enterprise."

Mr. Gallaudet visited the institutions of the Deaf and Dumb in London, Edinburgh, and Paris. It is singular that the art of teaching the Deaf and Dumb in Great Britain was then regarded as a *secret*, for the profit of its possessors. Doctor Watson, of the London Institution, was willing to furnish an assistant to go to America, and inaugurate the system there, but would not consent to communicate his mysterious art to a stranger for that purpose, unless he would enter and remain in the institution for

three years, on the "usual terms," except Doctor Watson saw fit to release him before that time as duly qualified. The "usual terms," besides the fees, required thirteen hours confinement daily with the pupils, with the labour of their supervision in and out of school. Mr. Gallaudet declined, and went to Edinburgh, where Mr. Kinniburgh, the head of the Edinburgh school, received him very cordially, "but could render him no assistance, having placed himself under bonds of a thousand pounds not to communicate his art to any person for seven years, and of these, three still remained."

Under these circumstances, Mr. Gallaudet accepted the cordial invitation of the celebrated Sicord, (who was exhibiting at his levees to the nobility and gentry of London, the results of the language of *signs*, instead of words, in teaching the Deaf and Dumb) to accompany him to Paris, in order to obtain the requisite qualifications for his contemplated work in America. This is viewed in the report above quoted as "most providential and fortunate, as it led to the immediate adoption of *signs*—the medium now used in all the institutions for the Deaf and Dumb in America, and most of those in Europe." All say [says the Report] this result was providential and fortunate, for it proved that although instruction by articulation was the only mode of educating Deaf Mutes, practised in England at that time, yet this method was found, after faithful trial in the English schools, to be so unsatisfactory that in the course of a few years they began, with one exception, to abandon it, substituting in its place instruction by signs. Of the twenty-three schools now existing in the British Isles, *twenty-two* use signs, and *one* articulation, as the medium of instruction."

During Mr. Gallaudet's few months' sojourn in Edinburgh, he had much intercourse with the celebrated Scotch philosophers, Dugald Stewart and Thomas Brown, the former of whom expressed his decided conviction of the superiority of the language of *signs* over that of *articulation* as the instrument of teaching the Deaf and Dumb, and the latter said to him, one day, "If I were not engaged in my duties in the University, I know of no pursuit in which I could take more delight than in the instruction of the Deaf and Dumb."

Mr. Gallaudet reached Paris the 9th of March, 1816, and applied himself so assiduously to the object of his mission, under the instruction of M. Sicord, that on the 9th of the following August, he took his departure for America, bringing with him Mr. Laurent Clerc—deaf and dumb from his birth—one of the most distinguished pupils of Sicord, and who had been employed ten years as a teacher in the Royal Institution for the Deaf and Dumb in Paris. They employed the first eight months after their arrival in America in visiting various parts of the country, and exciting an interest in their work and in raising funds to promote it. Mr. Gallaudet's assistant, who possessed a thorough knowledge of both English and French, proved to be so intelligent, and so skilful in the language of signs, as to excite much interest and astonishment. About \$12,000 were obtained before opening the school, which took place the 15th of April, 1817. The Report says:—"The number of pupils at the opening of the school was seven, which was increased before the close of the year to forty-one, rendering necessary the employment of three additional teachers. Of these forty-one pupils, fifteen were from Connecticut, eight from Massachusetts, four from New Hampshire, one from Rhode Island, two from Vermont, two from New York, three from Pennsylvania, two from Virginia, three from Maryland, and one from Ohio. The impression

was at first quite general, that one institution would suffice for the wants of the whole country—up to this time the census having made no enumeration of the number of Deaf-mutes. The mistake, however, was soon apparent, and in 1818, the New York institution was commenced. The Pennsylvania school followed in 1820, and that of Kentucky in 1823.”

An endowment from the State was obtained in 1819 ; and in 1825, the institution, under the corporate name of the “American Asylum at Hartford for the Education and Instruction of the Deaf and Dumb,” was adopted by the Legislatures of Massachusetts, New Hampshire, Vermont and Maine, for the education of their Deaf-mutes. In 1835, the Legislatures of South Carolina and Georgia, and of Rhode Island in 1842, came into the same arrangement—paying to the institution one hundred and fifty dollars per annum for the education of each pupil.

Schools for Deaf-mutes to the number of twenty-four have since been established in the various States ; all of them deriving their systems of instruction, and many of them their heads, from the parent institution at Hartford. Though the buildings of this institution have been enlarged again and again since its first establishment, other institutions, especially those of New York and Ohio, have been established on a much larger scale, and at a vastly greater expense.

IV DESCRIPTION AND METHODS OF THE PRINCIPAL INSTITUTIONS FOR DEAF MUTES.

After this brief sketch, I proceed to notice some of the principal institutions in Europe and the United States, for the education of Deaf-mutes, together with their methods and subjects of instruction.

1. *England.*

In England, these schools are, for the most part, private, established by private individuals—and like other private schools, are expensive, and are for the education of Deaf-mute children of the wealthy classes. The institution best known, and the only one which I need notice, is that at London, called “The Asylum for the support and education of indigent Deaf and Dumb Children,” situate in the Kent Road, Surrey, and at Margate, Kent, established in 1792. His Royal Highness, the late Duke of Gloucester, was the first President of the Society which established this Asylum, and which is entirely supported by voluntary contributions ; and his Royal Highness the Prince of Wales is one of the Life Governors. The Duke of Buccleuch is the present President of the Society, and the Archbishop of Canterbury, the first Vice-President. The annual receipts of this Society are about £15,000 or \$75,000. The last Report says:—

“The original promoters of this Asylum could only express their warmest hopes of its *future* success. The Committee now (74 years afterwards) have the happiness of proving to the public, how fully their good wishes have been carried out : for, since the formation of the charity, nearly *three thousand five hundred Deaf and Dumb Children* have been the object of its compassion, and rescued from that melancholy state of ignorance—so little removed from absolute idiocy—in which, without special instruction, they must through life have necessarily remained. By means of the education afforded them here, the majority of these children have been taught to *speak*, to read, to write and to cipher ; and, above all, to acquire a knowledge of those sacred truths which alone

can make them "wise unto salvation." Many of those who have left the Asylum have provided for themselves in various spheres of useful industry—through apprentice fees granted by the Committee; and others are sustaining important stations in life with the highest credit and respectability."

The report further states that "Seventy-six children were admitted into the Asylum during the past year, and there are at present 353 pupils under instruction, viz:—58 at Margate, and 295 in London, who are trained up in all the essential duties of the Christian life.

"Thirty-four of the pupils, who had completed their education, have been apprenticed out by the Committee, to various trades, during the year, making a total of 1,103 children who have been recipients of apprentice fees, amounting altogether to upwards of ten thousand seven hundred pounds, since 1812."

Applications for admission to this Asylum are made from every part of the United Kingdom; and with a view to assist that class of Deaf and Dumb whose friends are able to pay for their board, the Managing Committee, under certain regulations, receive children upon payment of £20 (or \$100) per annum. But all the 353 pupils, with the exception of those on the pay list, are *clothed*, as well as *educated*, by the charity of this Society. No child is eligible under the age of eight years and a half, or above eleven and a half; or without satisfactory testimony of being sound in intellect; or unless he or she shall have had the small pox, or have been inoculated with vaccine. The election of the applicants (within the number admissible) is by a poll of the votes of the Governors. The period of the continuance of pupils in the institution is from five to seven years. The ordinary branches of education are reading, writing, arithmetic, and the outlines of British history and geography; and the pupils, who discover a taste for it, are taught drawing. The female pupils are taught, in addition, plain needle-work, knitting, marking, and the common branches of household work, and make and mend their own clothes, and also the linen clothes of the boys. Those pupils whose parents or guardians are unable, on account of their poverty, to apprentice their children to some useful trade, are assisted to pay the apprentice fee, varying in amount according to the circumstances of each case.

It will be seen that in this, the most public school in England, for the education of Deaf-mutes, there are no workshops attached to the institution, and that the education given is purely elementary—it being for *indigent* Deaf and Dumb Children, and preparatory to their pursuing some useful trade.

This is said to be the only school in England for Deaf-mutes in which the pupils are taught *articulate language*, instead of the language of signs; but the latter has to be employed to teach the former. The Report says:—"They are first taught the powers and sounds of the letters of the alphabet, so as to enable them to articulate syllables and words. All the children are taught to speak artificially, and are thus enabled, in many instances to be understood by those who are in constant intercourse with them. By this means every pupil of ordinary capacity is made to comprehend what is *immediately addressed to him*, by carefully observing the motion of the lips of the speaker." "Sound is not necessary in addressing a Deaf person who has been thus educated. The value of the education of the Deaf and Dumb has not been sufficiently appreciated;

not being so easily perceptible during the pupilage, as in after life, when, from continued practice of the art, and constant habit of observation, their faculty of speaking and quickness of perception of what is said are frequently astonishing. The voices of deaf persons are often inharmonious and indistinct; but the want of an agreeable voice is not a sufficient reason for the neglect of this branch of education."

I think the value of this branch of the education of Deaf-mutes is very much over-estimated in the above passage of the Committee's Report. An immense deal of labour and time is employed in teaching Deaf-mutes articulate language by the mere motion of the lips; for of the sounds articulated, they cannot form the least notion. In reply to my enquiries, the Reverend James H. Watson, the excellent and able Principal of the Asylum, told me that about 20 or 25 per cent. of the pupils learned, to some extent, to understand and use articulate language; but that with rare exceptions, it was those pupils who, by accident or disease, had lost their hearing from five to ten years of age, after they had learned to talk. He called a pupil (doubtless a good sample) to enable me to try the experiment; but I could not so mouth out my words as to enable the pupil to read them on my lips; nor could I understand all the words articulated by the pupil, though his articulation was by no means indistinct. The principal, of course, had an advantage in this respect, as he was accustomed both to the artificial utterances of the pupils, and they were accustomed to the very significant motions of his lips and face in speaking to them; but I observed that neither used articulate language, but the language of signs, in their intercourse with each other, as did the pupils in conversing one with another. Where the language of signs cannot be employed, I am persuaded, from what I have observed and attempted, that conversing with a Deaf-mute by *writing* is more easy, satisfactory, agreeable and even speedy, than by articulate language, except between the parents, or relations, or teachers and the pupils. The fact that this is now the only school for Deaf-mutes in England, out of upwards of forty, in which articulate language is made a distinct branch of education, and that all the schools for the Deaf and Dumb in America use only the language of signs, may, I think be regarded as conclusive against the system.

In the London Asylum, special attention is given to the religious instruction of pupils. They are each provided with a Bible and Book of Common Prayer, as soon as they learn to read at all, and take a part in divine worship, which is, of course, that of the Church of England. They have daily instruction in the Holy Scriptures; they are taught the Church Catechism; and those children who, upon examination, are found fitted, are taken to the Bishop for Confirmation. And every pupil, on leaving school, is presented with a Bible and Book of Common Prayer.

2. *The Continent of Europe.*

There are several points of difference in schools for the Deaf and Dumb, as well as the Blind, on the Continent of Europe and in England.

In England there is no legislative or governmental provision for the education of these unfortunate classes; their education is wholly left to individual speculation or voluntary charity; but in no country are charitable institutions of all kinds so various and princely as in England. On the Continent, as in the United States, while much has been, and is done by private charity for the education of the Deaf and Dumb, their education is provided for by the *State* as much as that of other classes of children.

In England, benevolent societies provide for the education of the *indigent* Deaf and Dumb only ; in other countries the public provision is made for all classes of Deaf-mutes.

In England, there are no workshops attached to the schools to teach the pupils different trades, though assistance is given to apprentice pupils after leaving school ; on the Continent and in the United States workshops, with instructors, are attached to each school.

In England the education of Deaf-mutes by voluntary associations, is purely elementary and practical. In other countries, especially in France and in the United States, their education by the State is much more extensive, literary and scientific, besides including that of a trade, and therefore more protracted.

In Holland and Germany, as in the London Asylum, teaching the Deaf-mutes' articulate language still constitutes a characteristic feature of their education ; and perhaps the Dutch and German languages are better adapted than either English or French, to indicate words by the lips and mouth without the aid of sound. But, even there, teaching the language of *signs*, teaching to talk and read on the fingers, as well as on the lips, is a *necessary* part of instruction, and that which the pupils invariably practice among themselves.

For the purposes of this Report, it is needless for me to notice in detail the schools and teaching of Deaf-mutes in different countries ; it will be sufficient, so far as the continent is concerned, to notice that at Paris—the best in France, if not on the continent.

The institution for deaf-mutes at Paris, (*Institution Impériale des Sourds-Muets*), Rue Saint-Jacques 254, was founded in 1760, by the celebrated Abbe de l'Epée, and was erected into a National Establishment by the law of July 29, 1791, for both sexes ; but by an imperial decree of September 11, 1859, it is confined to the education of boys ; and by another decree of August 8, 1865, that, with other similar establishments of benevolence and public utility, was placed under the special patronage of the Empress, who evinces a great interest in them. The course of instruction is seven years, and is divided into two periods. The first period comprehends four years, and is devoted to elementary intellectual instruction. The second period, which embraces three years, is devoted for those who are destined to live by manual labour, to industrial instruction, in learning a trade, but for boarders belonging to families in easy circumstances, the last three years is devoted to higher intellectual instruction.

Religious instruction forms a constant and essential part of their education from the beginning to the end, but according to the wishes of non-Catholic parents or guardians of pupils.

The intellectual elementary instruction includes reading, writing, the elements of the French language, sacred history, elements of geography, arithmetic, linear drawing. The apprentices in the morning and evening, before and after the hours of manual labor in the shops, review the elementary subjects, and are also taught the elements of the history of France, commercial arithmetic, first operations of practical geometry, and, in connection with certain trades, ornamental and coloured drawing.

The industrial trades taught are lithography, book-binding, sculpture in wood, turning, joinery, shoemaking, and gardening.

The superior instruction embraces the extension of the elementary studies, especially grammar and the introduction to literature, ancient and modern history, general geography, higher arithmetic, elements of geometry, of algebra, of natural history, of natural philosophy and chemistry, and of common law and artistic drawing; and the dead and living languages, (as taught in the establishments of secondary instruction) to those whose parents and guardians wish to qualify them to take a Bachelor's Degree.

The *Ministerial Prospectus* says, "that in order to facilitate as much as possible the relations of the pupils with society, they are all taught to read language on the lips, (that is articulate language) as far as the aptitude of each individual for the mechanism of articulation permits." My own experiment of this was attended with a similar result as that in the London Asylum, and I was told by the Director that scarcely more than one in a hundred, except those who had lost their hearing after they had learned to speak, could acquire articulate language to any extent.* Of course many could learn, as deaf mutes do in ordinary life learn, to read many things on the lips uttered by their teachers and those with whom they were in daily intercourse.

There is a library in the institution, collections of engravings, natural philosophy and chemical apparatus, a gymnasium under the direction of special masters, baths, play grounds, &c., as well as workshops. A physician and surgeon dentist are appointed, as are the Director, &c., by the Minister of the Interior. The infirmary is attended by "Sisters." The price of board and instruction is one thousand francs, (\$200) per annum. The Minister of the Interior (on whose authority alone pupils are admitted) may, in certain cases, reduce the charge to eight hundred francs (\$160). For those pupils whose friends are not able to provide for their support, the State, or

* L'Abbe de l'Épée, the founder of the Paris Institution, soon modified his views and practice in regard to teaching articulate language to deaf mutes, and the subject underwent an elaborate discussion in England many years ago. The *London Quarterly Review* remarked as follows:—

"Experience, however, soon convinced him," the Abbe de l'Épée, "that the object gained by enabling them to utter articulate sounds, was by no means an equivalent for the difficult and disagreeable nature of the task; he therefore relinquished entirely this part of his original plan, as adapted merely to amuse or astonish the ignorant.

"We feel no hesitation in declaring that our sentiments upon this point perfectly coincide with those of the Abbe. We consider the pains taken in teaching the deaf and dumb the utterance of articulate sounds, an absolute misapplication of the labor and patience of the instructor, and an unnecessary waste of the time and attention of the pupil.

"There are many individuals who hear and speak, whose tones are so harsh and dissonant that, in all communications with them, we should scarcely lament the necessity of confining ourselves to the use of signs and written characters. There is not one among the deaf and dumb, who, by any degree of care and length of practice, acquires a melody and intonation of voice which can render his enunciation even tolerable. Their utterance is found, by experience, to be so disagreeable, that it is seldom or never used out of the precincts of the establishments in which it is taught. Add to this, that the contortions of countenance with which it is accompanied are of the most unpleasant kind. In many cases they completely mould the features to a peculiar cast, and the unnatural contour of the face thus produced cannot fail to augment the pain already excited by the jarring and monotonous sound of the voice. For the truth of this, we appeal with confidence to the friends of the pupils educated by the late Mr. Braidwood. After years of toil and torture, they returned to their families with an acquisition not very agreeable to their acquaintances and confessedly useless to themselves."—*Lon. Quar. Rev.*, vol. xxvi., pp. 395-6.

department, or commune, to which the pupils belong, makes provision according to circumstances.

Nothing could exceed the air of comfort and happiness manifested by the pupils, or the completeness of all the details of the arrangements, as well as the excellent workmanship in some of the shops.

3. *Schools for the Deaf and Dumb in America.*

I will now notice the subjects and methods of teaching in some of the schools for deaf mutes in America. I have in previous pages (7-9) said enough to indicate the methods and subjects of teaching, as well as origin of the parent institution for deaf mutes in America, the *American Asylum at Hartford for the Education and Instruction of the Deaf and Dumb*.—I will therefore, proceed to notice some of the characteristics of its eldest child, which now far exceeds in extent and importance the parent institution.

The New York Institution for the Instruction of the Deaf and Dumb.—This Institution was founded by private benevolence in 1818—the year after that at Hartford—was soon adopted by the State. At the end of 1865, it contained 406 pupils, (several from Canada), 235 males and 171 females,* by far the largest Institution of the kind in the world. By carefully prepared tables of the admissions and dismissal of pupils from 1818 to the end of 1865, it appears that 1,522 deaf mutes had been taught in the Institution. If (says the Report) we could only trace the history of all these individuals, and learn, by following them to their friends and to the community at large, how their lives had been influenced, their happiness increased, their usefulness and fitness for the duties of their respective spheres improved, or rather altogether developed by their training within our walls, then we could present a view of the Institution far more interesting than any mere statistics can afford."

As the New York institution may be regarded, in several respects, as a model institution, and is in such near proximity to ourselves, I will give a somewhat minute account of it.

It was first established in the City of New York, and continued its operations there until a few years since, when a most beautiful site of 37 acres was obtained, and extensive buildings erected by the State, on the east bank of the Hudson River, a few miles from the city.

The course of instruction, though formerly five years, now extends over a period of seven years, and in some special cases of rare talent, and with a view to prepare Deaf-mutes as teachers, is protracted to eight years. The course of studies was at first

* From the large number of female pupils in the Institution, the directors, at their annual meeting for 1863, appointed a Ladies' Committee. The Report for that year refers to this arrangement in the following words;—

"As a large portion of our pupils are females, it has been deemed advisable to add to our organization a "Ladies' Committee." At the last annual meeting such a Committee, consisting of fifteen ladies, was appointed. These ladies at once entered upon their duties, and have already raised a sum of money sufficient to supply some pressing wants in that department, which we have been unable to provide for from the ordinary funds at our disposal. The Directors anticipate that this Committee will do much to promote the comfort and well-being of our female pupils; and relieve, in a measure, the cares and anxieties of our excellent matron."

purely elementary ; but it was gradually developed and enlarged, so as to embrace all the subjects of a high English education, including the elements of natural philosophy and chemistry.

The regular (or State) pupils are admitted from 12 to 22 years of age ; by an Act passed by the State Legislature in 1863, indigent Deaf-mutes (called County pupils) under twelve years of age, and chargeable to counties or towns for their support, may be admitted to the institution at the rate of one hundred and fifty dollars each per annum, to be paid by such counties or towns. By the regulations, under the head of Terms of Admission, "Pupils are provided by the Institution in all respects, clothing and travelling expenses excepted, at the rate of one hundred and eighty dollars each per annum. Clothing will also be furnished by the institution, if desired, at an additional annual charge of thirty dollars." "Applicants for admission at the public expense, (that is, expense of the State) must be between the ages of twelve and twenty-five years." "The selection of pupils, to be supported at the public expense, is made by the Superintendent of Public Instruction at Albany, to whom all communications on the subject must be addressed." The above terms are to be understood as embracing the entire annual expense to which each pupil is subjected. Stationery and necessary school books are furnished by the institution. No extra charge is made in case of sickness, or medical attendance, medicine, or other necessary provisions."

Pupils are educated at the expense of the State on the attestation that their parents or guardians are unable to defray the expense. But this condition is said to be little more than a form, as nearly all the pupils sent are sent as State pupils.

Among the nearly thirty questions required to be answered by the applicants for the admission of pupils are the following :—Name of the pupil in full, where born, year, month, and day of the month; Whether born deaf? If so, from what supposed cause before birth? If not, at what age did he lose his hearing, and by what disease or accident? Is the deafness total or partial? If the latter, what is the degree of hearing? *e. g.* Can he distinguish any spoken words? or hear the human voice at all? or what voices can he hear? Is there any ability to articulate? or read on the lips? &c., &c., &c.

Pupils from the State of New Jersey are received at \$200 per pupil. The State pupils are received at the rate of \$180 per pupil; and the county pupils from six to twelve years of age, are received at \$150 per pupil. But the actual expense to the institution, of each pupil, is stated in the Report of 1866, to be \$223.12 per annum; leaving a deficiency of upwards of ten thousand dollars, which was provided by an additional special grant from the State. The receipts from all sources for 1865 were, \$99,367; expenditures, \$109,761.

In 1860, His Royal Highness the Prince of Wales and suite visited this institution. The following reference to it is made in the Board of Directors' Report, for that year :—

"Among the gratifying events of the year, has been a visit to the Institution, on the 12th of October, of the heir apparent to the British throne, accompanied by the distinguished gentlemen who composed his suite. The pupils were assembled in the chapel, and a portion of them called to the slates, where an exhibition of their attainments was given. The impromptu compositions, written by the highest class, under the stimulus of the interesting and exciting circumstances, and on topics suggested by the

Prince himself, were of so remarkable a character as to excite, in the minds of the visitors, both surprise and gratification that so much could be accomplished in behalf of this class of the community."

In regard to the importance of teaching trades, in connection with other educational studies, the same Report remarks as follows:—

"As the best time for acquiring a good education (which, in the case of the Deaf and Dumb, is so much more of an acquisition than with those who hear, that it was for many centuries judged an impossibility), is also the best time for learning a trade, the maintaining this branch of instruction is evidently a duty which we owe our pupils. While the practice, for a portion of each day, of some mechanical employment, is certainly not a hindrance to the pupils' intellectual progress, it tends to the formation of industrious habits, and gives skill in the use of tools, which will be of high value in after life, even if the pupil does not continue to work at the same trade he learns with us. Were we to neglect this mechanical training of our pupils, we fear many of them would acquire habits of idleness, and dependence on others, and thus fail to become happy and useful members of society."

In the autumn of 1866, I visited this institution. The usual exercises were suspended, and most of the pupils had been sent home on account of the scarlet fever, which had broken out among them. One could hardly conceive a more magnificent site for such an institution, nor arrangements on so extensive a scale more complete, except some details not yet finished on the new premises, which, with the buildings, have cost the State a very large sum of money.

But no account that I can give will convey to the public, and especially the members of the Legislature, so clear and correct an impression of the subjects and methods of instruction in this Institution, as the reports of the Examining Committees appointed to conduct the annual examinations. I insert in Appendix A to this Report, two of the Reports mentioned—one on the subjects of the whole course of studies, the other on the trades taught in the institution.

I cannot close this brief notice of the New York institution, without referring to the late Venerable Principal, the Reverend Harvey P. Peet, LL.D., from whom I received great personal kindness, as well as from his son, and a series of valuable documents and copies of the text books used in the institution—prepared by the Principal himself. A few months after my visit, Doctor Peet, at the age of 72 years, tendered his resignation of the Principalship of the institution, after having discharged its duties with the greatest devotion and ability during thirty-seven years. His labours and writings in the cause of Deaf-mute instruction have made his name known on both sides of the Atlantic; and on his retirement, an address was prepared (at the suggestion of Mr. David Brixton,) of the Deaf and Dumb Institutions in Great Britain and Ireland. *

* The following is the address referred to—a paper as honourable to its authors as to Doctor Peet himself:

Address to Harvey P. Peet, Esq., LL.D., Principal of the Institution for the Deaf and Dumb, New York:

DEAR SIR:

We, the undersigned, principals of institutions for the Deaf and Dumb in Great Britain and Ireland, desire to address you on the occasion of your retirement from the office which you have held

Four sons of Doctor Peet have become Teachers in this Institution ; three of them died some years since in the work ; and the fourth—a very able and accomplished man—succeeds his honoured father as Principal.

There are three other Institutions for the instruction of the Deaf and Dumb in the United States which I visited, and of which I think it proper to give a brief notice—one for the State of Ohio, another for the State of Illinois, the third a *National College* at Washington.

The Ohio Institution was established at Columbus, the Capital of the State, upwards of forty years ago. The old buildings have recently been removed, and new and extensive buildings have been erected at a cost to the State of \$500,000—buildings plain and elegant, and most extensive and complete in the minutest details, as far as I could judge from the portions finished at the time of my visit, and from the plans shown me by the Principal. The course of instruction has heretofore been limited to five years ; it is now extended to seven years. The methods and subjects of instruction are similar to those adopted in the New York institution, in which, I believe, the Principal was trained. The number of pupils is between 150 and 200.

I will give some extracts from the Act of 1866, relative to the constitution of this Institution, and the mode of supporting pupils. This statute, together with the report for 1865, were kindly furnished me by the then Governor Cox, who told me that he was a Canadian by birth (having been born in Montreal), and felt a deep interest in the progress of Canada. The Act is entitled, "An Act to reorganize the institution for the education of the Deaf and Dumb, and to repeal certain laws heretofore passed." Some of its provisions are as follows :—

for so many years. We are engaged in the same work as yourself. With us, as with you, it is that to which we have devoted our lives. We address you from a distant country ; but unity of work and purpose may well produce unity of feeling ; and nothing which concerns the Deaf and Dumb can be foreign to us. We desire to congratulate you on having lived to see so largely of the fruit of your labours. We recognize the zeal, perseverance and ability which have given value to your eminent services on behalf of the Deaf and Dumb ; and we trust that in your retirement, you will possess every comfort and blessing which can make happy the close of a most useful and laborious life. August, 1867.

DUNCAN ANDERSON, Institution for the Deaf and Dumb, Glasgow.

CHARLES BAKER, Yorkshire Institution for the Deaf and Dumb, Doncaster.

DAVID BUXTON, School for the Deaf and Dumb, Liverpool.

EDWARD J. CHUDLEY, National Association for the Education of the Deaf and Dumb, Clarendon, Dublin.

ARTHUR HOPPER, A.B., T.C.D., General Institution for the instruction of Deaf and Dumb Children at Edgbaston, near Birmingham.

JOHN KINGHAM, Ulster Institution for the Deaf and Dumb and the Blind, Belfast.

WILLIAM NEILL, Northern Counties Institution for the Deaf and Dumb, Newcastle-on-Tyne.

ANDREW PATTERSON, Institution for the Deaf and Dumb, Manchester.

WILLIAM ROBSON SCOTT, M.A., Ph. Doc., Fellow of the Educational Institute of Scotland, Institution for the Deaf and Dumb, Exeter.

WILLIAM SLEIGHT, Institution for the Deaf and Dumb, Brighton. Also,

SAMUEL SMITH, Chaplain of the Association in aid of the Deaf and Dumb, London.

WILLIAM STAINER, Lay Pastor of the Adult Deaf and Dumb, and late Educational Superintendent of the Infant Deaf and Dumb School, Manchester.

"That the institution for the Deaf and Dumb shall be placed under a Board of Trustees, consisting of three members, two of whom shall reside in the city of Columbus. Before entering upon their duties, each of the said Trustees shall take an oath to support the Constitution of the United States, and of the State of Ohio, and to faithfully and impartially discharge the duties required of them by law. Immediately after the passage of this Act, the Governor, by and with the advice and consent of the Senate, shall appoint the said Board of Trustees—one to serve for one year, one to serve for two years, and one to serve for three years; and as their respective terms of service shall expire, their successors shall be appointed for the term of three years in the manner herein provided, &c.

"The Board of Trustees shall appoint one of its number as Secretary, whose duty it shall be to keep a record of the meetings and proceedings of the said Board, and to attest the same. The Board shall have power to appoint, and for good cause, remove the Superintendent. They, with the Superintendent, shall make such general rules as they may deem necessary for the successful management of the institution. They shall, upon the nomination of the Superintendent, appoint the teachers, steward, matrons, physician, masters and mistresses of shops, and fix the compensation of each, and of the Superintendent, to be paid quarterly, &c.

"The Superintendent shall reside in the institution, and shall have the entire control of all its affairs, in all its departments, and shall be responsible to the Board of Trustees for the efficient management thereof, and for the faithful service of all persons employed therein," &c.

"The institution shall be open to such Deaf-mute residents of the State as the Trustees and Superintendent shall judge, from reliable information and examination to be suitable persons to receive instruction according to the method therein employed; provided that no person shall be received under ten, or over twenty years of age, and provided further, that no person shall be received who is addicted to immoral habits, or infected with any contagious or offensive disease."

"Pupils admitted into the institution may, in the discretion of the Board of Trustees and Superintendent, be permitted to remain such a portion of seven years as their progress shall seem to justify. In addition to the time heretofore specified, three years may be allowed to such pupils as give satisfactory evidence of marked ability, and justify the expectation that they may become useful teachers, or occupy other responsible positions in life; provided that nothing herein contained shall be construed to prohibit the admission of pupils who are not residents of the State of Ohio, if there shall be sufficient accommodations for such non-residents without excluding residents of the State, upon the payment of such sums, and upon such terms, as the Trustees may determine," &c.

"All pupils admitted into the institution, who have legal residence in the State, shall be supported at the expense of the State; provided that parents and guardians of such pupils shall be required to keep them comfortably and neatly clothed, and to pay their travelling and incidental expenses," &c.

"The Trustees are hereby authorized and required to enlarge the mechanical departments of the institution from time to time, by the introduction of such trades, as

by experience shall be found to be adapted to the wants of the Deaf and Dumb; provided that the good of pupils, and the economical management of the institution shall, at all times, be duly regarded by the said Board of Trustees."

These extracts from the statute portray the character of the institution, the method of its government and management, and the noble liberality of the State in providing *free education for Deaf Mutes*, as well as for other children of school age throughout the State.

The *Illinois State Institution* for the education of the Deaf and Dumb, established at the handsome town, or city, of Jacksonville, stands, in every respect, upon the same footing and is supported by the State in the same way, as that of Ohio at Columbus. The site and buildings are very beautiful, and the premises include, by a recent purchase, nearly sixty acres. The proceeds of the garden and shops are considerable contributions towards the support of the institution, though instruction and not profit is the design of them. A small farm will now be added to the other facilities and instruments of education in this institution, the excellent and able principal of which (Mr. Philip G. Gillet), told me that he thought agriculture, upon the whole, the most suitable employment for deaf mutes. The trades taught are cabinet-making, shoemaking, tailoring and gardening.

The internal arrangements of the buildings and shops are very complete, and they are kept beautifully clean. The blackboards on the walls of the class rooms are large slates, brought from Wales. The examinations of several classes excited my surprise and admiration. I dined with the teachers and pupils, and addressed them—the Principal interpreting in the sign language as rapidly as I spoke. I never addressed a school, the pupils of which seemed more thoroughly to understand and more deeply interested in what was said. In the evening I held a lengthened conversation, in writing, on slates, with a deaf-mute female graduate, now a teacher in the institution, on travelling in Europe, and found her a person of remarkable intelligence and acuteness, in both asking and answering questions, as well as in making observations—the result of her reading books of European travel.

The number of pupils in this institution is about 250; the State appropriation for its support is about \$50,000 per annum. The following are among the terms of admission:—

" III. Pupils from Illinois are admitted to all privileges of the institution free of charge; being provided by the State with board, washing, fuel, lights, tuition, books, and everything necessary, except clothing and travelling expenses.

" IV. Pupils from other States are admitted to all the above privileges on payment of \$100 per annum, which is, in all cases, required in advance."

In regard to indigent pupils, the following is the humane provision of a law passed in 1857, and is still in force:—

" Sec. 10. In all cases where the parents of pupils sent to the institution for the education of the deaf and dumb, and the education of the blind, are too poor to furnish them with good and sufficient clothing, or where said pupils are without parents and

unable to furnish themselves with such clothing, the Judge of the County Court of the county from which they are sent, shall certify the same to the Principal, who shall procure such necessary clothing, and charge the same to said county, and present the account, with vouchers, to the Auditor of Public Accounts, who thereupon shall draw upon the County Treasurer for the amount so charged to the county; and the said county shall annually assess and collect, by tax, the amount necessary to pay said order or orders; and if said county shall fail so to do, the Circuit Court in said county, shall, on application therefor, compel the same by mandamus."

I think the Principal is fully justified in the following congratulatory remarks at the conclusion of his last biennial report (which I have seen) addressed to the members of the Legislature:

"This institution, of which you, gentlemen, are by law made the guardians, is now upon a broad and liberal basis. It has facilities equal to any other for effecting the highest moral and intellectual culture of its beneficiaries. The appliances for this end here found have never been surpassed by any similar institution of no greater age. There are two institutions of the kind in the United States, and but three in the world of greater magnitude. Every citizen of Illinois who has visited it regards it as an honour to our proud and great prairie state. There could be no more fitting exponent of the Christian philanthropy of our people than is found in this and the institutions of a kindred nature located around this beautiful young city." (In Jacksonville, there is not only this institution for the education of deaf mutes, but there are also a State institution for the education of the blind, an extensive asylum for the insane, a college, and several large seminaries).

National Deaf-Mute College at Washington.—In presenting a summary view of what may be done, and has been done, for the education of deaf-mutes, I must not omit to notice the "National Deaf-Mute College at Washington"—as far as I know, the only College proper of the kind in the world. Such an institution deserves more than a passing notice. The following statement of its origin and design is abridged from the last report, just published at the time of my visit in the autumn of 1866, when the exercises I witnessed, chiefly on blackboard in both language and science, illustrated all that is indicated in the prospectus of the course of studies.

"The Columbia Institution for the instruction of the Deaf and Dumb, located at Washington, D. C., was incorporated in the year 1857, and has since that time been sustained by Congress as the institution where government beneficiaries, viz.:—deaf-mute children of the district of Columbia, and of the army and navy, should receive *free education*. But the act of incorporation gives the Directors (the President of the United States being Patron, and several members of Congress, with other gentlemen of distinction, being Directors), full discretion as to the length of the course of study to be pursued in the Institution, and permission to receive students from any of the States, on terms to be agreed upon by the proper authorities.

"To give practical efficiency to these provisions, the managers of the Institution decided to organize a *Collegiate department*, and Congress was therefore applied to for an amendatory act, authorizing the Institution to confer Collegiate degrees. Such an act was passed in April, 1864, and shortly afterwards the Directors extended the range

of study so as to embrace a College course, and divided the Institution into two departments, giving to the advanced department the name of the *National Deaf-Mute College*.

"The object of the Directors in establishing a school of this grade, unprecedented in the history of deaf-mute instruction, was in part to prove what had been doubted by some—that persons deprived of the senses of hearing and speech could, in spite of their disability, engage successfully in advanced studies pursued in Colleges for the hearing. The most important end in view, however, was to afford to a class of persons in the community, already numerous, and increasing steadily with the population, an opportunity to secure the advantages of a rigid and thorough course of intellectual training in the higher walks of literature and the liberal arts. The experience of nearly two years in the progress of the College has fully satisfied those familiar with its working, that their assumption as to the ability of deaf-mutes to master the arts and sciences, was well founded."

In support of the necessity of such an institution, the following facts and reasons are stated :

"The number of deaf mutes in the country, as stated in the last census reports, was about 13,000. Of these upwards of two thousand were being taught in twenty-two separate schools. Since 1860, the published reports of the various institutions show an increase in the attendance of about 400 pupils, and an addition of two to the number of institutions. There is every reason to suppose that, with improved facilities, which are being provided in many of the States, and a more general understanding in the new States as to the possibility of educating the deaf and dumb, the number under instruction in 1870 will not fall far short of 3,000. That among so many intelligent youth, enough would be found, desirous and capable of pursuing an advanced course of study, to warrant the establishment of a college, will not be doubted by any candid and reflecting mind. That so large a class in the community, and one labouring under peculiar disabilities, should be forever denied the advantages of higher education, lavishly accorded to the more favoured hearing and speaking youth of our country, will scarcely be urged save by narrow and selfish minds."

"Turning then to the consideration of the practical advantages of collegiate instruction to those deaf-mutes capable of receiving it, a very important field of labour immediately presents itself, wherein highly educated men are constantly needed, and where the deaf-mute, with corresponding mental culture, may prove in most respects the equal, and in some the superior, of his hearing and speaking collaborators. We refer to the primary instruction of deaf and dumb.

"The difficulties encountered in the instruction of deaf-mutes make it necessary to employ one teacher for each fifteen or twenty pupils. Three thousand children in school at one time would then demand the constant attention of from one hundred and fifty to two hundred instructors. To meet the vacancies naturally occurring in this number of teachers by reason of resignation, removal or death, an accession of at least from fifteen to twenty would be required annually, creating a demand in the very institutions from which they came for the services of a large proportion of yearly graduates of the college. To perform the double office of opening to mutes higher possibilities, in the position of

teacher, and to furnish a reliable source whence the institutions may secure talented and well qualified instructors is one of the aims of the College; one which would of itself warrant all the contemplated expenditure of labour and money."

High qualifications required of Teachers of Deaf-Mutes.—On this subject, the report above quoted holds the following impressive language, the result of long and practical experience, and which applies to the teaching of others than deaf mutes:

"In reply to the possible question, whether a high degree of intellectual culture is an essential qualification of an instructor of the deaf and dumb, it may be stated, as the result of an experience of fifty years in this country, that, while, in what may be termed infant classes, teachers of especial natural fitness may be satisfactorily employed who have not received the benefits of a liberal education, in a majority of the classes success can only be obtained by instructors who have secured the acquisition and mental discipline afforded in a collegiate course of training."

"And it is equally true that the efficiency and usefulness of teachers, even of the elementary classes, would be increased were their own grade of attainments raised above its present standard."

"No error can be greater and more hurtful, wherever it exercises any authority, than the supposition that it is an easy task to impart the *elements of knowledge* to the deaf and dumb, or that their teachers need no other qualifications than an acquaintance with the sign language, added to those which might suffice for a teacher in a primary school for the hearing and speaking."

The difficulties encountered in opening the dark and bewildered mind of the deaf-mute to the intricacies of written language cannot be adequately described in words—and all who fairly consider the subject, having had an insight into the methods necessarily employed, will, it is believed, be ready to admit that the *successful instruction of the deaf and dumb takes rank, as an intellectual achievement, with the highest efforts of the human mind.*

Advantages of Collegiate Education to Deaf-Mutes, as well as to others, and to the Public.—“The qualifications for teaching are by no means the only practical advantage to be secured to the deaf and dumb, as to the result of the liberal education of a portion of their number.

“To the graduates of the College are opened many fields of effort hitherto unattainable to deaf-mutes as a class.

“The disability of deafness interposes no obstacle to success in literary and scientific pursuits. The silent voice of the editor and author may reach a larger audience and be more potent for good than the silvery tongue of the orator. The calm eye and steady hand of the astronomer and chemist may gather as much that is valuable to humanity as the quick ear of the doctor or the musician. The legal lore of the closet is often of more value in the court-room than the noisy appeal of the advocate.”

“Minds are found in the large number of this class brought under instruction in the country, capable of the highest development, and thirsting for it, conscious of their own needs.”

"Provision is to be made for these, so that whatever may be their future position in life, (whether in the learned professions, or in mechanics, arts, or agriculture,) they may become *better men, better citizens*—exerting everywhere the influence of educated and well balanced characters."

"Polytechnic, Agricultural and Mercantile Colleges reveal a want of educated men in other than the so-called learned professions, and it is not in the nature of things that this lack is less sensibly felt among deaf-mutes than with those who hear and speak."

"The true source of power and progress in every community is *educated men*, who, though they may not occupy the pulpit or the rostrum, shall preach through their daily conversation to society, the Church, and the State."

The Course of Study in this remarkable institution deserves special notice, as also the caveat of its Directors against a partial, or optional course of Collegiate studies.

"Marked out by the Faculty for the College, the course of study corresponds in general to what is known as the *Academical Course* in the best American Colleges; such modifications, however, have been made as deemed advisable and necessary to adapt it to the peculiar wants of the deaf and dumb."

"In the ancient languages, while special attention is paid to their construction and analysis, and to their etymology in its bearings upon our own tongue, and while a thoroughness, extent, and variety in translation is aimed at, which it is believed will enable the student to render any classical author with readiness and ease, the amount of Latin and Greek *read* in College is considerably less than in the ordinary course. More time is thus gained for French and German, which are made regular studies of the College course, and for the critical study of the English language in the history of its origin and growth, its derivations, analysis, and construction, and its matchless literature. To these branches, and the grand philological principles underlying all language, a greater prominence than usual is accorded."

"A thorough course of instruction in the Natural Sciences and in Mathematics is given; History, Metaphysics and Political Science also receive a full share of attention. Art studies are likewise pursued, but these latter are at the option of the student. The aim of every College should be to give its students, not a *partial* education in a few branches only; nor, on the other hand, to give a superficial education, but to engage in a *thorough course*, and carry it as far as the time of the student's residence will allow. Such a proportion between the different branches of literature and science should be maintained as to form a proper *symmetry* and *balance* of character."

"In laying the foundation of a liberal education, it is necessary that *all* the important faculties be brought into exercise. When certain mental endowments receive a much higher culture than others, there is a distortion in the intellectual character. The powers of the mind are not developed in their fairest proportions by studying languages alone, or mathematics alone, or metaphysics alone, or natural or political science alone, but by a judicious combination of these various exercises, resulting in a vigorous maturity of the mind in all its parts, and fitting it to engage, with success, in that field of intellectual labour indicated by its natural endowments and tastes."

Degrees and Terms of Admission.—"The degree of *Bachelor of Arts* is conferred on all students who have sustained examinations in the full College course of four years, and who have paid all their dues to the College. Students not desiring to complete the full Collegiate course, are permitted to pursue a selected course of study, extending through at least two years,—the satisfactory completion of which will entitle them to receive the degree of *Bachelor of Science*."

"Candidates for [Matriculation or] Admission to the Freshman class are examined in Arithmetic, English Grammar, History, Geography, Physiology, Algebra to Quadratic Equations, and the principles of Latin construction in their application to any familiar Latin author, regard being had more to the acquaintance evinced with the essential principles of Latin etymology and syntax than to the amount of literature read."

"This standard of scholarship renders it necessary that a student, to be prepared to enter the College, should have passed through what is termed in institutions for the deaf and dumb, the High Class."

"Testimonials of good moral character are required of all applicants for admission."

"The charge for board and tuition in the College is one hundred and fifty dollars for the academic year."

"Congress, however, makes provision for the free admission of residents of the District of Columbia, who have not the means of supporting themselves, and for those whose fathers are in the military or naval service of the United States."

The President of this College is Edward M. Gallaudet, Esq., A.M., son of the Rev. Mr. Gallaudet, the first Principal of the American Asylum at Hartford, and founder of the American system of instruction for deaf-mutes. Mr. Gallaudet and the other Professors of the Washington National Deaf-Mute College, with whom I conversed, impressed me as gentlemen of superior abilities and attainments, and truly devoted to their laborious and philanthropic duties; and what I witnessed of the exercises in the College strengthened my belief that the prescribed curriculum of instruction is practically and thoroughly taught.

I have given this account of the National Deaf-Mute College at Washington, not because I am prepared to recommend anything of the kind in Canada, but to shew the extent to which deaf-mutes may be educated, and what is actually doing in this respect by our American neighbours, in addition to their noble State institutions for the instruction of the deaf and dumb.

V. PROVISION FOR THE SUPPORT OF INSTITUTIONS FOR THE INSTRUCTION OF THE DEAF AND DUMB.

There is no legislative provision for the instruction of the Deaf and Dumb in Great Britain and Ireland. Some are assisted by the towns in which they are established, but most of them are established by private individuals; a few by benevolent Associations and individual legacies. I know not the amount of their receipts and expendi-

tures, except those of the "London Asylum for the support and instruction of the Indigent Deaf and Dumb Children." These amount to £15,000 sterling, or \$75,000 per annum."

The receipts and expenditures of these institutions in France and other countries (except the three in Holland) are not given in any reports which I have obtained. Of the three institutions of the Deaf and Dumb in Holland, that at Rotterdam is supported entirely by voluntary contributions. It was established as late as 1853, in order to introduce the German mode of instruction by articulate language into the Netherlands. It is only a day school. The number of pupils is 40; the number of teachers, 4. No trades are taught the boys. The girls are taught sewing two hours a-day. The institution at St. Michielsgestil was established by a Roman Catholic Priest in 1828. It is under the direction of Roman Catholic Bishops, and is taught by the Brethren and Sisters of Mercy. It contains about 100 pupils. Six hundred contributors in different parts of the country pay five florins (\$2.00) each per annum. The Province grants 1,000 florins (\$400), and from the treasury of the Kingdom 2,000 florins (\$800) per annum are granted. The institution at Groningen was established in 1790 by a pastor of the Walloon Church, named Henry David Guyot, who had made, in 1784, the acquaintance of the Abbe de l'Épée at Paris. It contains 150 pupils, received at from 9 to 14 years of age, and taught from eight to nine years, by eleven instructors. The institution is supported by an association of 2,800 contributors, who pay \$2.10 each per annum, and by annual grant from the Kingdom, Province and City to the amount of 8,000 florins (\$3,200) per annum, besides fees of board and tuition, and income from certain investments.

But it is in the United States that the more systematic and liberal public provision is made for the support of institutions for the Deaf and Dumb. The proceeds of landed and other State endowments of the *Hartford Asylum* are stated in the Report for 1866 as follows:

"Invested in Bank Stocks in Connecticut, \$94,100; invested in Bond and Mortgage of Real Estate, \$59,000; in Railroad Bonds, \$23,900; in United States Bonds, \$30,000; in Real Estate in Hartford, \$82,523."

The *Income* of the institution for 1866 is stated as follows:—

"Balance on hand, \$3,654; Income from the Fund the year past, \$15,090; Rent on Dwellings, \$475; Paying Pupils, \$3,113; Receipts from six New England States for support of Beneficiaries, \$35,094; Receipts from the Fund Account, \$24,300. Total Receipts for the year, \$81,726."

The income of the *New York Institution* for the instruction of the Deaf and Dumb for 1865, (not including any of the large expenditures for the premises and buildings, but only for the current expenses, was as follows:—From the State pupils' board and tuition, \$46,445; from the State, to pay interest on debt, \$12,065; from the State, to meet the deficiency of the previous year, \$15,000; from the State of New Jersey, for board, tuition, and clothing of pupils from said State, \$3,125; from City of New York, for board and clothing of County pupils, \$3,197; from City of New York, for clothing of State pupils from said City, \$1,674; from the Treasurers of 43 Counties

(given in detail), for the support of County, and clothing of State pupils, \$9,286; from pupils clothed by friends, \$1,129; from paying pupils, for board and tuition, \$6,294; from Regents of the University, for distributive share of the Literature Fund, \$741; private donations, \$6; from custom work in the shoe shop, \$105; from custom work in the tailors' shop, \$71; from sales of pigs and pork, \$135; from sales of empty barrels, \$89. Total receipts for the current expenses of the year, \$99,362. Expenditures for the same year, \$109,761.

The receipts for current expenses of the Ohio State Institution for the Deaf and Dumb, for the year 1865, (before the completion of the new buildings,) are stated in the Report of 1866 as follows:—From the State Treasury, \$26,867; from paying pupils, for tuition and board, from other States, \$1,676; from shoe shop, \$127; hogs sold, \$149; apples, &c., sold, \$169. Total receipts, \$28,988. Expenditures, \$28,764.

The receipts for the Illinois State Institution for 1863 and 1864, for ordinary expenses, according to the Biennial Report for those years, were: From the State, \$56,000; from profits of shops and miscellaneous sources, \$15,312. Total receipts for the two years, \$71,312. Total expenditures, \$80,514.

VI. SUGGESTIONS RESPECTING AN INSTITUTION FOR THE DEAF AND DUMB IN ONTARIO.

The facts of the foregoing pages, together with the illustrations of them in the Appendix, constitute a stronger plea than any argumentation and appeals of mine in behalf of the necessity, the patriotism, the Christian humanity of institutions for the education of the Deaf and Dumb. The official instructions under which I acted in the prosecution of my enquiries, assumed the expediency and avowed the intention of providing for Deaf-mute instruction. My enquiries were intended merely to facilitate the accomplishment of that object. I hope I have collected and condensed sufficient information to illustrate the nature and working of such institutions, and the examples of Governments in their establishment and support.

But an example has been given in our own Province, full of significance and instruction on this point. That a single individual, Mr. McGann, has been able to establish a school for the instruction of the Deaf and Dumb; that he has been able to develop so much benevolent coöperation in its behalf, and to induce a number of Municipal Councils to provide for the support of pupils resident within their respective jurisdictions, and to collect between 50 and 100 pupils in his school, and continue its operations for several years; is not only a remarkable instance of individual energy and perseverance in a good work, but evinces the widely-felt necessity of such an institution, and the cordiality of Municipal coöperation in enabling pupils to secure its advantages; while the very defects and inefficiency of such a private school impress the need of a public national institution to meet the wants of the country.

The facts of this report have also anticipated any suggestions I might offer in regard to the subjects and methods of instruction in such an institution; the ages at which pupils should be admitted; the periods of their continuance; the accommodations and apparatus for their instruction.

It only remains for me to note and suggest two or three things for consideration and decision.

1. It must be remembered that an institution for the instruction of the Deaf and Dumb is not a *day school*, like the Normal School, and many Colleges, where pupils and students board in licensed private houses, and are only instructed in prescribed courses or subjects of literature and science, but a boarding school, a *home*, where the pupils live from five to eight years; where every needful provision must be made for their residence, their domestic training, as well as for their purely educational instruction.

2. In the erection of an institution for the Deaf and Dumb, accommodations must be provided not only for the residence of the pupils (say at least 100), but also of the Principal, the Steward, the unmarried teachers, the servants, besides shops for teaching trades, grounds for gymnastic exercises, and for horticulture, or gardening.

3. The premises and buildings of such an establishment can hardly be provided and furnished for less than \$80,000 (if for that); nearly one-fourth of which will be required to provide a proper kitchen and heating apparatus to the whole establishment. I think at least \$20,000 per annum will be required for its support, in addition to a reasonable sum, say \$150 per annum, from the municipalities, for each pupil educated at the public expense. In such case, the cost of providing and supporting the establishment will be considerably less than that of any similar institution in the neighbouring States, as may be seen by referring to the financial statistics on a preceding page.

4. The erection and furnishing of such an establishment is the least difficult part of the work required. The great difficulty lies in its proper oversight and management, which, I think, cannot be otherwise so efficiently and economically accomplished as by the Council and Department of Public Instruction, (as in the case of the Normal School) where the machinery of administration, with perhaps the exception of a clerk, exists, and where are the best experience and facilities for providing all the requisites of such an establishment, as well as the proper instructors, &c., for its operations. The task is serious and difficult, especially to the responsible Head of the Department, and without the possibility of a farthing's additional remuneration; but I see not how it can be otherwise so effectively and economically performed. If any better means of promoting this great and difficult work can be suggested, I shall feel extremely gratified and relieved.

5. The selection and appointment of a Principal of such an institution is a matter of essential importance. If in ordinary cases, the master makes the school, it is true in a still higher sense that the Principal makes the institution for the Deaf and Dumb. The strong common sense and sound judgment, the truly christian heart and highly cultivated intellect, the good address and ready tact, the unwearied industry and patient kindness, the sincere piety, and perennial love of the young and helpless, the physical strength and mental vigour, required in the Principal of such an institution, renders the selection as really difficult as it is supremely important. When once appointed, I think the Principal should have the selection, at least approval of the selection, of his own assistants. Now, there are three modes open for the selection of a Principal. The first to import one from Europe. I think this is out of the question, from the difference of habits and usages, the uncertainty of success, the salary

and expense necessary to secure a person of reputable standing and competence; and also from the fact, that the institutions of the Deaf and Dumb, both in England and on the Continent, are differently constituted, and far inferior to those in America. The second mode of proceeding is, to select one of the earnest, and tried, and clever men connected with the institutions of the Deaf and Dumb in the United States. I think this is practicable, and that a good selection might thus be made of a man who would labour with as much faithfulness and zeal in Canada as in the United States. But I think a better and more congenial mode of proceeding would be that which was adopted in Hartford in 1816, when it was proposed to found the first institution in America for the instruction of the Deaf and Dumb. The facts of that proceeding have been stated on pages 7 & 8 of this Report. It was the selection of the Reverend Mr. Gallaudet—a man possessing all the qualities and qualifications above suggested—and sending him to Europe to learn the methods of teaching the Deaf and Dumb. This he accomplished in less than a year, brought back with him from France an able assistant, and thus laid the foundation of the most practical, comprehensive and complete system of Deaf Mute instruction which the world had ever witnessed. Such an example is, I think, suggestive in founding the first public institution for the education of the Deaf and Dumb in Canada. Let some true-hearted Canadian, with the requisite general qualities and attainments, be selected and sent for several months to the institutions of the neighbouring States, where I know, he would be cordially received, and assisted, and let him learn as far as practicable without longer experience, the sign language and modes of teaching the Deaf and Dumb, and of exercising discipline and managing their institutions, and let him be authorized to select and bring back with him one or two assistants, who, together with those already in the country, would enable him to commence a system of instruction for the Deaf and Dumb suitable to the wants and worthy of the character of our country.

6. I have only further to remark, that if in this brief document I have omitted to give all needful information on any matter of inquiry involved in this subject, I shall be happy, on being advised, to supply the deficiency.

VII. INSTITUTIONS FOR THE BLIND.

Institutions for the Blind go hand in hand with institutions for the Deaf and Dumb. I know of no country in which the one is established without the other. Yet the two kinds of institutions are essentially different, and the two classes of unfortunates are never educated together. The few attempts made to do so proved unsuccessful, and were soon abandoned. The intellectual powers of both are unimpaired, but their physical infirmities and wants are widely different. The Blind cannot *see* the sign language of the Deaf and Dumb, and the Deaf and Dumb cannot *hear* the articulate language of the Blind. The *fingers* of the Blind are their only *eyes* to learn the letters and words which they articulate; the *fingers* of the Deaf and Dumb are their only *tongues* for the expression of both letters and words. The Blind can learn nothing by observation; the Deaf and Dumb can learn nothing except by observation. The Blind see not the beauties or workmanship of the outward world, nor even the "human face divine"; the Deaf and Dumb hear not its harmonies or sounds, not even a mother's voice. The Blind walk and learn the world by feeling; the Deaf and Dumb by seeing. On this subject it has been justly remarked:—

"The possession of eyesight certainly gives many important advantages to the deaf man over the blind man. Placed on a desert island, the intelligent deaf man would possess, except in those warnings that reach the ear, all the means of support or escape that the man gifted with all his senses would possess. In such a situation, the blind man could but linger a few days in helpless gropings. And in civilized life, the contrast at the first glance is so strong between the blind man, groping with his staff, or led by his dog, and the deaf man walking forth with cheerful aspect, the full master of his movements, that we can hardly recognize the claims of the latter to aid, pity and consideration in the comparison. In the closet, among his books, in the workshop, in the open fields, in a desert, everywhere in the presence of the great spectacle of nature and art, in short, wherever the eye is the main minister of productive labor, of safety or of enjoyment, the educated deaf man has inestimable advantages over the blind man. But the former, among those who hear and speak, is liable to be cut off from far the larger part of social communion, intellectual enjoyment, and even business intercourse. The blind man labors with his hands at a sad disadvantage. If in the dark he is sometimes a king, in the light he is to be pitied and spared. But in the social circle, in the marts of trade, in the public hall, in the church—wherever speech of man flashes from mind to mind—he is at home. And his intellect ripening in the full sunshine, he often reaches the highest walks of eloquence, of poetry, and of philosophy. By universal consent, the blind Homer has sat for thousands of years in the highest seat of the temple of fame; and in later times few or none have climbed nearer his throne than the blind Milton."

I will notice, as examples, one institution in England, one in France, and two in America, and then subjoin some practical remarks and suggestions.

1. *England.*

Of the several schools for the Blind in Great Britain and Ireland, that which occupies the first place in both importance and efficiency, is "The School for the Indigent Blind in St. George's Fields, Southwark, London," instituted in 1799, incorporated in 1826, supported by public subscription of a Society, of which Her Most Gracious Majesty, the Queen, is patron, and His Grace the Archbishop of Canterbury, President. The institution contains, on an average, 160 blind pupils, male and female, who are received between the ages of 10 and 20 years (by election only), and are clothed and maintained for about six years. During this time they are taught (by raised letters,) to read the Bible, to write, and to cipher; chosen books are read aloud to them; they receive regular religious instruction, and attend daily prayers, according to the Church of England, as well as the usual services of the Church on Sundays. They are also taught some industrial trade, such as mat-making of various kinds, basket-work in great varieties, knitting and netting, including anti-macassars, sofa-pillows, and bolsters, bags, bread and cheese cloths, bassenette trimmings, balls, cuffs, gauntlets, gloves, hose, purses, table mats, watch pockets, &c.; hair-work in bracelets, brooches, guards, rings, &c. They thus learn to be able to earn something towards their own living on leaving school.

Such pupils as have a talent for it are taught vocal and instrumental music, and are trained as organists. Besides the vocalists, there is an instrumental band of 30. There are monthly public concerts at the school, which excite much interest; and the

musical part of the chapel services is very striking, being conducted with great skill and beauty.

This institution receives no aid from Parliament, but its receipts from subscriptions, legacies, investments, &c., amount to £10,605, or \$53,025 per annum. All the arrangements of the different classes and branches of the institution appear convenient and complete, and it has been and is an instrument of immense good to the most helpless as well as most needy class of the population.

2. France.

Among the institutions of the Blind on the continent and in France, the Imperial Institution at Paris (*Institution Impériale des Jeunes Aveugles, Paris, Boulevard des Invalides, No. 56,*) is the most magnificent in structure and appendages, if not the first in attendance and in the standard and comprehensiveness of its sources of instruction, on the continent. It is an establishment of the State where children of both sexes, and of all ranks, deprived of sight, receive an intellectual, musical, and industrial education. It is administered under the authority of the Minister of the Interior, by a Director, Inspector-General of the first class of benevolent establishments, assisted by a consultative commission.

Intellectual instruction is primary and superior. *Primary* instruction includes reading (with raised letters), writing in raised points, arithmetic, French, grammar, orthography, and the elements of the natural sciences. *Superior* instruction (intended for the children of the wealthier classes), in addition, comprehends literature, mathematics, geography, general history, history of France, and common law. *Musical* instruction embraces the scales, harmony, composition, the organ, and the practice of one or more instruments. *Industrial* instruction includes, for *boys*, tuning of pianos, turning, net-work, basket-making, brush making, bottoning chairs, and all work which the blind can be taught to do; for the *girls*, spinning, various kinds of knitting and netting, straw, and various fancy work.

A Chaplain gives religious instruction and prepares the children for their first communion. Measures are adopted in concert with the parents, relative to the religious instruction of children not Catholic.

The girls are under the special care of female teachers and attendants, who watch over them with maternal solicitude. The best medical practitioners are appointed to the institution, and the infirmaries are under the charge of nuns.

Every three months a letter report is sent to the families of the pupils, giving a detailed account of their health, conduct and progress.

The period of time allowed to pupils to complete their education is eight years. The age for their admission is from nine to thirteen years.

The expense of board and tuition &c., is, 1,000 francs, or \$270 per annum, which is provided for by the Minister of the Interior for poor children; and for children of parents of slender resources, half-bourses, (bursaries), or quarter-bourses, are provided to defray one-half, or one-quarter of the expenses of their children, according to circumstances.

Departmental Councils and Municipal Administrators also provide the whole or part of the support of children whose parents are in humble circumstances and resident within their respective jurisdictions.

All applications for admission and for assistance are to be addressed to the Minister of the Interior, or to the Prefects and Municipal Administrators of charity. A preliminary deposit of 320 francs (\$64) is required to defray the expenses of the trousseau with which each pupil must be provided on entering the establishment.

More attention is paid to music and fancy work (some of which is very beautiful) than in the London School for the Blind. Music constitutes an important part of the education of the Blind, in both the French and German schools. The sweetest instrumental music of the Blind, to which I ever listened, was in the School for the Blind at Munich, in Bavaria. There are many Blind organists in the churches of the towns and villages in both France and Germany. In the order of Providence, a talent for music, and often of a high order, is, perhaps, more general in proportion to numbers among the Blind than among any other class of youth.

3. *United States.*

The Institutions for the Blind in the neighbouring States, like those for the Deaf and Dumb, are, in my opinion, superior to similar institutions of Europe. They are, at least, for a state of society more like that in Canada, and therefore better adapted to our wants and pursuits.

The New York Institution for the Blind has been in operation for more than thirty years. Its situation, premises and buildings, in the City are convenient and magnificent. Its invested funds from individual Donations and Legacies, amount to fifteen hundred thousand dollars. The State appropriation for 1865, amounted to \$59,159—\$15,000 was to make up deficiency of 1863, and \$22,128 to make up the deficiency of 1864. The State of New Jersey appropriated for the same year, 1865, for the support of pupils from that State \$1,704; and the Counties of the State of New York, for the clothing of State pupils, the same year, expended \$4,479. The proceeds of the sales of manufactures of the Institution, amounted to \$4,979. The receipts of the Institution from all sources, in 1865, amounted to \$81,740.52.

The Legislature of the State of New York, at its session in 1865, on account of the higher prices of provisions, &c., than formerly, and to prevent future deficiencies, increased the allowance of State Pupils (of whom there were 109) from \$200 to \$300 each, exclusive of clothing, which is provided by the several counties from which the pupils are sent.

The Institution has three Departments of instruction—Literary, Musical and Mechanical,—and its avowed purpose is to instruct each pupil in any or all of these, as the circumstances and ability of the pupil may seem to determine.

The pupils are received at twelve years of age, and the period of instruction is seven years. The course of study in the *Literary Department* embraces the subjects of a thorough high English education. Each year is divided into two terms, and is thus designated:—First year, Primary; second year, Intermediate; third year Sub-junior;

fourth year, Junior; fifth year, Sub-Senior; sixth year, Senior, first year; seventh year, Senior, second year;—besides the ordinary subjects taught in the Common Schools; the last two years of the course embrace Physiology, and Hygiene, Algebra, Geometry, Natural Philosophy, Chemistry, Geology, Mental and Moral Philosophy, Logic, and the Science of Government.

In the *Musical Department*, instruction is given on the Piano, on the Organ, in Vocalization and Chorus singing.

In the *Mechanical Department*—mat, broom, and mattress making are taught. The object of this Department is stated to be, to enable *male* pupils who cannot make music or literary pursuits available in a business way, to earn a living by following these branches of industry. The *female* pupils are taught knitting, sewing, and bead-work. The number of pupils in the school was 124; of whom 60 were males, and 64 females.

No mention is made in the report of religious exercises or definite religious instruction, which justly occupy so prominent a place in all institutions of the same kind in Europe. All that is said on this subject, is contained in the following remarks of the Superintendent, who, after referring to the general good conduct of the pupils and their desire to excel, concludes his report as follows:—

“It has been my effort to impress upon them how important it is to them to improve the opportunities afforded by this wise benefaction and its patrons, that now is their opportunity to avail themselves of them in their youthful days, when the character for time and for eternity is being formed; that they should practise patience and obedience, eschew evil associations, and cultivate a love for work, for learning, and for the christian virtues; that they should be ever conscious that on the proper use of their time now, depends their success and their happiness in the future; that they should remember that if he who has but one talent, buries it in a heap of neglected and lost opportunities, he shall have no part nor lot in the rewards of the industrious and virtuous, and even that which he hath shall be taken from him; that they should feel that—

‘Life is real, life is earnest,
And the grave is not its goal.’

That now is their seed time, the time to plant and sow; that if they sow to the wind, they shall reap the whirlwind; but that if they plant and sow the good seed of morality and piety, they will reap in life, in death, and in the hereafter, an abundant harvest of immortal joys.”

The Illinois State Institution for the Education of the Blind is founded on a scale and conducted in a manner better adapted to the circumstances of Canada than that of New York. It is called one of the pioneer institutions of the west. It was originally established and supported one year by benevolent citizens of Jacksonville, when the Legislature of Illinois, in 1849, passed an Act authorizing a special tax of two-tenth mills on the hundred dollars for the purchase of ground, erection of buildings, and support of the school. The amount of this tax was more than was necessary to support the institution; the law was repealed, and an annual appropriation of twelve thousand dollars was substituted. The Report states, that “this sum has been sufficient to provide every desirable comfort and instruction for all the young blind of the State.”

The buildings are plain, elegant, and very commodious. When I visited the Institution in the autumn of 1866, there were about seventy pupils, nearly equally divided between male and female; the neatness and order of the pupils and apartments appeared all that could be desired, as also the furniture, apparatus, books in raised letters for the use of the Blind, and even a very considerable library of books, printed in raised characters. The music and chorus singing would have done credit to any institution, and the venerable Superintendent and Matron—Doctor Joshua and Mrs. Rhoads—seemed indeed the loved and revered parents of the whole sightless family.

There are daily prayers and reading of the Scriptures, and on the Sabbath the pupils attend the place of worship, directed by their parents. But every pupil must attend some place of worship. Nearly all the male pupils can walk over the town, and go to any shops in it, with no guide but their canes. Some of them come from and return to their homes by railroad without any attendant.

In a previous page (17) of this Report I gave an extract from the law passed by the Legislature of Ohio in 1866, providing for the free education of the Blind, as well as of the Deaf and Dumb. I also stated on authority (p. 19) that Illinois had made the same humane and liberal provision for the education of its own deaf-mutes. It has likewise provided in the same manner for the education of the Blind. The Report says:—

“The Legislature of Illinois has opened her benevolent institutions to all her citizens who may be the children of sorrow, without respect to their worldly position. No questions are asked for admission into this institution, except, “Is the applicant a resident of the State, blind, and of a suitable age, capacity and character to receive instruction?” These facts being ascertained, its doors open, and probably the child of misfortune and want will be seated at the same table, and partake of the same instruction, as the child of the owner of thousands of acres of its fertile prairies, both equally provided for by the liberality of the Legislature.”

The following extracts from the Superintendent’s historical Report of the institution are very suggestive, while they present a practical view of the character and operations of this excellent establishment:—

“My experience also freely warrants me in asserting that a child, remaining until the age of twelve years in its “home, however homely,” would arrive at maturity more learned, more amiable, and more active, than if placed in an institution conducted in the best manner, and with the utmost attention to the details of its management. Nothing of equal value can be substituted for the home life of a young child.”

“Blindness is often a consequence of a vitiated state of health; sometimes the result of fever, in others of a scrofulous condition of the system. The timidity or ignorance of parents prohibits the Blind from employing the only remedies for these conditions of the general health, viz.: active exercise in the open air, and a cheerful occupation of the mind.”

“The Blind often arrive at the institution dull, timid and inactive—health delicate and organization feeble. We subject them to perfect regularity of duties, insist upon

free exercise in the open air, provide a liberal diet, of which they freely partake. All signs of indisposition quickly disappear, and vigorous health, if not renovated constitutions, is characteristic of the inmates of the institution."

"To produce these results, many concurrent causes must concur. The most efficient, and without which no success will attend our efforts, is the arousing into action of all their faculties, both mental and physical. Indeed, strange as it may seem, the secret of success in promoting the health and happiness of the Blind is the same as was said to be necessary to a perfect orator, viz.: Action, action, action."

"In accordance with the above principle, we have established as a fundamental rule for the conduct of the pupils, that they must be in action all day. Their whole time must be passed in studying, working or playing. No listlessness or idleness is encouraged or permitted, except in cases of sickness."

"The better to promote the health of the pupils, care is taken in the arrangement of the lessons to alternate them with relaxation. We are also careful to arrange the hours of employment, so that, although the pupils are occupied nine hours per day, no two successive hours are devoted to one exercise.

"The instruction of the Blind is founded upon the employment of characters in relief, by which letters, notes, etc., ordinarily printed for the eye, are rendered sensible to the fingers. It is perfected by oral instruction, which cannot be dispensed with. All the branches of a Common School education are taught to the Blind in this institution, and many of its pupils have attained to an enviable degree of proficiency."

"All the pupils, who have been in the institution for some length of time, can read with considerable facility. Indeed, a Blind child will learn to read as quickly as one who sees. But the instances are rare in which the Blind will ever be able to read so fast as the seeing, for the finger can feel only a single letter at once, while the eye can see a whole word."

"All the female pupils attend singing lessons daily, and we provide musical instruments for all the male pupils."

"The department of mechanical arts of the institution is viewed with much favor by most practical visitors. They consider the industry and skill of our pupils with much interest; and whilst some doubt the utility of music, and abstract science, all appreciate the importance of teaching those to labor who wish in future to earn a subsistence."

"The male pupils are taught to make brushes, and brooms, and to weave carpet. The female pupils do plain sewing, knit stockings, tidies, bed-spreads, etc., also make worsted work and fancy bead work."

VIII. CONCLUDING REMARKS AND SUGGESTIONS.

I have thus, with all possible brevity, presented examples of the teaching, character and working of institutions for the education of the Blind, as well as of the Deaf and Dumb, and the modes of establishing and supporting them, without entering into

any speculations as to the causes of one malady or the other, or theories in regard to their treatment.

2. One thing is clear—the claim of both classes to public consideration in every civilized community; and I am profoundly impressed with the patriotic and truly liberal spirit in which that claim has been recognized by our American neighbours—an example worthy of respect and imitation.

3. From the comparative helplessness of the Blind, and the kind of apparatus, instruments and books for their instruction in the ordinary elementary subjects, as well as in music, the education of the Blind is proportionably more expensive than that of the Deaf and Dumb, though suitable teachers for the Blind can be more easily obtained, and premises for their accommodation may be less extensive than for the Deaf and Dumb.

When procuring premises and erecting buildings for the Lunatic Asylum in Toronto were contemplated, a small tax of a fraction of a farthing in a pound was proposed by the late Sir John Robinson, and sanctioned by the Legislature of Upper Canada. That tax was never felt; yet the proceeds provided a Building Fund, out of which the Lunatic Asylum, Normal School, and other public buildings, have been erected, leaving a large balance unexpended. If a similar course be adopted for a limited period, in providing premises and buildings for institutions of the Deaf and Dumb and Blind, no addition will be made to the public debt, the ordinary public revenue will not be touched, no appreciable addition will be made to the public taxes, yet each citizen will have the pleasure of thinking that he is doing something specific in what marks the highest civilization and humanity of a people, and ample provision will be made for the education of the only two hitherto neglected and afflicted classes of our fellow countrymen. A special tax of five cents on a hundred dollars of the assessed property of Ontario, for one year, would produce about \$150,000, more than sufficient to procure proper premises, erect and furnish suitable buildings for institutions of both the Deaf and Dumb and Blind; and a special tax of one cent per annum on every hundred dollars of assessed property would more than provide for the support of two institutions of which the country might well be proud, and which would confer unspeakable blessings upon the two classes which have the strongest claim to our sympathy.

5. I need scarcely add, that I think the institution for the education of the Blind should be placed under the same oversight and responsibility as that for the education of the Deaf and Dumb.

All of which is respectfully submitted.

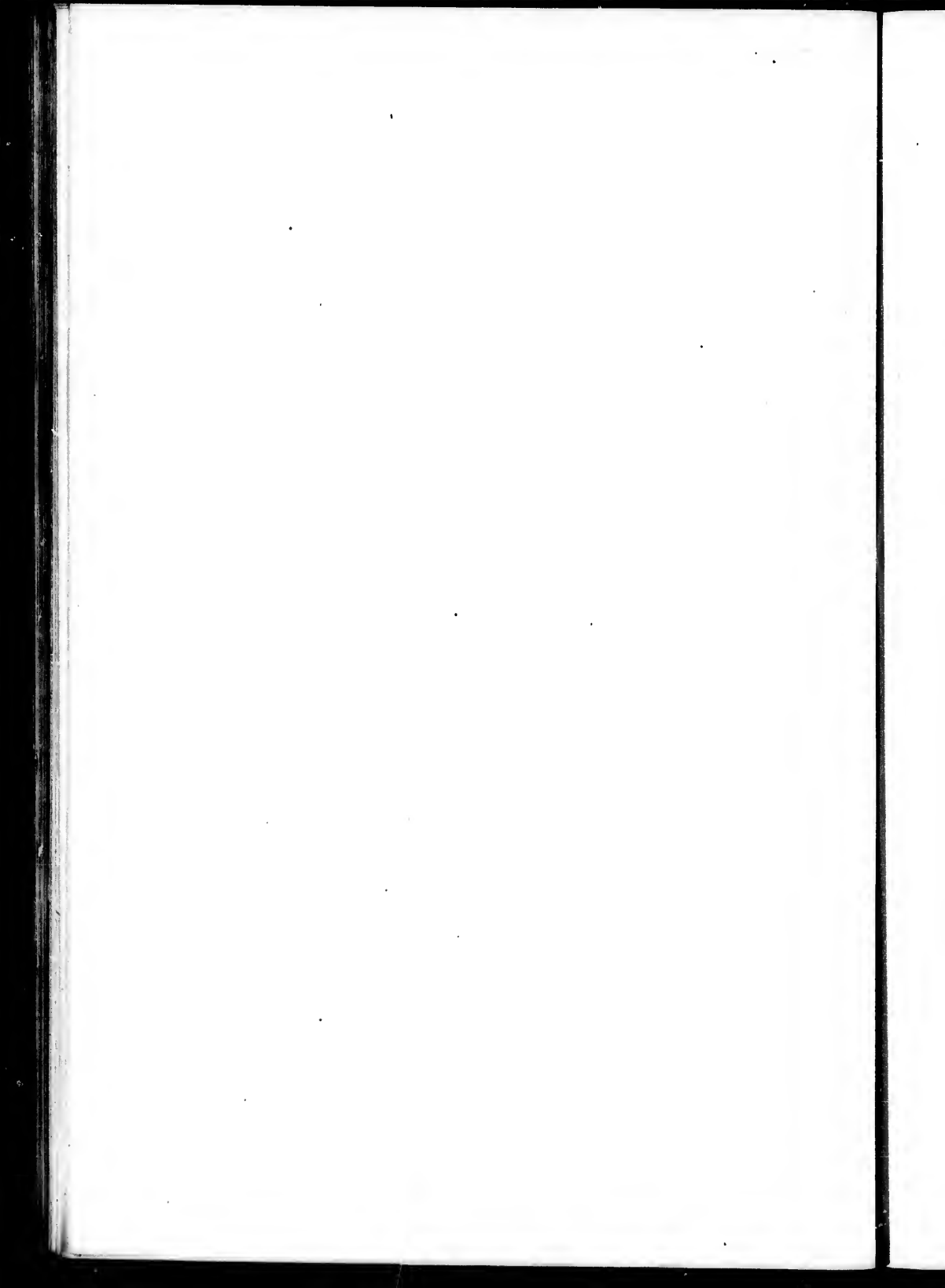
I have the honour to be,

Your Excellency's

Obedient, humble servant,

E. RYERSON.

DEPARTMENT OF PUBLIC INSTRUCTION, }
Toronto, May, 1868. }



APPENDIX A.

REPORT ON THE ANNUAL EXAMINATION HELD IN JUNE, 1865, UNDER THE DIRECTION OF A COMMITTEE OF THE BOARD OF THE NEW YORK INSTITUTION, FOR THE INSTRUCTION OF THE DEAF AND DUMB.

The Committee appointed to conduct the annual examination, having performed the duty assigned to them, beg leave to present the following report :

The examination was made on Monday, Tuesday and Wednesday, the 26th, 27th and 28th of June. The Committee, having the valuable aid of the Rev. Howard Smith, of the Church of the Intercession ; of Professor Louis H. Jenkins, an able and experienced instructor of the Illinois Institution for the Deaf and Dumb, who embraced this as the best opportunity to compare the processes employed, and the results obtained in the two Institutions ; and the Rev. Dr. Barnard, President of Columbia College, whose very able and interesting report of his examination of the High Class is annexed as a separate document.

The number of classes, or rather divisions of classes, exclusive of the High Class, was sixteen, each having a separate room and receiving the whole attention of a teacher. The average number of pupils in each class was nearly twenty-two ; there being in all the seventeen classes, including the High Class, 211 males and 161 females, a total of 372.

A programme, embracing the names of the pupils in each class, its standing, and a detail of its studies for the year, was furnished to the committee and greatly facilitated the labor of examination. The substance of these programmes is incorporated in this report, under the head of each class. We were also furnished with a letter from the Principal, Dr. Peet, presenting an able and lucid exposition of the theory and practice of instruction in the Institution.

THE JUVENILE CLASS.

The Juvenile Class is the designation of those pupils, generally from six to ten or eleven years, who have been within the last two years placed in the Institution, by the counties, under chapter 325 of the laws of 1863. This class formed two divisions ; that designated as Division B, embracing those little ones who entered during the academical year then just closing, some of them within a few weeks, while Division A comprehended the small children who entered during the preceding academical year, and thus had a general standing of two years. In each division there were more than twenty pupils, and each was taught by a graduate or actual pupil of the High Class.

These two divisions exemplified both the low intellectual level from which the teacher of Deaf-mutes is obliged to start, and the rapid expansion of their ideas and awakening of their faculties through the use of that language which Deaf-mutes learn spontaneously, by mere communion with those who already use it, namely, the improved and developed language of signs.

These little children, many of them under eight and even seven years, but a few months before were barely able to make their physical wants known, by uncouth signs, and not always able to do that clearly. Nearly all of them, (though a very few may have had a little training in letters at home), were, at their coming, entirely ignorant of the use of a pen, and could attach no more ideas to an English word than to a Hebrew one. Now, after a few

months of instruction and of social communion with their fellow pupils, they had generally become keen looking, vivacious, quick in comprehending signs; able to relate, with graphic details, in signs, each his own experience, and to enjoy, with keen zest, such relations by others. Such at least is the testimony of their teachers, who could communicate to them with a rapidity and precision not to be surpassed, within the range of ideas to which the class had attained, by the spoken communications which are held with children of the same age who enjoy the faculty of hearing. The promptness and correctness with which some of the younger division of this class, in appearance almost infantile, and only a few months under instruction, answered by writing on their slates a number of simple questions, were especially interesting.

Division A of this class having had nearly two years instruction, had made proportionally greater progress. They had gone through and reviewed one hundred and sixteen lessons of Dr. Peet's Elementary Lessons, (the text book for all the younger classes) beginning with a vocabulary of names of very familiar objects, thence passing to simple qualities, (as red and white, long and short, etc.) to numbers, to the distinction of singular and plural, and to verbs of the most frequent use in the household or on the farm. Such as "stand," "walk," "sit," "write," "read," "carry," "lift," "chase," "lead," etc. These verbs are taught in little sentences of the simplest possible form, but always of strict grammatical correctness. The point in the road to learning which these little ones had reached, in less than two years, may be shown by citing from the last lesson they had learned such sentences as :

"A girl carries water in a pail."
"A boy carries oranges in a basket."

This division were generally able to write original sentences, such as embrace only one verb in the present tense. In numbers, their progress for such very young Deaf-mute children, less than two years in school, seems extraordinary. They had learned to enumerate, in figures and words, up to one million, and had had some practice in simple addition. They had also gone through the first four sections of Dr. Peet's Scripture Lessons, unfolding to these little Deaf-mutes of six or eight years old, but lately as destitute of all such knowledge as so many Caffre or Hottentot children, the first ideas of God, of the duties of man, and of the nature and immortality of the soul.

CLASS VII.

Passing on to the Seventh Class, which embraces those pupils in the first year of instruction who had entered at a more favorable age than that of the Juvenile Class, generally from twelve to fourteen years, and some still older, we found that class also in two divisions, each containing more than twenty pupils, and each taught by a well educated Deaf-mute from the High Class. Division A, of this Seventh Class, which embraced those who having the best start learned with most facility, presents a good example of the attainments that can be made by an ordinary class of Deaf-mutes during their first year of instruction. Besides learning to write quite rapidly and neatly on their large slates, and some with the pen, and to spell words nimbly with their fingers, they had in the eight or ten months during which they had actually been in school, gone over and thoroughly reviewed one hundred and thirty-four lessons of Dr. Peet's Elementary book. They had thus acquired the meaning and use, in simple sentences, of several hundred words. Their progress in language may be estimated by citing a few sentences from their book of lessons, the two last being from lesson 134, the last they had studied :

"A girl dancing."
"A boy skating."
"John wears a striped vest."

- "I see a speckled hen."
 "Do you like tight clothes?"
 "I hate very tight shoes."
 "A woman takes wool and spins yarn."
 "A girl takes yarn and knits stockings."
 "There are birds flying over that house."
 "Little Jane is hiding behind that slate."
 "My pencil is in your hand."
 "Cats climb trees and catch little birds."
 "Apples grow on trees."
 "Some plants grow on rocks."
 "An Indian kills a man with a knife."
 "A man cuts grass with a scythe."
 "That cat $\left\{ \begin{array}{l} \text{has caught,} \\ \text{is playing with} \\ \text{and will kill} \end{array} \right\}$ a mouse."
 "A crow eats corn."
 "Crows eat corn."
 "I have eaten an apple."
 "I will eat another apple."

These specimen sentences, culled from the pages of the Elementary Lessons, may give more clearly than any general terms of description, an idea of the order of philosophical progress in which these lessons are arranged. At first, only names of familiar objects; then very simple descriptive phrases; then verbs mostly expressing sensible actions, and in the present tense only, carefully making prominent that idea of *assertion* which is the essence of the verb, by the choice of examples, and by contrasting affirmative and negative sentences (*e. g.*, John is jumping; Peter is *not* jumping; birds fly often; cats never fly.) Prepositions are next brought in to increase the resources of the pupils's language. For instance:

- "A horse jumps *over* a fence."
 "Albert is sitting *on* a table."

Past and future tenses are introduced in a manner calculated to mutually illustrate each other, as shown by the example already given relating to "the cat and the mouse." The article *the* and the preterit form "I *wrote* a letter yesterday," are introduced somewhat later than *at* the point which the class we are considering has reached, but a promising class is almost certain to reach them early in its second year, and then, difficulties conquered, the pupils become able to read and write little narratives, such as those which we find in lesson 180 of the Elementary Book, example 9, "A cat saw a bird on a fence. She crawled under the fence. She jumped and caught the bird." In short, the main idea of the Elementary Lessons is that the deaf mute pupil, at the outset, as we have seen, utterly ignorant of words, and nearly destitute even of the ideas usually represented by words, should be led by a gradual and easy ascent up the rugged steep of written language, a steep bristling for him with difficulties unknown to his brethren who hear and are lightly borne along on the winged words of speech, while our poor deaf mute must painfully climb. And care is taken, as far as possible, so to arrange the difficulties of language that each difficulty overcome shall serve as a stepping stone to the next.

It should be stated, and the fact is a suggestive one, that division A of the seventh class (twelve years old and upwards), though of only one year's standing, had made considerable more progress than division A of the juvenile class, the standing of which was two years—the starting point in language at least being for each about the same. Division B of the seventh class was of course somewhat behind both; indeed, it embraced some unpromising

cases, but yet deserved commendation for diligence, both in teacher and pupils. Among the admissions of each year will be found some who can never be expected to make more than a very moderate progress in written language, yet who will derive precious advantages from their residence in the Institution from the general knowledge and the religious instruction which they will acquire through their own language of signs.

Division A of this (seventh) class had already been practised in the use of grammatical symbols, which we found employed more or less in all the classes. They are painted on charts hung on the walls, presenting all the essential forms of sentences, and are frequently used in exercises on the slates. The placing of these symbols over the several words of a sentence is equivalent to parsing it, but is a much more expeditious and far less clumsy process. Their use in presenting formulas for sentences may be likened to the symbols and letters in algebra, by which general formulas are presented, showing the relations of quantities without indicating particular numbers. The object of the symbols, in short, is to show the grammatical relations of words to each other (*e. g.* which word is the subject, which the attribute, which the object, etc.) and they are held by the teachers, and especially by the vice-principal, to be singularly useful in training the deaf and dumb to think clearly in words, and to preserve them from the habit of writing jargon, as many deaf mutes do, with such want of proper order as to present an unintelligible jargon. In many cases it is only necessary to place these symbols over the words to make the pupil perceive that his sentence is faulty in construction.

CLASS VI.

The sixth class, that having a regular standing of two years, was in three sections, each taught by a deaf mute. Two of these, Messrs. Gamago and Conklin, are well-known to the board as able and experienced teachers, of more than twenty years standing. The third was a young lady belonging to the High Class.

Some sentences and answers to questions, written by the pupils of this last section, in the presence of the examiners, and copied from their slates, give a favorable specimen of the attainments of deaf mutes after two years of instruction. Words were given for the pupils to embody in sentences of their own composition. On the word "has," one wrote, "A sweet girl has money in her pocket," on "made of," "Bricks are made of fine clay," "Bread is made of flour," "Man is made of dust."

In reply to the written question, "What becomes of the bodies of animals?" one pupil wrote, "They decay and become dust."

One of the pupils gratified the examiners by repeating in graceful and graphic signs, the story of Adam and Eve; and another repeated in the same language the Lord's Prayer.

Divisions A and B of this class had gone entirely through the Elementary Lessons, a volume of three hundred pages, divided into more than two hundred lessons. They had thus in two years' time, acquired about a thousand of the most familiar and useful radical words in our language, with their principal inflections, and nearly all the forms of speech which are not complicated with the degrees of comparison, with the relative pronouns, with the subjunctive of verbs, with those conjunctions that mark subordination between the clauses of a sentence, and with abstract nouns. Difficulties of language like these, as also idiomatic phrases, are reserved for later lessons.

The writing of the pupils in these sections was remarkably neat. In arithmetic their progress had been slow, but sure. They had had daily practice in addition and subtraction, and one section in multiplication.

CLASS V.

The fifth class, or that of three years' standing, formed but one section, also taught by a deaf mute, Mr. W. H. Weeks. This section, after finishing and reviewing the Elementary Lessons, had taken up the third part of Dr. Peet's Course of Instruction, the first chapter of which is particularly attractive to deaf mutes, rehearsing, with pictorial illustrations, the home history of man, from the cradle to the grave, and introducing many familiar household words and phrases. This section had also studied the second chapter, which illustrates the comparison of adjectives, "John is much stronger than Peter," "Sampson was the strongest of men."

In the Scripture lessons, suitable portions of which all the younger classes are required to commit to memory on Sundays, this class had gone as far as the history of Ruth. As a test of their knowledge of this subject, they correctly answered a question concerning Joshua.

They had been continually exercised in composition; their errors, whether of thought, choice of words, or grammatical construction, being carefully pointed out and set in a clear light to their intelligence by the signs of their teacher, a remark which is applicable to all the classes. And the teacher, it may be added, in other classes as well as in this, makes it an important point to keep his pupil well informed on the news of the day, as set forth in the daily papers.

In arithmetic this class had been diligently and faithfully instructed, and had mastered all the fundamental rules except division. The following question was asked, and correctly answered, though not by the most expeditious process :

"If I should buy 764 yards of cloth at \$1.25 per yard, and sell the whole lot at \$1.45, what would be my gain? Ans. \$152.80.

In working out this question, the pupil, instead of multiplying the 764 yards by the 20 cents gain on each yard, first ascertained the whole amount paid and then the whole amount received, and then subtracted the one sum from the other.

CLASS IV.

This class, of which the standing is four years, formed three sections; one composed entirely of boys, taught by one of the professors; one entirely of girls, and the third both of boys and girls. The last two sections were taught by deaf mute (or rather semi-mute) ladies of remarkable intelligence.

The programmes of these sections agreed in the main, but with considerable differences of detail. Each section had studied a history of animals, occupying about seventy pages of Dr. Peet's second part, and a series of selections from the New Testament, embracing the more prominent scenes in the life of Christ. It is to be understood, once for all, that in all the classes, when lessons of any kind embodied in language are given, before they are committed to memory, every word and phrase are carefully explained by signs. The pupils are also often made to translate written language into signs themselves, as the best, in their case almost the only test of comprehension.

Each section of this class had studied the outlines of geography, and had been carefully practised in the fundamental rules of arithmetic. These pupils acquitted themselves very creditably in their examination, making a favorable impression by the promptness and general correctness of their replies. The whole of section B wrote out the Lord's Prayer on their large slates, beautifully and with fluent ease.

As a test of their ability to express, in language of their own, ideas communicated to them

in natural signs only, not in signs made in the order of the words, a brief narrative was given them by Prof. Jenkins, and written out by each in a correct and pleasing manner. The following was copied from the slate of one of the young ladies as a specimen :

"Prof. L. H. Jenkins was born in New York city, and he moved to Ohio, and soon again he moved to Wisconsin, and the last time he moved to Illinois and lived there nine years, and he taught the deaf mute pupils for fourteen years. Fourteen years ago he saw Dudley Peet, Edmund B. Peet and Mr. I. L. Peet's other brother, and Dr. Peet's wife, but now he finds that they are not here and he is very sorry, but he hopes that he will meet them in heaven when he dies."

CLASS III.

This class had a general standing of five years. It formed a single section, taught by Mr. D. R. Tillinghast, a distinguished graduate of the High Class. Their programme of studies embraced part of Mitchell's Primary Geography, viz. : the general principles and the geography of our own country ; Goodrich's History of the United States, down to and including the war of 1812 ; a large part of the Gospel according to St. Matthew ; and constant practice in the four fundamental rules of Arithmetic, with some exercises in fractions. On these subjects the class sustained a very creditable examination. The following, written on his slate by one of the lads, and copied word for word, is a specimen both of the general accuracy of their knowledge and of the ease and grammatical correctness with which they have learned to write :

"Maine lies between New Hampshire and New Brunswick. It is one of the most north-eastern parts of the United States. The winters are long and cold. There are extensive forests and numerous saw-mills. It has many indentures or bays, which make excellent harbors. There are many extensive and valuable fisheries. The capital is Augusta, on the Kennebec river. It is a fine city. Portland has a fine harbor. Bath and Bangor are important towns."

In reply to the question, for what was Thomas Jefferson most distinguished ? one of the lads readily wrote : "For writing the Declaration of Independence."

In illustration of certain forms of Grammar, one pupil wrote : "Grant took General Lee prisoner ; and another, "Congress appointed Grant Lieutenant-General."

In Arithmetic, this example in fractions was given : "A hogshead of brown sugar costs one hundred and twelve dollars ; how much did three-sevenths of it cost ?" The majority worked out the answer quickly and well.

The scripture parable of the sower was given by one of the lads in graphic signs, and the scriptural meaning of the parable well brought out. Several of the pupils also wrote it on their slates.

CLASS II.

This class was in two divisions, one composed entirely of boys, taught by Prof. Fay ; the other entirely of girls, taught by the most experienced of the lady teachers, Miss Meigs. The general standing of this class is six years. As might be expected, their programme of studies embraced a wider range and more elevated subjects than those of the younger classes. The section of Miss Meigs had attended chiefly to Geography, while that of Mr. Fay had gone through the History of the United States. Both sections had made such progress in "Barber's Elements of General History" as to have traced the progress of civilization and of empire, through the earliest ages, and to have become familiar with the mythology, the fabulous heroes, and the great historical names of ancient Greece. Both had been diligently practised in the fundamental rules of Arithmetic, according to the system of the late lamented

Professor Edward Peet. Both had been trained to the correct use of some of the more difficult forms of Grammar, such as the relative, the case absolute, and the infinitive mood. Both had received a series of lessons in Scripture History, Mr. Fay's class following the Old Testament History, and Miss Meigs' class that of the four Gospels. Both, finally, had been frequently practised in writing narratives, letters and other compositions, and had been kept informed as to the current events of the day. On all these subjects the two sections passed through the examination in a manner to show that the teachers had been skilful and diligent in teaching, and had known how to excite and to gratify the thirst for knowledge in their pupils.

As specimens of the degree of intellectual development which these pupils of six years had reached, and of their command of written language, one or two compositions, written in the presence of the examiners, by pupils of each section, are annexed.

One of the examiners communicated to Mr. Fay a little narrative, by way of testing the ability of the class to write on a subject entirely new, where there could be no previous study or preparation. Mr. Fay having communicated the narrative to the class by signs, it was written out by the boys on their slates. The following was one of these translations from pantomime into words, thus written, with no previous preparation :

"Two years ago a Union officer captured two rebel prisoners before the battle of Gettysburgh. One of the prisoners, who was conveyed to Baltimore was a lawyer. He was thrown into prison. The other prisoner, who was carried to New York city, was a mechanic. While this officer was very sick the prisoner nursed him. He showed great gratitude to the officer who [had] felt pity for him."*

The following topics were given to the girls of Miss Meigs' class, to be combined in a connected composition: Government and laws of Egypt; mummies; religion of the Egyptians.

The following is a specimen of their success in performing this exercise :

"The Egyptian government was a hereditary monarchy. The King had the chief regulation of all matters relating to the worship of gods, and priests were considered as his deputies, and filled all the offices of state. In order to prevent the evils of borrowing, the borrower had to pledge the embalmed body of his father. It was regarded as infamous and impious not to redeem it, and if he died without having done this duty he lost all the funeral honors. As soon as they died their conduct was examined, even the kings were not excepted. If they had been virtuous their bodies were embalmed and enclosed in tombs, with various marks of honor; but if they had been vicious, or died in debt, their bodies were left unburied, and they were supposed to be deprived of future happiness."

Another of the compositions of Miss Meigs' class on the theme, 'What was the religion of the Greeks?' was as follows :

They had numerous gods and demi-gods. Some of them were Jupiter, Apollo, Mercury, Bacchus, Mars, Vulcan, Minerva, Venus, Ceres, Diana, Juno and Vesta. Jupiter was the father of gods and men. Apollo was the god of poetry and music. Mercury was the messenger of the gods. Bacchus was the god of wine. Mars was the god of war. Vulcan worked in the metals, and forged thunderbolts for Jupiter. Minerva was the goddess of wisdom. Venus was the goddess of love and beauty. Ceres was the goddess of grain. Diana was the goddess of the chase. Vesta was the goddess of flame."

* Because he was brought to New York and left at liberty, while the other was sent to prison at Baltimore.

CLASS I.

This class was of the general standing of seven years. It is proper to say here that the standing of a class was that of the majority; for in the Institution, as in all other schools, some learn faster than others, and while those who outstrip their class are advanced, those who fall behind are necessarily put back, that they may not hinder the progress of the rest. This class is, next to the High Class, the most advanced; and as most of them, having completed their allotted term of instruction, were about to return to their friends, a greater interest was felt in their examination. Except a very few, who might be selected for the High Class, all that the Institution could do for them had been done.*

It was to be seen how far, in the world of speaking and hearing men, into which they would speedily be absorbed, they would be able, by means of written language, to enjoy social intercourse, transact their own affairs understandingly, enjoy the respect of the community for their intelligence and correct sentiments, and, certainly not among the least advantages in the lot of the deaf, possess in their own well-furnished minds and in their ability to read, precious resources for self enjoyment in seasons of loneliness, and the ability to search for themselves those Scriptures that open to them the promise of a world where the deaf shall hear and the dumb shall sing.

This class, like most of the others, was in two divisions, under the charge of two of the most experienced professors. Mr. Morris had taught division B, and Mr. Wilkinson (recently called to the head of a kindred institution in California) had conducted the studies of section A. The section under Mr. Morris passed a creditable examination in "Barber's Elements of General History," in geography, in arithmetic, and in the History of Christ and his Apostles. The examiners were much pleased with their prompt and correct answers to the questions asked in history and geography. In Arithmetic all did well. A few seemed quite proficient. It was evident that they would be able to keep their own accounts, and to calculate costs and profits.

More time and labor was given to the examination of the section under Mr. Wilkinson, which embraced the more gifted and more diligent of the pupils of the seventh year.

This class had thoroughly studied "Barber's Elements of General History," from the earliest times down to the French and Belgian revolutions of 1830; they had studied both the theoretical and the descriptive part of astronomy, making them familiar with the varieties and causes of celestial phenomena, from changes of the moon to comets and eclipses; they had been taught in grammar, the analysis, the synthesis and the composition of sentences (for which they must find the ideas and words from their mental stores) from given formulas, expressed in grammatical symbols, like those arranged in the charts of essential sentences hanging on the wall, but with variations, to make familiar the inversions of our language. They had been well practised in arithmetic, both mental and written, had advanced as far as the multiplication and division of vulgar and decimal fractions; and had been taught to make out bills and to calculate interest, both simple and compound. On the Bible they had used the Union question book, making the life of Christ their particular study. To all these studies were added weekly exercises in composition, sometimes writing letters, sometimes narratives or descriptions. They had been kept informed, by signs, of the stirring events of the year, and practised in writing out, in their own language, the stories of battles, sieges, &c., thus communicated.

▲ Attention was also given, in this as in the other classes, to secure neatness of penman-

* Since this examination was made, the Superintendent of Public Instruction has decided that the provisions of the new school law, applicable to the deaf and dumb, authorize him to give this class the benefit of another year of instruction.

ship. Mr. Wilkinson, as well as the other instructors, used the Spencerian system of penmanship. It is worthy of remark that in many of the classes beautiful specimens of penmanship were exhibited, and that the deaf mutes, as a general rule, write with remarkable neatness and quickness.

In order to give a correct idea of the attainments of this remarkable class, some of the compositions written by the pupils on the spur of the moment, on their large slates, are here given, word for word. In this, as in the other classes, it may be proper to observe that the mode of examination was for the examiner, having the programme of the studies in his hands, to select, at his own discretion, any one or more of the subjects embraced in the studies of the class; and immediately the whole class turned to their slates, and wrote out in language of their own (aided sometimes, no doubt, in the choice of phrases by the memory) what they could recollect, or seemed most interesting on that subject.

Frederick the Great.

"Frederick the Great, when he ascended the throne, had the best army in Europe, and was ambitious of military glory and conquests. This conqueror was apt to have a strict discipline, especially when in the battle-field or camp. He conquered Silesia, and published a declaration of war against Maria Theresa, who was aided by the French and Russians. This contest was carried on for seven years, and more than half a million of men perished. Frederick, notwithstanding the great superiority of numbers against him, maintained his ground, and secured the name of the greatest commander of the age. At the end, the state of parties remained the same as at the commencement. Frederick was a military hero, and aimed at the prospect of being a philosopher. He was the author of a number of books, in prose and verse. Atheists were his companions, particularly the French philosopher, Voltaire.

"A story is told in relation to his strict discipline. Once he was going to make an important movement. On the night preceding, he told his men to put out their lights punctually at nine o'clock. So strict was his discipline that he announced death as the penalty of disobedience. In the evening he walked out to see if his orders had been promptly obeyed. Looking around he saw a light, apparently proceeding from a tent. Upon entering the tent he found Colonel —, writing a letter. The Colonel, upon his approach, fell on his knees and begged pardon. I have, said he, been writing a letter to my wife, and have kept the light over the appointed hour to finish it. Well, said Frederick, sit down and add the postscript, 'before you receive this letter I shall be a dead man.' The Colonel did accordingly, but the next morning he was taken out and executed."

The Sun.

"The sun is far greater than the earth, and astronomers have said that the sun is a solid body like the earth, but is surrounded by luminous air, which is several thousand miles above the surface of the sun. The sun maintains all the planets around him by strong attraction, and dispenses upon them all the genial influences of heat and light. Some astronomers on viewing the sun with a telescope, discerned on his disc dark spots of various sizes and forms. A dark spot is seen surrounded by a black border, and sometimes the same border encloses a number of dark spots. The spots seen, revolve round each other. The largest spot seen is three times larger than the whole surface of the earth, and the smallest spot is four hundred and fifty miles in length and breadth, or as large as the State of New York."

In judging the composition of deaf mutes it should be remembered that our language of words can never become their vernacular. They can only study it as we do a foreign language, or rather a dead language; or more to the point still, a language of arbitrary characters, like the Chinese. These disadvantages considered, the compositions presented in this report will appear still more creditable.

Many questions in arithmetic, of considerable difficulty, were put to Mr. Wilkins's class, and were answered with a readiness and celerity which, considering the time devoted to this branch of education, argued the highest mental training on the part of the pupils. A few instances are cited below in proof of the correctness of these remarks.

In Mental Arithmetic the following example was given :

"A ship has 76 miles the start of a steamer, but the steamer goes 15 miles to 10 of the ship. How many miles must the steamer go to overtake the ship? Answer.—Two hundred and twenty-eight.

The following example was readily solved :

"A man being asked the price of his horse, answered that his horse and saddle together were worth one hundred dollars, but the horse was worth nine times as much as the saddle, what was each worth?

The following question in interest was developed with rapidity and accuracy :

Required the interest of \$253.25 for one year, seven months and seven days, at seven per cent.

THE HIGH CLASS.

The examination of this most interesting class was made by President Barnard, of Columbia College. His report is as follows. We invite to its consideration the utmost scrutiny, convinced that the more closely it is examined, and the results given are pondered, the greater will be the interest felt by all who desire the improvement of this unfortunate class of our fellow beings, and the more readily will the State give of its resources a due share to the Institution :

To the President and Directors of the New York Institution for the Instruction of the Deaf and Dumb:

The undersigned, examiner, by invitation of the committee, of the High Class of the Institution for the year ending with the month of June, 1865, begs leave respectfully to submit the following report :

The selection of the undersigned for the duty assigned to him was probably determined by the fact that some years of his earlier life had been devoted to this branch of education, and had been spent in this Institution. This fact also greatly contributed to the pleasure with which the invitation was accepted, and to the gratification derived from witnessing the performances of the class. The examination, in fact, afforded a means not merely of testing the attainments of the individual pupils presented, but of comparing the results of the teaching of the Institution at the present day with those of thirty years ago, and affording an opinion as to whether and how far they show evidence of progress or decline.

The subjects embraced in the entire course of study pursued by the class are mathematics, including arithmetic, algebra, geometry and the nature and use of logarithms, grammar, rhetoric and logic, vegetable and animal physiology, natural philosophy and chemistry; and finally, mental and moral science and the Bible. As the course extends over three years, the studies of a single year embrace but a part of the foregoing; yet there are a few of the members of the present class who, being about to graduate, had attended to them all. The subjects to which the examination was chiefly confined were arithmetic, algebra, inorganic chemistry, mental philosophy, logic, moral philosophy and the Bible.

Commencing the examination with arithmetic, some few examples were given by way of testing the power of mental computation, which was found to be as ready as could be desired. The subject of fractions was then taken up, as involving most of the difficulties encountered in pure arithmetic. It was the object kept in view by the examiner in this exercise to ascertain to what extent the solutions furnished by the pupils were wrought out by the application of the rational principles on which they depend, and how far by servile adherence to arbitrary rule. In regard to this point the result was very gratifying, the same examples being performed differently by different individuals, by means of operations equivalent in effect but dissimilar in their nature. Thus, in dividing a fraction by a whole number, one would divide the numerator, if possible, and another multiply the denominator; in dividing a fraction by a fraction, one would reduce dividend and divisor to a common denominator, and then make a new fraction of the two numerators; and another would, as usual, at once invert the divisor and multiply. The principles thus illustrated in particular examples were also enunciated in general terms. Thus to the question, how would you multiply a fraction by a whole number? the answer as given by some, presented the alternative, either multiply the numerator of the fraction by the whole number, or divide the denominator by the whole number.

Examples in the computation of interest at six per cent. were very rapidly performed for any time expressed in days, or in years, months and days, according to a formula devised by Prof. I. L. Peet, the instructor of the class; and similar results were obtained for other rates by first solving the questions at six per cent. and then increasing or diminishing the value found, in proportion to the excess or deficiency of the proposed rate, as compared with six per cent.

The class also wrote upon their slates, from the dictation of their instructor, numbers of immense magnitude suggested by the examiner, the dictation being made by a method of manual numeration original with the instructor, and capable of conveying numbers extending to twenty, thirty or more places of figures, with all the rapidity and precision of speech.

In what has already been said of these arithmetical performances, it is to be understood that the statements are true of the majority of the class, and not in every instance of all of them. Some would occasionally look puzzled, or frankly say, I can't do that; but the instances of entire failure were not frequent. These remarks must be understood to apply in like manner to all the examinations following.

Algebra was the subject taken up next in order. The first exercises proposed were elementary, such as the reduction of algebraic expressions to their simplest equivalents the multiplication and division of simple and compound quantities, &c. Problems were then proposed involving equations of the first degree, containing two or more unknown quantities. These were stated with readiness and solved by various modes of elimination, as rapidly as they usually are by good scholars among those who hear. Most of the problems and exercises of the text book, which had been used in the instruction of the class, being numerical, the examiner wrote upon the slate two equations entirely literal, embracing two unknown quantities, and required the reduction of these. This was effected at once by different members of the class by different modes of elimination, in a manner entirely satisfactory.

Only one member of this class had attended to equations above the first degree. Some examples in quadratics were given to this one and readily resolved, the equivalent answers being correctly interpreted. The same pupil, a young man of an uncommonly clear head, performed some examples of involution and evolution by logarithms, being the only member of the class who had attended to that subject.

Chemistry was then taken up. In this examination, as in the examination in Algebra

and in all of those succeeding, a different question was assigned at the same time to each member of the class, a method quite practicable when the questions, as in this case, have been prepared in writing beforehand, and the answers are necessarily written also. Quite a large range of topics could thus be covered in a brief time. The questions related to the nature and properties of the elementary and compound substances found in the inorganic world and the modes of separating and preparing them. The reactions which occur in various chemical processes were represented by means of the symbols which constitute the algebra of chemistry and the equivalency of value between the original and ultimate formulæ pointed out.

The class were found to be quite familiar with the equivalent numbers representing the elements, and by means of these they promptly solved questions relating to the actual weight of any given element present in a determinate amount of any compound. Thus, to the question, how much potassium is contained in a pound of saltpetre? the answer was returned promptly by nearly every member of the class, 2,703 grains. The method pursued was to write the symbol of the compound, find its total numerical value by replacing the letters by their equivalent numbers, and to make of this the denominator of a fraction—the numerical equivalent of the element whose quantity is required being made the numerator. This fraction being then multiplied by the weight of the given compound, expressed in grains or any other convenient denomination, furnished the answer. Questions of this kind were solved so readily that it seemed unnecessary to multiply them.

Thus far the examination, though interesting to the examiner, failed to excite his highest interest. His own experience in deaf mute instruction had taught him that the exact sciences as arithmetic, algebra and geometry, or those which deal with matter, as physics and chemistry, present no peculiar difficulties for them. The sense of hearing is not a channel in the least necessary for conveying ideas upon these subjects, unless we except from them experimental acoustics. It is otherwise, however, with the mental and moral sciences, and those which are allied to them, as rhetoric, logic and theoretic grammar. In regard to these, the habits of mind consequent upon the possession of language as an instrument of thought from the earliest period of life, afford to the hearing a great advantage; and their familiarity with many abstract ideas, though they may not have made them subjects of direct contemplation or of sustained thought, is an advantage of scarcely less importance. Evidence of excellence in those studies will, therefore, be a better proof of success in the instruction of the deaf and dumb, and of the probable ability or fidelity of their teachers, or of the methods employed in their instruction, than would be afforded by any proficiency in the sciences of matter or of measurable quantity. It is, therefore, a result highly gratifying to the examiner that he is able to express himself satisfied, to the extent of his anticipation, with the performances of the class in mental and moral philosophy, logic and grammar.

Perhaps the character of the examination may best be illustrated by presenting some examples of the questions asked and the answers given. Thus, to the enquiry, "What do you understand by the association of ideas?" one very intelligent young lady replied: "The association of ideas is that by which a long train of thoughts is introduced into the mind by the observation of a single object or circumstance. The most extensive principles of association are resemblance or analogy, contiguity or nearness of time or place, and the relation of cause and effect. A view of the place where we have spent many happy years brings to the remembrance a great number of associated thoughts. When we see a wounded soldier, we are reminded of the cause that made him so, and our thoughts naturally run back to the past great war, and the way in which it began."

The question, "Why do people so greatly differ in respect to the power of memory?" elicited, among others, the following answers:

1. "It is because some are more particular than others in their observation of the objects which arrest their attention."

2. "Because their attention to objects differs. Were it not for attention, memory could not exist; and those who command their attention more perfectly than others have the best memory."

To the enquiry, "What do you mean by attention?" it was replied by one:

"Attention is the immediate direction of the mind to a subject we have occasion to consider. It is not at all times equally confined to our command: and in children it is wholly involuntary. The power of memory may be promoted by increased effort of attention. It guides the mind easily up the ascending steps to success in the knowledge of every subject."

Another said:

"Attention expresses the immediate direction of the mind to any subject. The distinctness of our notions, the correctness of our judgments, and the improvement of all our intellectual powers, depend chiefly on the habitual exercise of this act of the mind. Its surprising influence in improving the perceptive powers is manifest in case of persons who have been led by their peculiar callings, or by necessity, to place uncommon reliance on a particular sense."

Another interesting example may be presented in some of the replies to the question, "What are the uses of analysis as a mental power?" One of these was the following:

"To distinguish successively the parts of any compound object, so as to have a clear idea of what the object is; and if we have acquired a habit of analyzing, our discerning faculties will be improved and strengthened. Analysis also enables us to investigate causes by their effects, and discover the means for an end which we have in view. By this instrument chemists and botanists are enabled to retrace the processes of nature, and to learn the composition of natural substances."

Another was to this effect:

"Analysis enables us to investigate causes or effects. It also employs us in performing a thing which is otherwise too difficult, so that we can get clearer ideas of it. Sir Isaac Newton and other philosophers acquired the solid knowledge of natural philosophy by means of analysis. It is far from doubtful that it cultivates our minds."

And another:

"Analysis is employed as a mental power in distinguishing the different parts belonging to an object. By this we find the same quality in different objects which may fall under our observation. It affords to chemists and botanists an opportunity of ascertaining qualities in different vegetable and mineral substances. It also supplies us suitable instruments to attain what we have wished. It applies to objects of sense and to objects of thought; to invisible as well as to visible things."

A fourth was as follows:

"Analysis deserves a place among the operations by which the elements of knowledge are acquired. Without this our perceptive powers would give us only confused and indistinct notions of the different objects about us. To analyze is nothing more than to distinguish successively the several parts of any compound subject. Analysis is employed in interpreting symbolical language and ambiguous sentences. It is by this instrument that naturalists are able to trace the processes of nature and find out the qualities of substances in the mineral and vegetable kingdoms."

In these replies the similarities are no less deserving of attention than the differences. They indicate a recollection of the illustrations which have been employed in the process of instruction, and which have necessarily been the same for all; but the diversity of form in which these illustrations are reproduced shows that they have not been servilely repeated. One other example only will be given under this head. The following are definitions of "comparison:"

1. "Comparison is the act of considering two or more objects with reference to each other. It is one of the most essential faculties of our nature, for without it we could never recognise the objects we have before seen or known. It is by comparing the sounds which they utter with those made by others, that young children learn to pronounce the words of their native tongue. This faculty is improved in a great degree by the study of other languages; for translations from one language into another require a constant and careful comparison of the corresponding words in each."

2. "When the mind contemplates two objects with respect to each other, the act is denominated comparison. By it we gain a knowledge of the qualities of things which are found to exist in nature. Without it we could not have an accurate idea of the objects presented to our view. Children practise this act, without being conscious of it, in their earliest efforts at speech. It is by constantly comparing the sounds which they utter, that they learn their mother tongue."

Logic was the subject taken up next in order. In this the performances were peculiarly interesting, evincing clearly the great value of this study as a mental discipline for the deaf and dumb. The undersigned is compelled to regret that the pressing nature of his duties, and the necessity of presenting this report within a limited time, oblige him to bring the present and the remaining topics within a much narrower space than he could have desired. As before, it is thought most satisfactory to illustrate by example.

The following explanation was given of the nature of a syllogism :

"All reasoning proceeds by comparison, and two comparisons are necessary to make a conclusion. The subject and predicate to be proved must be separately compared with some third term or common measure, and from these comparisons we infer their agreement or disagreement. This process, when expressed in words, contains three distinct propositions, and has been termed *syllogism*."

Numerous examples of syllogism were given, of which however only such are herewith presented as were founded on suggestions thrown out by the examiner, and which could not therefore have been previously before the minds of the pupils. Thus it was observed that the study of natural things has, in rightly disposed minds, a religious influence, and is therefore a profitable study; and it was required to present this argument, which is, in fact, an enthymeme, in syllogistic form. The following appeared with slight verbal variations upon nearly every slate :

"Whatever turns men's thoughts towards God is profitable.

"The study of nature turns our thoughts to God.

"Therefore the study of nature is profitable."

The following was then written by the examiner, as an instance of concealed enthymeme; and it was required first to develop the enthymeme, and secondly, to present the complete syllogistic argument:

"The vastness of the ocean makes it difficult of conception."

This occasioned some pause, but on asking successively in signs the questions, "What is it which is said to be difficult of conception?" and, "What reason is implied in the proposition for the difficulty?" the enthymeme was produced :

"The ocean is difficult of conception because it is vast."

And then the syllogism :

"Everything which is vast is difficult of conception.

"But the ocean is vast.

"Therefore the ocean is difficult of conception."

The common adage, "Honesty is the best policy," was then proposed as the conclusion of a syllogism. This led to the question, *why* honesty should be advantageous. Several reasons were suggested, and on each was founded an independent syllogism. It was then demanded that the entire argument should be embraced in one comprehensive syllogism. The following is an example of the results :

"Whatever is attended with fewest risks, is in conformity with God's law, is approved by the best men, is most certain to secure success, and is accompanied by one's own self-approbation, is the best policy.

The undersigned hazards little in saying that few classes of equal number of hearing pupils with which he has been acquainted have given evidence of a more profitable use of their opportunities, or shown more intelligence or readiness in their responses, than was shown by these pupils in their examination upon logic.

The examination in moral science which followed was deeply interesting ; but the length to which this report has already extended, and the limited time of the reporter, render it necessary to pass it over with but a brief notice. The notions of the pupils in regard to the duty and usefulness of prayer, the reciprocal duties which men owe to each other in society, the right of personal liberty, the right of property and the laws growing out of it, together with the moral principles applicable to all business transactions between man and man, appeared to be very clear and satisfactory. The following definition was given of prayer :

"Prayer is the direct intercourse of the spirit with our unseen and spiritual Creator. Those who worship Him must worship Him in truth and in spirit. Those who pray to God every morning and evening undoubtedly receive great blessings from our heavenly Father, and from the prayer they will do better, or their characters will become good. Without prayer they would perish."

The question having been asked, "What prayer has God promised to answer?" the following was written as one of the replies :

"When we pray with a consciousness of our obligation to Him, sincere gratitude for all the favors received from Him, confidence in His veracity, a fixed determination to keep His commandments, a consciousness of our sinfulness, and a soul at peace with all mankind ; God has promised to answer such prayer as this."

The examiner inquired of one of the young men why animals should be required to rest on the Sabbath day, *since* animals have no religious notions? The following was the answer given :

"Animals should rest on the Sabbath day because God made it a day of rest to all creatures. If we make animals to work on the Sabbath day as hard as they do on other days it

wears them out ; while those which enjoy one day in seven as a period of rest will accomplish twice as much labor."

The following is one of the answers made to the inquiry "What is submission to the will of God ?

"Submission to the will of God is doing exactly as God commands, and doing it in a right spirit and with love to him."

Altogether, this examination left a most pleasing and satisfactory impression upon the mind.

An examination upon the Gospel of St. John showed that every member of the class had committed to memory a great portion of that book. A trial of their knowledge in this respect was made, by assigning to each, at random, a different passage, of about ten verses, giving the first and last verses of each passage as a guide. The whole were simultaneously reproduced in writing, without the slightest hesitation.

The final exercise consisted in the analysis of language, and the reduction, by means of a system of visible symbols, designed to represent the parts of speech under their various modifications and inflections, of every sentence, even the most complicated, to the form of a simple proposition, embracing only subject, predicate and copula. This exercise, which was particularly interesting to the examiner, inasmuch as these graphic contrivances for visibly illustrating the mechanism of language, had occupied much of his own attention while engaged in this same educational field ; but it cannot be exemplified in this report for want of the necessary characters. Besides the analysis by symbols of sentences proposed to them, the pupils also very readily constructed original sentences, according to grammatical models symbolically represented ; these models representing, be it understood, only the grammatical relations of words, clauses and phrases in the required sentence, and leaving the subject to be selected at pleasure.

As a concluding exercise, though one which was rather of the nature of an examination of himself than of the class, the undersigned attempted to dictate by signs, *verbatim*, a form of words entirely unfamiliar to the class, for the purpose of testing by trial how far the sign language of the schools had changed within the past thirty years, and how far, also, he might have forgotten the sign language of his own time. The sentence was this :

"Vain was that man, and false as vain,
Who said, were he ordained to run
His full career of life again,
He would do all that he had done."

The first line was caught without difficulty. The second occasioned a little hesitation upon the subjunctive and the past participle "ordained" ; but these were precisely where the examiner felt himself uncertain. The remainder of the stanza presented no difficulty, though between the word "career" and the nearly equivalent "race," it was necessary to give a cautionary hint. The sentence having been satisfactorily written, the examiner asked, as a concluding question, what reason could be given to justify the imputation of vanity to the hypothetical individual spoken of. Of the answers presented, the following, by an interesting young lady, with a countenance brightly beaming with intelligence, is given from recollection as a specimen :

"Because he thought himself perfect ; but nobody in this world is perfect, and whoever thinks himself so is vain."

After the detail into which this report has gone, it will not be necessary to add many words of comment. The examples which have been given of the performances of the pupils

will speak of their attainments for themselves. It will suffice that the undersigned should express his opinion, as he is very free to do, that this excellent Institution occupies to-day a higher ground, in point of educational efficiency, than it has ever done before, and is not in any respect surpassed by any in the world.

F. A. P. BARNARD.

COLUMBIA COLLEGE, June 27, 1865.

APPENDIX B.

REPORT OF THE PRINCIPAL OF THE NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB ON TRADES.

TO WILLIAM NIBLO, JOSEPH W. PATTERSON, AVERY T. BROWN, Esq's,
Committee on Property and the Mechanic Arts :

Gentlemen,—In compliance with the request of your Committee, embraced in the extracts from your minutes, in the words following, viz.: "The Committee requested Dr. Peet to report to them what trades are carried on in the Institution; in what manner and at what hours they are carried on, what materials are used, and any other information pertinent to the subject, and to add any suggestions he may wish to make," I have the honor to submit the following

REPORT.

I. TRADES TAUGHT.

The trades taught in the Institution are cabinet-making, shoe-making, tailoring and gardening. There has also been a small beginning made in printing. In cabinet-making about thirty boys are now employed; in shoe-making about fifty; in tailoring not quite thirty boys and about twelve girls; in printing five or six boys. The garden furnishes occasional employment for a number of boys for whom there is no room in the shops. The girls are employed in plain sewing, i. e., the making and mending of their own dresses, and in light household work, as sweeping beds, and setting and clearing the tables.

II. MANNER OF TEACHING TRADES.

For each mechanical branch there is a foreman or superintendent, who is a man of skill and experience in his trade, and able to communicate with his deaf-mute apprentices by signs and the manual alphabet. The duty of the foreman is to give his whole time and attention to the instruction of his apprentices during the appointed hours. By preparing the work in the hours in which the pupils are in school, he is enabled to give his whole time during shop hours to their direct mechanical instruction, and thus one foreman is enabled to oversee a much larger number of apprentices than he could attend to if they were required to labour for a longer time each day.

 III. HOURS FOR LEARNING TRADES.

The shop hours are, before school, from 7.30 to 8.45 A.M., and after school from 4 to 6 P.M., except on Saturday afternoons and on the few days, as Thanksgiving, Christmas and New Year, observed as holidays.

IV. MATERIAL.

The materials used are such as are adapted to the kind of work chiefly done.

The *Cabinet Shop* is almost wholly occupied with the making and repairing of the plain furniture of the Institution, especially of the desks, stools, benches and tables for the school-rooms and sitting-rooms, and the occasional repairs of buildings and fences. For these objects, of course, the materials purchased should be and are of a substantial and durable, but not costly description, as pine, black walnut and white wood. Very little mahogany or veneering is required. The necessary hardware, as nails, hinges, screws, locks and keys, is of a plain but substantial kind.

The work done in the *Shoe Shop* is chiefly to supply our three hundred pupils with shoes, and keep them in repair. These shoes are properly made, substantial rather than elegant, admitting of healthful out-door exercise. Bootees, combining economy, comfort and convenience, are generally worn. The materials used consist chiefly of kip-skin, split-leather, calf-skin, morocco, and good sole leather. Care is taken to have the shoe thread and other findings of good quality.

The *Tailors' Shop*, like the other two, is chiefly employed in supplying our own wants. Most of the clothing of the boys, besides what they bring with them from home, is here made; and the mending alone, for nearly two hundred young men and boys, furnishes employment for quite a large number of apprentices. The cloths used are chiefly low-priced but substantial, such as will wear well, keep the wearer comfortable and look neat. The trimmings (lining, thread, buttons, &c.) are also plain, but of a durable kind. That both in the matter of shoes and of other clothing it is highly necessary to study the greatest economy consistent with comfort and neatness, is manifest when we compare with the present high prices of leather and dry goods, the annual stipend of twenty dollars which we receive for clothing each pupil whose clothing bills are paid, as most are, by the counties.

In the *Gardeners' Department* the materials are, of course, the manure made on the premises, to which some additions are made by purchase. Fifteen or twenty acres are under cultivation, and two horses, five or six cows, and a number of hogs are usually kept. Tools and seeds add to the expenses of this department, the return from which is a supply of fruit and vegetables for the table of the Institution and for the live stock kept. Horticulture is so nearly akin to agriculture, and so many of our pupils come from farms and return to farms, that it is a matter of regret that more extended practice in this art cannot be afforded.

V. OTHER INFORMATION AND SUGGESTIONS—DESCRIPTION OF THE SHOPS.

The *Cabinet Shop* is a rough wooden structure, some rods northerly from the main buildings, made out of a temporary shed used by the workmen when the Institution was built. It is too small to accommodate all the boys who desire to work at that healthful and attractive trade, and is neither comfortable nor convenient, but has at least the advantage over the other shops of sufficient light and ventilation.

The *Shoe Shop* occupies two rooms in the basement story of the school-house, on the east side and north end. The ceilings are too low; the rooms are not well ventilated; one is lighted on two sides only, the other only on one side. Such as they are, these rooms are not large enough to accommodate nearly all who wish to learn the trade, or might be advantageously employed at it.

The rooms appropriated to the *Tailors' Shop* correspond in all respects to those just described as occupied by the shoe shop, being on the opposite side of the same basement.

Printing.—The little printing done is done in one of the vacant school rooms. It is proposed when (if ever) we get the means to have a good printing office, to use for that purpose the rooms in the south-east corner of the basement just mentioned (of the school house). These rooms are and have been for some years used as a laundry, and the constant sloppiness of the floors has caused the timbers to decay so that the rooms are now unfit for any purpose. I would respectfully suggest that the laundry should be (as was the case in Fiftieth street) located in a separate building. These rooms being refloored would then make a pretty good printing office. Printing is a popular trade with out pupils, and one that offers a prospect of pretty constant employment; one also for which considerable work can be furnished by the Institution itself, in the printing of circulars, lessons, reports, &c.

And to quote, as pertinent to the matter in hand, some remarks offered in my report to the Board last year: "It is mainly for the sake of the young men belonging to the high class that I am desirous to have means of giving them practice in an employment (as printing), which, while it affords the means of earning their future support, will be more attractive than mere manual drudgery to the deaf-mutes of more than average intellectual gifts."

I will add that printing is one of those employments that seem best adapted to deaf-mutes. In most other employments deafness is a disadvantage, but in this it is in some respects an advantage. Both the mental habits of a deaf-mute compositor, and his exemption from the disturbing influences of conversation and noises in the printing office, make him less liable to errors in following his copy than one who can hear.

VI. OTHER TRADES.

The circumstances of an institution such as ours admit of the successful prosecution of only a small number of trades.

The additional trades found in some institutions, besides printing, which is perhaps the most common after those already named, are turning and some branches of the fine arts, as wood engraving, lithography and sculpture.

Bookbinding was, for a number of years, carried on in our Institution while it was located in Fiftieth street, usually producing a small cash revenue to the Institution, while it qualified many of our pupils for obtaining a respectable support, and placed them in association with a respectable and intelligent craft. But it is manifest that a trade like bookbinding, which demands so much room, and enhances so greatly the cost of insurance against fire, could not be carried on in our present buildings.

VII. TRADES FOR THE GIRLS.

As I have already stated, a few of the girls, usually about a dozen, are employed in the tailors' shops. The rest are all practised in plain sewing, having the assistance and direction of a competent person of their own sex to teach them to make and mend their own dresses. They also all take turns in the lighter household work. There are, I am happy to say, very few of them who, on leaving school, will not be able to do their part towards making their homes comfortable and pleasant. In fact, the provision for training the girls for the active duties of life is more complete than in the case of the boys, too many of whom, from the want of room in the shops, are left unemployed for a large part of the time.

When we carried on book-binding, a number of our female pupils were practised in stitching and folding books, and some of them still find it a means of independent support. Though the possession of a trade is less important for the girls than the boys, still I would

suggest that, when our means shall happily admit, trades suitable to their sex may be advantageously taught to many of the girls.

For instance, female compositors are now employed in many printing offices. And I may add that, during my European tour, I found the girls in some of the institutions of the Continent, at least in that of Genoa, employed in fine needle work, as embroidery, and in making artificial flowers. To the plain dress-making carried on at the Institution may, perhaps, at some future time, be advantageously added millinery and the making of artificial flowers and other ornaments, perhaps also the plaiting of straw hats. These suggestions, however, I fear, cannot be acted on for some years yet.

VIII. SEWING MACHINES.

There is one sewing machine used in the tailors' shop and one in the girls' sitting and sewing room. It would be advantageous, when our means admit, to have several more; not so much, perhaps, for the saving of time in the work done here (as we have no lack of hands to ply needles,) as for the practising our pupils in the management of these machines. Some of them, when they leave the institution, will find such machines at home, and others may find remunerative employment by working sewing machines in families or in manufactories.

IX. GENERAL REMARKS.

Policy of Teaching Trades.

"The plan of teaching trades to our pupils was, after mature deliberation, adopted more than thirty years ago, and has ever since been held to be an essential feature of our system of instruction. The reasons have been repeatedly set forth in our annual reports, and the plan has repeatedly been approved by the State Superintendent of Education, and virtually sanctioned by the Legislature. The following extract from a report made to the Legislature as long ago as January, 1838, by Gen John A. Dix, then the able and attentive Superintendent of the Schools of New York, presents, from the State's point of view, in an admirable condensed form, the principal reasons for maintaining the shops as part of our system:

One of the most useful features of the system is that, which, by teaching each pupil a trade, prepares him for supporting himself by the labour of his own hands, and thus renders him independent of the aid of his friends and the public. If this was the only beneficial result of the system it is believed that it would amply repay the expenditure upon it. A large portion of the pupils are of families in extremely indigent circumstances, and without the advantage of an apprenticeship in some useful art, they would be a burden on their friends or the public through life, whereas, by supporting them for five years and teaching them a trade, they not only become independent of the aid of others, but the community exchanges unprofitable consumers for producers, and in the end, perhaps, is fully repaid for the expense which it has incurred in preparing them for usefulness. (Appendix to the nineteenth Report, p. 41.)

"And I add that the maintenance of the shops, thus conclusively shown to be for the benefit of the community, is demanded by no less considerations of duty to our pupils. Melancholy would be the future lot of many a pupil, if, accustomed here to comfortable living and the cultivation of intellectual and refined tastes, he should at the end of his allotted term be sent into the world with no means of support.

"Till quite recently, you will recollect, the lowest age of admission (except in a very few special cases,) was twelve years. And our pupils admitted at twelve to fourteen usually remained in school till the age of nineteen or twenty. This is still the case with a large proportion of them; and of the recent admissions of destitute children under the age of twelve, most will probably remain in school till the age of from seventeen to twenty. The period of

life thus spent in the Institution, while it is the best time for intellectual improvement, moral development and religious instruction, is also the best time for educating the hands to mechanical dexterity, making familiar the right quality and use of tools and materials, and inculcating habits of steady industry and the manly feeling of self-reliance. The father would justly be considered culpably remiss in his parental duties who should suffer his son to grow up to the age of eighteen or twenty without any preparation for the active duties of life—and the Institution is to its pupils *in loco parentis*.

“Our pupils, knowing that they must rely on their own skill and industry, not merely for the gratification of their tastes, but, in the case of most of them, for their daily bread, are stimulated to careful efforts in the acquisition of their trades, compensating in some measure for the small number of hours which, in the division of time, can be spared to this department.

“Taking this limited time of attendance in view, the degree of proficiency is creditable and encouraging. For instance, boys who have been in the Institution less than half their term, are already able to make a pair of shoes; and most of those who continue the whole term acquire sufficient skill in their chosen trade to be able, on leaving school, to support themselves. All have reached a point from which the advance to the status of a finished workman is easy. Quite a number of our former pupils, practising trades learned here, support not only themselves, but families dependent on them.

X. CHOICE OF TRADES FOR PUPILS.

“In assigning trades to our pupils, their own wishes and those of their natural guardians are, of course, always consulted.

From the necessarily limited number of trades offered for their choice, it frequently happens that a pupil is led by native bent of disposition or by circumstances to prefer some other occupation than the trade he learned here. Even in such cases, the time spent in learning that trade is by no means thrown away. Many of them, for instance, returning to the paternal farm, will become farmers. It is manifestly a great advantage to a farmer to have a certain degree of skill in any of the trades taught in the Institutions. If here he practised shoe making, he can make important savings both of money and time by his readiness in mending shoes, harness, &c. If he was a cabinet maker here, his skill in that trade will stand him in good stead in the way of making or mending farm implements, &c. In short, there is hardly any situation in life open to our pupils, in which a fair degree of skill in one of the trades here practised may not prove valuable.

XI. PECUNIARY RESULTS.

“No expectations were ever formed that the shops would be a source of revenue to the Institution. We endeavour, and with a fair degree of success, to make them pay their own expenses. If their maintenance, however, did involve some addition to our annual expenditures, it would, for the reasons already given, still be a matter of duty to our pupils to maintain them.

One of the greatest advantages of the system, in this point of view, is that it enables us to have shoes and clothing of a cheap but substantial kind, more like country customers' work than the flimsy articles of the cheap kind usually sold in cities. I have no doubt that, in this way, our pupils are clothed better and at less expense than they would be if the articles were bought ready made. As the clothing account of the Institution sums up more than \$6,000 annually, it is manifestly a matter of importance to study economy, by providing the means of having such articles as are at once neat, cheap and durable.

XII. PRACTICAL CONCLUSIONS.

"From the foregoing statements and considerations it results that the most serious want of the Institution at this time is *more and better shop room*. How this desideratum is to be obtained is a question worthy of grave consideration.

"Of course our pecuniary ability must be taken into account in forming any plans for having better shops. It seems to me this is an object well deserving of the benevolent aid of individuals and of the Legislature.

"When this object is attained, the Institution for which we have laboured so long and so zealously will then have remedied the only deficiency in its organization and appointments to render it a model institution of its kind, and will stand forth with no drawback to its character and usefulness, a matter of just pride to the City and State of New York."

Respectfully submitted.

HARVEY P. PEET,
Principal.

INSTITUTION FOR THE DEAF AND DUMB, }
November 7, 1864. }

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