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THE NEW YORK
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TWENTY-FIFTH ANNUAL REPORT

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DIRECTORS

OF

THE NEW-YORK INSTITUTION FOR THE INSTRUCTION

OF THE

DEAF AND DUMB;

TO THE

LEGISLATURE OF THE STATE OF NEW-YORK,

FOR THE YEAR 1843.



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 THE INSTITUTION is situated on FIFTIETH STREET, between the Fourth and Fifth Avenues. Persons wishing to visit it by the public conveyances, on arriving at the city, from the North or East Rivers, should proceed to the junction of Chatham and Centre Streets, opposite the City Hall. From this point the cars for Harlem leave frequently during the day, and pass directly by the Institution, where they stop, to receive and land passengers.

Stages for Harlem also start from the same place every half hour, and convey passengers on the Third Avenue, within a quarter of a mile of the Institution. The fare by either conveyance is one shilling.

TWENTY-FIFTH ANNUAL REPORT.

THE Directors of the New-York Institution for the Instruction of the Deaf and Dumb, respectfully submit to the Legislature their Twenty-fifth Annual Report, for the year eighteen hundred and forty-three.

The total receipts of the Institution during the year, including the balance on hand at the close of the year one thousand eight hundred and forty-two, have amounted to thirty-one thousand five hundred and eight dollars and seventy-nine cents, and the disbursements during the same period, to twenty-five thousand three hundred and thirty-four dollars and forty-nine cents, leaving on the thirty-first day of December, eighteen hundred and forty-three, a balance in the hands of the Treasurer of six thousand one hundred and seventy-four dollars and thirty cents. This balance was received on the last few days of the year, previous to the receipt of which the treasury was overdrawn, and is the sole reliance of the Institution to meet its expenses for the first quarter of the coming year. A copy of the Treasurer's account, exhibiting the various items of receipt and expenditure, is herewith submitted.

The list of pupils returned to the last Legislature, embraced *one hundred and fifty-four* names. Of these, *twenty-seven* have since left. During the year just closed, *thirty-seven* new pupils have been admitted, and *nine* former pupils readmitted. The number embraced in the present catalogue of the Institution herewith returned, is *one hundred and seventy-three*.

The list of State pupils, in which there were several vacancies at the date of the last Annual Report, is now full, and the Directors have also admitted, at the expense of the Institution, several promising children, who have been selected by the Superintendent of Common Schools, in anticipation of vacancies during the coming year. It is highly gratifying to the Board, that the funds of the Institution have been sufficient to enable them to receive, so far, all suitable applicants from our State, beyond the number provided for by the Legislature, by counties, and by individuals.

The inmates of the Institution have, with few exceptions, enjoyed good health during the past year. There have been few cases of illness, and, with the exception of a girl who died at home some months after leaving the Institution, none that terminated fatally. In a community containing so large a proportion of children, no care on the part of their superintendents, consistent with the liberty necessary to strengthen the constitution for the necessary exposures of after life, can always prevent the consequences of that heedlessness incident to youthful inexperience. The state of health for the past year, added to the results of several of the previous years, confirms the Board in the opinion heretofore expressed, that the location of the Institution, its domestic arrangements, and especially, the regular alternations of study, labor and recreation, are favorable to health, and, under Providence, afford as good advantages for the preservation of that inestimable blessing, as our pupils would probably enjoy in any other situation.

The mechanical employments offered to the choice of the pupils, or their friends, have continued the same that were specified in former Reports, namely, for the males, gardening, shoe-making, tailoring, cabinet-making, and book-binding; for the females, tailoring, dress-making, and folding and stitching books. Those girls who do not desire to learn either of the above trades, are taught plain sewing, and all are practised in the lighter household duties of their sex.

The views of the Board respecting the great importance of the mechanical department in an Institution for the deaf and dumb, have been repeatedly expressed in former Reports; and they are gratified to perceive unequivocal indications that this feature in their system of education is approved by public sentiment.

It is a rule universally known and acted on, that the labor of very young apprentices will hardly pay the expense of superintendence and materials. Our pupils usually leave us just when they have acquired skill enough to make their labor profitable. Hence no expectations were ever entertained of deriving from the shops an income beyond their necessary expenses. They have been, and will be maintained at some addition to the annual expenditure of the Institution, should such be found necessary, for the same reason that a parent will incur some expense to give his children a suitable trade, because the mechanical skill and the habits of industry and regularity acquired in them, are deemed, in the great majority of cases, indispensable parts of the education of the deaf and dumb.

In May last, Mr. A. L. Chapin left the Institution, and at the close of the term in July, Mr. J. H. Pettingell, also resigned. Both of these gentlemen have entered on the active duties of the Christian Ministry, toward which they had been looking for some time previous. The Board regretted to lose two intelligent and faithful instructors, who had won their confidence by several years of zealous and faithful service, but yielded to the higher call which summoned them to a more enlarged field of usefulness.

To supply the vacancies thus left in the number of Professors, the Board have elected Mr. Samuel Porter, and Mr. Thomas Gallaudet, both liberally educated men.

The progress of the pupils in the acquisition of written language, and in the various branches usually considered to form part of a good English education, continues highly gratifying and satisfactory to their friends and to the Board. At the

close of the academical year in July, a Special Committee of the Board made a thorough examination of the several classes, and of the general condition of the Institution. Their Report, with specimens of compositions by members of the various classes, is hereunto annexed, and will render unnecessary any extended notice in this place, of the various matters treated of by them.

The Board would, however, express their entire concurrence with the favorable judgment of the Committee, and in particular, their gratification at an incident related towards the close of the report in question, which, illustrating in a most touching manner, the feeling of confidence and kindness between teacher and pupil, demonstrate that the government of the Institution, while it is efficient, is at the same time mild and paternal.

Among the receipts of the year, is a liberal donation of one thousand dollars from two unknown individuals, through Mr. James Lenox. This gift has, by a resolution of the Board, in accordance with the wishes of the donors, been set apart for the purchase of books, maps and charts, to be placed in a distinct Library,—thus perpetuating both the remembrance and the benefits of the donation.

For the general condition of the domestic department, the Board refer to the above mentioned report of the Special Committee. There has, however, been one change of some importance since the date of that report. For many years, the mode of warming the numerous apartments of the Institution, has been by stoves supplied with anthracite coal. The keeping up so many fires is not only troublesome and expensive, but tends to vitiate the air of the rooms, by the consumption of oxygen, and production of noxious gasses. The plan of warming the whole building with heated air, is now in course of trial. For this purpose, at the commencement of the present season, three furnaces were erected, and pure air of a proper temperature is conveyed by pipes and flues to every part of the building. The weather experienced so far, has not been severe enough to

warrant the expression of a decided opinion as to the success of the experiment, but if it fully succeeds, the advantages cannot but be great, in point of health, economy, and security against fire. Perhaps for the more equal distribution of warmth to so many apartments, some alterations may be found necessary in the apparatus, which can be accurately adapted to a building of such size, only by actual trial.

In May last was completed the first quarter of a century since, after a year's existence on paper, the Institution was actually opened with a class of four pupils. The history of its origin, of its early trials and embarrassments, and of the slow steps by which it rose to its present height of prosperity and usefulness, is not devoid of interest and instruction, and the present seems to the Board an appropriate opportunity to give a sketch of its past history, embodying in one view, for future reference, the most material facts recorded in the twenty-four previous reports, together with any other particulars of interest which can now be ascertained.

The laborious research which has been found necessary in preparing this sketch, may preserve the memory of important circumstances which might otherwise in a few years be lost. Our first reports are in the hands of very few, and most of the early friends and benefactors of the Institution have gone to their reward. The venerable President is the only member of the present Board, who was a member at the date of our first Annual Report. A few years more and there may not remain a living depositary of the facts connected with the early history of the Institution, and the few pamphlets in which a portion of these facts are preserved, may be lost by the silent ravages of time.

Strange as it may seem, that a thing so simple in theory, so consonant with the laws of the human mind, should have escaped the sharp-sighted philosophers of twenty centuries; we need not now say that the art of instructing the deaf and dumb is a very modern discovery, unknown, and even undreamed

of in the proudest days of ancient learning. The honor of its origin belongs to the Augustan age of Spain,—to a cotemporary of Cervantes and Lope de Vega. During the following century, here and there a man of science and benevolence in England, Holland, and some other countries of Europe, has left us a brief record of his successful labors in behalf of a few individuals, but for a long time only the children of the wealthy and great were deemed worthy of such laborious instruction. Nearly two centuries elapsed ere the benevolent De l'Épée, whose sympathies, by an apparently slight incident, had been awakened in behalf of the deaf and dumb, founded an Institution which should dispense, so far as the means under Providence entrusted to him would permit, the priceless blessings of education, like the vital warmth and refreshing rain of Heaven, to all of this unfortunate class, whether of high or low estate.

Inspired by his example, many whose names will live with his on the fairest pages of history, in the bright catalogue of those who have toiled, not to enslave and destroy, but to bless and improve their kind, have followed in the same path. The cause of the deaf and dumb has been, and still is, gradually, but surely, gaining ground; and in the various series of events, which, from trivial incidents awakening the sympathies of some active and benevolent mind, have led to the formation of our own and other Institutions, we cannot but trace the finger of Providence. While genius and enthusiasm, learning and perseverance have been devoted to the improvement of the art, means have been provided for the support of Institutions, at first by private benevolence, and when this has been found insufficient, many governments, both of Europe and America, have acknowledged the just claims of the deaf and dumb, by appropriations which, in a few, but as yet only in a few countries, are already adequate to the education of all. Much yet remains to be done; but in view of what has been done within the last fifty years, during which the number of Institutions has

increased from three or four to about one hundred and fifty, we find abundant cause for devout thankfulness with respect to the past, and encouragement for the future.

With a vast wilderness to subdue, with political institutions to build up, with a sparse population in constant motion, and with full employment for the energies of every individual, our own country was naturally later in acknowledging the claims of the deaf and dumb, than several of the countries of Europe, where institutions cast in the iron mould of ages, and property hopelessly entailed in particular families, left to thousands of active minds but the resource of prying into every corner of scientific research, and imposed on thousands of consciences burthened with wealth in dangerous excess, the duty of seeking out proper objects of benevolence. But if we started comparatively late, we have not loitered on the course. More than half the States of the Union, including all the Northern and Middle States, except one, have already made provision for the education of their deaf and dumb population, and six well conducted Institutions are now in successful operation, three of them among the largest in the world.

Our own State in particular, can justly claim that, in proportion to her population, she is not behind any other government on earth in the liberality of her appropriations for the education of the deaf and dumb, and that the Institution which has grown up under her fostering care is, next to that of London, in point of numbers, probably the most important in the world.

The first deaf-mute of American birth who is known to have enjoyed the benefits of a regular education, was the son of a gentleman of this city, by the name of Green. This lad having been about the year 1780, placed in the celebrated articulating school of Braidwood, near Edinburgh, Mr. Green visited the school in the following year, and with the enthusiasm of parental fondness, wrote back a flattering account of his son's progress, with exaggerated anticipations of his future acquirements. This letter was preserved in the Medical Re-

pository, and had, long afterwards, an influence on the formation of the New-York Institution.

The attempt, about the year 1811, of a relative of Braidwood, at the invitation of the father of three deaf and dumb children, to found a school in Virginia, having had no important consequences that are known, does not require any particular notice.

A few years prior to the date of our Institution, a young man who had been a teacher of articulation in Scotland, and was connected with a respectable family there, opened in this city a small private school, in which he taught articulation to a few deaf-mutes, after the method of Braidwood. This novel undertaking attracted the attention of DR. SAMUEL AKERLY, and some other men of benevolence and scientific research, who attended his lessons, and were pleased with the prospect of success in an attempt so interesting as that of teaching the deaf and dumb not only to read and write, but to speak; but before any decisive results were obtained, his little school was dispersed, as, in consequence of some improper conduct, he was compelled to leave the city.

In the mean time events were in train at Hartford, which led to far more important consequences. The Rev. T. H. GALLAUDET, who has been justly styled the apostle of the deaf and dumb in America, had, like De l'Épée, his sympathies accidentally interested by the case of the deaf and dumb daughter of one of his friends. In 1815 he visited Europe, with the view of bringing back to this country the most approved method of instruction. Having been denied admission into the articulating schools of Great Britain, whose teachers made a secret and a monopoly of their art, he proceeded to Paris, and spent several months in the Institution then under the care of the celebrated Sicard. On his return in 1816, he brought with him Mr. Laurent Clerc, one of the most distinguished pupils of that great master. From this time, the cause of the deaf and dumb in this country has taken firm hold on the public sympathy, and has moved onward with a steady and uninterrupted progress.

The report of Clerc's expedition to this country, awakened the emulation of Mr. F. Gard, the most distinguished pupil of the Institution at Bordeaux, founded originally by Sicard, but long directed by the hardly less able and successful Abbe St. Sernin. Mr. Gard having, it seems, learned the English language, addressed a circular letter to the philanthropists of the United States, offering his services as a teacher. This letter was, in the latter part of the year 1816, placed in the hands of the late Dr. Samuel L. Mitchell, a man of whom our City and State were justly proud, and who, eminently distinguished for learning and science, was not less honorably distinguished for philanthropy. Dr. Mitchell communicated the letter to his friends among whom were the late Rev. John Stanford, who, as Chaplain to the Alms-house, had already had his sympathies enlisted in behalf of the deaf and dumb inmates of that establishment; and Dr. Akerly before mentioned, to whose exertions, more than to those of any other individual, our City and State owe two of their noblest charities, the Institutions for the Deaf and Dumb and for the Blind. These gentlemen called a select meeting of their friends, to consider the proposal presented in Mr. Gard's letter. We think it a duty to preserve the names of those who attended this first meeting, from which the origin of our Institution is dated. Besides the three already mentioned, we find on record the names of Jonas Mapes, Elisha W. King, John B. Scott, Sylvanus Miller, R. Wheaton, James Palmer, Nicholas Roome, and the Rev. Alexander McLeod.

At this meeting a free interchange of views took place concerning the possibility of instructing the deaf and dumb, which at that time was a thing scarcely heard of in this country. The evidence produced of the success of European teachers having satisfied the gentlemen assembled, that by the persevering use of proper methods, the deaf and dumb might be not only taught to read and write, but often raised to a high degree of intellectual cultivation, a more public meeting was held at Tammany Hall, at which, the possibility of instructing them,

being conceded, it was objected that their numbers were too inconsiderable to demand any extensive public effort in their behalf, and that a sufficient number could hardly be collected in one place to form a school that would be worth the time of a competent teacher to attend. This idea appears very natural, when we reflect that deafness is little obvious at first sight, that the friends and relations of deaf and dumb persons would be by no means inclined to obtrude, upon the notice of strangers or casual acquaintances, these unfortunates whom, at that time, they too often regarded as a disgrace and a burden, and hence that many persons in the course of a life-time, might scarcely remember meeting a single deaf-mute.

To decide this question, committees were appointed to ascertain the names and residences of the deaf-mutes then residing in the several Wards of the City; and to allow time for this enquiry, the meeting adjourned to some time in January, 1817. At the adjourned meeting, the Committees from seven of the ten Wards into which the City was then divided, (the Committees from the three remaining Wards failing to act,) reported the names and residences of sixty-six deaf-mutes in those seven Wards alone, the greater part of whom were considered to be of an age to profit by instruction. At that time the population of the whole City did not exceed 120,000. This result was both unexpected and startling. More than sixty deaf-mutes in the heart of our own City, shut out for no fault of their own, and even for no want of intellectual capacity, from the political, social, and even religious privileges of their fellows, was a spectacle not to be contemplated without emotion; and those who felt that by bestowing a little of their surplus time and money, in the cause of these their unhappy fellow-citizens, the once ignorant and degraded deaf-mute might be transformed into an intelligent being, happy in his own family, and useful to society, engaged with redoubled zeal in the work already begun.

During the same winter of 1817, several other public meetings were held with the view to organize a society. A new

ground of opposition was, however, started by some of those who attended the public meetings, which caused the object to be for a time deferred. It was stated that an Institution for the education for the deaf and dumb to which several citizens of New-York had liberally contributed, was just about to be opened at Hartford, only one hundred and twenty miles from New-York, under the care of a gentleman of talents and high character, assisted by a most able and experienced teacher, who had spent fifteen years in the school, and under the eye of the venerated Sicard, of whose success, he was himself, perhaps, the most illustrious example. It was urged, and not without reason, that a school in New-York, unprovided with teachers of experience, must suffer in the public estimation, by comparison with a neighboring Institution started with such great advantages. Some proposed to send the deaf and dumb of New-York to Hartford for instruction. Others, that the formation of an Institution in New-York, should be deferred until teachers of character and experience could be procured from Hartford, or from Europe.

Those, however, who had taken the warmest interest in the subject, felt that with delay, the interest already awakened in the public mind would decline, and that moreover, many of those waiting for instruction, would pass the limit at which instruction would become very difficult, if not hopeless. They saw that few of the deaf and dumb in New-York could ever be sent to Hartford at the then price of two hundred dollars per annum, or even at much less; and they judged that teachers might be more easily procured after a society had been formed, and an earnest given of the disposition to support a school.

With these views, they organized a list of Officers and Directors, at the head of which was the honored name of the late **DE WITT CLINTON**, and applied to the Legislature for an act of incorporation. The high character of the applicants, and the unexceptionable, though novel nature of the application, ensured a ready and favorable hearing; and on the 15th of April, 1817, the

"New-York Institution for the Instruction of the Deaf and Dumb" acquired a legal existence, with the usual corporate privileges. By an interesting coincidence, this was the same day on which the Asylum at Hartford was opened for the reception of pupils.

This first act of the Legislature merely gave the Institution a name, and certain legal facilities for the transaction of its business, when it should have business to transact. No grant of money was then made, nor indeed had any been made, for the education of the deaf and dumb, by any State in the Union. The first funds which the Institution received on behalf of the deaf and dumb, were the donations of individuals. The records show the actual receipt of only two hundred and fifty dollars for the year between the first meeting of the Board of Directors, and the opening of the school. After the latter event, however, much more considerable donations were received.

On the 22d of May, 1817, the Board of Directors met for the first time under the act of incorporation. For several months from this time, we find but one measure on record, the appointment of a committee to write to Europe for a teacher.

The course adopted by this committee shows, in a striking manner, what was then the prevalent feeling among the founders of our Institution. Mr. Gallaudet and his associates at Hartford, following the example of Sicard, had excluded from their plan the teaching of articulation, as requiring an expenditure of time and labor out of all proportion with the small degree of success usually attainable. Still it was admitted that teachers of articulation in Great Britain and Germany had been, in some instances, eminently successful; and persons at a distance, who had only heard of the occasional instances of remarkable success, and knew not of the far greater number of instances, either of complete failure, or of success so partial as to be of little practical value, very naturally formed the idea that, by skilful and persevering instruction in articulation and reading on the lips, almost every deaf-mute might be restored to society on

nearly equal terms with regard to colloquial intercourse. This idea we now know, by costly experience, as well as by the testimony of many European teachers, to be entirely erroneous: but we can easily conceive that those with whom it prevailed, would be unwilling to abandon the experiment of teaching articulation, as long as there remained a hope of any valuable result. It is possible, also, that a desire to do more than had been attempted at Hartford, had its influence in the present case.

Instead, therefore, of writing to Mr. Gard, whose services would no doubt have been very valuable, and might have been obtained on reasonable terms, but who could not teach that accomplishment they deemed so essential, the committee wrote to England for a teacher of articulation. The answer was not received until the summer of 1818; and the terms demanded were so exorbitant, that the Directors could not comply with them.

The next measure we find on record was of a character well adapted to awaken public interest in the objects of the Institution. On the occasion of an address delivered in March, 1818, in behalf of the Institution, by Dr. Mitchell, the deaf and dumb of the city and county of New-York were collected together in the court room of the City Hall. The presence of so large a number of immortal beings, imploring with silent but expressive eloquence, the means of intellectual, moral and spiritual life, could not but make a strong impression on the large assemblage drawn together, as well by the novelty of the occasion, as the reputation of the orator.

In the spring of 1818, Mr. ABRAHAM O. STANSBURY, a gentleman of character and liberal education, who had been employed for a year to take charge of the domestic concerns of the Asylum at Hartford, and in that situation had acquired some skill in the colloquial dialect of the deaf and dumb, and some vague notions concerning the mode of instructing them, came to New-York, and offered his services to organize the school. The offer was,

with some hesitation, accepted ; and on the 12th of May, 1818, the school was opened with a class of four pupils.

As the school was at first a day school, it might naturally be expected that the large number of deaf-mutes residing in the City would soon be gathered into it ; but besides that the labors of a single inexperienced teacher, divided amongst so numerous a class of beginners, would hardly have produced any appreciable results, the parents of the deaf-mute children seem to have been, in many cases, slow to believe that their instruction was possible. By the middle of July, two months after the opening of the school, the number of pupils had only increased to eighteen. At this time an appeal for aid was made to the Corporation of the City, which promptly granted a donation of five hundred dollars, and still further testified their approbation of the undertaking, by assuming the expense of the tuition of ten indigent day scholars from the City, and by granting, for the better accommodation of the school, the use of rooms in the building in the Park, known as the old Alms-house ; in which the school continued to be kept, the teachers and boarding pupils living in hired houses, until the completion of the present building, in April, 1829.

Though with a teacher whose first ideas on the subject had been acquired at Hartford, the method pursued during the first year or two, was radically different from the method of that school. The work of the celebrated English teacher, DR. WATSON, was taken as a guide. Pictures were, in the beginning, chiefly relied on in teaching the vocabulary of common objects, and the laws of construction, and the meaning of phrases, seem to have been impressed on the memory of the pupil, by dint of repetition by means of the manual alphabet, without regard to any regular method. Articulation, also, formed part of the plan of instruction, but generally only in cases in which, by retaining a remnant of speech or of hearing, or from uncommon docility, the pupil showed an aptitude for its acquisition, or when it was particularly desired by his friends.

The success attained in this attempt, in which much valuable time was wasted, to teach the deaf and dumb to speak, was very unsatisfactory. Several of the pupils indeed, acquired the ability to articulate by difficult and painful effort, a few simple sentences, but in a tone so harsh and indistinct, that it was both unpleasant to hear, and difficult to comprehend them. After a patient trial, the experiment was by general consent, abandoned; and the teachers, having procured from France the works of Sicard, endeavored to the best of their ability to adapt his system to the structure of the English language, and the circumstances of their school.

In connection with the attempt to teach articulation, we may mention a series of experiments gratuitously instituted by Dr. Akerly, with a number of the pupils, to ascertain whether their hearing could be restored, or materially improved, by skilful medical treatment. The result was not different from that almost invariably attained by medical men, who essay the cure of deafness. Where the deafness was total, no effect whatever was produced; but in several cases of partial deafness, the hearing was thought to be somewhat improved. In only one case, however, was the improvement of any material value, and in that case the cure was not complete, and its permanency was left doubtful. On the whole, the small success of this praiseworthy attempt has not encouraged its repetition; and it has but added another to the numerous instances, both in this country and Europe, in which the utmost efforts of medical skill in the treatment of deafness, have been thrown away. The time and money so often expended by the parents of deaf-mute children in seeking relief by medical means, would, in almost every case, be far better bestowed in restoring them to the blessings of social intercourse, by that education which makes their eyes supply the place of ears.

At the close of the year, 1818, the number of pupils had increased to thirty-three; of whom eleven were boarders, and twenty-two day scholars residing in the City. At the same time

there were pending numerous applications from the country, which the want of funds compelled the Directors to refuse. Though many of the citizens of New-York contributed liberally, and though considerable sums were at times realized from benefits given to the Institution at places of public resort, the Directors soon found that these sources of income were far too uncertain for dependence ; and that, unless Legislative aid could be obtained, the school must either be entirely suspended, or dwindle into a mere day school ; thus excluding all the pressing applications from the interior of the state, which, in some instances, were from the parents of from four to seven deaf and dumb children, and which were found to be more numerous as the existence and success of the Institution became more known.

In the spring of 1819, the number of pupils having increased to forty-seven, Dr. Mitchell and Dr. Akerly, who had been from the first among the most active and efficient friends of the Institution, with the teacher and eleven of the pupils, proceeded to Albany, and held an exhibition before the Legislature. The favorable impression made, was attested by the passage, on the 13th of April, 1819, of two acts ; one making a direct appropriation of *ten thousand dollars* from the State Treasury, the other giving the Institution a moiety of the tax on lottery dealers in the City of New-York, from which, for fourteen years thereafter, a considerable part of the income of the Institution was derived.

By the liberality of the Legislature, the Directors were enabled to admit a considerable accession to the number of boarding pupils, and, at the date of the first annual Report, January 1st, 1820, the number of pupils was fifty-six ; of whom thirty-five were boarders and twenty-one day scholars. This number is about the average of the succeeding ten years ; the lowest number returned to the Legislature in that time being fifty, and the highest sixty-eight. While the school continued to be kept in the city, about twenty of the pupils were usually day scholars, and often very irregular in their attendance.

As the increase of pupils made additional teachers necessary, Miss MARY STANSBURY, and Mr. HORACE LOOFBORROW were successively engaged; and on the departure of Mr. Stansbury for Europe, in 1821, Mr. Loofborrow was appointed principal teacher, which important office he held for ten years.

That the teachers just named possessed talents, industry and zeal, is undeniable; but it is much to be regretted that they should have been early influenced by a spirit of jealous rivalry towards the two neighboring Institutions of Hartford and Philadelphia, which, for a long time, prevented the Institution from profiting by the improvements in the method of instruction made by the able and experienced teachers of those Institutions. Our first teachers seem to have prided themselves in relying on their own resources, aided only by the few works of European masters which they could obtain. Hence, while their success was in many instances admitted to be respectable, it was very generally estimated to fall short of what it might have been under more favorable circumstances, and what the great State which patronized the Institution had a right to expect.

One cause of the state of mediocrity in which the Institution remained, appears to have been, that, from a mistaken notion of economy, incompetent assistants were too often employed. For a year or two, a young gentleman of liberal education was associated with the teachers already named, but for several years, up to 1830, the only assistant teachers employed were deaf-mutes, themselves often very imperfectly educated. Under such teachers, the progress of a pupil, even of good capacity, was often during the first year or two, so slow as to be hardly appreciable.

We have already mentioned the liberal appropriation made by the Legislature in 1819. In April, 1821, a further appropriation of two thousand and five hundred dollars was obtained; and on the 16th April, 1822, the Legislature made the first specific provision for the support of State pupils in the Institution. This provision extended only to four from each Senate District,

or thirty two in all, just one fourth of the number now provided for; and the period allowed was, at first only three years, a limitation which, at this day we cannot contemplate without surprise. At that time it was doubtless deemed a liberal allowance, but we rejoice to find that, as early as 1825, it was increased to four years, and in 1830 to five.

The next proof of Legislative munificence was the grant, in 1827, of *ten thousand dollars* to aid in the erection of suitable buildings for the permanent use of the Institution. This grant was coupled with three conditions:—First, that the Directors should raise an equal amount for the same purpose; second, that the location and plans of the building should be approved of by the Superintendent of Common Schools, and the expenditure of the fund accounted for to the State Comptroller; third, that the Institution should be subject to the visitation and inspection of the Secretary of State, in his capacity of Superintendent of Common Schools; and this officer was, at the same time, authorized to visit other Institutions for the deaf and dumb, and, from a comparison of their methods, to suggest to the Directors of the New-York Institution, such improvements as he might deem advisable. To this last provision, the present prosperous condition of the Institution is in a great measure owing; since it was chiefly the report made by the Superintendent in pursuance of that provision, which induced the Directors to procure teachers capable of introducing a more philosophical and efficient system than had hitherto prevailed.

The Directors having duly filed their assent to the second and third provisions, and having been, chiefly by the liberality of the citizens of New-York, enabled to comply with the first, on the 19th of October, 1827, with appropriate and impressive ceremonies, and in the presence of a large assemblage of the friends of the Institution, the corner stone of the new building was laid on its present site by the Superintendent of Common Schools, the Hon. A. C. Flagg.

It was not until April, 1829, that the Institution and out-build-

ings were so far completed as to be occupied. The actual cost exceeded thirty-five thousand dollars, which was far beyond the original estimates. The Directors had, by great exertions, raised several thousand dollars beyond the amount they were, by the act above cited, required to raise; but were, to complete the building, compelled to borrow on mortgage eleven thousand more. By prudence and good management, this debt was in a few years discharged, and the Institution has ever since remained free from debt.

Pending the erection of the buildings, the Superintendent of Common Schools had discharged the duty assigned him, by visiting and carefully examining the schools at Hartford, Philadelphia, and New-York, and the Central School then existing under the patronage of the State, at Canajoharie, but since united to the New-York Institution. In April, 1828, he made to the Legislature a detailed and very able Report; in which, judging from the results attained in each school, a very decided preference was given to the systems of instruction pursued at Hartford and Philadelphia. There had been but little intercourse between the schools, and the Directors and Teachers of the New-York Institution had supposed that their own success was equal to that of the others; but this verdict of a competent judge awakened them to the necessity of placing their school on higher ground. No sooner therefore, was the labor which had for several years engrossed a large portion of their solicitude, crowned with success by the completion of the buildings, thus securing to the Institution a favorable location and a permanent existence, than the Directors turned their attention more fully to the not less important object of obtaining a full corps of able and experienced teachers. In this they were encouraged by the addition in 1830, of twenty-four to the number of State pupils.

Applications for teachers were made to the Royal Institution at Paris, and to the Institutions at Hartford and Philadelphia. Those to the two former, were happily successful. Mr. Leon

Vaysse, a young but promising teacher from the Royal Institution, arrived in November, 1830, and continued to serve our Institution as an instructor very acceptably for four years, when family affairs required his return to France.

Gratifying as was this accession to the number of teachers, it did not fully meet the wishes of the Board. They felt the necessity of placing the Institution under the immediate control of a man of commanding character, capable of introducing system and efficiency not only into the department of Instruction, but into all the other departments of the Institution, and of giving it a character, not merely as a well disciplined school, but as a well ordered community, practising from choice the moral and social virtues. With these views, they gave a call to Mr. H. P. PEET, who had been for several years associated with Mr. Gallaudet at Hartford, and had acquired a reputation as an efficient Instructor. Mr. Peet having accepted the title of Principal, thus uniting the hitherto separate offices of Superintendent and Principal Teacher, entered in February, 1831, on the arduous duties which he has for nearly thirteen years continued to discharge, to the entire satisfaction of the Board of Directors, with signal benefit to the Institution and reputation to himself.

The arrival of Mr. Peet was followed by an immediate and marked improvement, evident and highly gratifying to the Directors, not only in the department of Instruction, but in the domestic and mechanical departments. It was not, however, till the year following Mr. Peet's arrival, that the department of Instruction could be placed on a satisfactory footing. In 1832, four young gentlemen of liberal education, two of whom had enjoyed the benefit of a residence in the American Asylum, were engaged as Instructors; and the exertions of the Principal being thus ably seconded, the Institution soon won that high place in the public estimation which it has ever since maintained.

Its advance in the confidence of the Legislature was also

soon testified by more liberal legislation. We have already mentioned that, in 1830, the original number of thirty-two state pupils had been increased to fifty-six. By an act passed in April, 1833, forty beneficiaries were added to the number. In 1836, twenty-four were transferred from the late school at Canajoharie, the Principal of which, Mr. Morris, accompanied them, and is still employed as a professor in the New-York Institution. Finally, in 1841, the Legislature increased the number of State Pupils to one hundred and twenty-eight, which, if the provision that authorizes the Supervisors of counties to place in the Institution at the expense of their respective counties, a number of deaf-mutes equal to the number of their members of Assembly, should be only in a few strong cases acted on, would probably be sufficient for some years to come.

In addition to the annual appropriations for the support of State Pupils, a special appropriation of *five thousand dollars* annually was made in April, 1834, to supply the place of the income formerly derived from lottery licenses, which had ceased by the suppression of lotteries under the Constitution. This appropriation has kept the Institution free from pecuniary embarrassments, and has enabled the Directors to secure able, well educated, and for the most part, experienced instructors, to procure the most approved books and apparatus for the school rooms, to enlarge the buildings as from time to time became necessary, to extend and improve the mechanical department, and in short to put the Institution, as they believe, in every respect on a footing with the largest and best conducted in the world.

It was supposed by those who planned the original building, that it would suffice for the accommodation of two hundred deaf-mutes and their teachers; but when the number had reached one hundred and thirty, the want of room was so uncomfortably felt, that it became necessary to enlarge the building. This enlargement was effected in 1834, by adding

another story, at an expense, including additions made at the same time to the work-shops, of more than eight thousand dollars. After the union of the school at Canajoharie with that at New-York, the number of pupils exceeding one hundred and fifty, a second enlargement was imperatively required. This was effected in 1838, at an expense of about seven thousand five hundred dollars, by adding two wings, each about thirty feet square, and of equal height with the main building. A description of the present building may be found in the Twentieth Report. The original building being one hundred and ten feet by sixty, and the number of stories, including the basement, five, the several floors of the present building contain, (no deduction being made for walls,) an area of forty-two thousand square feet, or very nearly one acre.

Finally, in 1842, for the better accommodation of the mechanical department, a range of work-shops, store-rooms and stables, of brick, one hundred and forty feet by twenty-five, were erected at an expense of five thousand two hundred dollars. It is not anticipated that any additional buildings will be required for years to come.

The location of the buildings is in many respects very favorable. The site is elevated, open to refreshing and purifying breezes, and commanding a view of the ever shifting panorama of the East and North Rivers, the contiguous shores of Long Island and New Jersey being visible from the upper windows. More than a mile beyond the present limits of the City, its inmates have ample room for healthful excursions in the open air, without being exposed to the dangers and temptations incident to crowded streets; while, by means of the Harlem Rail Road and lines of stages, ready communication may be had with the heart of the City at all hours of the day. The Croton Aqueduct, from which the Institution is abundantly supplied with pure water, passes within a few rods, and the stupendous reservoir on Murray's hill, gives additional interest to the landscape.

In April, 1836, the Legislature extended the charter of the Institution for a period of twenty-five years beyond the original term of twenty, and finally, by the act of April 18th, 1838, the Superintendent of Common Schools was authorized to continue for a period not exceeding two years, such State pupils as gave promise of profiting by the extension. This last was the crowning act of all legislation on this subject, and peculiarly gratifying to the Board, who in numerous instances had been compelled to part with their most promising pupils, just when they had reached the point at which their future progress would become easy and rapid, and to send them into the world, able indeed to converse on simple subjects by writing, but wholly unable to derive either pleasure or profit from the perusal of ordinary books. Under the present law, they enjoy the satisfaction of knowing that a large proportion of their pupils leave the Institution not only able to hold converse with persons of intelligence and refinement, but furnished with intellectual stores that, in hours of solitude or of occupation, or in the society of those little skilled in conversing with the deaf-mute, afford the mind full content in communing with its own thoughts; and what is yet more, they go forth fully possessed of the key by which to unlock that vast store house of intellectual treasure, which the multiplication of books has put within the reach of every individual, and in which, admitted to the communion of all the higher and mightier minds that ever lived, they cease to repine that their intercourse with those around them must remain partial and restricted.

Before concluding this sketch, we have to discharge the pleasing duty of returning our acknowledgments, in behalf of those whose stewards and guardians we are, to those benevolent individuals who, in years past, by their own donations, or by provoking the liberality of others, have aided the Institution in its hour of pressing need. Among these benefactors we have already mentioned those proprietors of places of public resort who, in the infancy of the Institution, aided its scanty funds.

Appeals on behalf of the deaf and dumb were likewise, on several occasions, made from the pulpit, and were answered by liberal contributions. On one of these occasions, after a sermon by the late eloquent and lamented SUMMERFIELD, the collection amounted to nearly one thousand dollars. The just liberality of the Legislature, has, of late years, relieved the Institution from the necessity of making urgent appeals to individual charity.

In the year 1825, some benevolent ladies of this city formed an association to collect funds in aid of the Institution. This association continued its charitable and unostentatious labors for a period of ten years, and during that time, defrayed the expenses of the education of several deaf-mutes. To the members of this association who still remain to aid in other objects of benevolence, the recollection of the good they have done will be a rich reward.

Appended to this report will be found a catalogue of all the Directors and Teachers of the Institution from the beginning, and also a list of all the pupils both of this Institution and that of Canajoharie. As the latter has been united with the New-York Institution, and a large proportion of its pupils having finished their term of instruction with us, it seems proper to include the members of both schools in one view.

The whole number of admissions into the New-York Institution during twenty-five years and eight months, is seven hundred and thirty-one. Of these however, eighty-five were readmissions, leaving the actual number of names six hundred and forty-six. If to these be added sixty-six members of the school at Canajoharie who have not likewise been members of that at New-York, we shall have a total of seven hundred and twelve deaf-mutes who have been under instruction, for a longer or shorter period, in the public Institutions of this State. One hundred and twenty-eight of these were from the City and county of New-York, five hundred and twenty-seven from the remaining counties of the State, forty-eight from other States,

(chiefly from New Jersey,) five from the Canadas, and four marked as natives of Europe. The Board have the satisfaction of knowing that, with very few exceptions, this large number of deaf-mutes have been greatly benefited by their residence in the Institution. Though there are many whose knowledge of written language is imperfect, there are very few, except those unhappily affected with idiocy, whose intellectual and moral improvement has not been highly gratifying to their friends, and there have been many who have acquired an amount of information decidedly superior to that of persons of common education.

From the list of Teachers, it appears that thirty-three have been employed in the department of Instruction, seven of whom were deaf-mutes, educated in the Institution, while the remaining twenty-six were, except two or three, men of collegiate education. Two of the former, and seven of the latter number still remain. Of those who have left, four are deceased. The remainder are still men in the prime of life, actively engaged in various fields of usefulness. Several are settled in the Gospel Ministry from the east to the remote west of our vast Republic. One is a Professor in a Southern University, one in an European Institution for the deaf and dumb; and one occupies a perilous post, as a messenger of the gospel to the benighted millions of China.

Including those named in the act of incorporation, the Institution has had in succession, three Presidents, twelve Vice Presidents, five Treasurers, and four Secretaries. The list of Directors, excluding repetitions, embraces one hundred and seven names. Among these last it must be observed, we find the names of all those who previously or subsequently, filled one of the offices above cited, except the first four Vice Presidents, and the present Secretary. The whole number of names in the catalogue is, therefore only one hundred and twelve. Of these twenty-five are members of the present Board, and eighty-seven have retired or been removed by death. In looking over

this list of their predecessors and late co-laborers,—a list enrolling in the cause of the once neglected deaf and dumb, some of the most honored names in the history of our City and State, the Board are reminded of the loss of many on whose counsel they have relied, and whom they individually loved and honored.

With so many impressive lessons of the uncertainty of life, the Directors while closing this retrospect of a quarter of a century, cannot but feel how probable it is that not a single member of the present Board, perhaps not a single teacher now connected with the Institution, will remain to watch over its interests a quarter of a century hence. But in view of so many manifestations of the Divine favor, and of so many proofs of the confidence and benevolence of the Legislature, they cannot permit themselves to doubt that other agents to sustain the cause of the deaf and dumb, will be raised up as their successors; and that as this portion of the community increases with the increase of population, means will be provided for their education, commensurate with their future numbers, and lasting as their wants. While therefore they look to the future with the solicitude that prompts, they look to it also with that confident hope which rewards effort and watchfulness in a good cause.

By order of the Board of Directors,

JAMES MILNOR, *President.*

APPENDIX.

No. 1.

LIST OF OFFICERS AND DIRECTORS

OF THE

NEW-YORK INSTITUTION for the INSTRUCTION of the DEAF and DUMB,

FROM 1817 TO 1844.

P R E S I D E N T S .

Elected.	Retired.	Elected.	Retired.
1817 • De Witt Clinton,	1818	1829	1842
1818 • Samuel L. Mitchell, L.L. D.,	1829	REV. JAMES MILNOR, D. D.	1831

V I C E P R E S I D E N T S .

1817 • Richard Varick,	1818	1822 • Peter Sharpe,	1842
1817 • John Ferguson,	1818	1829 Philip Hone,	1831
1818 • John B. Roweyn, D. D.	1820	1831 John Slidell,	1832
1819 Cadwalader D. Colden,	1820	1832 Myndert Van Schaick,	1841
1820 Rev. James Milnor, D. D.,	1829	1841 ROBERT C. CORNELL,	—
1820 Sylvanus Miller,	1822	1843 JOHN R. WILLIS,	—

T R E A S U R E R S .

1817 • John Slidell,	1810	1831 Daniel E. Tylee,	1833
1820 • Jonas Mapes,	1827	1833 ROBERT D. WEEKS,	—
1827 Charles Mapes,	1831		

S E C R E T A R I E S .

1817 John B. Scott,	1819	1821 Samuel Akerly, M. D.,	1831
1819 Samuel Akerly, M. D., †	1820	1831 HARVEY P. PEAT,	—
1820 Daniel E. Tylee,	1821		

D I R E C T O R S .

1817 • Henry Rutgers, †	1831	Curdon S. Mumford,	1818
• Samuel L. Mitchell, †	1831	Benjamin A. Akerly,	1818
• Rev. Alexander M'Leod. D. D.	1822	Silvester Dearing,	1818
• Rev. John Sanford, D. D.	1831	Jane Thompson,	1818
• John Murray, Jr.	1818	Robert Troupe,	1818
• Rev. Henry J. Feltus,	1828	Solomon Southwick,	1818
James L. Bell,	1821	James Emott,	1818
Bishop Connally,	1819	1818 • De Witt Clinton,	1820
Henry Wheaton,	1818	Collin Reed,	1819
Samuel Akerly, †	1821	Rev. Philip Milledoler, D. D.,	1822
• Jonas Mapes,	1820	Stephen Allen,	1829
Peter Sharpe,	1822	Elisha W. King, †	1819
Sylvanus Miller, †	1829	Valentine Mott, M. D.,	1820
William L. Rose,	1821	Casper W. Eddy,	1819

* Deceased.

† Served at two or more different periods.

† Dr. Akerly was, from 1821 to 1831, at the same time, Physician, Secretary, and Superintendent of the Institution.

Elected.	Retired.	Elected.	Retired.
1818 • <i>Garrit Hyer,</i> James Palmer,	1826	1831 • <i>Peter S. Titus,</i> Henry I. Wyckoff,	1834
1819 Daniel E. Tylee, † <i>Rev. James Milnor, D. D.</i>	1834	• <i>Haman Averill,</i> James A. Burris,	1839
John B. Scott, Richard Hatfield, Thomas Franklin, Alexander H. Stevens, M. D.	1820 1822 1823 1831	John R. Willis, John W. Leavitt, John Oothout, Myndert Van Schaick,	1833 1843 1835 1832
1820 • John Slidell, Charles G. Haines, Thomas Gibbons, John Withington, Thomas H. Leggett, Joseph S. Shewell,	1825 1824 1821 1821 1821	Rufus L. Lord, Charles L. Livingston, William L. Stone, <i>Shepherd Knapp,</i> <i>Samuel Donener, jr.</i>	1834 1841 1841 1841 1841
1821 Richard Whiley, Isaac Collins, Curtis Bolton, Austin L. Sands, Gulian C. Verplanck,	1831 1834 1831 1822 1822	1834 • <i>Jacob Drake,</i> William B. Bolles, Henry S. Richards, <i>William Kelly,</i> George S. Robbins, †	1839 1837 1842 1842 1842
1822 Rev. Thomas McCauley, D. D.	1830	1835 David Thompson, William Kent, †	1842
James Smith, Gabriel Havens, Philip Hone, Charles King, Samuel B. Romaine, Rev. Pascal N. Strong,	1834 1824 1829 1825 1826 1825	1836 <i>Augustin Averill,</i> 1836 Edward Curtis, 1837 Frederick A. Tallmadge, <i>Samuel S. Hocland,</i> Josiah L. Hale, <i>Henry E. Davies,</i>	1839 1839 1843 1842 1842 1842
1823 Lewis Seymour, Peter A. Jay,	1825	1840 <i>Prosper M. Wetmore,</i> 1841 <i>William W. Cangrell,</i> 1842 <i>Benjamin R. Winthrop,</i> <i>William H. Macy,</i> <i>George B. Butler,</i> <i>Israel Russell,</i>	1839 1839 1843 1843 1843 1843
1824 John Rogers, J. Warren Brackett,	1831	1843 <i>John C. Green,</i> <i>Moses Taylor,</i> <i>Elisha D. Huribut,</i>	1842 1842 1842
1825 C. C. Cambreling, Campbell P. White, <i>Timothy Hedges,</i> Martin E. Thompson,	1825 1831 1833	Former Directors, 83 " Vice Presidents, not in the list of Directors, 4	83 4
1826 James W. Douninick, Dr. Stephen D. Beekman,	1831 1829	Present Members of the Board, 25	25
1829 Rev. J. F. Schroeder, D. D.	1839	Total, 112	112
1830 Jacob Harvey,	1831		
1831 Charles Mapes, James Lovett, Robert C. Cornell, <i>B. L. Wooley,</i> William F. Mott, Robert D. Weeks,	1833 1839 1841 1831 1831		

LIST OF INSTRUCTORS OF THE NEW-YORK INSTITUTION
FOR THE INSTRUCTION OF THE DEAF AND DUMB,
FROM 1818 TO 1844.

Elected.	Retired.	Elected.	Retired.	Elected.	Retired.	Elected.	Retired.	Elected.	Retired.
1818 • Abraham O. Stansbury, Miss Mary Stansbury,	1821	1836 • <i>Ransom Taylor,</i> Joseph Haven,	1837	1837					
1819 Horace Lootborow,	1832	1837 <i>Oran W. Morris,</i> Shubael F. Bartlett,	1838						
1821 • De Witt Clinton Mitchell,	1822	1837 <i>John H. Pettigell,</i>	1843						
1822 John H. Glazley, Mary Rose.	1830 1826	1838 <i>Abel B. Baker,</i> Jeremiah W. Conklin, <i>deaf-mute</i> monitors.	1839						
1826 Keturah Van Cleft	1828	1838 <i>Nathan M. Totten,</i> Andrew L. Stone,	1841						
1828 Emily Curtice,	1829	1843 <i>Aaron L. Chapin,</i> <i>Jacob Van Nostrand,</i>	1843						
1830 Leon Vaysse,	1834	1843 <i>Samuel Porter,</i> <i>Thomas Gallaudet,</i>	1843						
1831 John R. Burset,	1831								
1831 HARVEY P. FEST,	1832								
1832 Dwight Seward,	1832								
1832 David E. Bartlett,	1832								
1832 Frederick A. P. Barnard,	1838								
1833 Samuel R. Brown,	1835								
1833 Josiah Addison Cory,	1838								
1833 Barnabas M. Fay,	1838								
1834 George Edward Day,	1835								
1834 John Robinson Kepp,	1835								
1835 Amos Bordman Lambert,	1837								
* Deceased.									
† Served at two or more different periods.									
Instructors, 26									
Deaf-mute Monitors, 7									
Total, 33									
Elected. Retired. Remaining.									
26 19 7									
7 5 2									
— — —									
— 24 9									

No. 2.

LIST OF PUPILS

Received into the New-York Institution for the Instruction of the Deaf and Dumb, New-York City, and into the Central Asylum at Canajoharie, complete to Jan. 1, 1842.

[~~DECEASED~~ in the following catalogue, those marked thus (*) have Deceased.]

Date of ad- mission No.	NAMES.	RESIDENCE.		
		Town.	County.	County.
1818 1	Eveline Hulse,	New-York City,	New-York.	
2	Cornelia Ann Frere,	"	"	
3	Mary Rose,	"	"	
4	George D. Holkins,	Albany,	Albany,	
5	Phoebe M. Clark,	"	New Jersey.	
6	John H. Gazlay,	"	Otsego.	
7	Harriet Sherwood,	Woodstock,	Ulster.	
8	Aaron Day,	"	Montgomery.	
9	Charles Dickinsonson,	"	Dutchess	
10	John White, jr.,	Albany,	Albany.	
11	Cortlandt Millspaugh,	"	Orange.	
12	Alanson Mc Donald,	New-York City,	New-York.	
13	John Vermilyea,	"	"	
14	John Hauptman,	"	"	
15	Horace Crawford,	"	"	
16	William Wilkeyson,	"	"	
17	John Bates,	"	"	
18	Richard Sip,	Bergen,	Bergen, N. J.	
19	John R. Boyle,	New-York City,	New-York.	
20	Jonathan Wardline,	"	"	
21	William Williams,	"	"	
22	Sarah Parker,	"	"	
23	Nathaniel Ward,	"	"	
24	Cornelius Cunningham,	"	"	
25	George Mills,	"	"	
26	James M. Nack,	"	"	
27	Catharine Banks,	"	"	
28	William B. Oakley,	"	"	
29	William Wake,	"	"	
30	Mary Postley,	"	"	
31	Jemima Way,	"	"	
32	Elizabeth Thompson,		New Jersey.	
33	John Kelly,	New-York City,	New-York.	
1819 34	Margaret Paltzgraff,	"	"	
35	Cornelia E. Green,	Princeton,	Middlesex, N. J.	
36	James Plum,	Schuyler's Landing	Otsego.	
37	Denison Fowler,		Madison.	
38	Richard C. Springs,	York district,	South Carolina.	
39	William M. Genet,	Albany,	Albany.	
40	Rebecca Minard,	Kingston,	Ulster.	
41	Julia Sandford,		Chezango.	
42	Isaac Stanton,	Darlington,	Dutchess.	
43	John Mandeville,	Albany,	South Carolina.	
44	Eliza Briare,	"	Albany.	
45	Sally Callender,	Troy,	Rensselaer.	
46	Maria Sherwood,	Woodstock,	Ulster.	
47	Sally Sherwood,	"	"	
48	William Hocknell,	Albany,	Albany.	
49	William Niblo,	New-York City,	New-York.	
50	Jacob Valentine,	"	Queens.	
51	John Crammond,	Albany,	Albany.	
52	Maria Potter,		Dutchess.	
53	Zaccheus Covall,		Greene.	

Date of ad. mis'n. No.	NAMES.	Town,	RESIDENCE.	
			County.	
54	Ryan Blanchard,	.	Genesee.	
55	Emily Curtice,	.	Orange,	
56	William Thorne,	.	Dutchess.	
57	Hulet Jones,	.	Suffolk.	
58	John Haley,	.	Kings.	
59	Benjamin Barton,	.	Queens.	
60	James Maddoc,	.	Madison.	
61	Sally Robinson,	.	New-York.	
62	Isabella Anderson,	.	"	
63	Joshua Husk,	.	"	
64*	Stephen McGuire,	.	"	
65	Margaret Stanton,	.	"	
66	John Kirby,	.	"	
67	Cornelius Van Waganen,	.	Bergen, N. J.	
1820	Cornelius O'Connor,	.	Schenectady.	
68	Alphonso Vincent,	.	Norfolk, Va.	
70	Reuben Wheaton,	.	Norwich.	
71	Eliza Cheseeman,	.	Chenango.	
72	Huldah Bernard,	.	Princeton.	
73	Andrew McKinney,	.	Schenectady.	
74*	Christiana Brookes,	.	Utica.	
1821	Mary Mc Vey,	.	Oneida.	
75	Laura Dryor,	.	New-York City,	
76*	Elisha Bowinan,	.	New-York.	
77	James McGowan,	.	"	
78	Paul Degrass,	.	I. aux Noix,	Lower Canada.
80	Samuel Conrad,	.	Durham,	Greene.
81	Catharine Conrad,	.	Canajoharie,	Montgomery.
82	Daniel Hughs,	.	New-York City,	New-York.
83	Sarah Irwin,	.	Hinsdale,	Cattaraugua.
84	Thomas Beaty,	.	Schenectady,	"
85	Renelaer Brigham,	.	Philadelphia,	Philadelphia, Pa.
86*	William Sharot,	.	New-York City,	New-York.
87	Archibald O. Rodman,	.	Albany,	Albany.
1822	88 William Staples,	.	Staten Island	Richmond.
89	James Parburt,	.	Rondout,	Ulster.
90	Jucob Bogert,	.	Ridgefield,	Fairfield, Ct.
91	Susannah Bowman,	.	New-York City,	New-York.
92*	Eliza Ann Bowman,	.	Canajoharie,	Essex, N. J.
93	Hiram Ludlow,	.	"	Montgomery.
94	Plena Eggleston,	.	Lansing,	Tompkins.
95	David Osterhout,	.	Vienna,	Oneida.
96	Philena Banksa,	.	Manlius,	Onondaga.
97	Sarah Ann Banksa,	.	Walton,	Delaware.
98	Sarah Rogers,	.	"	"
99*	Mary Rogers,	.	Islip,	Suffolk.
100	Lephe Cummings,	.	Watertown,	"
101*	Marietta W. Keyea,	.	"	Jefferson.
102	Keturah Van Cleft,	.	"	"
103	Margaret McAlister,	.	Johnstown,	Orange.
104	Catharine McAlister,	.	"	Montgomery.
105	Elizabeth McAlister,	.	"	"
106	Eliza Conklin,	.	Manlius,	Orange.
107	Catharine Wilcox.,	.	"	Onondaga.
108	John Wilcox,	.	Salina,	"
109	Sayles Works,	.	Nunda,	Allegany.
110	Daniel McSweeny,	.	West Farms,	Westchester.
111	James Muller,	.	Shawangunk,	Ulster.
112	Valentine Relyea,	.	New-York City,	New-York.
113	James Jennings,	.	Cherry Valley,	Otsego.
114	George W. Campbell,	.	Union,	Broome.
115	Oren Higbee,	.	Canajoharie,	Montgomery.
116	Polly Flint,	.		

Date of ad- mis'n. No.	NAMES.	RESIDENCE.	
		Town.	County
1823	117 Leverett Spencer, .	Madison,	Madison,
	118 Sally Burt, .	Canajoharie,	Montgomery,
	119 Catharine Thomson, .	Maryland,	Oneida,
	120 Mary Scranton, .	Schoharie,	Schoharie,
	121 Michael Teller, .	Sharon,	"
	122 Mary Timmerman, .	Manheim.	Herkimer,
	123 John Fullerton, .	Hebron.	Washington,
	124 George W. Swan, .	New-York City,	New-York,
	125 John T. S. Hansen, .	Albany,	Albany,
	126 Elijah Bristol, .	Manchester,	Ontario,
	127 John Denton, .	Danby,	Tompkins,
	128 John Smith, .	Canajoharie,	Montgomery,
	129 Hendric Downing, .	Jericho,	Queens,
1824	130 Frederick Fox, .	Canajoharie,	Montgomery,
	131 Franklin Scovell, .	Williamson,	Wayne,
	132 Laura Scovell, .	"	"
	133 Elijah Jones, .	New-York City,	New-York,
	134 Aaron McGraw, .	Bern,	Albany,
	135 Worcester Heath, .	Watertown,	Jefferson,
	136 Jane Fullerton, .	Hebron,	Washington,
	137 Vincent M. Halsey, .	Blooming Grove,	Orange,
	138 David H. Cole, .	Saugerties,	Ulster,
	139 Caroline Kirk, .	New-York City,	New-York,
	140 Philesta Hitchcock, .	New Lisbon,	Otsego,
	141 Clinton S. Fay, .	Portland,	Chautauque,
	142 Orville Murray, .	Lowville,	Lewis,
	143 Tharay Russell, .	Vienna,	Oneida,
	144 Ann Maria Mullen, .	Athens,	Greene,
	145 Ebenezer W. Burr, .	Fairfield,	Fairfield, Ct.,
	146 Stewart W. Speir, .	Ballston,	Saratoga,
	147 Ann A. Hunt, .	Rodinan,	Jefferson,
	148 Charles Dutton, .	Middleburg,	Schoharie,
	149 Hannah R. Ormsby, .	Lebanon,	Madison,
	150 Anna R. Ormsby, .	"	"
	151 John Harwood, .	New-York City,	New-York,
	152 Cortney Gridley, .	Saratoga,	Saratoga,
	153 John Johnson, .	New-York City,	New-York,
1825	154 Nelson Cook, .	Springfield,	Otsego,
	155 In C Seelye, .	Worcester,	"
	156 Sally Flint, .	Cherry Valley,	"
	157 Eldert Langeing, .	Watervliet,	Albany,
	158 Nelson Hann, .	Schooley's Mount,	Morris, N. Jersey,
	159 Mary Ann Henderson, .	New-York City,	New-York,
	160 Lewis F. Albrecht, .	"	"
	161 Timothy D. Townsend, .	Watervliet,	Albany,
	162 G. J. Vanderberg, .	New-York City,	New-York,
	163 Benjamin Gatfield, .	Argyle,	Washington,
	164 Isabella Gow, .	"	"
	165 Eleanor Reid, .	Auburn,	Cayuga,
	166 George C. Clark, .	Binghamton,	Broome,
	167 Josua D. Whitney, .	Lansingburgh,	Rensselaer,
	168 Henry Hoffman, .	Herkimer,	Herkimer,
	169 Mary Holt, .	Blenheim,	Schoharie,
	170 Samuel B. Wyckoff, .	Morristown,	Morris N. Jersey,
	171 Charlotte Prudden, .	Canajoharie,	Montgomery,
	172 John Cramer, .	"	"
	173 Solomon Garlock, .	Bristol,	Ontario,
	174 Roxana E. Phillips, .	"	"
	175 Clarissa E. Phillips, .	Broadalbin,	Montgomery,
	176 Marcia Bartlett, .	Camden,	Oncida,
	177 Andros Baldwin, .	Newark,	Essex, N. Jersey,
	178 Matthias Pierson, .		

Date of ad- mis'n.	No.	NAMES.	RESIDENCE.		
			Town.	County.	
1825	179	Lavinia M. Jewell,	Greenwich	Washington.	
	180	Louiza Kelsey,	Middleburgh,	Schoharie.	
	181	Julia Weeks,	Penfield,	Monroe.	
	182	Anna McBride,	Minisink,	Orange.	
	183	Roxey Denton,	Newfield	Tompkins.	
1826	184	William T. Jackson,	Islip,	Suffolk.	
	185	Obadiah Rogers,	"	"	
	186	Henry Persons,	Copake,	Columbia	
	187	Ward Persons,	"	"	
	188	Margaret Quin,	New York City,	New-York.	
	189	Mary Smith,	New Hempstead,	Queens.	
	190	Anna Myre,	M'Connellsburg,	Oneida.	
	191	Almira Hallock,	Brookhaven,	Suffolk.	
	192	Ann Maria Mabbett,	Washington,	Dutchess.	
	193	Ann Reeves,	New York City,	New-York.	
	194	* Amariah Babbit,	Rodman,	Jefferson.	
	195	Nancy Phillips,	Johnstown,	Montgomery.	
	196	Silas Banzier,	Knox,	Albany.	
	197	Phoebe Ann Cande,	Le Ray,	Jefferson.	
	198	Clorinda Harrison,	Palmyra	Wayne.	
	199	Erimanta Harrison,	"	"	
	200	Margaret Ryass,	Staten Island,	Richmond.	
	201	Laura Lyon,	Lisla,	Broome.	
	202	Chuncey Hyde,	"	"	
	203	* Francis Mackay,	Northcastle,	Westchester,	
	204	Peter Titus,		Schoharie.	
	205	Margnret Fink,	Blenheim,	"	
	206	* Henry Spalding,	Romulus,	Seneca.	
	207	Jane Milhencil,	Manchester,	Cumberland, Eng.	
	508	David W. Fullerton,	Hebron,	Washington.	
	209	* Isaac Vandenberg,		Saratoga.	
	210	Jeremiah Conklin,	Huntington,	Suffolk.	
	211	Jane Van Wickle,	Almond,	Allegany.	
1827	212	Margaret Ryer,	Harlem,	New-York.	
	213	Orpha Lyman,	Kirkland,	Oneida.	
	214	Minard Smith,	Hector,	Tompkins.	
	215	John Page,	Binghamton,	Broome.	
	216	* William P. Field,	Troy,	Rensselear.	
	217	Betsey Swain,	Royaltown.	Niagara.	
	218	Russell Swain,	"	"	
	219	Levi Rice,	Kingston,	Luzerne, Pa.	
	220	Wilhelm Fox,	New York City,	New-York.	
	221	* Etheldred Smith,	Marion,	Twiggs, Geo.	
	222	Emeline Beckwith,	Exeter,	Otsego.	
	223	Catharine P. Ellarson,	Gilboa,	Schoharie.	
	224	Ira Marvin,	Charlton,	Saratoga.	
	225	Sarah E. Wayland,	New York City,	New-York.	
	226	Mary A. Wayland,	"	"	
	227	Rebecca Palmer,	Rome,	Oneida,	
	228	Daniel Wetherbee,	Oxford,	Chenango,	
	229	Mary Flint,	Vernon,	Oneida,	
	230	Israel Bacon,	Lockport,	Niagara,	
	231	Charity Decker,	Prattsburg,	Greene,	
1828	232	Emma Goodwin,	New York City,	New-York,	
	233	Rachel Johnson,	Shawangunk,	Ulster,	
	234	Almira Betts,	Providence,	Saratoga,	
	235	Josiah Jones,	New York City,	New-York,	
	236	William P. Holmes,	"	"	
	337	Ephraim McEwen,	Pamela,	Jefferson,	
	238	Robert Bell,	Scipio,	Cayuga,	
	239	* Silence Taber,	Ripley,	Chautauque,	
	240	Louisa Cox,			

Date of ad- mission No.	NAMES.	RESIDENCE.	
		Town.	County.
1828	241 Clarissa Hawke,	Brighton,	Monroe,
	242 Nathan M. Totten,	New-York City,	New-York,
	243 Martin Crandall,	Canaan,	Columbia,
	244 Francis McCummiskey,	New-York City,	New-York,
	245 Sumner Frizell,	Woodstock,	Madison,
	246 Louisa Ann Moore,	Lyons	Wayne,
	247 James Hoag,	Schodack,	Rensselaer,
	248 John Anthony,	New-York City,	New Jersey,
	249 James M. Governeur,	Hobart,	New-York,
250	250 Lovinus B. Taylor,	New-York City,	Delaware,
	251 John Toohey,	Nelson	New-York,
	252 Arad Howard,	Lansburgh,	Madison,
	253 Julia Ann Hoffman,	Sterling,	Rensselaer,
	254 Andrew R. Schryder,	Chemung,	Cayuga,
	255 Erastus H. Brewster,	Hempstead,	Chemung,
	256 David Derling,	Martinsburgh,	Queens,
1829	257 William M. Scarl,	Batavia,	Lewis,
	258 Perry Plato,	Sherburne,	Genesee,
	259 Levi Chapman,	New-York City,	Chenango,
	260 James L. Harris,	Durham,	Greene,
	261 Mary Dryer,	New-York City,	New-York,
	262 John Conant,	"	"
	263 John Shotwell,	Woodbridge,	Middlesex, N. J.
	264 Elizabeth Webster,	"	"
	265 Martha Ann Webster,	Ithaca,	Tompkins,
	266 Margaret E. Green,	Bethlehem,	Albany,
	267 Jacob La Grange,	Sherburne,	Chenango,
	268 Eliza Scott,	Columbia,	Herkimer,
	269 Charles H. Peck,	New-York City,	New-York,
	270 Caroline Bennett,	"	"
	271 Mary Matthews,	"	"
	272 William Farrington,	"	"
	273 Philemon D. Paradise,	Portsmouth,	Norfolk, Va.,
	274 Nathaniel H. Wilson,	New-York City,	New-York,
	275 Gilbert C. W. Gamage,	Perth Amboy,	New Jersey,
	276 James Noe,	Canajoharie,	Montgomery,
	277 Maria Garlock,	Orwell,	Rutland, Vt.,
	278 Dexter Persons,	Openheim	Montgomery,
	279 Maria Guile,	Sempronius,	Cayuga,
	280 Angelina Peck,	"	"
	281 Charlotte Peck,	New York City,	New-York,
	282 Harriet C. Gamage,	Saugerties,	"
	283 Louisa Young,	Greene,	Ulster,
1830	284 Clarissa Holland,	Hillsdale,	Cheuango,
	285 Ransom Driecall,	Johnstown,	Columbia,
	286 Eliza Stewart,	Livingston,	Montgomery,
	287 Susan Hale,	Mamaroneck,	Columbia,
	288 William Rossman,	Newburgh,	Westchester,
	289 John Larmer,	Guilderland,	Orange,
	290 Abel B. Baker,	Putnam,	Albany,
	291 Peter Siver,	Champlain,	Washington,
	292 Robert Cummings,	Moers,	Clinton,
	293 William Phiney,	South Orange,	Essex, N. Jersey,
	294 George Steele,	Auburn,	Cayuga,
	295 Isaac G. Baldwin,	"	"
	296 Lucien D. Wood,	Malone,	Franklin,
	297 Harriet Armstrong,	Busti,	Chautauque,
	298 Joel J Strong,	Chateaugay,	Franklin,
	299 Eliza Ann Cornell,	Pharsalia,	Chenango,
	300 Timothy Pickering,	Caldwell,	Warren,
	301 Mary M. Crain,		
	302 Catharine Lewis,		

Date of ad- mis'n. No.	NAMES.	RESIDENCE.	
		TOWN.	County.
1830 303	David Bise,	Austerlitz,	Columbia.
304	Susannah La Grange,	Bethlehem,	Albany.
306	Maria La Grange,	"	"
306	Amanda Flanders,	Caldwell,	Warren.
307	Aaron W. Hedden,	Newark,	Wayne.
308	Lydia A. Atwater,	Chateaugay	Franklin.
309	Jonas More, jr.,	Roxbury,	Delaware.
310	Maria Emeigh,	Kingston,	Ulster.
311	Thomas Bigger,	Queenston,	Lincoln, U. C.
312	Hannah Webster,	Woodbridge,	Middlesex, N. J.
313	William P. Cole	Saugerties,	Westchester.
314	Mary Ann Dickinson,	Sawmill River,	"
315	Juliette Dickinson,		"
316	Thomas Wilson,	Portland,	Chautauque,
317	Mary Keith,	New York City,	New-York,
318	Martha Lamperson,	Huntington,	Suffolk.
319	Ira McManners,	Clarendon,	Orleans.
320	Daniel Lafferty,	New York City,	New-York.
321	Elizabeth Lafferty,	"	"
322	Robert Leeder,	"	"
323	Mary Trainer,	Jersey City,	Bergen, N. J.
324	James O. Clarke,	New Paltz,	Ulster.
325	Stephen Minard,	Hempstead,	Queens.
326	Gilbert Derling,	Hoosick,	Rensselaer
327	Ursula Wilson,	Oysterbay,	Queens.
1831 328	Roecetta Crooker,	Newburgh,	Orange.
329	Alicia Wilson,	"	"
330	Isabella Wilson,	Washington,	Dutchess.
331	Susan Swift,	Otseic,	Chenango.
332	Daniel G. Johnson,	Parma,	Monroe.
333	Monica Richards,	Preston,	Chenango.
334	Ira W. Lewis,	Bern,	Albany,
335	William Fuller,	Hunter,	Greene.
336	Flavia Robinson,	Whiteborough,	Oneida,
337	William R. Martin,	Lenox,	Madison.
338	James Forbes,	Oswego,	Oswego,
339	William Martin,	Washington,	Litchfield, Ct.
340	Emmon H. Platt,	Albany,	Albany,
341	Elizabeth Martin,	Brookhaven,	Suffolk.
342	Franklin Howell,	Staten Island,	Richmond.
343	Emily Vandell	Clarkson,	Monroe.
344	Charles Wescott,	Mayfield,	Montgomery.
1832 345	Catharine Fonda,	Oppenheim,	"
346	Sarah Guile,	Bennington,	Genesee.
347	Joseph C. Dudley,	Glen,	Montgomery.
348	Henry Lanaing,	Greenville,	Michigan.
349	Joel Rogera,	"	Greene,
350	Jonathan Vanscoy,	"	"
351	Jason Vanscoy,	Watertown,	Jefferson.
352	Jane Vanscoy,	Troy,	Rensselaer.
353	Isaac Bragg,	Owego,	Tioga.
364	John H. Atkins,	Orange,	Middlesex, N. J.
365	Anson F. Page,	Livonia,	Livingston.
366	Elizabeth Harrison,	Paterson,	Essex, N. J.
357	De Witt B. Hodken,	Albany,	Albany.
368	Margaret Tice,	Pittstown,	Rensselaer.
369	Ellen Martin,	Warren,	Herkimer,
360	Jane Eyclesheimer,	Penn Yan,	Yates.
361	Mary Ann Williamson,	Charlestown,	Montgomery.
362	Jane Buck,	Paterson,	Essex, N. J.
363	Eliza A. keunbrach,		
1833 364	Elizabeth Brower,		

Date of Birth. No.	NAMES.	RESIDENCE.	
		Town.	County
1833 355	Mary Jane Smith,	De Kalb,	St Lawrence.
366	Frances P. Hammond,	New-York City,	New-York.
367	Charlott Howell,	Brookhaven,	Suffolk.
376	John Thompson,	New-York City,	New-York.
369	Catharine Conner,	"	"
370	Andrew Pierce,	"	"
371	Joseph H. Smith,	Warwick,	Orange,
372	Elias Johnson,	New Paltz,	Ulster.
373	Jerusha Wiley,	Clinton,	Dutchess.
374	John Benedict,	Walton,	Delaware.
375	Emeline Banks,	"	"
376	Rhoda Worden,	New-Paltz,	Ulster.
377	Taber Bentley,	Union Vale,	Dutchess.
378	Patrick O'Brien,	Troy,	Rensselaer.
379	Abraham Conklin,	Coeymans,	Albany,
380	Frances Genet,	Albany,	"
381	Susan Bortle,	Coxsackie,	Greene.
382	Laura Williams,	Troy,	Rensselaer.
383	Catharine White,	Plattsburgh,	Clinton.
384	William Varino,	"	"
385	Joseph H. Perrigo,	Albany,	Albany.
386	Martha Sweet,	Moreau,	Saratoga.
387	James A. Watterson,	Vernon,	Oncida,
388	Sarah E. Griswold,	Utica,	"
389	Miranda Chapin,	Rutland,	Jefferson.
390	Marcus Whitney,	Henderson,	"
391	Alonso Lum,	Ellisburgh,	"
392	Hiram T. Lockwood,	Colesville,	Broome.
393	Jane Arnold,	Tyrone,	Stuben.
394	Elnora Brockway,	Cortlandtville,	Cortlandt.
395	Harriet Denton,	Newfield,	Tompkins.
396	Susan Westcott,	Ithaca,	"
397	Charlotte A. Reed,	Sodus,	Wayne.
398	Isaac Garrett,	Williamson,	"
399	Emery Munger,	Warsaw,	Genesee.
400	Margaret Barnes,	Leicester,	Livingston.
401	Harriet N. Smith,	Pomfret,	Chatauque,
402	Louis Barry,	Gates,	Monroe.
403	Mary Bishop,	Conewango,	Cattaraugus.
404	James Day,	Greece,	Monroe.
405	Cornelius H. Reynolds,	Belfast,	Allegany.
406	Nicholas Farrel,	New-York City,	New-York.
407	Kunice Williams,	Orange,	Essex, N. J.
408	Catharine S. Rogers,	Cedar Creek,	Monmouth, N. J.
409	Alexander McDugald,	Newbren,	Fayette, N. C.
410	Eunice A. Ivey,	Newburgh,	Craven, N. C.
411	Alexander H. Strong,	Toronto,	Orange.
412	Jane Latham,	Johnsonburg,	York, U. C.
413	Joseph King Wilson,	Albany,	Warren, N. J.
414	Joanna Perrigo,	Watervliet,	Albany.
415	Isaac L. Vandenberg,	Schoharie,	Schoharie.
416	Katholine Snyder,	Rhinebeck,	Dutchess.
417	R. A. Hardenberg,	Seneca Falls,	Seneca.
418	John Allen Gardner,	Schenectady,	Schenectady.
419	Thomas Kennedy,	Norwich,	Chenango.
420	Sophia B. Maine,	Manlius,	Onondaga.
421	Lyman Husted,	Castile,	Genesee.
422	Phoebe Osborn,	Lockport,	Niagara.
423	John W. Oliphant,	Brunswick,	Middlesex, N. J.
424	Sarah Stelle,	New-York City,	New-York.
425	Isaac H. Benedict,	"	"
426	Elizabeth R. Budd,		

Date of ad- mis'n. No.	NAMES.	RESIDENCE.	
		Town,	County.
1834 427	Ann Sharp,	Boston,	Suffolk, Mass.
423	Ralph Adams,	Livonia.	Livingston.
429	Cornelia Relyea,	Ulsterville,	Ulster.
430	Mary Jane Davis,	Genoa,	Ontario,
431	Catharine Lasher,	Redhook,	Dutchess,
432	Susan Lake,	Washington,	"
1835 433	Mary Thurston,	Columbia,	Herkimer.
434	Fanny Arnold,	Tyrone,	Steuben.
435	Sarah C. Ackley,	Bennington,	Genesee.
436	George S. Butte,	Hudson,	Columbia.
437	Susan Banks,	Walton,	Delaware.
438	Mary Ann Brownson,	Cohocton,	Steuben.
439	Jane L. Brown,	Satina,	Onondaga,
440	Harriet P. Brown,	"	"
441	Sylvester P. Brown,	New-York City,	New-York.
442	Elvira Barnes,	Fredonia,	Chautauque.
443	Hannah Bartholomew,	Norfolk,	St. Lawrence.
444	Matilda Burns,	Richmond,	Henrico, Va.
445	Edward P. Chamberlayne,	Watervaring,	Ulster.
446	Richard H. Cantine,	La Fayette,	Onondaga.
447	Amasa Clap,	Newfield,	Tompkins.
448	Lucille Denton,	Monmouth,	Monmouth, N. J.
449	Nathan M. Duncan,	Potadam,	St. Lawrence.
450	Martha Dickinson,	Canbridge	Washington.
451	John Darrow,	Concord,	Erie.
452	Dewitt Eaton,	Bethany,	Genesee.
453	Polly Ann Granger,	N. Scotland,	Albany.
454	Magdalen Groesbeck,	Guilford,	Chenango.
455	Calista Havens,	Portage,	Allegany.
456	Heman G. Hickox,	New-York City,	New-York.
457	Ellen Houston,	Brooklyn,	King.
458	Elizabeth J. Hull,	Perryburgh,	Cattaraugus.
459	Harrison Harding,	Annsville,	Germany.
460	Mary Ann Laubecher,	Providence,	Oneida.
461	Eleanor Limebeck,	Brandon,	England.
462	George Marshall,	Shawangunk,	Saratoga.
463	Thomas McMillen,	Rye,	Franklin.
464	Lois E. Person,	Manlius,	Ulster.
465	Hannah Jane Relyea,	Malone,	Westchester.
466	William L. Slater,	Riverhead,	Onondaga.
467	Ann Maria Swift,	New York City,	Franklin.
468	Harriet Stewart,	Manlius,	Suffolk.
469	Mary Terry,	Castile,	New-York.
470	James Wheeler,	New-York City,	Onondaga.
471	Sarah V. Wileman,	Potter,	Genesee.
472	Mary Ann Watts,	"	New-York.
473	Sarah Ward,	"	"
1836 474	Albert F. Covert,	Providenee,	Saratoga.
475	Sarah E. Covert,	Greenfield,	"
476	James E. Covert,	Plainfield,	Otsego,
477	Jonathan B. Davis,	Watervleit,	Albany.
478	Levi L. Waste,	Minden,	Montgomery.
479	Daniel Cahooon,	Bern,	Albany.
480	Henry B. Crandall,	Oneonta,	Otsego.
481	Daniel Bush,	"	"
482	Franklin Campbell,	Otsego,	"
483	Sally Ann Enos,	Seneca,	Ontario,
484	Amariah S. Enos,	Bennington,	Genesee.
485	Mary Ann Baker,	Bergen,	"
486	Duah Tuttle,		
487	Corintha O. Burdick,		
488	Emily Spafford,		

Date of ad- m. No.	NAMES.	RESIDENCE.	
		Town.	County.
1836 489	Jane M. Bennet, .	Attica, .	Genesee.
490	John A. Mills, .	Le Roy, .	"
491	Delia Lighthall, .	Minden, .	Montgomery.
492	Sally Lighthall, .	" .	"
493	Gertrude Lettis, .	Root, .	"
494	Mary Pangburn, .	Canajoharie, .	"
495	Laura Ann Kennedy, .	Eliistburgh, .	Jefferson.
496	George Burchard, .	Watertown, .	"
497	John Price, .	Washington, .	Dutchess.
498	William M. Crawford, .	New-York City, .	New-York.
499	Jacob Lewis Hall, .	Whitehall, .	Washington.
500	Sally Christina Hollon, .	Utica, .	Oneida.
501	William A. Burlingham, .	New-York City, .	New-York.
502	Frederick Swaysia, .	" .	"
503	Mills Cary, .	" .	"
504	Eliza Martin, .	Albany, .	Albany.
505	Alfred Clark, .	Otisco, .	Onondaga.
506	William Bragg, .	" .	"
507	Augustus Fish, .	Otselic, .	Chenango.
508	Orril A. Peiton, .	Perryburgh, .	Cattaraugus.
509	Charlotte Harris, .	Jerusalem, .	Yates.
510	George Baker, .	Dryden, .	Tompkins.
511	David Jones, .	New-York City, .	New-York.
512	George Merrick, .	Adrian, .	Michigan.
513	Huldah Cahoon, .	Plainfield, .	Otsego.
514	Allen W. Spicer, .	Hoosick, .	Rensselaer.
515	Lawrence Van Benschoten, .	New-York City, .	New-York.
516	Henry E. Griswold, .	Utica, .	Oneida.
517	John Baker, .	" .	Monag'n Ireland.
518	Peter Burgess, .	New-York City, .	New-York.
519	Richard Westervelt, .	Poughkeepsie, .	Dutchess.
520	Naomi P. Baldwin, .	Bloomfield, .	Essex, N. J.
1837 521	Oliver Ayres, .	Walkill, .	Orange.
522	Luther Bannister, .	Pierpont, .	St. Lawrence.
523	George Bean, .	Syracuse, .	Onondaga.
524	Daniel D. Brown, .	Pitcairn, .	St. Lawrence.
525	Peter Burgess, .	New-York City, .	New-York.
526	Paulina Broqua, .	" .	"
527	John Curtis, .	Unadilla, .	Otsego.
528	Rosetta Crawford, .	Mooers, .	Clinton.
529	Sarah Ann Gilbert, .	Senaca Falls, .	Seneca.
530	Mary Hurley, .	New York City, .	New-York.
531	Edith La Grange, .	New Scotland, .	Albany.
532	John Munger, .	Warsaw, .	Genesee.
533	John A. Mills, .	Le Roy, .	"
534	Betsey McCarty, .	Albany, .	Albany,
535	Isabella McDougal, .	Niagara, .	Upper Canada.
536	Deborah Ann Oakes, .	Islip, .	Suffolk.
537	Briget Skelly, .	New Paltz, .	Ulster,
538	Phoebe Ann Simons, .	Oneonta, .	Otsego.
539	Miron Sirkins, .	Chemung, .	Chemung,
540	Nelson Van Norder, .	Troy, .	Rensselaer.
541	John Van Riper, .	Paterson, .	Passaic, N. J.
542	John Edward Vanderbeck, .	New-York City, .	New-York.
543	James Wheeler, .	" .	"
1838 544	Charles H. Arnold, .	Troy, .	Rensselaer.
545	Joseph S. Bosworth, .	Sweden, .	Monroe.
546	Martha Ann Bucklen, .	West Winfield, .	Herkimer,
547	Mary Ann Bracy, .	New Haven, .	Oswego,
548	Cyrus R. Blowers, .	Farmersville, .	Cattaraugus.
549	Virginia Butler, .	Wyoming, .	Putnam, Ill.
550	Christian Crept, .	Rome, .	Oneida,

Date of ad- mis. n.	No.	NAMES.	RESIDENCE.	
			Town.	County.
1838	551	George Freeborn,	Herkimer,	Herkimer,
	552	Joseph Fox Ferris,	Smyrna,	Chenango.
	553	William O. Fitzgerald,	Warwick,	Orange,
	554	Eleanor Fearon,	New-York City,	New-York.
	555	Catharine Gilhooley,	"	"
	556	Catharine Ann Garrett,	Half Moon,	Saratoga,
	557	Aaron Herrington,	Burlington,	Otsego.
	558	Davis Howell,	Brookhaven,	Suffolk.
	559	Fidelia M. Morgan,	Syracuse,	Onondaga.
	560	Mary Ann Maguire,	New-York City,	New-York.
	561	James Paterson,	Quebec,	Lower Canada.
	562	Elizabeth Randall,	Shandaken,	Ulster.
	563	John Sheldon,	New York City,	New-York.
	564	Anna Mead Wayland,	"	"
1839	565	John W. Ackley,	Stockport,	Columbia.
	566	Jacob Barnhart,	Cauton	St. Lawrence.
	567	Ebenezer Barton,	New-York City,	New-York,
	568	Thomas Clark,	Darien,	Genesee
	569	Benjamin F. Deniston,	Cornwall	Orange.
	570	Frederick Groesbeck,	New Scotland,	Albany,
	571	Orville Gunn,	Mount Morris,	Livingston.
	572	Abraham Johnson,	New Paltz,	Ulster,
	573	Henry C. Ketchum,	South East,	Putnam.
	574	William Kinney,	Roxbury,	Morris, N. J.
	575	Ebenezer Nichols,	Canton,	St. Lawrence.
	576	Franklin Smart,	Flushing,	Queens.
	577	Clark Thomas,	Bloomville,	Delaware.
	578	John S. Webster,	New-York City,	New-York,
	579	N. Denton Wilkins,	Brooklyn,	Kings.
	580	Elizabeth Austin,	Plainfield,	Otsego.
	581	Calista Coleman,	Le Roy,	Genesee.
	582	Elizabeth H. Disbrow,	South Brunswick,	Middlesex, N. J.
	583	Mary E. Hegeman,	Oyster Bay,	Queens.
	584	Betsey Hills,	Granville,	Washington,
	585	Eliza C. Lasher,	Woodstock,	Ulster.
	586	Thankful Page,	Fredonia,	Chautauque,
	587	Elizabeth Sherlock,	Rochester,	Monroe,
	588	Paulina Spalding	Lowville,	Lewis,
	589	Lucretia Van Salsbury,	Castleton,	Rensselaer,
	590	Miriam Wells,	Fort Ann,	Washington.
1840	591	John Acker,	New-York City,	New-York.
	592	Isaac Cary,	West Milford,	Passaic, N. J.
	593	Patrick Harrington,	New-York City,	New-York,
	594	Joseph B. Hills,	Fabius,	Onondaga.
	595	John Harrison	Elmira,	Chenango,
	596	Chester Johnson,	Riga,	Monroe.
	597	George E. Ketchum,	New-York City,	New-York,
	598	Isaac Levy,	"	"
	599	John W. Mumby,	Brooklyn,	Kings.
	600	John L. Pickering,	Chateaugay,	Franklin.
	601	John F. Rapp,	New-York City,	New-York.
	602	George Reed,	Sodus,	Wayne,
	603	John T. Southwick,	Albany,	Albany.
	604	John Henry Taber,	Sand Lake,	Rensselaer.
	605	George Van Scy,	Greenville,	Greene.
	606	Francis Warren,	Delhi,	Delaware.
	607	Olive Breg,	Cohocton,	Steuben.
	608	Lavinia Brock,	Danby,	Tompkins,
	609	Mary E. Craft,	Mount Pleasant,	Westchester.
	610	Susan Edgett,	Greenville,	Greene,
	611	Margaret Harrington,	New-York City,	New-York,
	612	Emily A. Hills,	Fabius,	Onondaga.

Date & ad- mis- sion No.	NAMES.	RESIDENCE.	
		Town.	County
1840 613	Wealthy Hawes, . . .	Danby, . . .	Tompkins.
614	Bethana Hunter, . . .	De Witt, . . .	Onondaga.
615	Prudence Lewis, . . .	Preston, . . .	Chenango.
616	Christiana Jane Many, .	Blooming Grove, .	Orange.
617	Elizabeth Mather, . . .	Utica, . . .	Oneida.
618	Elizabeth Merrill, . . .	Caneadea, . . .	Allegany.
619	Catharine McMonigel, .	New-York City, .	New-York.
620	Emily Stanton, . . .	" . . .	"
621	Ann Maria Vail, . . .	Goshen, . . .	Orange,
622	Charlotte H. Webster, .	New-York City, .	New-York.
1841 623	Martin Bothwell, . . .	Clayton, . . .	Jefferson.
624	Peter Brown, . . .	New-York City, .	New-York.
625	George N. Burwell, . . .	Ferryburgh, . . .	Cattaraugus.
626	Conelius Cuddeback, .	Phelps, . . .	Ontario,
627	William Donley, . . .	New-York City, .	New-York.
628	John Godfrey, . . .	Auburn, . . .	Cayuga,
629	John Asahei Hall, . . .	Whitehall, . . .	Washington.
630	Richard A. Hardenburgh, .	New-York City, .	New-York.
631	David Haven, . . .	Plattsburgh, . . .	Clinton,
632	Milton A. Jones, . . .	Richland, . . .	Oswego,
633	Gerge B. Marshall, . . .	Southampton, . .	Suffolk.
634	Emory Pangburn, . . .	Cooperstown, . .	Otsego.
635	Clarkson Quimby, . . .	Duanesburgh, . .	Schenectady.
636	Jerome Risley, . . .	Hamilton, . . .	Madison.
637	George Risley, . . .	" . . .	"
638	Samuel A. Taber, . . .	Scipio, . . .	Cayuga,
639	James Tim, . . .	Brookhaven, . .	Suffolk.
640	Selah Wait, . . .	Preston, . . .	Chenango,
641	William Henry Weeka, .	Yorktown, . . .	Westchester,
642	Hannah Augusta Avery, .	Salina, . . .	Onondaga.
643	Mary Elizabeth Bartlett, .	Madison, . . .	Madison,
644	Caroline Brown, . . .	Salina, . . .	Onondaga.
645	Phoebe A. Covert, . . .	Potter, . . .	Yates.
646	Sarah Ann Holdstock, .	Schenectady, . . .	Schenectady.
647	Elizabeth Hughes, . . .	New-York City, .	New-York.
648	Eliza Jane Kellogg, . . .	East Constable, .	Franklin.
649	Elizabeth Kleckler, . . .	Wayne, . . .	Steuben.
650	Phoebe M. Quimby, . . .	Duanesburgh, . .	Schenectady.
651	Margaret Vanderwerken, .	Cincinnatus, . .	Cortlandt.
652	Mary Vanderwerken, . . .	" . . .	"
653	Dorcus Vanderwerken, .	" . . .	"
1842 654	Ann Eliza White, . . .	New-York City, .	New-York.
655	George P. Archer, . . .	Greensburg, . . .	Westchester.
656	John Thomas Bell, . . .	New-York City, .	New-York.
657	Simeon D. Bucklen, . . .	West Winfield, .	Herkimer.
658	William Howell, . . .	Columbia, . . .	South Carolina.
659	Edward Jewell, . . .	Java, . . .	Wyoming.
660	Ephraim Jewell, . . .	" . . .	"
661	John Kerrigan, . . .	New-York City, .	New-York.
662	John Mihmne, . . .	Florida, . . .	Montgomery.
663	Hines Moore, . . .	Preston, . . .	Chenango.
664	James Oliver Smith, . . .	Minden, . . .	Montgomery.
665	Joseph Sweetman, . . .	Cortlandville, . .	Cortlandt.
666	John Townsend, . . .	New-York City, .	New-York.
667	Sally Bronson, . . .	Wolcott, . . .	Wayne.
668	Maria R. Drake, . . .	Hope, . . .	Warren, N. J.
669	Rosalia Finch, . . .	Laurens, . . .	Otsego.
670	Jerusha M. Hills, . . .	Fabiis, . . .	Onondaga.
671	Lavinia Lighthall, . . .	Minden, . . .	Montgomery,
672	Mary Ann Parker, . . .	Mexico, . . .	Oswego.
673	Catherine Persons, . . .	Howard, . . .	Steuben.
674	Hannah M. Patten, . . .	Saratoga Springs, .	Saratoga.

Date of ad- mis'n. No.	NAMES.	RESIDENCE.
1842 675	Catharine Sullivan,	New-York City, New-York.
1843 676	Harriet C. Weyant,	Binghamton, Broome.
677	Lawrence N. Jones,	Richland, Oswego.
678	Edward Benedict,	Victory, Cuyuga.
679	Truman Gronmon,	Adams, Jefferson.
680	Elizabeth Ann Vanderbeek,	New-York City, New-York.
681	Matilda Fearon,	" " Sullivan, New-York.
682	Daniel M. Whitten,	Mamaketing, New-York.
683	Robert J. Martling,	New-York City, New-York.
684	Lewis S. Vail,	Goshen, Orange.
685	Helen E. Mimine,	Florida, Montgomery.
686	Hugh Shannon,	Peckskill, Westchester.
687	William Henry Mills,	Whitehall, Washington.
688	Harriet Whitney,	Schroon, Essex.
689	Abraham L. Briggs,	Williamson, Wayne.
690	George W. Harrison,	" " Wyoming.
691	Asahel Andrews,	Attica, New-York.
692	Jennette Wallace,	New-York City, Albany.
693	John H. H. Rider,	Westerloo, New-York.
694	Jefferson Houston,	New-York City, Chautauque.
695	Meribah Cornell,	Jamestown, Scipio, Cayuga.
696	Silence Taber,	Lewistown, Jamestown, Niagara.
697	Josephine G. Colvin,	Minden, Chatauque.
698	Alvin Cornell,	Montgomery, Owego.
699	Eliza Lighthall,	Pierpont, Tioga.
700	Elscy C. Bostwick,	Brighton, St. Lawrence.
701	James H. Winslow,	Hamilton, Monroe.
702	William H. Rider,	Ballston Spa, Madison.
703	Goodrich Risley,	Athens, Saratoga.
704	John Weaver,	New Haven, Greene.
705	Caroline Cornwall,	Malone, Oswego.
706	Thomas Bracy,	Bolton, Franklin.
707	Fletcher Stewart,	Albany, Warren.
708	Benjamin Cilly,	Groton, Albany.
709	Marion Lyndes,	High Falls, Tompkins.
710	Cyrenius Monfort,	Bath, Ulster.
711	James Miller,	Steuben.
712	William Rosenkrants,	

RECAPITULATION.

From the City of New-York, - - - - -	128
Other Counties of the State, - - - - -	527
Other States, chiefly New-Jersey, - - - - -	48
Canada, - - - - -	5
Foreign Countries, - - - - -	4
 Total, - - - - -	 712
Discharged, - - - - -	 539
 Remaining January 1st, 1844, - - - - -	 173

No. 3.

The admissions and discharges down to the present time have been annually as follows:

		Admissions.	Discharges.	Remaining.
From May 12, 1818 till Dec. 31st, 1819		67	11	56
Dec. 31, 1819	" 1820	8	12	52
" 1820	" 1821	15	15	52
" 1821	" 1822	19	18	53
" 1822	" 1823	11	14	50
" 1823	" 1824	16	13	53
" 1824	" 1825	18	15	56
" 1825	" 1826	23	15	64
" 1826	" 1827	14	15	63
" 1827	" 1828	19	17	65
" 1828	" 1829	30	27	68
" 1829	" 1830	37	20	85
" 1830	" 1831	15	11	89
" 1831	" 1832	15	17	87
" 1832	" 1833	58	11	134
" 1833	" 1834	23	20	137
" 1834	" 1835	43	40	140
" 1835	" 1836	57	37	160
" 1836	" 1837	24	34	150
" 1837	" 1838	37	32	155
" 1838	" 1839	37	23	169
" 1839	" 1840	35	52	152
" 1840	" 1841	36	26	162
" 1841	" 1842	28	36	154
" 1842	" 1843	46	27	173
	Total	731	558	173
Whole No. of admissions,		731		
Of whom were re-admissions,		85		
Actual number,		646		
Pupils at Canajoharie who have not been at New-York,		66		
Total at both schools,		712		
Pupils at both schools,		53		
Pupils at Canajoharie only,		66		
Total at Canajoharie,		119		

NO. 4.
THE New-York Institution for the Instruction of the Deaf and Dumb, in concert with HONORABLE D. WHENK,
Treasurer, from January 1st, 1843, to January 1st, 1844.

EXPENDITURES IN 1843.		RECEIPTS IN 1843.	
Paid superintendence, professors, steward and servants, Groceries and provisions, Dry goods for clothing, and cash advanced pupils, Building and repairs, alterations new fences, &c., Fitting up Bathing House, Painting and Paints, Plumber's Work and Hose, Side walk on Fifteenth-street, Torned Pots and Railing on do., Table Linen, Furniture, Beds, Bedding, Crockery, Fuel and lights, Hay, oats, and ground feed, Smith's bills, repairing harness, and saddle, Rent of pleasure, Books, crayons, and stationery for schools, Books, and professional attendance, Hard soap, and labor for washing, Gardener's wages, manure, tools and seeds, Stock, tools, and wages for book bindery, Tailor's wages and trimmings for tailor's shop, Insurance, Railroad fare of pupils to and from City, Printing annual report, and views of building, Expenses of returning pupil, Postage, \$40 30; stationery, \$40 41; advertising, \$1 13, The monitor, \$1 25; Ribbon for Certificates, 50 cents, Christmas Greens, Balance on hand, January 1st, 1843,	\$8,963 99 From Comptroller of State for State Pupils, 6,904 36 " " per act of April 3, 1834, 1,30 31 Regents of the University of New-York, 549 45 Corporation of the city of New-York, 575 19 Treasure of the State of New-Jersey, 318 30 Supervisors of Dutchess County, 109 35 Paying Pupils, 137 60 Sales of clothing, and cash advanced pupils, 50 00 Sales of articles manufactured in cabinet shop, 100 00 Work done in book bindery, 868 77 " tailor's shop, 1,243 47 " " " shoe shop, 613 99 Boarders, 50 00 Interest, \$47 81; Donation, \$5 00 from Mrs. E. Riggs, 167 75 Sales of coal and cinders, \$16 63; soap-breams, \$10 12 " vegetables, \$20 75; molasses crack, 75 cents " cow and calves, \$34 00; hogs, \$27 50, " old stoves, \$9 86; large slate, \$3 60, " printing paper, \$11 12; old newspapers, \$3 00, " cabinet shop, 636 27 " " " " " shoe shop, 453 57 " " " " " cabinet shop, 502 75 105 50 62 37 126 00 33 32 81 84 2 25 50 6,174 30	\$2,985 45 15,533 18 5,000 09 526 53 1,374 17 530 00 430 00 1,452 64 1,150 18 56 56 1,160 00 291 35 113 00 205 57 226 81 467 75 91 50 615 50 141 12 831 508 79	\$31,508 79
			Balance on hand, January 1st, 1844, 6,174 30

in the mountains and found correct.

ROBERT C. CORNELL, }
B. L. WOOLLEY, }
JNO. C. GREEN, }
Finance Committee.

New York January 9th 1881.

No. 5.

R E P O R T

OF

THE SPECIAL COMMITTEE ON THE ANNUAL EXAMINATION

OF THE

NEW-YORK INSTITUTION for the INSTRUCTION of the DEAF and DUMB,

JULY 14TH AND 15TH, 1843.

The Special Committee of the Board of Managers of the Institution for the Instruction of the Deaf and Dumb, charged with the duty of attending the annual examination, and investigating the present condition of the Institution, Report:—

That they have attended to the duties assigned them, and for this purpose, met at the Institution on the morning of Friday, July 14th, 1843, when they proceeded in the first place to a careful examination into its domestic arrangements, the result of which they now submit for the consideration of the Board.

As the Board are well aware, the Principal of the Institution has the general superintendence of the establishment. The Matron, Mrs. Stoner, has particular charge of the domestic arrangements, and the Committee cannot refrain from expressing their approbation of her fidelity and zeal in the discharge of her duties. All is neatness, cleanliness and order, and while rigid economy and strict accountability in the management of the household are maintained, nothing necessary to the comfort of the inmates is omitted.

The Committee inspected the dining room, store-room, boy's and girl's washing room, the kitchen, bake-room, laundry, wash-room, hospital, the girl's sitting room, wardrobe rooms, dormitories, and the work-shops.

The admirable neatness and system pervading all these departments, met their unqualified approbation, and the constant watchfulness of the Principal and his valuable assistants, leaves nothing in the way of improvement to be suggested. The dining hall is a large room containing thirteen tables, one of which is occupied by the Principal, his family, and the Professors of the Institution; six of them by the boys, five by the girls, and one by the domestics. The tables are all furnish-

ed with the same food, and all partake of their meals at the same hour. The time for breakfast, in summer, is 6 o'clock, in winter, at 6 $\frac{1}{2}$. Dinner is served throughout the year at 12 o'clock, and tea at 6.

When all are at the tables, a blessing is invoked by the Principal in the sign language, and after each meal is concluded, thanks are returned in the same manner. During the two days of the examination, the Committee took their meals at the tables, and were favorably impressed with the excellence of the food supplied, the order, quiet, and propriety manifested, and gratified at witnessing the good appetites and satisfaction displayed by all the partakers. The tables are supplied with fresh and excellent vegetables from the grounds of the Institution, and the meats furnished are of an excellent quality. The Committee investigated minutely this branch of the management of the Institution, and were unable to discover any thing which needed attention or improvement.

All the rooms of the establishment were found exceedingly neat, and well ordered, and every attention is paid to the health and comfort of their inmates. In the hospitals there were only two patients, a boy and girl, neither much indisposed, and it is a source of unfeigned gratitude to the Author of all our mercies, that no death has occurred at the Institution during the past year.

The Dormitories in the upper part of the building are well arranged. They consist of two large apartments; one occupied by the females, the other by the males. Each individual has a separate bed, and the neatness and comfort of their appearance deserves commendation.

WORK-SHOPS.

The new work-shops having been completed are now in successful operation, and at the time of the examination, eighty-five boys, and twenty-one girls were engaged in the various trades carried on in them as follows:—

Book-binding,	in charge of	Mr. Miller,	-	20	boys.
Shoe-making,	"	Mr. Hackett,	-	21	"
Tailoring,	"	Mr. Trask,	-	20	"
Cabinet-making,	"	Mr. Goerck,	-	12	"
Gardening,	"	Mr. Mead,	-	12	"
				—	
			In all,	85	

All the boys devote a part of each day to some employment, which will give them health and vigor, besides qualifying them, on leaving the Institution, for the active and useful pursuits of life.

Of the female pupils, six are learning to sew and fold books ; fifteen are employed in the tailor's shop ; twenty-five are being taught dress-making, and the remainder plain sewing ; while all in turn are practised in, and required to perform, the lighter household duties.

The Committee would do injustice to their own feelings by concluding this branch of their report, if they omitted to express their entire satisfaction with the management of the Institution in all its details, and their conviction that this management may challenge competition with that of any similar Institution in this or any other country.

ANNUAL EXAMINATION.

This examination commenced on Friday morning, July 14th, and terminated on the evening of July 15th. At its commencement, the Committee were furnished by the Principal with the annexed schedule A, containing the names and number of the pupils in the Institution, term of instruction, and course of study in each class. It will be seen on reference to it, that there were eight classes, the number in each varying from thirteen to twenty-one. The Committee attended the examination of each of these classes in the studies indicated, and will now submit to the Board the results witnessed by them and the impressions made upon their minds.

The hours of instruction in all the classes are from 9 to 12 in the morning, and from $1\frac{1}{2}$ to $3\frac{1}{2}$ in the afternoon.

The first class examined was the Eighth, under the charge of Mr. Bartlett. This was the first year of the members of this class, except Wilkins and Miss Hughes, and consequently, with these exceptions, they had only been under instruction about nine months.

The class were requested through their teacher to write their places of residence, and the time they had respectively been in the Seminary. This he communicated to them by signs, and most of them wrote the answers correctly, and with great promptness. A request was in like manner made of the class to form a sentence containing the word "great."

The following were written immediately :

- (a) The whale is great but a fish is little.
- (b) We see the great City Hall.
- (c) God is a great Spirit.
- (d) The steamboat is great, but a boat is little.
- (e) An elephant is great, a wren is little.
- (f) The tree is a great, the tree is a little.
- (g) The mountain is great, and the fly is little.

There were many others, evincing an accurate appreciation of the meaning of the word. Similar exercises were gone through with by the class, all equally satisfactory. It would afford pleasure to enumerate others, but necessity compels their omission.

The Committee were well satisfied that this class had made most commendable progress thus far in the acquisition of knowledge, and they trust the future will fully confirm these auspicious beginnings.

The Committee were desirous of ascertaining the extent of their ideas in relation to the Supreme Being, and requested Mr. Bartlett to ask them by signs "If God had a beginning," to which they replied in the same language, that "He is a circle," "Never dies, because he is a Spirit which never dies."

They were then requested to answer in writing "Why man dies."

The following answers were speedily written :

- (h) All people die because Adam and Eve disobeyed God.
- (i) The people must die because wicked.
- (j) All people are wicked, and must die.

Other questions of similar import drew from the pupils, answers indicating the possession of correct ideas on various subjects, and their ability to express them in clear and intelligible language.

The compositions of this class were very satisfactory, displaying talent on the part of the pupil, and skill and faithfulness on that of their instructor. Specimens of some of them are annexed, marked B.*

Seventh Class.

This class is taught by Mr. Conklin, a deaf-mute, who has been for five years a monitor in the Institution, and is a graduate of it.

The attention of the Committee was particularly called to the penmanship of this class, and they were struck with its excellence. Many of the pupils write beautifully, and the exhibition of their skill afforded much gratification. Many of the letters and sentences would bring no discredit on professed writing masters, and in this connection it may be observed, that this remark applies equally to the writing of many of the pupils in other classes.

This class was also examined as to the formation of sentences, and their knowledge of the meaning of different words, and the ideas they entertained upon various subjects. It would be impracticable to enumerate all the examples furnished; a few, as specimens, can only be given. Sentences were requested, embracing the word "good."

* The Specimens of Compositions are omitted.

- (a) A good boy tries to study his book.
- (b) A smart boy improves very good.
- (c) A good girl study his books.
- (d) A good girl tries to study her books very well.
- (e) A good boy writes a letter to his parents.
- (f) A good boy tries to study his books very well.

The Committee also examined this class in Arithmetic, and found that exercises in addition, multiplication, and subtraction, were performed understandingly, with promptness and accuracy. Several questions put to them in relation to facts in Scripture History, elicited answers, showing an intimate acquaintance with the most prominent occurrences related in the Bible. The whole class appears to have been faithfully taught, and to have made satisfactory progress.

The Sixth Class

Is in charge of Mr. Morris, late of the Asylum at Canajoharie, and is now completing the second year of its course of instruction.

The Committee pursued the same mode of developing the minds of the pupils, that was adopted in the examination of the other class, viz: proposing words with which sentences were to be formed, and propounding questions upon subjects connected with the studies of the class. It was a constant source of astonishment, to witness the readiness and accuracy with which the words were moulded into correct phrases, and the various questions answered.

A few cases will be given; sufficient to show that the scholars have proved themselves apt to learn, and their teacher true to the high trust reposed in him.

The class were requested to compose a sentence which was to contain the word "beautiful."

- (a) It is very pleasant to see the *beautiful* flower in the garden.
- (b) The gentleman can see to the *beautiful* trees.
- (c) The *beautiful* ladies dance on the floor.
- (d) The *beautiful* birds sing and flutter among the trees.
- (e) The girl play *beautiful* on the grass.
- (f) It is very *beautiful* flower.

The verb "know" was given for the same purpose. The following sentences were written:—

- (g) The gentleman *knows* the good pupils.
- (h) The boy *knows* his lesson.
- (i) The gentleman *knows* the lady.
- (j) A young boy or girl is *knows*, and the father.
- (k) I *knows* the family.
- (l) I *know* my brother and father.

The word "flower" was next given.

- (m) I like to smell the fragrance of the *flowers* in the garden.
- (n) A gentleman picks the pretty *flowers*.
- (o) The lady walks, seek *flowers* on the field.

The words "pick up" were requested to be embodied in a sentence.

- (p) A boy *picks up* the chestnuts.
- (q) I was fond to *pick up* a few newspapers from the rail-road.
- (r) The girl *picks up* on the spoon.
- (s) The little *pick up* white handkerchief.
- (t) The boys and girls *picks up* the strawberries in baskets.

These examples, selected from many others of a similar character, will serve to show the progress of the members of this class in acquiring ideas, and expressing them in language. Several questions were put relative to the Supreme Being, and concerning different portions of Sacred History, all of which were correctly answered; evincing no superficial acquaintance with the subjects inquired of.

The class were also examined in the four ground rules of Arithmetic, and the knowledge they exhibited, and the facility displayed in working out the sums given, were highly creditable, and entirely satisfactory.

This class, in its future progress, promises to reflect great credit upon itself and its instructors.

Fifth Class.

This class is in charge of Mr. Totten, a deaf-mute, and a graduate of the Institution. It is composed of members from other classes, and generally the least promising of them.

Some of them are in ill health, and almost incapable of any mental effort.

It may well be doubted whether it is politic or just to retain in the Institution those, who, from mental imbecility, are unable to pursue the most simple studies. A faithful and valuable teacher is pained at their want of improvement, and suffers greatly from the apprehension, that he will be held accountable for the progress of minds upon which no impression can in truth be made.

Several questions were put to this class, relating to Scripture History, and the answers showed that a few of them had distinct and correct ideas upon many of the prominent points of this history.

Questions in Geography were also propounded to them, and by some rightly answered; as, How is the earth divided?

A. Land and water.

Q. What is an Ocean? **A.** The largest extent of water.

Q. What is a lake? **A.** A body of water almost entirely surrounded by land.

Q. Which is the largest River in America? **A.** The Mississippi.

Several sums in addition and subtraction were given to the class, and correctly wrought by some of them. Others seemed incapable of comprehending the simplest principles of numbers, and it is to be feared that the most able and faithful instruction will witness in them but little improvement.

The class were requested to write each a sentence including the word "bad."

- (a) A mother whipped a *bad* boy.
- (b) A man whipped a *bad* boy because he stole some money.
- (c) A lady whipped *bad* a little girl.
- (d) A *bad* boy breaks his slate.

The word "woman" was next given for the same purpose.

- (e) A *woman* walked on the ground.
- (f) A poor *woman* wishes to eat bread and water (that is satisfied with them.)
- (g) A *woman* can go to the city of New-York.
- (h) A *woman* not love lazy.

The committee concurred in opinion with the Principal, that three of this class, who have each been in the Institution for five years, should be recommended to the Secretary of State to be continued another year. They are now learning trades, and at the expiration of a year, will doubtless be qualified to maintain themselves.

Fourth Class.

This class, in the charge of Mr. Cary, has now been three years in the Institution, and as all but one entered at the same time, they have advanced together in their studies. A class of more interesting and intellectual appearance, cannot be found in any seminary of the country; and a stranger dropping in casually, and regarding them, would make the same remark.

The Committee were struck with their polite and agreeable demeanor, and their bright beaming countenances, instinct with intelligence and happiness.

A more touching spectacle can scarcely be witnessed, than this group of immortals, shut out from most of the common avenues of knowledge, yet displaying in every glance and motion the "mens divina" struggling to break the bonds that would restrain its flutterings, and aiming upwards to the Source of Light from whence it emanated. The Committee were highly

pleased with the writing of this class. Nearly every member writes a distinct, handsome hand, with great rapidity.

Their exercises were commenced by one of the Committee requesting each one to write an anecdote respecting some animal.

It were to be wished, in justice to the class and each of its members, that the short and beautiful essays of all could be transcribed ; a few only can be selected, and the inference is not therefore to be drawn, that they were deemed the best.

(a) The sheep are patient, graceful, peace, &c. I like to play with the sheep. Are you fond to play with the sheep? They like to skip and dance on the hills. I often read the books about them. Do you remember that Lamb of Christ? The girls often love to play with them. The sheep are innocent and good. The lambs cry like a baa, baa. The sheep cannot read and talk and go to church.

(b) The elephants are large. The elephant is good and large. I wish to see the elephant come here. I like to see the elephant sit on the bench. The elephant is very strong. He comes up stairs. I sit on the bench with the pupils. The elephant walks on the ground. The people went to sit on the bench. I like to see the elephant seem large and strong. The elephant lives in Africa.

(c) A cat has two eyes and a tail. It is a beautiful and soft animal. Can she read? No, she does not know how to read. But she can run, play, jump, and climb a tree. She can see in the darkness; she eats bread. She loves to eat many of the little mice, better than she loves bread. My pretty white cat is at home. I have ever my cat at home. I saw last vacation a lady who often played with her cat in her room. She is named Emily. She appeared to love her cat very much. The cat sometimes quarrels at a little dog. I am proud that my cat is very brave and angry to quarrel at him. But the cat cannot sing; but any of the beautiful birds can sing very sweetly. But I pity a bird which would die. When the bird sits on the tree to sing, then a cat sees up the tree, and goes to climb upon the tree, and catches a poor little bird, and she eats the bird; so the bird is destroyed. A cat appeared to love to play with little and young children in the garden.

The class were minutely examined in Mitchell's primary Geography, and the result was as remarkable as it was satisfactory. The knowledge of Grammar they possessed also exhibited in a striking degree their intellectual powers, the faithfulness and ability with which they had been taught and their own diligent application. The questions on the maps were perfectly answered. They were also examined in Arithmetic, and in this branch of study the same accuracy and extent of attainment were exhibited. This class certainly does great credit to the Institution. It is superior in every respect, all possess good intellects and the mode of culture is greatly approved. It is impossible to refrain from expressing the high gratification which the Committee experienced in the examination of this class, and they trust the high attainments and diligent applica-

tion of its members, will stimulate others to imitate their noble example. Specimens of their compositions are annexed to this report, and the Committee refer to them as exhibiting in a gratifying degree the advance of the class in this portion of their studies.

Third Class.

This class is in the charge of Mr. Pettingell and consists of five girls and thirteen boys.

The examination in Geography and History was extensive and the answers were quickly and correctly given.

The names of all the countries in Europe are familiar to the pupils. As a specimen of the questions and answers in American History, the following are presented to the Board.

To the question, "who first settled America?" the answers were,—"the first settlement of Virginia was by the people from England. The emigrants came from England and went through to James River and settled in Jamestown in 1607."

The answers were all the same, varying slightly in phraseology.

The class were also exercised on themes of History selected by each pupil.

(a) Napoleon was born in Corsica, in France. His parents did not know that he will become emperor of France. But in a few years after he grew up to be a man. His parents sent him to school. He was wiser than his school-mates. The teacher gave him long lessons.

(b) *About John Smith.*—He was born in England but he was a young man and set off to run away from England. He met the strange adventures and finally at Turkey in Europe and entered into the Austrian army. He often fought with the Turks. One occasion he mounted on his horse-back and fought with the strength of the Turks and finally defeated him who fell on the ground. He was at length taken by the Turks, but finally he escaped from the captive, and met the strange adventures as remarkable as before. Finally he returned to England, and sailed with the emigrant for America. At length he arrived in Jamestown on an island in James River and was at length taken by the Indians and carried to the kings of Powhantan. While the king was almost killing him with a club, Pocahontas, the daughter of the king, was rushed in saved him from death. At length he arrived at Jamestown again, and finally returned to England and died there.

(c) I will tell you about the character of the Indians in New England. The complexion of the Indians is of a dark yellow color. Their hair very black and straight, and their eyes were as sparkling as the wild animals. They wore their skins of the wild animals in the winter, and they were nearly naked in the summer. The men were very fond of war and hunting, but the women tilled the farms near their huts and cooked food for their children and husbands. They all lived chiefly on the flesh of deer, fishes &c., but in the course of several years they had learnt a few things of the whites. The whites came to New England and they wore

the blankets instead of skins and they used guns instead of bows and arrows.

These specimens of the exercises written by the class are fairly selected, and correctly copied as written, and convey a just impression of the extent of the pupil's knowledge and the facility with which they are able to express their ideas.

The class were required to state the order in which the first thirteen states were settled. All answered correctly without hesitation. The examination in Geography and History were highly satisfactory. That in Arithmetic consisted of exercises in Numeration and Addition which seemed to be clearly understood, and had been diligently studied.

The exercises in Grammar were also numerous, exhibiting, that the class were acquiring a knowledge of its rules and their applications.

A few specimens will be given of the use of the verb "to run."

- (d) A bad man *runs* away.
- (e) A little boy often *runs* to swim in the East River.
- (f) A locomotive often *ran* fast to Fordham.
- (g) A thief stole money from a gentleman's pocket and *ran* fast.
- (h) A little boy met a little dog and was afraid and *runs* away.
- (i) A boy who was always disobedient to his parents resolved that he would *run away* to the ship.

These examples are accurately copied from the many furnished by the class, and the examination fully satisfied the Committee, that the class, as a whole, were intelligent and industrious, and that there was no deficient intellect among them.

They were also examined as to their knowledge on religious matters. The following question was propounded, and written answers requested.

It would make this report too voluminous to copy all the answers; a few only can be given as specimens.

Who was Jesus Christ?

(j) Jesus Christ is the Son of God and equal with God and came from Heaven into the world to save the wicked people from their sins and is called our Saviour.

(k) Jesus Christ saw the wicked people, therefore he came to the earth and was humble. When the Jews took him he was crucified and died for them all.

(l) He is the eternal Son of God and our dear Saviour who is now waiting for us to repent of our sins. 1843 years ago God sent him from the happiness of Heaven down on the world to save us from Hell. We should trust in him, and obey him, and love him and he will take us into Heaven with him in safety.

This subject was continued at greater length by signs, and the answers were excellent, evincing a good degree of religious knowledge. This important part of the education of the classes is entitled to warm commendation, and appears to have been attended to with great fidelity and care by the professors, and to have received from the pupils close and considerate attention and reflection.

Second Class.

Mr. Van Nostrand has confided to him this class, and it is composed of pupils from two other classes, most of them having been inmates of the Institution for five or six years, and a few of them still longer.

The examination commenced with exercises on the first Book of History.

Question.—By whom were the New England states settled ?

- (a) New England was settled by the Puritans.
- (b) New England was settled by the people who came from England.

Question.—Why did they leave England ?

- (c) For the persecution they suffered.
- (d) The Puritans came to America, because the king of England cruelled them.
- (e) Because they wished to worship God in a pure manner, because the people injured them.
- (f) Because the English treated them very cruelly.

Question.—What was the persecution they suffered ?

- (g) They could not worship according to their own wishes.
- (h) They wished to worship in a pure manner.

Question.—What was the origin of the Revolutionary war ?

- (i) Because the king taxed the people.
- (j) The Parliament and king of England were jealous of the Americans who would become powerful and free.
- (k) The king of England cruelly treated the Americans by the tax. The Americans determined to become revolutionary and independent.

Question.—When was New-York settled ?

- (l) In the year 1614. By all the class.

Various other questions in History and Geography were satisfactorily answered by the class.

Arithmetic.

The exercises were in Compound Division and Compound Addition, and generally correct, shewing commendable progress in the science of numbers.

Compositions in History.

Each member of the class was required to write a short composition in History. A few of those written are copied and are as follows.

(m) New-York is a large, wealthy, and populous state. The people of this city are engaged in commerce. The northern part of the state is occupied principally in farming the land. They manage to cultivate the land very well, &c.

(n) Connecticut was settled in the year 1633. Some English colony came from Massachusetts. They settled Hartford, Windsor, and Wethersfield. The colony made war against the Pequot Indians and they then conquered them. Afterwards the captain and his army went to Rhode Island and they fought against the Wampanoag, king Philip.

(o) New Jersey is not a very large state. It is somewhat hilly. You will go to Jersey City in a very few minutes, but I can hardly believe it. You must go back to Newark about nine miles. It is one of the most handsome cities in the state. If you go to Paterson, you will see the Passaic Falls. At Princeton there is Princeton College, where many young gentlemen are educated. The Rail Road extends from Jersey City to Philadelphia.

(p) New-York is a large state and is celebrated for the wealth of the city of New-York, because there are many vessels which are loaded there with many different productions from the different places of the state to the city, which the people are very happy to purchase for their life. The people are engaged in agricultural business and obtain many vegetables by their industry. Many schools are built by the gentlemen who are benevolent for the poor children, and they put them to be well educated. I hope New-York is rapidly increasing as England.

(q) The State of Massachusetts was settled by the Puritans, who came from England on the 22d of December, 1620. On reaching Plymouth, they first began to build some houses. But they suffered from hunger, because they had no provisions to live. Massachusetts was all covered with forests, and was inhabited by the tribes of Indians. But the English people, who came from England, were in progress of Massachusetts. Now Massachusetts is rapidly increasing in population. The people are extensively engaged in agriculture and manufactures. Boston is the capital of Massachusetts, where the Legislatures meet together to make laws every year. Boston has a population of about 90,000 inhabitants, and most of the people are largely engaged in fisheries.

These specimens of compositions, will furnish the Board with a correct idea of the whole. The Committee were highly gratified with them.

Grammar.

The exercises in Grammar were numerous and satisfactory, displaying a thorough knowledge of the rules and principles of grammar, and their correct application in the formation of sentences.

The class were also examined in Scripture History, and their answers* showed that they, as well as the other inmates of the Institution, had been thoroughly instructed, and fully understand the great truths taught in God's revelation to man.

* Omitted on account of their length.

This is a well-educated class, and there is great uniformity and equality in their acquirements and intellectual developments.

Various Compositions by the pupils of the several classes examined this day, will be found in the Appendix, marked B.*

SECOND DAY OF THE EXAMINATION.

July 15th. 1843.

The Committee entered upon the examination of the *First* or graduating class, composed of six males, and eight females, and which had been for the past year under the immediate direction of the Principal of the Institution.

The examination was conducted by the Committee, in the presence of the President, members of the Board of Directors, and strangers invited to witness the progress and proficiency of the pupils.

The whole class was present, and were remarked for intelligence, propriety of deportment, and general acquirements.

The course of studies pursued by this class will be found in the Appendix A, before referred to. The pupils have been under instruction from four to seven years.

Their text book has been the "The class book of Nature," in the use of which the pupils have been thrown very much on their own resources; such being the policy adopted by the Principal.

The proficiency, to which they have attained, is sufficiently indicated in the several compositions exhibited.

Many of these productions are of a superior order, and evince not only good natural intellects but well cultivated tastes.

It cannot fail to prove a source of lively gratification to the friends of the Institution, to witness these benign results of their efforts to diffuse knowledge and happiness among an unfortunate, and interesting portion of the human family.

Following the general plan adopted on the previous day, the Committee entered upon a very minute and careful investigation into the habits of mind, and train of thought in the pupils, with the view of testing the practical benefits derived from the course of instruction pursued.

To say that the result was satisfactory, would but feebly express the gratification which the Committee derived from this investigation. The pupils were required to answer questions in various departments of knowledge, to assign reasons, to define,

* Omitted.

describe, and illustrate. With very few exceptions, each pupil was ready for the test presented.

Much of this examination, the Committee refrain from recording as well to avoid rendering their report too voluminous, as from the difficulties incidental to the task.

The Committee will now proceed to extract an interesting portion of the examination reduced to writing by the pupils. It comprises a series of answers to questions in astronomy, natural history, and philosophy.*

The Universe.

(a) The Universe is the whole collection of created things; such as the sun, the moon, the heavenly bodies, and many others within, and beyond our knowledge. The motions of these heavenly bodies in revolving round each other, are in an amazing regularity in the blue vault which is called the heavens, and have never been known to pass without the eyes of our Creator. We do believe that these things are created by One Being, whose existence has never begun, through the authority of the Sacred Scriptures. But infidels think that they are made by nature.

Are the Heavenly Orbs inhabited?

(b) Some of the Orbs in the Heavens are supposed to be inhabited. They are not fit for the abode of such a being as man who lives on the earth. Their inhabitants must be very different from us in nature.

Definitions of the following Terms:

(c) *Astronomers* are men who observe the stars, and the other heavenly bodies.

Astronomy is the science which they cultivate.

A diameter is any straight line passing through the centre of an orb, and ended at each extremity by the circumference.

Its orbit is the space in the heavens through which an orb moves.

The axis is the diameter around which an orb is supposed to move.

Circumference is the distance round the globe or circle.

The Sun.

(d) The Sun is an exceedingly immense body, being the largest of all the heavenly orbs. It is about 95 millions of miles from us, and is a million times larger than the earth. It is supposed to be surrounded by a luminous atmosphere. It is in the centre of the Solar system. It is the source of light and heat to the earth, as well as to the other orbs. Without the Sun, every plant and every vegetable would indeed perish, and we would also. Satellites do not shine by their own light, but all borrow it from the glorious body. Indeed it is the king of all the orbs. We cannot dare to look at the sun, on account of its dazzling splendor. Should we look at the sun, we would become blind. An eagle, a favorite of the American patriot, can look directly at the sun, without winking, while soaring in the air. Its diameter is about 888,000 miles, so vast a space that it is difficult to describe it. It seems to revolve round the earth; but, in fact, it is stationary, and the earth moves around it. When the sun rises, it is called

* The examples furnished by the pupils of this class, embodied in the Report of the Committee, are necessarily abridged, on account of their great length.

morning; and when it sets, it is called evening. As the sun is sinking beneath the western horizon, various clouds appear, and are very beautiful, leading us to admire the wisdom and goodness of the Author of the Solar System.

The Moon.

(e) Next to the Sun, the Moon, the faithful, constant attendant of our earth, is the most interesting object among the other heavenly bodies. The dazzling splendor of the sun renders a full view of it painful to the human eye. But on the other hand, the moon, arising from the light which it reflects upon the earth, is grateful, pleasing, and mild, and never hurts our eyes. Its silvery beam relieves with a cheerful influence, the dullness and gloom of our long winter nights. When the moon increases to the full, and then wanes to the thin crescent again, it looks very beautifully and wonderfully. It tells us that its Creator never leaves it, and never forgets its time of appearance, and disappearance.

During the winter evenings, gentlemen with ladies whom they love, are often seen driving swiftly in splendid sleighs, with much joy.

In the moon-light, David was fond of going out to observe the moon, and the stars, and admired God's infinite wisdom in creating them. Let us say with the excellent Psalmist, David, "Come, and behold the works of God."

The Solar System.

(f) The *Solar System* is composed of the earth, and the heavenly bodies which revolve round the sun.

Planets.

(g) There are twenty-three orbs of the universe which may be seen with the naked eye in a clear night. They are called planets, meaning moving stars. Primary planets revolve round the sun, and secondary planets move round some one of the primary planets. A day on a planet, is the time which it takes to perform its revolution on its axis.

Comets.

(h) *Comets* are a class of moving heavenly bodies, belonging to the Solar System, which are sometimes seen, followed by a train of light, which bears a fancied resemblance to flowing hair. When comets approach the sun, they would increase in size and velocity, but when they diminish by degrees, they are scarcely perceptible at a great distance. They are moving irregularly.

Fixed Stars.

(i) *Fixed Stars* are the heavenly bodies in the firmament which we can see with the naked eye. Their appearance is like points of light, and they look very small in size, as they are far distant from the earth. They are indeed great. The number of them is not much above a thousand, but 40,000 have been discovered by astronomers by aid of a telescope. These lead us to admire the wisdom and the power of our Almighty Maker, who keeps them, and who regulates their motions.

Form and size of the Earth.

(j) The earth in which we live, is supposed to consist of nine-hundred millions of people. We hardly understand the form of it by merely looking upon it for we are too near to it.

Where it revolves around the sun, it happens to be in a straight line between the moon and the sun, it casts a circular shadow upon the face of the moon, and thus we can prove that the earth is round like a ball.

The circumference of the earth is nearly twenty-five thousand of miles, and is eight thousand miles in its diameter.

Of what is the earth composed?

(k) The earth consists of two parts, as land and water. It has a very hilly surface upon which there are many mountains, hills and valleys. The water is larger than the land.

Volcanoes.

(l) Volcanoes are rocky mountains, which rush out flames and clouds of smoke. Streams of liquid matter are discharged which bear some resemblance to rivers of fire, and destroy houses, trees, and animals. Two volcanoes are the largest of all the volcanoes named Vesuvius and *Ætna* in Europe.

Rivers.

(m) All the countries in the world are supplied with fresh water. A river is a large stream, and runs into the sea, a smaller stream is a rivulet. A deep and broad river upon which ships may sail, is called a navigable river. A hollow in which the water of a river flows, is called a channel or bed, and the margin of the river, we call a bank. In many places there are rivers that tumble over deep precipices. They are called cataracts or water-falls. There are many lakes in the world that are about one hundred miles in length and breadth.

The Atmosphere.

(n) *The atmosphere* is the air with the vapor, which surrounds all sides of the earth. If any person would go to the top of a mountain, he would bleed from his ears, or nose, or mouth, for the pressure of the atmosphere becomes light upon his body. The atmosphere is so heavy that we should be crushed to death if every part of our body was not filled with air or with some elastic fluid. The atmosphere extends about sixty miles from this earth beyond which there are no airs, neither clouds. It is impossible for the animals to breathe. Without atmosphere, all the people and the animals which are upon the earth, cannot live.

The Wind.

(o) *Wind* is moving air, caused by different degrees of heat in some parts of the earth. When the air is heated it is expanded and becomes lighter. Thus it rises into the air, after which the air from the colder parts rushes in to supply its place. Winds from the sea are more frequent than those from the land. When the wind is gentle it is called a breeze. When it is violent, it is called a storm; when it is dreadfully furious, it is called a hurricane. The latter, in hot countries are dangerous. They sometimes destroy houses, overwhelm villages, and can overroot strongest trees, as in the West Indies.

The Rainbow.

(p) It is a large bow of bright colors, which we see in the sky, is shown in the rays of the sun during the falling drops of water.

(q) *Rainbow* is an arch formed by reflection and refraction of the rays

of the sun when it shines brightly. During a shower of rain, we behold it in the sky opposite to the sun; it looks beautiful in appearance, like a colored violet.

(r) *A rainbow* is an arch of bright and beautiful colors, formed by the reflection of the rays of the sun, which appears in the sky opposite to the sun, during a shower of rain.

(s) *A rainbow* is a large bow of beautiful and splendid colors which appears in the air opposite to the sun, and is caused by being refracted by its rays in the falling drops if the sun is shining.

Clouds.

(t) They are vapors which rise from the earth, collect in a dense state, float in the atmosphere, and produce rain, snow, hail, and all the changes of weather.

Winds which blow from East and South-east over the Atlantic Ocean, bring more clouds to this country, than westerly winds passing over the land. The clouds float in the atmosphere fifteen miles from the surface of the earth, and are generally about one mile in height.

Clouds upon which the sun's light is reflected, display bright and beautiful hues, when the sun is sinking beyond the western horizon.

Evaporation.

(u) *Evaporation* is the process of converting liquids into steam or vapors by means of heat, or the rays of the sun. It is much greater in warm than in cold climates.

Rain.

(v) *Rain* is the vapor rising up in the atmosphere by evaporation, and collecting together, forms clouds which are greatly condensed by the effect of cold, and become too heavy to float in the atmosphere, and descend in drops of rain. Rain is the most important property. Its use is to purify the surface of the earth from unwholesome vapors, and to cause the grass and other vegetables to grow up. Water fowls are often seen swimming on a pond, and look very glad to dive into the water as they wait for the rain. When it rains, some domestic fowls on the contrary, run in a barn and hide for themselves, as they don't like their wet feathers.

Birds perching on the summit of the trees, observe the falling of rain. They possess a little bag placed on the end of their bodies, near the tail, and filled with oil. The oil is used to smear their feathers, because the feathers keep off the rain without penetrating. What a wonderful instinct.

While one of the lads was writing upon the foregoing subject of "rain," a gentleman present related to the Principal a tradition received from Capt. Pollard, an old chief of the Seneca Indians. On being informed of the same by signs, the pupil wrote the substance of it at once, as follows:—

(x) The Seneca Indians believed that the rain-spirits once dwelt under the rocks over which the Niagara river tumbles to a great depth. They sent the vapors rising from the bottom of the falls, which floated over the country and produced rain. They resided there for several years.

Some rock was abruptly broken and fell down, forming the horseshoe, of Niagara Falls. In consequence of this the rain spirits were frightened, and escaped to the country beyond the Rocky mountains. In that place they reside at present, and send the rain from the West, which formerly came from the East.

The examination in *Arithmetic* was entirely satisfactory. The class gave correct definition of the subject with examples in the different branches evincing a thorough acquaintance with the principles, and much readiness in practice.

Numerous satisfactory specimens of *Penmanship* were exhibited, which are referred to in the compositions, contained in the Appendix to this report.

In the course of a discursive examination in *History* and *Geography* the following replies were elicited:—

Question.—By what people was North America first settled ?

Answer.—By the English.

Question.—What part of America was first settled ?

[The answers received from the several pupils to this question varied, but showed that their minds had been properly instructed in the early history of our country. The different periods of the settlements in North and South America, and the early discoveries in the West Indies were correctly given.]

Question.—What motives induced the settlement of North America by the English people ?

[In the replies to this question, the distinction was clearly made between the settlement in Virginia and that by the Puritans, but the minds of the pupils seemed to be generally turned to the latter event.]

The following are a portion of the answers.

Answer (a) They came to this country because the people of England behaved badly.

Answer (b) The English persons called Puritans sailed from England and settled at Plymouth, as they disliked the king, and wished to worship God in a pure manner.

Answer (c) The persecution of the English against a religious company called the Puritans, led them to settle in some new country, where they might live in peace. They were followed by others.

Answer (d) Some of the English people came over the Atlantic Ocean to settle in this country to worship the true God, because when in England they were not permitted to worship God themselves. They were called Puritans.

Answer (e) The Puritans, who had been greatly persecuted on account of their religion, were obliged to leave their native country. They came to seek a place where they might enjoy religion as they pleased.

Question.—Why did the Spaniards leave Europe to settle South America ?

Answer (f) They left Europe to settle in America because they desired to obtain gold and silver, and some other metals. So they obtained them often. They persecuted the Indians, and killed many of them for that purpose.

Answer (g) The Spaniards left their native country and came to South America because they sought for some valuable things, such as gold and silver, and for the love of conquest.

The class were then required to describe the difference of character in the people who now inhabit North and South America.

Answer (h) The people of New England in North America are industrious in cultivating their land, building houses, villages, and cities, and some of them are employed on their commerce. They build many churches and schools and try to improve their business. But the people of South America are very disagreeable to improve their concerns. They are ignorant and quarrelsome.

Answer (i) The inhabitants of North America are generally honest, ingenuous, industrious and enterprising. They are intelligent, submissive to the laws, and have many religious thoughts. But those of South America are often disobedient to the laws, and make many revolutions at different times. They are an indolent and disordered people. They commit many murders.

Answer (j) The inhabitants of our country are moral, industrious, and intelligent, and obey the laws of God, but the other people in South America, on the contrary, are ignorant and suffer many calamities.

Answer (k) The Spanish are indolent, dishonest, treacherous, and warlike. The English are intelligent, industrious, enterprising, and generally honest. Some of them are also warlike.

Answer (l) The English are very enlightened people. They have so many books to read, and publish many newspapers. They are skilful in arts, and possess knowledge. They have a regular government. They are generally peaceful, and often do an act of benevolence. They do not like war or seeing the bloody men. They have religion. But the Spaniards are warlike and passionate. They do not govern well. They are generally cruel, but very hospitable to strangers.

Answer (m) The difference between the two nations is, that the Puritans came over to seek a place where they might enjoy divine service so much as to please their Heavenly Father. This was the source of happiness and peace. But the Spaniards came to seek gold and silver, and other metals, so they might be proud of being wealthy; but it being the source of war and trouble on themselves. It is better to live in a tent with the love of God, than to live in a palace "without God in this world."

Exercise on Words.

The pupils were required to introduce the word *miserable* in a sentence.

(a) During the winter, in the city of New York, there are a great many poor people, who have no clothing or houses, they are *miserable*.

(b) If there were no Institution for the instruction of the deaf and dumb, how *miserable* we should be, when we find that we cannot read many interesting books!

(c) When Adam and Eve disobeyed God, who forbade them to touch and eat of the forbidden tree, they felt themselves *miserable*.

Many other examples were equally pertinent and given with great readiness.

The verb to "hate."

- (a) God *hates* sin, and, if really pious, we do so.
- (b) God does not *hate* the people, but sin.
- (c) It is right for the people to *hate* all that is sinful or injurious.
- (d) A man *hates* to be lazy.
- (e) The angels of Heaven *hate* the sins of men on the earth.
- (f) Persons who trust in God, love Christ and wish to do right, must *hate* all their sins.
- (g) When Esau saw that Jacob, his own brother, had usurped the blessings of his father through sagacity, he cried bitterly and declared that he *hated* his brother, and determined to do revenge upon him when the funeral of his father was over.
- (h) If any person trusts in God and loves him, tries to be a friend of God, he must *hate* all his sins, trust and love Christ, depend upon him and He will lead him to do right, and he may be saved from the sin after his death.
- (i) The Jews *hated* the preaching of the apostles about the true religion, and sometimes killed them by tortures.
- (j) God *hates* the wicked, but the good he loves.

At the request of the Committee, the President, Rev. Dr. Milnor, desired the class to describe the state of the righteous and wicked after death.

Answer (a) The righteous go to the paradise of God praising him forever, and the wicked go to hell to live miserably after death.

Answer (b) The righteous, after death, will go to a place of eternal happiness to dwell for Christ's sake; the wicked will go to a place of everlasting misery to live with the devils.

Answer (c) Those who love to serve the Lord will dwell with their blessed Redeemer in Heaven, whom they will never leave, but the wicked will go to Hell prepared for them, where they will be miserable forever.

Several other answers of equal propriety and perspicuity are necessarily omitted.

Col. Stone, a director, at the request of the Committee, related a parable which was repeated to the class in signs by the Principal and immediately written upon slates by the pupils.

The following examples are selected from a number of equal excellence.

Col. Stone related a story which was interpreted by Mr. Peet to us in Sign Language; the following:—

The Hebrew Rabbins said, that once upon some mountain, Moses, in conversation with God, asked him why the wicked were prosperous but the righteous were not so, which he considered unjust. Then God directed him to behold a delightful grove with the spring of water below the mountain. Soon Moses saw a warrior, riding on horseback to the spring, where he dismounted and refreshed himself by drinking pure water. Again he rode away, leaving his bag of gold on the ground.

After a little while, a lad came to the same spot and discovered the bag, which he took away with joy. At last, an old man with silvery beard and hair, took a seat near the spring without anticipation of evil upon him.

The warrior soon discovered that he had lost the bag. He hastened to the same spot where he saw the old man sitting down. In a spirit of suspicion he accused him of stealing his bag, but he denied it. Notwithstanding this, the warrior killed him. Moses, perceiving this, exclaimed the warrior was unjust, and the old man was innocent.

But God replied, it is right. The same warrior had once stolen the bag; the same lad who was a very good orphan, might have the bag for his livelihood; the same old man had been the murderer of the lad's father. Thus Moses understood the just providence of God clearly.

Col. Stone told Mr. Peet a story which was interpreted into signs by him; and the following story was this:—

The Hebrew Robbins say that once Moses was called to go upon a mountain. There he talked with God, asking Him why the wicked are prosperous while the good have many afflictions. God told Moses to look at the grove a little distance from the mountain. Moses did so. In that grove was a beautiful spring. As Moses was looking at it, a warrior with a bag of money, riding on his horse, came up to the spring, and getting off his horse he sat near it and rested himself. After resting himself a little while, he mounted his horse and rode away, leaving the bag of money in the grove.

As soon as he was gone, a little boy came into the grove and seeing the money, he took it and ran away with it. When he was gone, an old man with silvery hair and white beard, came to the spring, where he rested himself. As he was resting, the warrior who forgot his money, came up and asked the old man where was the money. The old man told him he knew nothing about it. Then the warrior not believing him and thinking that he stole his money, killed him.

When Moses saw it, he told God that it was very unjust for the warrior to kill the old man who had not stolen the money. But God told him that it was right to kill him, for the old man formerly killed the little boy's father, and that it was right for the little boy to take the money, for the warrior, whose money was taken, had stolen it.

After a recess of an hour for refreshment, the examination was resumed.

“On the verb to “investigate.”

- (a) The students have generally *investigated* the subjects of instruction.
- (b) Yesterday two or three of the Directors *investigated* several classes. They wished to know how much has been learned.
- (c) These gentlemen are *investigating* us to see if we have made good improvement since the fall.
- (d) The Directors of the Institution came here to *investigate* the writing of the deaf and dumb.
- (e) Last summer some British officers went to West Point to *investigate* the military academy.
- (f) After the murder by John C. Colt was *investigated*; he was declared guilty and sentenced to be hung.
- (g) Three men arrested Arnold and *investigated* him and found him a spy.
- (h) When Solomon *investigated* the quarrel between two women, he ordered his servant to bring a sword that he might divide the child in two parts.

(i) When the court *investigated* the murder of Mr. Suydam, they found Robison guilty and commanded him to be hung.

There being in some of the answers an apparent confusion of the word *investigate* and *examine*, the class were required to explain the difference in the meaning of the terms. This was promptly done and with precision. The following is given as an example.

To investigate means to look into a subject or conduct with earnest attention, but *to examine* means to inquire as to a person or witness.

(j) The astronomers *investigated* the eclipse of the moon; at last they understood that it is caused by the circular shadow of the earth which passes between the moon and the sun.

(k) The people *investigated* the origin of fire which did considerable damage at Lansinburgh.

(l) An elephant, when he came to a bridge, *examined* it carefully lest he should be drowned. What a sagacious animal!

Questions on Bible History by the President.

Question.—Why did God bring a deluge on the world and when?

Answer (a) God caused a flood in the world because the people were wicked. It happened a great many years ago.

Answer (b) Because the people were so wicked that God was angry at them, and determined to destroy them, nearly two thousand years after the creation of the world.

Answer (c) God caused a flood upon the world for he was displeased to see the people so very wicked, in the year 1657 after the creation.

Question.—Were any saved, and who?

Answer (a) Yes, Noah and his family.

Answer (b) Yes, Noah, his sons, and his son's wife in the ark.

Answer (c) Yes, Noah and his family were saved in the ark which he had provided at the command of God.

Question.—Who led the children of Israel out of Egypt?

The answers were all to the effect that Moses was the deliverer of Israel.

Question.—What happened to Pharaoh and his host?

Answer.—The army of Pharaoh was drowned in the Red Sea, soon after the Israelites had reached the other side in safety.

Question.—How many apostles had Jesus Christ, and their names?

Answer.—Christ had twelve apostles, Peter, Andrew, James, John, Matthew, Philip, Bartholomew, Simon, Jaines, Thomas, Judas, Thaddeus.

Some variations occurred in rendering the names, but the answers were generally correct.

Question.—Who wrote the book of Acts?

Answer (a) Luke, the friend of Christ.

Answer (b) Luke wrote the book of Acts. He was a Physician, a good and pious man.

Answer (c) Luke, who was a good physician, and a pious man, wrote the book of Acts. He wrote beautiful and interesting language.

Question.—What is the soul?

Answer (a) A spirit which can move, feel, see, and never dies. It lives forever.

Answer (b) The soul is an immortal, invisible substance, which can think, and know the difference between good and evil, and governs the actions of the body.

Answer (c) It is created by the Divine Author, and is never destroyed. Animals have no souls. They cannot understand right and wrong.

Answer (d) The soul is a spirit. It feels, thinks, and never dies.

Answer (e) The soul is a spiritual and immortal part of man which can feel, and think.

Answer (f) The soul is an immaterial, immortal, and invisible spirit; which thinks, judges, and understands. It is the intellectual and moral part of our nature. After death, it will always live, either where there is everlasting happiness or misery, according to that which it has done on earth.

Answer (g) The soul is an immortal something within us, which can feel, think, will, and can express affections of love and hatred. It can distinguish between what is true, and false, righteous and wicked. It can be disposed to sin against God if it desires, and can forsake all sins if it is willing. All the muscles of our bodies are its servants. No man has ever tasted, seen, and felt the soul. On earth we cannot see it, but after death we can see it. It will never die.

The last question elicited several other replies equally correct and pertinent.

Various specimens in drawing were now exhibited which evinced good taste and skill in the execution and were creditable to Miss C. A. Davenport, the instructress in that department.

The intellectual exercises having been concluded, the class was arranged for the presentation of the testimonials and diplomas.

Mr. Wetmore, on behalf of the Committee, expressed the sentiments entertained in regard to the good conduct and proficiency of the class. These expressions were repeated in signs by the Principal.

The names of the following pupils were then presented for testimonials which were delivered by the President; viz:

It is proper to state that these pupils have been recommended by the Board of Directors to the Hon. Secretary of State, for continuance in a further term of instruction.

The following names of graduates were then handed to the President, by whom the diplomas were conferred with an appropriate address, viz:

In closing this report of an examination, so satisfactory in all respects to the Committee, and as they trust also to the Board of Directors, it may not be improper to allude to an interesting incident, which followed the presentation, by the President, of the diplomas to the graduates.

The Committee advert to it with much pleasure, as an evidence of the kind and parental treatment of the gentleman who occupies the responsible station of Principal, and of the just and grateful feelings wrought on the minds of the pupils, by the general course of instruction and treatment in the Institution.

Upon the President's taking his seat, Miss Julia Ann Hoffman stepped forward from her class, and placed in the hands of the Principal, a beautifully bound volume, accompanied by an address in the language of signs, translated by Mr. Bartlett, as follows:—

"Will you accept this volume of poems as a token of friendship and remembrance from your class? Several weeks ago we resolved to make you a present, as a slight expression of our love and gratitude to you for your kindness to us while we have been under your care and instruction. We hope you will always remember your class. We shall never forget your name. We shall always remember you while we live. We have long enjoyed each other's company, but now we are about to separate, with no expectation of meeting again on earth; but we hope we shall meet you in heaven, after death, through faith in our Saviour.

"My classmates appointed me to make this address to you. Receive our expression of gratitude to you. We bid you an affectionate farewell."

The volume was a copy of Milton, and was inscribed, "to Mr. Peet, from his affectionate pupils, Sarah Guile, Virginia Butler, Elizabeth R. Budd, Marianne Laubscher, Frances Arnold, Mary A. Parker, Susan Swift, Julia A. Hoffman."

The incident was wholly unexpected, and produced a visible impression on the audience.

Mr. Peet's reply, translated by Mr. Bartlett, was as follows:—

"I receive with lively satisfaction the beautiful book you have just presented to me, and shall preserve it as a token of your affectionate remembrance. On receiving, so unexpectedly, this parting testimonial of your regard, I am deeply affected, and your names inscribed in it, will always remind me of the

interesting relation which has subsisted between us, and will recall the many happy hours which we have spent in giving and receiving instruction. Your conduct towards me has uniformly been respectful and courteous. On leaving this Institution, I trust you will remember the instructions you have here received, and that your homes will be made happy by your cheerful and assiduous endeavors to please your parents and friends; and if, in coming years, you should re-visit *this home* of your youth, be assured that you will be welcomed with the warmth and cordiality of one who loves you as a friend and father."

The scene was an affecting one, and was witnessed with deep interest by the visitors, and members of the establishment, and the Committee do not doubt that the recollection of it will serve to strengthen the ties of good feeling between teacher and pupil. The closing exercises of the day were an address by the President, and a prayer in signs by the Principal.

In presenting this report of their labors, under the appointment of the Board, the Committee regret that time was not allowed them to transcribe with greater method the replies and compositions of the several classes. They have however, furnished, as they suppose, enough to mark the general course of instruction, and to show the proficiency acquired at stated periods of tuition.

Finding so much to commend, and so little that calls for alteration or amendment, the Committee can cheerfully unite with the Board of Directors in appealing to the councils of the State for continued encouragement and support, in the prosecution of their work of Christian benevolence.

Respectfully submitted,

HENRY E. DAVIES,
PROSPER M. WETMORE,
BENJ. R. WINTHROP.

New-York, September 13th, 1843.

A.

To HENRY E. DAVIES, PROSPER M. WETMORE, and BENJAMIN R. WINTHROP, Esquires, Committee of the Board of Directors of the New-York Institution for the Instruction of the Deaf and Dumb.

The following schedule embraces the names and numbers of the pupils, the time of instruction, and course pursued in each of the classes. They are numbered from one to eight inclusive, beginning with the least advanced, and consequently in the inverse order of their standing.

Yours Respectfully,

HARVEY P. PEET,

Principal of the Institution.

• *Institution for the Deaf and Dumb,*
July 14, 1843.

EIGHTH CLASS.

I. NAMES.

Males.
G. P. Archer,
E. Jewell,
J. Townsend,
H. C. Ketchum,
H. Moore,
E. H. Jewell,
I. Kerrigan,
I. O. Smith,
J. T. Bell,
S. D. Bucklen,
J. Milmine,
N. D. Wilkins,
J. Sweetman,

Females.
Lavinia Lighthall.
Rosalia Finch,
Elizabeth Hughes,
Catharine Persons,
Maria R. Drake,
Jerusha M. Hills,
Hannah M. Patten,
Sally Bronson.

Males, 13. Females, 8. Total, 21.

Taught by D. E. Bartlett.

II. TIME OF INSTRUCTION.

This class entered in the autumn of last year.

III. STUDIES.

1. *The formation and use of the letters of the alphabet.*
2. *A vocabulary embracing names of objects, qualities, and actions.*

3. *The numbers* in figures and words from one to one hundred.

4. *The formation of simple sentences.* The class have used no text book, but have been furnished with manuscript lessons which they have copied into the copy books, except within a few weeks past, they have begun to read Parley's Primer.

5. *Lessons in Scripture History.*

SEVENTH CLASS.

I. NAMES.

Males.

James Tim,
John H. Taber,
George Risley,
Jerome Risley,
Martin Bothwell,
Milton A. Jones,
Emory Pangburn,
Peter Brown.

Females.

Dorcas Vanderwerken,
Catharine McMonigel,
Sarah A. Holdstock,
Caroline Brown,
Eliza Ann White.

Males, 8. Females, 5. Total, 13.

Taught by J. W. Conklin.

II. TIME OF INSTRUCTION.

These pupils with the exception of two, were admitted into the Institution in the Autumn of 1841, and are therefore just completing the second year of their instruction. Catharine McMonigel, and John H. Taber were admitted the preceding year.

III. STUDIES.

1. *Penmanship.*—Particular attention has been also paid to their writing on the slates, as having a great influence in forming letters with a pen.

2. *Parley's Primer.*—The words of the book in their connection, have been committed to memory, and afterwards embodied in sentences to illustrate their meaning and use.

3. *Arithmetic.*—Embracing Simple Addition, Subtraction and Multiplication.

4. *Dialogue.*—The use of question and answer.

5. *The Bible.*—Embracing portions of Scripture History, and the more simple preceptive parts. In this connection the pupils have tried their independant efforts, in connected discourse, and occasionally in the form of letters.

SIXTH CLASS.

I. NAMES.

Males.
 John Godfrey,
 John A. Hall,
 Selah Wait,
 William H. Weeks,
 William Donley,
 George N. Burwell,
 Samuel A. Taber,
 John Harrison,
 Isaac Levy,
 Franklin Smart.

Females.
 Elizabeth Merrill,
 Susan Edgett,
 Sally Lighthall,
 Elizabeth Kleckler,
 Margaret Vanderwerken,
 Eliza J. Kellogg,
 Phebe A. Covert.

Males, 10. Females, 7. Total, 17.

Taught by O. W. Morris.

II. TIME OF INSTRUCTION.

This class are about completing their second year, making about twenty months of school, with the exception of four who have been a longer time, having been transferred from other classes.

III. STUDIES.

1. *Parley's Primer* has been used as a text book, read through, and reviewed.

2. *The writing of examples* corresponding to model phrases.

3. *Reading.* The pupils have been furnished with books from the Library, and have been accustomed to read them, and to search out such words as they were unacquainted with, in a dictionary, or they have been explained to them by signs. By this means they have been aided much in the acquisition of language.

4. *Arithmetic.*—Numeration, Addition, Subtraction and Multiplication.

5. *Penmanship.*

6. *The Bible.* A portion of the New Testament has been explained to them weekly, which they have committed to memory and recited, both by signs and by written language.

FIFTH CLASS.

I. NAMES.

Males.
 Mills Cary,
 Cyrus R. Blowers,
 Lawrence Van Ben Schoten,
 Thomas Clark,
 Isaac Cary,
 Richard A. Hardenburgh,
 Abraham Johnson,

Females.
 Betsey Hills,
 Miriam Wells,
 Catharine Garrett,
 Thankful Page,
 Olive Breg,
 Bridget Skelly,
 Mary E. Craft,
 Mary E. Hegeman,
 Laura A. Kennedy,
 Catharine Gilhooley,
 Bethana Hunter.

Males, 7. Females, 11. Total, 18.

Taught by N. M. Totten.

II. TIME OF INSTRUCTION.

A portion of the class joined the Institution in 1840, and the rest at different dates. It is made up of the odds and ends of the preceding classes, and as a whole is of very moderate capacity and scholarship.

III. STUDIES.

1. *Mitchell's Primary Geography*, as far as lesson 56. The construction of sentences, illustrating the words and forms of the original has been a daily exercise.
2. *Dialogues*, in the form of question and answer, and the writing of letters and other original compositions.
3. *Arithmetic*, The four ground rules.
4. *The Bible*. Weekly lessons in the narrative and preceptive parts.

FOURTH CLASS.

I. NAMES.

Males.

George E. Ketchum,
John T. Southwick,
John Acker,
John White Mumby,
John F. Rapp,
John S. Webster,
John L. Pickering,
George W. Reed,
George VanScoy,
Joseph B. Hills.

Females.

Charlotte H. Webster,
Emily Stanton,
Elizabeth Mather,
Ann Maria Vail,
Lavinia Brock,
Wealthy Hawes,
Christiana Jane Many,
Prudence Lewis,
Emily A. Hills.

Males, 10. Females, 9. Total, 19.

Taught by J. A. Cary.

II. TIME OF INSTRUCTION.

With one exception, these pupils were all admitted into the Institution in the fall of 1840, and consequently have been under instruction nearly three years. John S. Webster entered the Institution in the year preceding.

III. STUDIES.

1. *A review of Goodrich's First Reader* for Schools.
2. *Mitchell's Primary Geography*, including the maps. All the questions and answers thoroughly committed to memory, and frequently reviewed.
3. *Grammar*. Without using a text book, or teaching abstract definitions, the principles of Grammar have been the objects of daily study. Every recitation of a lesson in geography has included an exercise in parsing.

4. *Arithmetic.* The four simple rules. A part of the time the class have made use of Colburn's Sequel and have mastered about twenty pages and reviewed the same.

5. *Compositions.*—Letters, frequently descriptions of countries, dialogues, sentences embodying given words and phrases, notices of passing events &c.

6. *Manuscript Lessons.*—Model letters, and familiar conversations copied by the pupils, committed to memory and recited.

7. *Penmanship.*—Occasional exercises with special reference to the use of the pen.

8. *Reading.* These pupils have made most satisfactory progress in their ability to read understandingly. They have enjoyed and appreciated the benefits of the Library, and the use of the Newspapers, which are sent to the Institution. Each member of the class is provided with a dictionary which is used daily with manifest advantage.

9. *The Bible.* A portion of the Scripture has been explained every Saturday morning, which has been committed to memory on the Sabbath, and recited on Monday in school.

THIRD CLASS.

I. NAMES.

Males.

John W. Ackley,
Charles H. Arnold,
Jacob Barnhart,
Ebenezer Barton,
Joseph S. Bosworth,
Peter Burgess,
Cornelius Cuddeback,
Henry E. Griswold,
Frederick Groesbeck,
Orville Gunn,
David Jones,
William Kinney,
Frederick Swaysia,
John Van Ryper.

Females.

Mary Ann Bracy,
Elizabeth H. Disbrow,
Ellen Houston,
Mary Ann McGuire,
Mary Hurley,
Elizabeth Sherlock.

Males, 14. Females, 6. Total, 20.

Taught by J. H. Pettingell.

II. TIME OF INSTRUCTION.

The pupils of this Class have been under instruction four years, except some who are from a class above.

III. STUDIES.

1. "*Parley's Method* of telling stories about the History of the world" has been their text book, combining History with Geography. They have used maps in studying this book, and have been made acquainted with the present condition of this and other countries, together with some important facts connected with their history.

Arithmetic. Their attainments are quite varied in this branch. All but three are acquainted with the five ground rules of Arithmetic, and some of them have been studying Fractions and the Rule of Three.

3. *Grammar.* This has not been taught as a distinct branch, but in their daily exercises, they have been taught its principles, and they have been made to point out the different parts of speech and their relation to each other.

4. *Composition.* This of course has been the principal study. Sentences embodying some word in the lesson, either original or dictated. Sentences constructed after a given model. Themes on familiar subjects, stories, questions and answers, and the writing of letters.

5. *They have used the Bible* as a text book. A portion of Scripture consisting of about a dozen verses has been explained every Saturday morning. This is committed to memory on the Sabbath, and recited on Monday.

SECOND CLASS.

I. NAMES.

Males.

Myron Simkins,
Clark Thomas,
Christian Crepts,
John E. Vanderbeck,
William O. Fitzgerald,
William A. Burlingham,
J. A. Mills,
Davis Howell,
George P. Marshall,
George Baker,
D. D. Brown,
Nicholas Farrell,
John W. Price.

Females.

Martha Ann Bucklen,
Eleanor Fearon,
Isabella Wilson,
Elizabeth Randall,
Anna Mead Wayland,
Rosetta Crawford,
Fidelia M. Morgan,
Pauline Pierrez.

Males, 13. Females, 8. Total, 21.

Taught by Jacob Van Nostrand.

II. TIME OF INSTRUCTION.

This class has been under instruction for the period of five years.

III. STUDIES.

1. *The First Book of History.*—This is confined to the History of America, and contains besides the history some general information on the geography of the country. The class have been over thoroughly, and reviewed the history of the New England and the Middle States, and without reviewing they have studied the history of Mexico and Peru. Such other parts have been selected as were thought to be most important and interesting.

4. *Arith-*

~~the~~ *Arithmetic*.—The four fundamental rules. Some of them have gone much further, but their degrees of proficiency are various.

3. *Geography* as stated above has been imparted in connection with history.

4. *Original Composition* has occupied a large share in the instructions and class exercises of the past year.

5. *The Bible* has been taught as a class exercise every week.

FIRST CLASS.

I. NAMES.

Males.

Chester Johnston,
William Bragg,
George S. Burchard,
Daniel G. Johnson,
James Paterson,
Isaac H. Benedict.

Males, 6. Females, 8. Total, 14.

Females.

Julia Ann Hoffman,
Susan Swift,
Mary Ann Parker,
Frances Arnold,
Marianne Laubscher,
Elizabeth R. Budd,
Virginia Butler,
Sarah Guile.

Taught by the Principal.

II. TIME OF INSTRUCTION.

The members of this class have been under instruction from four to seven years.

III. STUDIES.

1. *The Class Book of Nature* has been the principal text book, in the use of which, the pupils have been thrown upon their own resources, and have been aided by their teacher only when their own efforts have failed to elicit the meaning.

2. *Arithmetic*.—The Ground Rules have been reviewed and the tables of weights and measures have been learned.

3. *History and Geography*, embracing the discovery and early settlement of this country and portions of the war of the Revolution.

4. *Facts* connected with the political and judicial organization of the State and Federal Governments.

5. *Definition of words* and their appropriate location and use in the construction of sentences.

6. *Composition*.—To acquire a knowledge of alphabetic language, and ability to use it correctly as a medium of communication with others, is the great object aimed at during the whole course of instruction. In prosecuting this object, the class have been required to furnish examples of their own,

embracing the ~~best~~ ^{most} difficult words and idiomatic phrases in the lessons.

They have also been practiced in descriptive and narrative writing, in translations from signs into connected discourse, and in writing themes, either furnished by the teacher or suggested by themselves.

7. *Penmanship*.—The proper position of the body, and right method of holding the pen, to promote ease and facility of execution.

8. *The Bible*.—Fifteen chapters of the Acts of the Apostles have been committed to memory and recited, together with portions of the gospels. Biographical sketches have occasionally been furnished of the patriarchs and apostles.

9. *Drawing*.—This has not been taught as a class exercise, though a majority of the class have attended to it. They, with selections from other classes, to the number of about thirty, have received instruction from Miss C. A. Davenport two or three times a week for about seven months. Specimens will be furnished the Committee. They have also acquired some knowledge of the principles of perspective and of outline sketches.

ALPHABET OF THE DEAF AND DUMB.

A a



B b



C c



D d



E e



F f



G g



H h



I i



J j



K k



L l



TWENTY-SIXTH ANNUAL REPORT



P p

Q q

R r



S s

T t

U u

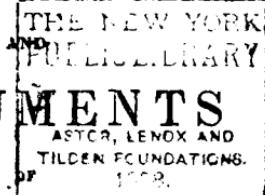


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TWENTY-SIXTH ANNUAL REPORT



THE NEW YORK INSTITUTION FOR THE INSTRUCTION

OF THE

DEAF AND DUMB:

TO THE

LEGISLATURE OF THE STATE OF NEW YORK,

FOR THE YEAR

M D C C C X L I V.



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1845.

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AND ASTOR, LENOX AND
TILDEN FOUNDATIONS
1844
DOCUMENTS

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MR. PEET'S LETTER OF INSTRUCTIONS.

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REPORT

ON THE

SCHOOLS FOR THE DEAF AND DUMB

IN CENTRAL AND WESTERN EUROPE,

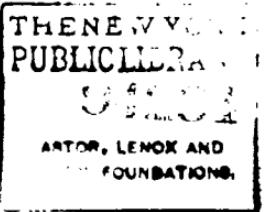
BY

REV. GEORGE E. DAY,

DELEGATE OF THE BOARD OF DIRECTORS.

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1845.



## OFFICERS AND DIRECTORS.

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ORSAMUS BUSHNELL,  
FRANCIS HALL,  
GEORGE S. ROBBINS.

Principal of the Institution.  
HARVEY PRINDLE PEET, A. M.

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### Professors and Teachers.

DAVID ELY BARTLETT, A. M.  
JOSIAH ADDISON CARY, A. M.,  
ORAS WILKINSON MORRIS, A. M.,  
JACOB VAN NOSTRAND, A. M.,  
SAMUEL PORTER, A. M.,

THOMAS GALLAUDET, A. B.,  
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FISHER AMES SPOFFORD.

### Physician.

SAMUEL SARGENT, M. D.

MRS. HARRIET STONER, *Matron.*

MRS. LOUISA A. FRISBIE, *Assist.*

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WM. H. GENET, *Cabinet Maker.*

GARRET MEAD, *Gardener.*

JAMES M. TRASK, *Tailor.*

JOHN HACKETT, *Shoemaker.*

 THE INSTITUTION is situated on FIFTIETH-STREET, between the Fourth and Fifth Avenues. Persons wishing to visit it by the public conveyances, on arriving at the city, from the North or East River, should proceed to the junction of Chatham and Centre Streets, opposite the City Hall. From this point the cars for Harlem leave frequently during the day, and pass directly by the Institution, where they stop, to receive and land passengers.

Stages for Harlem also start from the same place every half hour, and convey passengers on the Third Avenue, within a quarter of a mile of the Institution. The fare by either conveyance is one shilling.

## TWENTY-SIXTH ANNUAL REPORT.

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THE Directors of the New-York Institution for the Instruction of the Deaf and Dumb, respectfully submit to the Legislature, their twenty-sixth annual report, for the year 1844.

The present Directors and Officers, are exhibited in the foregoing list.

By the Treasurer's account, a copy of which is herewith submitted, it appears that the receipts of the Institution from every source, during the year just closed, including the balance on hand at the close of the preceding year, have amounted to thirty-one thousand four hundred dollars and forty-eight cents ; and the disbursements, for the same period, to twenty-nine thousand four hundred sixty-seven dollars and seventy-eight cents, leaving in the treasury, on the thirty-first day of December, 1844, a balance of nineteen hundred and thirty-two dollars and seventy cents.

At the close of the last year there were one hundred and seventy-six deaf mutes resident in the Institution, of whom one hundred and sixty were actually under instruction. Of these, twenty-nine have since left. Thirty-two new pupils have been admitted during the year, and eight former pupils re-admitted. The present catalogue of the Institution embraces one hundred and eighty-five names. Of these, one hundred and sixty-eight are in school, being the largest number actually under instruction since the foundation of the Institution. The remaining seventeen, having completed

their course of instruction, are now employed in the Institution ; three as teachers of the younger classes, seven in the mechanical department, as superintendents, journeymen or apprentices, and seven in household duties.

Of the one hundred and sixty-eight pupils, the State supports one hundred and twenty-eight ; the city of New-York provides for thirteen ; the State of New-Jersey for three ; and the expenses of eleven are defrayed by their own friends. There remain twelve, who are, for the present academical year, supported directly from the resources of the Institution, the greater part of whom were selected by the Superintendent of Common Schools, in anticipation of vacancies in the State list.

The Directors have indulged and expressed the hope, that the present legislative provision would, for some years to come, be found sufficient for the indigent deaf-mute population of the State ; but the large increase of applicants, beyond the number thus provided for during the past two years,—an increase, mainly owing to efforts made to disseminate more widely, through the State, information concerning the character and success of the Institution ;—gives reason to believe that the number of deaf mutes living among us, has been underrated, and that if more extensive efforts should be made, a greater number of deaf-mute children would be forthwith coming than the revenues of the Institution would authorize it to receive. Hitherto the Board have been enabled, by prudence and economy, to receive a small occasional number of indigent applicants, beyond the number provided for by the Legislature, and by counties ; but the rapid increase of such cases, and the consequent exhaustion of the funds at their disposal, cause them to look forward with solicitude lest their means may prove insufficient to maintain the character and efficiency of the Institution, with this augmented number, and thus they may be reduced to

the painful necessity of shutting its doors upon deserving applicants. The Directors, therefore, have it in contemplation to submit to the consideration of the Legislature, during their present session, the propriety of increasing the number of State beneficiaries.

It is fortunately unnecessary, at this day, to argue the justice, or the expediency of legislative appropriations, for objects of high benevolence. That the great end of government is to promote the happiness of the governed ; that the youth of the State have a just claim for the means of education, that they may become useful citizens of the State, and that this claim is especially strong in the case of those to whom, if unassisted, the means of education would be peculiarly inaccessible, and whose lot without education is peculiarly wretched,—these are maxims, the truth of which has been felt and acted on for a quarter of a century. The neat and spacious buildings of the Institution will long remain a monument of the beneficence of former Legislatures,—on their heads rest the blessings of hundreds rescued from intellectual and moral darkness and social degradation, and of their families, whose affliction has been turned to joy ; and we cannot doubt that the wise and benevolent policy, pursued through so many political changes, is to continue the settled policy of the State.

The number of deaf mutes within the State, by the census of 1840, was eleven hundred and seven. Taking into view known inaccuracies in the census, and an increase of population, of at least ten per cent since 1840, it is evident that the present number must considerably exceed twelve hundred. Of these, it is estimated from sufficient data, that one in thirty will annually reach the age at which they will be competent to begin a course of instruction in the Institution. We have then at least forty deaf mutes, on an average, annually, who are, or if their parents and guardians would, in all cases, consult their true interests, ought to be candidates

for the blessings of education. Three or four of these, at the utmost, will belong to families able to defray the expenses of their education, and one or two may prove unfit subjects for instruction. After making all due allowances, it is safe to say, that, if information on the subject should be more generally diffused, and if the unhappy indifference of parents and guardians, and the absurd prejudices of others should no longer stand in the way of their children's welfare, there would be very few, if any, short of thirty-five deaf mutes annually claiming the paternal provisions of the State. The average number of deaf mutes who can be admitted upon the State list, under existing laws, does not amount to twenty-five, for though a few may fail to remain five years, yet a considerable number are continued six years; and the provision left to the discretion of the supervisors of counties has been, except in the city of New-York, but rarely acted on.

From these considerations, the Board submit that the justice and propriety of some increase of the present provision is evident. If those for whose benefit it is intended, should unhappily fail to make application for it, the money will remain in the Treasury of the State; but the Board entertain no doubt that, by further efforts to diffuse information and awaken interest, efforts which they are prepared zealously to make, if such increased appropriations can be obtained, the list of pupils would soon again be full, even if the present number of sixteen from each Senate district should be increased to twenty.

During the greater part of the past year, the inmates of the Institution have had abundant reason for gratitude to the All-wise Disposer of events, for the blessing of continued health. For a few weeks in the autumn, sickness and suffering were permitted to visit us. It was a time of sickness in many parts of the country, and no human precaution can, at all times, prevent the insidious approaches of disease. We had seven or eight cases of serious illness; and one pupil,

who had been among us but a few days, was removed by death. All the other cases yielded to care, kindness and medical skill.

We have also to record the case of a pupil of African descent, whose studies having been interrupted by an attack of hereditary insanity, it became necessary to place him in a Lunatic Asylum, where he died some months after leaving our care.

The attending physician, Samuel Sargent, M. D., continues to discharge, as he has done for some years past, his professional duties with commendable assiduity. In addition to these, the Board take pleasure in acknowledging the gratuitous services of Doctor George E. Hawes, in dental surgery, whose attentions have been bestowed upon the inmates of the establishment since 1838. They would also make grateful mention of the kind offer of Doctor Augustus W. Brown, whose skill in the same department has been cheerfully-exerted, as occasion required, for the relief of many of our pupils. The professional attentions of these gentlemen leave nothing to desire, in this respect, which can contribute to the health and comfort of those intrusted to our care.

Within a few months past, two of the most honored and useful members of the Board have been called from among us. Our late co-laborer, William L. Stone, was associated with us for twelve years, and was excelled by none in the strength of his attachment to the interests of the Institution, and zealous efforts for its increasing prosperity and usefulness. His warm benevolence, general knowledge and extensive influence, made him a most valuable accession to the cause of the deaf and dumb. For more than twenty years the editor of a newspaper of high character and wide circulation, he exercised a controlling influence on public opinion. Benevolent himself, yet just, discriminating and sagacious in his benevolence, he has done more than most men, not only

to provoke the benevolence of others, but to direct it wisely. Equally sincere as a philanthropist and a Christian, he rendered most zealous and efficient aid in every measure that tended to sweeten the portion of the afflicted ; to spread the light of the gospel ; to check the evil propensities of human nature ; to promote the intellectual and moral advancement of the great family of man. The loss of such a man, at a time when his powers and his usefulness seemed but in their zenith, is a public calamity, and leaves a chasm in society not to be easily filled. To the history of our State the loss is irreparable, and the more lamentable that the fatal disease was induced by the intensity of his researches and labors to preserve and illustrate that history.

A few months only elapsed, ere the members of the Board were summoned to pay the last duties to the remains of another honored associate. John R. Willis, late one of the Vice-presidents of the society, while in the enjoyment of ordinary health, was snatched from among us, by a casualty as sudden as it was melancholy. During a long life, our departed friend had eminently adorned his Christian profession, and endeared himself to a wide circle of friends. Retiring from business a few years since, with an ample fortune, the reward of industry, prudence and integrity, he devoted the last years of his life to the service of institutions of benevolence. From this field of usefulness, he was summoned unexpectedly, but we trust, not without preparation, to his final account.

It is with no ordinary feelings of sadness that the Board contemplate these repeated visitations of the Divine hand. But though the counsels of the departed have ceased ; though their example is finished ; though their voices no longer sink in our ears, nor their venerated presence cheer us on in the labor of well doing ; yet their memory is with us now and ever. Their past counsels dwell with us, their past example

is before us. For the cause which they loved, and in which they labored, the memory of those counsels and that example, will prompt us to more zealous labor, that we may supply, as well we may, the loss of their living co-operation.

The experience of each successive year strengthens the conviction of the Board that provision for mechanical instruction, in the intervals of study, is indispensable in a well regulated institution for the education of the deaf and dumb. The obvious advantages, in view of their future means of support, will at once be conceded; but there is another consideration, less generally recognized, yet not of small importance. We have found that those pupils whose bodily powers are trained and invigorated by regular and moderate tasks, for a portion of each day, not only enjoy their allotted hours of recreation with far keener zest, but even study, in the regular hours of study, with more habitual energy. They thus, as a general rule, make more solid and valuable progress than others, who, with equal intellectual advantages, are allowed out of school, in respect to the disposition of their time, the exercise of their own discretion.

In this department, and in that of domestic economy, there has been no change requiring special notice.

In April last, Mr. N. M. Totten, a deaf mute, who had for nearly six years discharged the duties of a teacher with intelligence and fidelity, resigned his situation. Mr. Gilbert C. W. Gamage, a graduate of the Institution, was selected as his successor.

The large accession of pupils, at the commencement of the present academical year in September last, rendered it expedient to employ an additional teacher for one of the elementary classes. Mr. Fisher Ames Spofford, a former pupil of the American Asylum, in which he was for some years retained as a teacher, was elected to this service.

The usual annual examination was made at the close of

the academical year, in July last, by a committee of the Board, in the presence and with the assistance of S. S. Randall, Esq., Deputy Superintendent of Common Schools. The report of the committee, which is hereunto annexed, testifies that the examination was creditable both to teachers and pupils, and indicated commendable industry, and gratifying progress in the difficult study of written language.

The task of the instructor of the deaf and dumb—a task sufficiently difficult under the most favorable circumstances, has been rendered much more perplexing and laborious, and consequently his success less assured, from the utter want, in this country at least, of elementary works in which the rudiments of the English language are developed in a manner suited to the circumstances of this peculiar class of learners. This want has long been felt and deplored, and one or two hasty essays towards supplying it, were, at a comparatively early period, given to the world, but these proved so unsatisfactory that their use has been long since abandoned. Our teachers have thus been compelled to rely on manuscript lessons, copied with serious waste of time, and, from the haste in which they were necessarily prepared, in many cases defective in the important point of philosophical arrangement. This difficulty was peculiarly felt in the elementary classes, because here, works prepared for children who hear, are of little worth, and because these classes are usually entrusted to the youngest and most inexperienced teachers. The Board have the satisfaction to announce that this great want has been, during the past year, in part supplied, by the publication of a volume of "Elementary Lessons," by the Principal of the Institution, intended as the first of a series of lessons for the deaf and dumb.

These lessons have been used in the younger classes of the Institution, during the past year, with evident advantage. They smooth the difficulties of language by dividing and

graduating them on the principle of philosophical progress, so that the pupil shall be conducted, step by step, from the known to the unknown, from the simple and palpable to the complex and abstract, from the dominion of sense to that of intellect ; and is thus led imperceptibly to eminences which, if attempted by too precipitate ascents, would far overtask his powers.

Moreover, the teacher who uses a regular course of lessons, carefully prepared, and embracing in a regular order all the greater difficulties and more important details of language, always knows where his pupils are, and how far they have to go ; without such a guide he is in danger of going over the same ground once and again, and of involving them in a labyrinth, instead of leading them in a route on which each difficulty conquered should serve as a stepping stone to the next, and each step advance the runner nearer to the goal.

Finally the use of the "Elementary Lessons" admits, with much more advantage than formerly, the employment of deaf-mute teachers for the younger classes. By this means the expenses of instruction are lessened, and a prospect of honorable employment, as the reward of superior merit and attainment, is offered, that may stimulate pupils of superior minds, to more strenuous efforts in the pursuit of knowledge.

During the last vacation in the Institution the Directors authorized the Principal, with a select number of the pupils, to make a tour through the central and western parts of the State, for the purpose of diffusing accurate information on the subject of deaf-mute instruction ; and of awakening a more warm and active interest in behalf of those deaf mutes, whom we had ascertained, in cases painfully numerous, to be kept at home by the negligence or apathy of parents and guardians, and who would soon be beyond the reach of human means.

This measure has been attended with encouraging success,

and has had an influence in causing several promising children to be sent to us for instruction, who might otherwise have been left to grow up in hopeless ignorance.

The report of the Principal is hereunto appended.

In the spring of the past year, very general attention was awakened by an alleged discovery that the "Institutions for the Deaf and Dumb in Prussia, Saxony and Holland, are decidedly superior to any in this country." This assertion was put forth by the distinguished Secretary of the Massachusetts Board of Education, in a report printed in the Common School Journal, and sent to every school district in that State. That the respectable author of that report should venture such an assertion without the slightest examination of our institutions, is certainly matter for surprise and regret, and the reasons given for this sweeping sentence are as absurd as the sentence itself is unjust. He imagined that we "teach the deaf and dumb to converse by means of signs made with the fingers," while the German instructors teach their pupils "substantially in all cases" to speak as other men speak, and that this power alone "restores them to society."

The absurdity of the former assertion is palpable to all who know any thing of the objects of our system, or its results, and we know, from competent testimony, that the second is highly exaggerated. Indeed, we doubt whether our pupils, in the great majority of cases, do become in any stronger sense than those of the German schools, "helpless and hopeless as ever when they pass beyond the circle of those who understand the language of signs;" for the former readily converse with strangers by writing, and so imperfect is the articulation of most of the latter, that they are in general obliged to do the same, with the disadvantage, that the time and labor bestowed on teaching them to articulate has, in many cases, prevented them from acquiring equal skill in written language.

Equal want of information is displayed in the assertion, that with us the possibility of teaching the deaf and dumb to speak is "so novel a fact," that it would seem our teachers had never heard of it! The subject of articulation has repeatedly been canvassed by the American periodical press. It has been fully discussed in the annual reports of more than one American Institution. In the New York Institution an attempt was, at an early day, actually made to teach our pupils to speak. The failure and abandonment of this attempt are stated in our last annual report. At a later period several of our teachers were inclined to favor articulation. In this view we watched with much solicitude the experiments made, a few years since, in the Royal Institution at Paris.

The result of those experiments, combined with all the testimony we could collect of the practical operation of the German system, appeared to us decisive against any attempt to teach articulation to the bulk of our pupils. The formation of a class, to include those whose attainments, in this accomplishment, were likely to be of some value, still seemed desirable, but in the way of this, there were, and still are, many grave obstacles; the principal of which are, the increased expense for the favored class, the hindrance to their mechanical instruction, and the invidiousness of making a selection.

Absurd as were the assertions which have been examined, we knew that the great mass of readers possessed no means of detecting the fallacy; that the theory thus presented was captivating for the popular mind, and that many relatives of deaf mutes would be disposed to encourage, probably to the serious eventual injury of their interests, the substitution, for our own, of the system of instruction recommended by Mr. Mann. Moreover, it seemed our duty to ascertain, beyond a doubt or a cavil, the authenticity of his statement.

If only half of his assertions should prove true, it would

argue a vast improvement in the German system, and an immense increase in the value of its results since our last authentic advices.

The Board therefore, availed themselves of the opportune visit to Germany for the prosecution of literary and theological studies, of the Rev. George E. Day, to institute inquiries which might set this vexed question at rest. No man in this country is better qualified for the task. Having been for some years a professor in the New-York Institution, he is familiar with the theory and practice of deaf-mute instruction. He possessed that knowledge of the French and German languages necessary to a personal examination of their schools, and those powers of discrimination and philosophical habits of mind, that would make his examination thorough and searching, and his conclusions accurate and convincing.

His report has recently been received, and the Board lay it before the Legislature without comment. We trust that all who may have been misled by the fallacies which have given occasion to the mission of Mr. Day, may read this lucid and conclusive document.

The Board have now concluded the record of their labors for another year. Confident that the wisdom and benevolence of the Legislature will provide, for the Institution under their care, the means of continued prosperity and usefulness, they are resolved, in devout reliance on that gracious Providence whose favor has hitherto blessed their humble efforts, to apply the means entrusted to them, as well as careful deliberation and long experience may enable them to do, in the way most likely to promote the greatest good, here and hereafter, of the greatest number of the unfortunate deaf and dumb.

By order of the Board of Directors.

JAMES MILNOR, *President.*

HARVEY P. PEET. *Secretary.*

# APPENDIX.

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No. 1.

## LIST OF PUPILS,

*In the New-York Institution for the Instruction of the Deaf and Dumb, Dec. 31st. 1844.*

### MALES.

| NAMES.                 | TOWN.                | COUNTY.            |
|------------------------|----------------------|--------------------|
| Acker, John C.         | New-York, . . .      | New-York,          |
| Ackley, John W.        | Stockport, . . .     | Columbia.          |
| Andrews, Asahel        | Attica, . . .        | Wyoming.           |
| Archer, George P.      | Greensburg, . . .    | Westchester.       |
| Arnold, Charles H.     | Troy, . . .          | Rensselaer.        |
| Barton, Ebenezer       | New-York, . . .      | New-York,          |
| Bell, John Thomas      | " . . .              | "                  |
| Benedict, Isaac H.     | " . . .              | "                  |
| Benedict, Edward       | Victory, . . .       | Cayuga,            |
| Blowers, Cyrus R.      | Farmersville, . . .  | Callaraugus.       |
| Bosworth, Joseph S.    | Sweden, . . .        | Monroe.            |
| Bothwell, Martin       | Clayton, . . .       | Jefferson.         |
| Bracy, Thomas          | New-Haven, . . .     | Oswego.            |
| Briggs, Abram Lot      | Williamson . . .     | Wayne.             |
| Brown, Daniel D.       | Pilcairn . . .       | St. Lawrence.      |
| Brown, Peter           | New-York . . .       | New-York.          |
| Brundige, Ananias C.   | Pittstown, . . .     | Rensselaer.        |
| Bucklen, Simeon D.     | West Winfield, . . . | Herkimer.          |
| Burgess, Peter         | New-York, . . .      | New-York.          |
| Burlingham, William A. | " . . .              | "                  |
| Burwell, George N.     | Perrysburgh, . . .   | Callaraugus.       |
| Camp, James M.         | Bethany, . . .       | Genesee.           |
| Cary, Isaac            | West Milford, . . .  | Passaic, Co. N. J. |
| Chapple, Solomon       | Delhi, . . .         | Jersey Co. Ill.    |
| Cilly, Benjamin        | Bolton, . . .        | Warren.            |
| Cornell, Alvan H.      | Jamestown, . . .     | Chautauque.        |
| Crepta, Christian      | Rome, . . .          | Oneida.            |

| NAMES.                     | TOWN.               | COUNTY.          |
|----------------------------|---------------------|------------------|
| Cuddeback, Cornelius.      | Phelps, . . .       | Ontario.         |
| Cuffee, Aaron Lee . . .    | Sag Harbor, . . .   | Suffolk.         |
| Donley, William . . .      | New-York, . . .     | New-York.        |
| Driscall, George . . .     | Greene, . . .       | Chenango.        |
| Ferris, Joseph Fox . . .   | Smyrna, . . .       | "                |
| Fitzgerald, William O. . . | Warwick, . . .      | Orange.          |
| Godfrey, John . . .        | Auburn, . . .       | Cayuga.          |
| Golder, John B. . .        | Jamaica, . . .      |                  |
| Groesbeck, Frederick . . . | New-Scotland, . . . | Albany.          |
| Grommon, Truman . . .      | Adams, . . .        | Jefferson.       |
| Grow, Charles M. . .       | Potter, . . .       | Yates.           |
| Hall, John Asahel . . .    | Whitehall, . . .    | Washington.      |
| Harrison, John . . .       | Elmira, . . .       | Chemung.         |
| Harrison, George W. . .    | Williamson, . . .   | Wayne.           |
| Houston, Jefferson . . .   | New-York, . . .     | New-York.        |
| Howell, Davis . . .        | Brookhaven, . . .   | Suffolk.         |
| Howell, William . . .      | Columbia, . . .     | S. Carolina.     |
| Hurley, John . . .         | New-York, . . .     | New-York.        |
| Jewell, Ephraim . . .      | Java, . . .         | Wyoming.         |
| Johnson, Abraham . . .     | New Paltz, . . .    | Ulster.          |
| Jones, Milton A. . .       | Richland, . . .     | Oswego.          |
| Jones, Lawrence N. . .     | " . . .             | "                |
| Kerrigan, John . . .       | New-York, . . .     | New-York.        |
| Ketcham, George E. . .     | " . . .             | "                |
| Ketchum, Henry C. . .      | South East, . . .   | Pulnam.          |
| Levy, Isaac . . .          | New-York, . . .     | New York.        |
| Ling, John Edward . . .    | " . . .             | "                |
| Martling, Robert J. . .    | " . . .             | "                |
| Miller, James . . .        | High Falls, . . .   | Ulster.          |
| Mills, William Henry . . . | Whitehall, . . .    | Washington.      |
| Milmine, John . . .        | Florida, . . .      | Montgomery.      |
| Montfort, Cyrenius . . .   | Groton, . . .       | Tompkins.        |
| Moore, Hines . . .         | Preston, . . .      | Chenango.        |
| Mumby, John White . . .    | Brooklyn, . . .     | Kings.           |
| McKean, Platt A. . .       | Ridgeway, . . .     | Orleans.         |
| Pangburn, Emory . . .      | Cooperslown, . . .  | Otsego.          |
| Pickering, John L. . .     | Chateaugay, . . .   | Franklin.        |
| Rapp, John Fenton . . .    | New-York, . . .     | New-York.        |
| Reed, John . . .           | Chester, . . .      | Morris Co. N. J. |
| Rider, John H. H. . .      | Westerlo, . . .     | Albany.          |
| Rider, William H. . .      | Brighton, . . .     | Monroe.          |
| Risley, George . . .       | Hamilton, . . .     | Madison.         |
| Risley, Jerome . . .       | " . . .             | "                |
| Risley, Goodrich . . .     | " . . .             | "                |
| Rosenkrantz, William . . . | Bath, . . .         | Steuben.         |
| Shannon, Hugh . . .        | Peekskill, . . .    | Westchester.     |
| Simlar, John . . .         | New-York, . . .     | New-York.        |
| Smart, Franklin . . .      | Flushing, . . .     | Queens.          |

| NAMES.                             | TOWN.                    | COUNTY.       |
|------------------------------------|--------------------------|---------------|
| Smith, James O. . . . .            | Minden, . . . . .        | Montgomery.   |
| Smith, Wilbur . . . . .            | Bethany, . . . . .       | Genesee.      |
| Southwick, John T. . . . .         | Albany, . . . . .        | Albany.       |
| Stewart, Fletcher . . . . .        | Malone, . . . . .        | Franklin.     |
| Stock, John . . . . .              | New-York, . . . . .      | New-York.     |
| Sweetman, Joseph . . . . .         | Cortlandville, . . . . . | Cortland.     |
| Taber, Samuel A. . . . .           | Scipio, . . . . .        | Cayuga.       |
| Thomas, Clark . . . . .            | Bloomville, . . . . .    | Delaware.     |
| Townshend, Jonathan . . . . .      | Mount Morris, . . . . .  | Livingston.   |
| Vail, Lewis S. . . . .             | Goshen, . . . . .        | Orange.       |
| Van Benschoten, Lawrence . . . . . | New-York, . . . . .      | New-York.     |
| Vine, John . . . . .               | Rotterdam, . . . . .     | Schenectady.  |
| Wait, Selah . . . . .              | Preston, . . . . .       | Chenango.     |
| Weaver, John . . . . .             | Ballston Spa, . . . . .  | Saratoga.     |
| Webster, John S. . . . .           | New-York, . . . . .      | New-York.     |
| Weeks, William Henry . . . . .     | Yorktown, . . . . .      | Westchester.  |
| Wells, James S. . . . .            | New-York, . . . . .      | New-York.     |
| Whitten, Daniel M. . . . .         | Sing Sing, . . . . .     | Westchester.  |
| Wilkins, N. Denton . . . . .       | Brooklyn, . . . . .      | Kings.        |
| Winslow, James H. . . . .          | Pierpont, . . . . .      | St. Lawrence. |
| Wright, William . . . . .          | Boonville, . . . . .     | Oneida.       |

## F E M A L E S.

|                                   |                            |                 |
|-----------------------------------|----------------------------|-----------------|
| Ashley, Amanda . . . . .          | Rochester, . . . . .       | Monroe.         |
| Austin, Elizabeth . . . . .       | Plainfield, . . . . .      | Otsego.         |
| Avery, Hannah Augusta . . . . .   | Salina, . . . . .          | Onondaga.       |
| Ballou, Lydia Ann . . . . .       | Providence, . . . . .      | Saratoga.       |
| Bemis, Maria Ann . . . . .        | Norwalk, . . . . .         | Huron Co. Ohio. |
| Bentley, Joanna . . . . .         | Southport, . . . . .       | Chemung.        |
| Bostwick, Elsey C. . . . .        | Owego, . . . . .           | Tioga.          |
| Boughton, Lucy A. . . . .         | New-York, . . . . .        | New-York.       |
| Breg, Olive . . . . .             | Cohocton, . . . . .        | Steuben.        |
| Brock, Lavinia . . . . .          | Danby, . . . . .           | Tompkins.       |
| Bronson, Sally . . . . .          | Wolcott, . . . . .         | Wayne.          |
| Brown, Caroline . . . . .         | Salina, . . . . .          | Onondaga.       |
| Buck, Martha Dewitt . . . . .     | Aurelia, . . . . .         | Canada West.    |
| Bucklen, Martha Ann . . . . .     | West Winfield, . . . . .   | Herkimer.       |
| Colvin, Josephine Grace . . . . . | Lewiston, . . . . .        | Niagara.        |
| Cornell, Meribah . . . . .        | Jamestown, . . . . .       | Chautauque.     |
| Cornwall, Caroline . . . . .      | Athens, . . . . .          | Greene.         |
| Covert, Phebe . . . . .           | Potter, . . . . .          | Yates.          |
| Craft, Mary E. . . . .            | Mount Pleasant, . . . . .  | Westchester.    |
| Crawford, Rosetta . . . . .       | Mooers, . . . . .          | Clinton.        |
| Disbrow, Elizabeth H. . . . .     | South Brunswick, . . . . . | New-Jersey.     |
| Edgett, Susan . . . . .           | Greenville, . . . . .      | Greene.         |
| Fearon, Eleanor. . . . .          | New-York, . . . . .        | New-York.       |
| Fearon, Matilda . . . . .         | " . . . . .                | "               |

## LIST OF PUPILS.

| NAMES.                       | TOWN.                   | COUNTY.         |
|------------------------------|-------------------------|-----------------|
| Finch, Rosalia . . .         | Laurens, . . .          | Otsego.         |
| Garrett, Catharine Ann . . . | New Baltimore, . . .    | Albany.         |
| Gilbert, Lucy . . .          | Sparta, . . .           | Livingston.     |
| Gilhooley, Catharine . . .   | New-York, .. .          | New-York.       |
| Golden, Emeline Louisa . . . | Hampden, . . .          | Delaware.       |
| Hahn, Auguste . . .          | Newark, . . .           | Essex Co. N. J. |
| Hawes, Wealthy . . .         | Danby, . . .            | Tompkins.       |
| Hegeman, Mary E. . .         | Oyster Bay, . . .       | Queens.         |
| Hills, Betsey . . .          | Granville, . . .        | Washington.     |
| Hills, Emily A. . .          | Fabius, . . .           | Onondaga.       |
| Hills, Jerusha M. . .        | " . . .                 | "               |
| Holdstock, Sarah Ann . . .   | Schenectady, . . .      | Schenectady.    |
| Irwin, Elizabeth . . .       | Rochester, . . .        | Monroe.         |
| Jones, Laura . . .           | Trenton, . . .          | Oneida.         |
| Kellogg, Eliza Jane . . .    | East Constable, . . .   | Franklin.       |
| Kleckler, Elizabeth . . .    | Wayne, . . .            | Steuben.        |
| Lagrange, Edith . . .        | New Scotland, . . .     | Albany.         |
| Lewis, Prudence . . .        | Preston. . .            | Chenango.       |
| Lighthall, Sally . . .       | Minden, . . .           | Montgomery.     |
| Lighthall, Lavinia . . .     | " . . .                 | "               |
| Lighthall, Eliza . . .       | " . . .                 | "               |
| Lyndes, Marion . . .         | Albany, . . .           | Albany.         |
| Many, Christiana Jane . . .  | Bloominggrove, . . .    | Orange.         |
| Mather, Elizabeth . . .      | Utica . . .             | Oneida.         |
| Merrill, Elizabeth . . .     | Caneadea, . . .         | Allegany.       |
| Milmine, Helen E. . .        | Florida, . . .          | Montgomery.     |
| Morgan, Fidelia M. . .       | Syracuse, . . .         | Onondaga.       |
| McDougal, Isabella . . .     | Niagara, . . .          | Canada West.    |
| McGuire, Mary Ann . . .      | New-York, . . .         | New-York.       |
| Patten, Hannah M. . .        | Saratoga Springs, . . . | Saratoga.       |
| Persons, Catharine . . .     | Howard, . . .           | Steuben.        |
| Seymour, Hannah . . .        | Vienna, . . .           | Oneida.         |
| Sherlock, Elizabeth . . .    | Rochester, . . .        | Monroe.         |
| Stanton, Emily . . .         | New-York, . . .         | New-York.       |
| Sullivan, Catharine . . .    | " . . .                 | "               |
| Taber, Silence . . .         | Scipio, . . .           | Cayuga.         |
| Vanderbeck, Elizabeth . . .  | New-York, . . .         | New-York.       |
| Vanderwerken, Margaret . . . | Cincinnatus, . . .      | Cortland.       |
| Vanderwerken, Dorcas . . .   | " . . .                 | "               |
| Vail, Ann Maria . . .        | Goshen, . . .           | Orange.         |
| Wallace, Janette . . .       | New-York, . . .         | New-York.       |
| Wayland, Anna Mead . . .     | " . . .                 | "               |
| Webster, Charles H. . .      | " . . .                 | "               |
| Wells, Miriam, . . .         | Fort Ann, . . .         | Washington.     |
| Weyant, Harriet C. . .       | Binghampton, . . .      | Chenango.       |
| White, Ann Eliza . . .       | New-York, . . .         | New-York.       |
| Whitney, Harriet . . .       | Schroon, . . .          | Essex.          |
| Willis, Maria . . .          | Lyons, . . .            | Wayne.          |

|                                            |  | <i>Males.</i> | <i>Fem.</i> | <i>Total.</i> |
|--------------------------------------------|--|---------------|-------------|---------------|
| Pupils supported by the State of New-York, |  | 73            | 55          | 128           |
| " " " Corporation "                        |  | 7             | 6           | 13            |
| " " " State of New-Jersey,                 |  | 2             | 1           | 3             |
| " " " Institution, . . .                   |  | 6             | 6           | 12            |
| " " " Co. of St. Lawrence,                 |  | 1             |             | 1             |
| " " " their friends, . . .                 |  | 7             | 4           | 11            |
| <b>Total, . . . . .</b>                    |  | <b>96</b>     | <b>72</b>   | <b>168</b>    |

## No. 2.

## DONATIONS AND SUBSCRIPTIONS.

From the Estate of Mrs. Eleanor Coffie, legacy, \$150 00  
 " Editors of the N. Y. American,

|                                    |   |              |       |
|------------------------------------|---|--------------|-------|
|                                    |   | their paper, | 10 00 |
| " " " Commercial Adv.              | " | "            | 10 00 |
| " " " Churchman,                   | " | "            | 3 00  |
| " " " Chris. Adv. & Jour.          | " | "            | 3 00  |
| " " " N. Y. Evangelist,            | " | "            | 2 50  |
| " " " Chris. Intelligencer,        | " | "            | 2 50  |
| " " " Baptist Advocate,            | " | "            | 2 50  |
| " " " Sentinel of Freedom, Newark, | 2 | 00           |       |
| " " " Canajoharie Radii,           |   | "            | 2 50  |

B. R. Winthrop, Esq., Protestant Churchman, 2 50

## DONATIONS TO THE LIBRARY.

Mrs. Dixon, 25 volumes, miscellaneous.

P. M. Wetmore, Esq., Collections of the New-York Historical Society, 6 vols.

" " " N. Y. State Census, 1835, 1 vol.

" " " Compendium U. S. Census, 1840, 1 v.

H. E. Davis, Esq., Memoirs of the Croton Aqueduct, 1 vol.

J. J. Audubon, Esq., one-half subscription price of the Birds of North America.

Dr. Samuel Akerly, bbls. Apples, Potatoes, and Turnips.

NO. 2.  
The New-York Institution for the Instruction of the Deaf and Dumb, in account current with HONORABLE D. WHALEY,  
President, from January 1st, 1844, to January 1st, 1845.

EXPERIMENTAL

Paid superintendence, professors, steward and servants, . . . . .  
 Groceries and provisions, . . . . .  
 Dry goods for clothing, and cash advanced pupils, . . . . .  
 Building and repairs, alterations, and ordinary repairs, . . . . .  
 3 Hot Air Furnaces, (G. Fox & Co.), . . . . .  
 2 Kitchen Ranges, (Beebo), . . . . .  
 Table Linen, Furniture, Beds, Bedding, Crockery, &c. . . . .  
 Fuel and lights, . . . . .  
 Hay, straw, oats, corn, and ground feed, . . . . .  
 Smith's bills, repairing, harness, and saddlery, . . . . .  
 Rent of pasture, . . . . .  
 Books, crayons, and stationery for schools, . . . . .  
 Expenses of publishing Elementary Lessons, . . . . .  
 Medicines and professional attendance, . . . . .  
 Hard soap, starch and labor for washing, . . . . .  
 Gardener's wages, manure, tools and seeds, . . . . .  
 Stock, tools, and wages for book binding, . . . . .  
 14 " " " " shoe shop, . . . . .  
 14 " " " " cabinet shop, . . . . .  
 Tailor's wages and trimmings for tailor's shop, . . . . .  
 Insurance, . . . . .  
 Railroad fare of pupils to and from City, . . . . .  
 Printing annual report, and views of building, . . . . .  
 Expenses of delegation through the State, . . . . .  
 Postage, \$46 75; stationery, \$41 84; advertising, \$10 38, . . . . .  
 Account books \$31 75; certificates and cards, \$26 60, . . . . .  
 Binding 50 vols.—\$1 21 19; certificates, \$4 42, . . . . .  
 Twine and wrapping paper, \$6 98; discount, \$2 05. State regis-  
 ter, 50 cents, . . . . .  
 Balance on hand, January 1st, 1845.

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Balance on hand, January 1st, 1848, \$31,400 48

7, compared with vouchers, and found correct.

No. 4.

REPORT  
OF THE  
COMMITTEE OF EXAMINATION  
OF THE  
NEW-YORK INSTITUTION for the INSTRUCTION of the DEAF and DUMB.  
NEW-YORK, JULY 15, 1844.

THE committee appointed by the Board of Directors of this Institution to attend and conduct the annual examination of the pupils, beg leave to submit their REPORT :

By the provisions of a law of the Legislature, the Institution is subject to the visitation and inspection of the Secretary of State, in his capacity of Superintendent of Common Schools. The committee sincerely regret that they were not favored, on this occasion, with the presence of the distinguished incumbent of the Secretary's office. They feel assured that he would have shared in the pleasure afforded by the examination. In his absence, the duties of visitor have been most acceptably discharged by S. S. Randall, Esq., deputy Superintendent of Common Schools, to whose attention, and courtesy the committee are indebted for a very agreeable division of their official labors.

The committee deem it unnecessary, at this time, to present very minutely the details of their examination. The report of the previous year entered very fully into particulars, as well of government and instruction as of the actual condition of the institution, and no cause has been found to dissent from the favorable opinions therein expressed. There is less necessity for particular details in this report, from the minute and comprehensive character of the *programme* pre-

pared by the Principal to facilitate the duties of the committee. To this *programme*, which will be found annexed, the Board of Directors are referred for an accurate development of the system of discipline and instruction pursued, and in regard to which the committee do not consider it expedient to suggest any modification.

The committee experience pleasure in acknowledging the manifold advantages which the Institution derives from the ability, experience and zeal of the gentleman to whom the directors have confided the arduous and responsible duties of Principal. The excellent internal government of the establishment; the order and decorum which prevail in every department; the unexampled degree of health maintained in a household so numerous; but above all, the prevalence of those kind and Christian feelings, which sweeten the intercourse of social life, give undeniable evidence of the justness of this commendation.

It is due also to the matron to express the satisfaction of the committee with the order and neatness of the domestic department. A careful inspection of the premises affords ample testimony of the fidelity with which Mrs. Stoner has discharged her duties.

At the close of the preceding academic term, in consequence of the resignation of two of the professors, the Board of Directors found it necessary to re-organize the corps of instructors. The arrangement at present existing, has been successfully tested by a year's experience, and the committee see no cause, at the present time, to recommend a change.

Of the nine classes into which the pupils of the past year have been arranged, two have been taught by Messrs. Conklin and Gamage, deaf mutes, educated in the Institution. The new sphere of usefulness and honor thus opened to them, and the ability with which their duties have been performed, present a practical comment on the far-seeing benevolence which founded the system of deaf-mute instruction.

Two of the classes have been taught by Professors Porter, and Gallaudet whose term commenced with the past year, and whose zeal in their vocation was apparent in the general proficiency and good conduct of those entrusted to their charge.

The remaining five classes have been under the direction of the Principal and Professors Bartlett, Cary, Morris and Van Nostrand. The character and qualifications of these gentlemen are too well known to the Board to render any commendation necessary. It is sufficient to say that the present examination has fully sustained the reputation they had previously acquired as skilful and enlightened instructors.

The committee have noticed with pleasure, the beneficial results which followed the introduction into the junior classes of the "Elementary Lessons," a small volume, recently prepared by Mr. Peet, and which will undoubtedly become a standard text book in this branch of public instruction. The merit of the work, ought to insure its introduction, wherever the sign language is employed as an instrument of instruction.

The examination was commenced, by a careful survey of the several work shops, and an inspection of the articles manufactured by the pupils. The order and industry prevailing in each department, and the proficiency exhibited in the various mechanical branches, were creditable to the superintendents and apprentices. The committee deem it a most important and valuable feature in the system of instruction, sanctioned by the Board, that means are thus provided for the future maintenance of those, who, by the bounty of the State enjoy the benefits of this Institution.

The literary examination was preceded by devotional exercises in the chapel, under the direction of the Principal.

The classes were visited in the reverse order of their numbers. The *ninth* and *eighth*, under the charge of Mr. Gamage, a deaf mute, and Mr. Gallaudet, comprise those pupils who

entered at the commencement of the present term, and who have therefore been under instruction for a shorter period than one year. A few brief months only, have elapsed, since the minds of these unfortunate children were wrapped in intellectual darkness. Immortal beings, endowed with reasoning faculties, they were shut out by the decrees of Providence, from nearly all the enjoyments of social communion. Within this short space of time, under the auspices of enlightened benevolence, they have been taught to know their Creator, to estimate the blessings he has conferred upon them, and have entered upon the pleasant paths that lead to knowledge, usefulness and happiness.

The scholars of the *seventh* class, taught by Mr. Porter, exhibited some inequalities in the extent of their proficiency. There were, however, in this class, several promising pupils, and further practice in the "Elementary Lessons," will doubtless enable them to compare favorably with their competitors.

Mr. Conklin, a deaf mute, has charge of the *sixth* class, which comprises a number of well trained and carefully instructed pupils, whose progress confers credit on their teacher.

After a brief recess, during which the committee, visitors and family partook of refreshments, the examination was resumed with the *fifth* class, under Mr. Morris. A marked improvement was observed in this class since the last year. The pupils showed much readiness in the construction of sentences, a familiar acquaintance with history and geography, and great facility in penmanship. The examination of this class was entirely satisfactory to the committee.

Mr. Cary has the superintendence of the *fourth* class. The high degree of attainment which distinguished his pupils at the last examination, was manifest on the present occasion. Their compositions evinced a knowledge of grammar, and much skill in composition. They were well versed in geography, history and astronomy, in which they gave several

interesting illustrations, which the committee are prevented, by want of time, from engrossing in this report.

The *third* class is instructed by Mr. Van Nostrand, and contains a number of intelligent pupils. After several preliminary questions, they were closely examined in history, geography and arithmetic. In these branches, and in composition, their exercises were very creditable. Their knowledge of scripture history, and facility in the use of the sign language, afforded much satisfaction to the committee.

Mr. Bartlett's class, the *second*, was next visited. The exercises were various and interesting, comprising difficult questions in philosophy and natural history, language, geography and astronomy. To all of which the replies were ready, and the illustrations appropriate. Mr. Randall conducted a portion of this examination, and warmly commended the proficiency of the scholars.

The closing exercise, being the examination or rather the exhibition of the *first* or most advanced class, under direction of the Principal, was conducted by him, in the chapel of the Institution, in presence of the Board of Directors, and a large number of visitors. With the assent of the committee, the popular form of an exhibition was adopted, for the purpose of conveying to the audience a more general idea of the course of instruction, and its results, than could be obtained from the ordinary mode of examination. Questions were propounded in almost every branch of learning, to which the pupils gave ready and accurate replies. The daily journals of the class were exhibited, in which are recorded the private thoughts and feelings of the scholars—their impressions of visible nature—their knowledge of a Divine Being, and his attributes—descriptions of their occasional excursions; in short, transcripts, as it were, of each individual mind.

A number of well written and amusing compositions were

read, evincing lively imagination and free command of language.

A fable was read by a member of the committee, which being conveyed to the pupils in signs by the Principal, was instantly transferred by them to their slates, and, in almost every instance, with surprising accuracy.

Recitations in signs were given by Mr. Gamage, Mr. Paterson, Miss Budd, and others, which elicited the warmest commendation, and added much to the agreeable character of the exercises.

The exhibition continued till the latest hour practicable, and closed with the recitation of the Lord's prayer in signs, by Miss Elizabeth R. Budd. The committee regret that the connexion of this young lady with the Institution has terminated by the completion of her course of instruction, and they cheerfully express their gratification at the superiority of her various attainments, and the excellence of her personal deportment. Their cordial good wishes follow her to the domestic circle.

The President of the Board being unavoidably absent, a letter addressed by him, to the Principal, was read. The following passage may not be deemed inappropriate in connection with this report:—

“ Please to express my regret to the Board, and say to the pupils who are to leave the Institution, that they will carry with them my earnest prayers for their health and prosperity, both temporal and spiritual, and that I trust they will never forget either the literary or religious instructions they have received.

“ To those who are only to be absent from us during the vacation, present my sincere wish that they may find pleasure and enjoyment in their coming visit to their friends, and spend their holidays innocently and joyously, and return to us with invigorated health and spirits, and increased desires of improvement in their studies, and in every advantage

which the Institution affords for their intellectual and religious advancement."

In the absence of the President, the chair was taken by John R. Willis, Esq., Vice President, by whom certificates of good conduct and proficiency in study, were delivered to the following pupils, who have fulfilled their term of five years, viz:—

|                      |                       |
|----------------------|-----------------------|
| Orville Gunn,        | John S. Webster,      |
| John W. Ackley,      | Abraham Johnson,      |
| Mary E. Hegeman,     | Aaron Herrington,     |
| Miriam Wells,        | Clark Thomas,         |
| Jacob Barnhart,      | Ebenezer Barton,      |
| Frederick Groesbeck, | William Kinney,       |
| Betsey Hills,        | Elizabeth H. Disbrow, |
| Elizabeth Sherlock,  | Lucien D. Wood.       |

Diplomas were conferred, by the presiding officer, on the following pupils, who have completed the full term of instruction, viz:—

|                   |                   |
|-------------------|-------------------|
| Bridget Skelly,   | William Bragg,    |
| Eliza Martin,     | James Paterson,   |
| Rosetta Crawford, | Chester Johnston, |
| Pauline Pierrez,  | Myron Simkins.    |
| Virginia Butler,  |                   |

The following State pupils, having completed their respective terms of five and six years instruction, were recommended for re-selection.

*Of five years.*

|                      |                  |
|----------------------|------------------|
| John W. Ackley,      | Miriam Wells,    |
| Abraham Johnson,     | John S. Webster, |
| Elizabeth Sherlock,  | Mary E. Hegeman. |
| Frederick Groesbeck, | Betsey Hills.    |
| Jacob Barnhart,      | Clark Thomas.    |

*Of six years.*

|                        |                     |
|------------------------|---------------------|
| Davis Howell,          | Eleanor Fearon,     |
| Joseph S. Bosworth,    | Mary Ann Bracy,     |
| Anna Mead Wayland,     | Christian Crepts,   |
| William O. Fitzgerald, | Daniel D. Brown,    |
| Cyrus R. Blowers,      | Martha Ann Bucklen. |
| Mary Ann McGuire,      |                     |

The duties of the examination being terminated, upon the invitation of the Principal, Mr. Randall delivered the following address, which was translated in signs to the pupils :

“ I regret exceedingly that the pressure of official duties and engagements has deprived you of the presence of the State Superintendent, on this most interesting occasion. His acute intellect and benevolent heart would have been highly gratified with the spectacle which has this day been displayed ; he would have returned, as I shall do, impressed with a deeper and more profound conviction of the beneficence of that policy which thus annually reclaims from ignorance, from uselessness, and consequent suffering, so important a portion of the youth of the State. In the course of the seven years during which I have been officially connected with the department of public instruction, I have from time to time perused, with pleasure and profit, the various annual reports of the Superintendents and Visitors, as well as of the Board of Directors and Managers of this Institution ; and I have occasionally witnessed the public exhibitions of a portion of the students at the Capital of the State, during the session of the Legislature. I assure you, however, in all sincerity, that no anticipations I could have formed from any previous knowledge of your Institution, equals the reality which I have this day witnessed. The clearness and precision with which the numerous and difficult

mathematical problems proposed to you, have been solved ; the accuracy, variety, and extent of your historical information, your familiar acquaintance with the beautiful and sublime science of astronomy, your just conception of the idioms and the powers of the English language ; and, above all, your manifest appreciation of the great truths of Christianity, and the cardinal principles of virtue and morality, afford the most convincing proofs of the advantages which you here enjoy, and of the industry and fidelity with which they have been improved.

“ Those of you who are about leaving the Institution, where you have spent so many pleasant hours, and days, and years, can best appreciate these advantages. You came here in thick and almost hopeless mental gloom and darkness, ignorant alike of the powers and faculties of your intellectual and moral nature, of the treasures of science, the resources of art, and the means of elevating your condition, or securing your well being. Deprived, by the dispensations of an all-wise Providence, of those facilities for communicating with your brethren of the human family which others enjoyed, you seemed to be cut off from all those sources of enjoyment and means and usefulness which constitute the heritage and birthright of the race, and to be permanently secluded from companionship with your kind : but “ in the desert a fountain was springing,” a fountain of pure benevolence, exhaustless kindness, untiring patience, enlightened philanthropy and good will. Your teachers took you by the hand—provided for all your wants—taught you how to unfold all your faculties of thought and action—and placed at your command the great storehouse of knowledge and wisdom, and virtue. You go hence with minds thoroughly disciplined and trained—with affections carefully cultivated and rightly directed, with all the means of future usefulness, enjoyment and respectability in your several vocations ; and

you carry with you into the busy world to which you are restored, the heartfelt benedictions of every enlightened and philanthropic mind. While you will not find, in the crowded and jostling thoroughfares of pleasure and business, that uniform and affectionate solicitude for your happiness and prosperity, which it has been your favored lot to experience within these walls, you will nevertheless experience, in every stage of your future progress, the substantial benefits which have here been conferred upon you; and whether you go forth to scenes of active exertion, or remain to grace the domestic circle, the time you have here so creditably and profitably spent will be converted for you, under the blessing of Providence, into an inexhaustible treasury of wise purposes, good deeds and profitable reflections. Wherever you go, and whatever fortune may betide you, you will never cease to experience the paternal guardianship of the State, which has assumed, and thus far completed the task of your education, and the continued solicitude and deep interest of all in any way connected with this Institution. Always remember, in every exigency of life, that to be good is to be happy—that to obey in all things the laws and to conform to the institutions of the Creator—to do and to submit to his will, and to repose all your trust and confidence in his superintending providence—are the unfailing conditions upon which alone you can secure your welfare and prosperity here, and your happiness hereafter.

“ Commending you to the protection and blessing of that Being, without whose knowledge and regard not even a sparrow falls to the ground, and who is abundantly able to keep you from all the assaults of an evil world, I bid you all and each an affectionate farewell.”

This excellent and affectionate address was listened to with marked interest by the audience, and was received with deep feeling by the pupils.

It is a source of sincere pleasure to the committee, and they doubt not it will be so to the Board generally, that in the absence of the Secretary of State, his place has been supplied by one so well qualified to appreciate the merits of an institution closely connected with the department of public instruction, and dependent upon the liberality of the State for its endowment and support.

A prayer in signs, by the Principal, terminated the exercises of the day. It was well remarked, in reference to this occasion, that those who were present and witnessed the exhibition, could not fail to experience devout gratitude to a beneficent God, who thus permitted the ears of the deaf to be unsealed, and the mouths of the dumb to be opened.

The committee conclude their report with the confident assurance that the trusts conferred by the Board, are in competent and faithful hands; and with an earnest prayer that in all its departments the Institution may continue to enjoy the blessings of Divine Providence.

Respectfully submitted,

(Signed.)      PROSPER M. WETMORE,  
                    HENRY E. DAVIES,  
                    BENJ. R. WINTHROP.

No. 5.

FROM THE PRINCIPAL, TO THE COMMITTEE ON EXAMINATION.

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To PROSPER M. WETMORE,  
HENRY E. DAVIES,  
BENJAMIN R. WINTHROP, Esquires,  
*Committee on Examination.*

*Gentlemen* :—The following paper, embracing a comprehensive, but complete, view of the different departments of the Institution, is herewith respectfully submitted, in order to facilitate the execution of the trust committed to you by the Board, and enable you to arrive at conclusions in a more direct, and consequently, shorter way, than if left to explore the whole field unaided.

The pupils of the Institution are divided into nine classes, under the instruction of the principal and eight professors and teachers. Their names, time of instruction, and course of studies, will be found in the following schedule. The classes are presented in the inverse order of their attainments, the highest number being applied to the least advanced.

Very respectfully,

Your ob't. serv't,

HARVEY PRINDLE PEET,  
*Principal.*

*Institution for the Deaf and Dumb,*  
*July 15th, 1844.*

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S C H E D U L E.

THE internal organization of the Institution may be considered as resolving itself into three principal divisions, to wit: **DOMESTIC ECONOMY, GOVERNMENT, and EDUCATION.** These are all under the control of the Principal, who is, of course, responsible to the Board of Directors for the manner in which affairs may be administered.

**I. UNDER DOMESTIC ECONOMY** may be embraced whatever relates to the physical wants of the pupils. With regard to these, it is unnecessary to be specific. One or two particulars, however, deserve notice.

1. The female pupils are under the immediate charge of an experienced matron, whose careful attention is bestowed, as well upon the formation of their manners, as upon suitable provision for the promotion of their comfort and happiness.

2. A bathing establishment is provided for the pupils, and the use of it is rigidly enforced.

3. Board is supplied at the immediate expense of the Directors.

4. The instructors take their meals at the same table and at the same hours with their pupils. All the tables are furnished with food of the same description.

**II. THE GOVERNMENT** of the Institution is that of a well ordered family. The Principal is regarded as a parent. The immediate administration of government over the males is committed to the instructors in succession. The government of the females, when not occupied in the school room, belongs to the matron. In their sitting rooms they are likewise usually accompanied by the assistant matron, from whom they receive instruction in needle-work, and who has it in her power to exert over them a beneficial influence. The whole system of government is subject to the constant oversight of the Principal.

**III. EDUCATION** sub-divides itself into four departments : *the physical, the mechanical, the intellectual, and the moral and religious.* The first of these two are intimately connected.

1. *Physical education*, however, in the ordinary acceptance of the term, embraces only that which is intended to give elasticity and vigor to the muscular system; to preserve a suitable equilibrium in the development of its powers; to

accustom the body to that kind and degree of exposure, observed to be most favorable to strength of constitution, and least propitious of the growth of effeminate habits ; to give nature, in short, full and free scope, in the formation of the animal man.

2. *Mechanical education* is, on the other hand, still useful as a species of exercise without requiring the equal exertion of every portion of the physical system, while it gives over a certain set of muscles, that degree of command, which, as applied to a particular art, constitutes skill.

In this a choice is offered between five occupations, viz : *Book-binding, cabinet-making, tailoring, shoe-making, and gardening.* The male pupils are employed in some one of these occupations, about four hours daily, under the superintendence of skillful workmen, viz :

|                 |                   |          |
|-----------------|-------------------|----------|
| Book-binding,   | under Mr. Miller, | 27 boys. |
| Shoemaking,     | “ Mr. Hacket,     | 26 do.   |
| Tailoring,      | “ Mr. Trask,      | 15 do.   |
| Cabinet-making, | “ Mr. Genet,      | 16 do.   |
| Gardening,      | “ Mr. Mead,       | 10 do.   |

The female pupils in the meantime, are employed, ten in learning to fold and sew books ; fifteen in the tailor's shop ; twenty-two in dress-making ; and the remainder, under the direction of the seamstress, in sewing, knitting, &c., or under that of the matron, in light household affairs, with the proper management of which it is essential that they should become acquainted.

3. *The intellectual department of education*, if it will not rank in importance with that of morals and religion, requires, at least, the exercise of talent, industry and perseverance, in a higher degree than any other. The details of this are given in the following schedule.

4. *Religion and morality* are inculcated together, and constitute a single department of education. No opportunity is suffered to escape of impressing upon the mind of the pupil, his duty to his Maker and to his fellow men; and the word of God is constantly referred to as the basis of every moral precept. We need but speak to the conscience of any human being, to draw from him the admission, at least to himself, that he is a sinner. We need but appeal to his reason, to convince him that he is therefore deserving of punishment. To point out the office of the Mediator, to show the necessity of repentance, and trust in him for salvation, is the object always kept in view in the system of moral and religious education, pursued in this Institution. Morning and evening prayers, and religious worship on the Sabbath, are conducted in the language of signs.

### NINTH CLASS.

#### I. NAMES.

| <i>Males.</i>        | <i>Females.</i>    |
|----------------------|--------------------|
| Benjamin Cilly,      | Helen E. Milmine,  |
| James Miller,        | Elsey C. Bostwick, |
| John Weaver,         | Eliza Lighthall,   |
| Thomas Bracy,        | Harriet C. Weyant. |
| William Rosenkrantz, |                    |
| Asahel Andrews,      |                    |
| Goodrich Risley,     |                    |
| Fletcher Stewart,    |                    |
| Daniel M. Whitten,   |                    |
| Cyrenius Montfort,   |                    |
| William H. Rider,    |                    |
| James H. Winslow,    |                    |
| Robert J. Martling,  |                    |
| Jefferson Houston.   |                    |

*Males* 14. *Females* 4. *Total* 18.

*Teacher, G. C. W. GAMAGE.*

## II. TIME OF INSTRUCTION.

This class entered in the autumn of last year, and have been under instruction from eight to ten and a half months; with the present teacher only since the first of last April. With few exceptions, it embraces the inferior half of those who were admitted at that time.

## III. STUDIES.

1. *The formation and use of the letters of the alphabet, as written and represented on the hand.*

2. *Penmanship.*

3. "*Elementary Lessons.*" The class have gone over and reviewed 183 lessons of this book, embracing a vocabulary of nearly a thousand words, the different parts of speech, the inflections of nouns and verbs, and the simple laws of construction, a detail of which is here unnecessary, as it can be ascertained by a reference to the book itself.

4. *The construction of simple sentences, original.*

5. *Numbers in names and figures, from one to one thousand.*

6. *Scripture Lessons.* Short accounts of the more striking events recorded in the book of Genesis.

## EIGHTH CLASS.

## I. NAMES.

## Males.

Abram L. Briggs,  
William H. Mills,  
Alvan H. Cornell,  
John H. H. Rider,  
Hugh Shannon,  
Lewis S. Vail,  
George W. Harrison,  
Truman Grommon,  
Edward Benedict,  
Lawrence N. Jones,

## Females.

Meribah Cornell,  
Caroline Cornwall,  
Harriet Whitney,  
Silence Taber,  
Janette Wallace,  
Matilda Fearon,  
Grace J. Colvin,  
Elizabeth A. Vanderbeck,  
Elizabeth Hughes,  
Maria R. Drake.

*Males 10. Females 10. Total 20.*

*Teacher, THOMAS GALLAUDET.*

## II. TIME OF INSTRUCTION.

With the exception of the last two, this class entered during the month of September, 1843, and have therefore been under instruction about ten and a half months.

## III. STUDIES.

1. *The Alphabet*, both manual and written.
2. *Pennmanship*. Exercises on Tuesday and Thursday afternoons.
3. “*Elementary Lessons*.” The class have gone over rather more than half the book, and acquired a familiarity with a large number of the most common nouns, adjectives, verbs and prepositions, together with all the personal pronouns and the inflections of a verb in the simple tenses.
4. *The numbers*, in figures and words, from one to one hundred.
5. *The formation* of simple sentences.
6. *Lessons in Scripture History*, giving short accounts of the creation, providence of God, heaven and hell, together with notices of several characters, from Adam to Joseph.

The general course of instruction, in both this and the preceding class is the same.

## SEVENTH CLASS.

## I. NAMES.

*Males.*  
 George P. Archer,  
 John Thos. Bell,  
 Simeon D. Bucklen,  
 Edward Jewell,  
 Ephraim H. Jewell,  
 John Kerrigan,  
 John Milmine,  
 Hines Moore,  
 James O. Smith,

*Females.*  
 Sally Bronson,  
 Rosalia Finch,  
 Lavinia Lighthall,  
 Catharine Persons,  
 Hannah M. Patten.

*Males.*

Joseph Sweetman,  
John Townshend,  
N. Denton Wilkins.

*Males 12. Females 5. Total 17.*

*Teacher, SAMUEL PORTER.*

**II. TIME OF INSTRUCTION.**

These pupils, with one exception, are just completing their second year. N. D. Wilkins entered in the year 1839.

**III. STUDIES.**

1. *Parley's Primer.* The class have gone through the larger part of this repeatedly and thoroughly, reciting it verbatim and by natural signs; together with illustrative sentences dictated by the teacher, and similar ones composed by themselves.

They have studied in a similar manner, short stories and descriptions prepared for them by their teacher.

2. *Questions and Answers.* Exercises in the easier forms have been given them in addition to those connected with their reading lessons.

3. *Composition.* The class have been encouraged and required to write compositions upon various subjects, and more particularly to make a record of events occurring under their own observation.

4. "*Elementary Lessons.*" A limited use has been made of this book. Pains have been constantly used to inculcate the distinctions between the leading parts of speech, the noun, verb, adjective and preposition, and their uses in the construction of simple sentences, together with the use of the pronouns. The modifications of the verb have received attention, more particularly the present, the past definite, and past indefinite tenses of the active and neuter verb, the present tense of the passive verb, with the present

participles. The use of some conjunctive words has also been taught.

5. *Primary Arithmetic.* Numeration, from one to one thousand. Addition of series of small numbers ; also multiplication to some extent.

6. *Bible Lessons*, on the Old Testament history, have been studied much in the same way as Parley's Primer.

## SIXTH CLASS.

### I. NAMES.

#### *Males.*

John Henry Taber,  
Cyrus R. Blowers,  
Lawrence Van Benschoten,  
Jerome Risley,  
Martin Bothwell  
Milton A. Jones,  
Emery Pangburn,  
Peter Brown,  
\*Thomas Clark,  
\*James Tim,  
\*Richard A. Hardenbergh.

#### *Females.*

Catharine McMonigel,  
Betsey Hills,  
Dorcas Vanderwerken,  
Bridget Skelly,  
Sarah Ann Holdstock,  
Eliza Jane White,  
Caroline Brown.

*Males 11. Females 7. Total 18.*

*Teacher, J. W. CONKLIN.*

### II. TIME OF INSTRUCTION.

The general standing of this class is one of three years, but several have dropped into it who have been in the Institution for a much longer time. Catharine McMonigel and John H. Taber have completed their fourth year, Cyrus R. Blowers the sixth, Bridget Skelly the seventh, and Lawrence Van Benschoten, the eighth year.

\* *Absent.*

## III. STUDIES.

1. *Penmanship.* Particular attention has been paid to their writing on the slates, and frequent exercises in the use of the pen.

2. "Elementary Lessons." Since the 27th of May last this book has been chiefly used, and the laws of construction therein laid down, the pupils have been required to illustrate in original sentences.

3. *Compositions and Narratives.*

4. *Arithmetic*, embracing simple addition, subtraction, multiplication and division.

5. *Dialogue.* The use of question and answer.

6. *Scripture History*, embracing some of the prominent events from the creation to the Kings of Israel.

## FIFTH CLASS.

## I. NAMES.

## Males.

George N. Burwell,  
Isaac Cary,  
William Donley,  
John Godfrey,  
J. Asahel Hall,  
John Harrison,  
Abraham Johnson,  
Isaac Levy,  
Franklin Smart,  
Samuel A. Taber,  
Selah Wait,  
William H. Weeks.

## Females.

Elizabeth Austin,  
Phebe A. Covert,  
Susan Edgett,  
Jerusha M. Hills,  
Elizabeth Kleckler,  
Sally Lighthall,  
Elizabeth Merrill,  
Margaret Vanderwerken.

Males 12. Females 8. Total 20.

Teacher, O. W. MORRIS.

## II. TIME OF INSTRUCTION.

The class have been under instruction about three years, except A. Johnson, five years; E. Austin, E. Merrill, S.

Edgett, I. Cary, J. Harrison and I. Levy, four years; and J. M. Hills, two years, who have been transferred from other classes.

### III. STUDIES.

1. *Geography.* In the use of Mitchell's Primary Geography, the class have gone through the United States.

"*Elementary Lessons.*" They have given particular attention to the principles of construction, and illustrated them by original sentences.

3. *Arithmetic.* The Table Book of Primary Arithmetic, numbers, and to add, subtract, multiply and divide, with written examples in each rule.

4. *Scripture History,* comprising short accounts of some of the principal persons mentioned in the Bible.

5. *Reading.* Books taken from the library and exchanged weekly, have been read with much interest and advantage. Each pupil is furnished with Webster's Dictionary.

### FOURTH CLASS.

#### I. NAMES.

| <i>Males.</i>           | <i>Females.</i>            |
|-------------------------|----------------------------|
| John Condit Acker,      | Lavinia Brock,             |
| Joseph Benjamin Hills,  | Wealthy Hawes,             |
| George Erastus Ketcham, | Emily Allen Hills,         |
| John White Mumby,       | Prudence Lewis,            |
| John Leslie Pickering,  | Isabella McDougal,         |
| John Fenton Rapp,       | Christiana Jane Many,      |
| George William Reed,    | Elizabeth Mather,          |
| John Telfair Southwick, | Emily Stanton,             |
| John Skipwith Webster.  | Ann Maria Vail,            |
|                         | Charlotte Harriet Webster, |

*Males 9. Females 10. Total 19.*

*Teacher, J. A. CARY.*

## II. TIME OF INSTRUCTION.

With two exceptions, the pupils of this class have been under instruction four years.

## III. STUDIES.

1. *Review of Mitchell's Primary Geography*, so far as studied last year, (154 pages.) The book finished, including the lessons on astronomy.
2. *Smith's Arithmetic*, 90 pages. The simple rules, federal money and reduction.
3. *Parley's History of the United States*, 104 pages. Questions and answers committed to memory, and the substance of the lessons embodied in original compositions.
4. *Grammar*. Its principles illustrated and applied, with the use, to some extent, of the "Elementary Lessons."
5. *Manuscript Lessons*, embracing letters, dialogues, tables, a vocabulary, &c.
6. *Compositions* daily, in the form of grammatical exercises, conversation by writing and the manual alphabet, anecdotes, abstracts of lessons in geography, astronomy and history, letters, a journal, &c.
7. *Reading* books from the library, and newspapers, aided by the teacher and the constant use of the dictionary.
8. *Sabbath Lessons*. Selections from Matthew, with references to the other gospels.

## THIRD CLASS.

## I. NAMES.

| <i>Males.</i>       | <i>Females.</i>  |
|---------------------|------------------|
| Orville Gunn,       | Miriam Wells,    |
| Peter Burgess,      | Mary A. Bracy,   |
| Aaron Herrington,   | Olive Breg,      |
| William Kinney,     | Mary A. Hurley,  |
| Ebenezer S. Barton, | Mary E. Crafts,  |
| Lucien D. Wood,     | Mary A. McGuire, |

| <i>Males.</i>        | <i>Females.</i>     |
|----------------------|---------------------|
| Jacob Barnhart,      | Catharine Gilhooly, |
| Frederick Groesbeck, | Mary E. Hegeman.    |
| Joseph S. Bosworth,  |                     |
| Charles H. Arnold,   |                     |
| David Jones.         |                     |

*Males 11, females 8; total 19.*

*Teacher, JACOB VAN NOSTRAND.*

## II. TIME OF INSTRUCTION.

The above pupils have been in the institution from four to seven years. Their attainments are, consequently, quite various.

## III. STUDIES.

1. *The "First Book of History,"* has been used as a text book during the past year. Their attention has been principally directed to the New England States and to New-York. The "Geography of the United States" has been studied in connection with this history.

2. *Arithmetic.* Most of the class are well versed in the four fundamental rules.

3. *Original Compositions,* in writing which they have from time to time, been practised. Specimens of which will be furnished.

4. *Scripture Lessons* have been given every week, as usual, and recited by question and answer, both in writing and by signs.

## SECOND CLASS.

### I. NAMES.

| <i>Males.</i>        | <i>Females.</i>    |
|----------------------|--------------------|
| Cornelius Cuddeback, | Pauline Pierrez,   |
| Myron Simkins,       | Martha A. Bucklen, |
| Daniel D. Brown,     | Anna Mead Wayland, |
| John W. Ackley,      | Rosetta Crawford,  |

| <i>Males.</i>          | <i>Females.</i>       |
|------------------------|-----------------------|
| Davis Howell,          | Eliza Martin,         |
| William A. Burlingham, | Elizabeth H. Disbrow, |
| Clark Thomas,          | Elizabeth Sherlock,   |
| Christian Crepts,      | Eleanor Fearon.       |
| William O. Fitzgerald. |                       |

*Males 9, females 8; total 17.*

*Teacher, DAVID E. BARTLETT.*

## II. TIME OF INSTRUCTION.

This is a class of six years, though several of them have completed only five years, and one of them only three years.

## III. STUDIES.

1. *Natural History.* The text book used has been *The Class Book of Nature*. Portions of the text has been committed to memory for evening lessons, the whole read over carefully, and recitations required by signs, and in writing. Written accounts of the contents of the chapters have been required to be given by the pupils in their own language.

2. *Composition.* Letters occasionally, stories, varieties of question and answer, and occasional exercises in journal writing.

3. *Arithmetick.* Occasional exercises in numeration, the practice of the common rules, and some of the tables of weights, measures, &c.

4. *Geography.* The class have recently commenced studying *Olney's Modern Geography*, with the use of the Atlas.

5. *The Bible.* Selected portions have been committed to memory and recited verbatim in writing, also, by question and answer, upon the meaning of the text. At other times, portions selected for the pupils to read and reduce the sense to writing in their own language. They have also been required to give written accounts of persons and events mentioned in Scripture history.

## FIRST CLASS.

## I. NAMES.

| <i>Males.</i>      | <i>Females.</i>    |
|--------------------|--------------------|
| Isaac H. Benedict, | Virginia Butler,   |
| James Paterson,    | Elizabeth R. Budd, |
| William Bragg,     | Marion Lyndes.     |
| Chester Johnston.  |                    |

*Males 4, females 3; total 7.*

*Taught by the PRINCIPAL.*

## II. TIME OF INSTRUCTION.

The pupils of this class are brought together, rather on the principle of uniformity of attainment than of the time during which they have been under instruction. Being the remnant of the first class of last year, their distinct organization would not have been preserved had any other arrangement been consistent with their improvement. They have been members of the institution from four to eight years, with the exception of Miss Lyndes, a very peculiar case, who joined last October.

## III. STUDIES.

1. *The Class Book of Nature* has been continued from the 182d page to the end of the book. It has been recited more by subjects, than in distinct and separate parts; the pupil, by giving the ideas of the author in his own language, endeavoring to incorporate them as his own.

2. *Technical Grammar*, embracing its definitions, the inflections of the parts of speech, the relations of different members of a sentence, and parsing.

3. *Arithmetick*. Practical examples, applicable to the ordinary business transactions of life.

4. *Original Compositions*, specimens of which will be furnished the committee.

5. *Definitions of Terms* by illustrative examples.
6. *The Keeping of a Journal*, embracing the daily record of events; specimens will be submitted for examination.
7. *Biographical Sketches* of distinguished persons, both in civil and sacred history.
8. *The Bible*. Select portions have been assigned weekly, to be committed to memory for the sake of the precept contained, or to ascertain the facts under consideration, or the incidents in the life of the individual whose character is delineated.

No. 6.

## REPORT

### OF THE DEPUTY SUPERINTENDENT OF COMMON SCHOOLS.

SECRETARY'S OFFICE,  
DEPARTMENT OF COMMON SCHOOLS,  
Albany, August 1, 1844.

HON. SAMUEL YOUNG,

*Superintendent of Common Schools.*

SIR:—Having in accordance with your request attended the annual examination of the New-York Institution for the Deaf and Dumb, on the 15th day of July last, I have the honor to submit the following report in reference as well to the general condition of the Institution, as to the course of instruction and mental discipline therein pursued, and its results, so far as the requisite means of observation were in my power.

In company with the Principal, Mr. H. P. Peet, and the members of the committee of examination of the Board of Directors, Gen. Prosper M. Wetmore, Henry E. Davies and Benjamin R. Winthrop, Esqs., every portion of the extensive and well arranged grounds and buildings of the Institution was examined; and it affords me the utmost pleasure to state, that nothing seemed to be wanting, which could in any way conduce to the health, comfort and convenience of the pupils, and to their mental and moral improvement. The grounds are spacious and admirably adapted in every way to the purposes for which they were designed. Ample provision is made for the physical exercises and amusements of the pupils, not only in the extensive gardens attached to the

Institution, but by the erection of various gymnastic frames, swings, &c., for their use. Numerous workshops are appropriated to the various manufactures, a knowledge of which is communicated in the course of instruction ; and several very creditable specimens of manufacturing and inventive industry and skill, were submitted to our examination. This department of the Institution, in the judgment of the undersigned constitutes one of its most important and valuable features ; inasmuch as it affords the means of communicating to the pupils the requisite facilities to enable them to obtain an adequate support after the expiration of their term of instruction.

Too much approbation cannot be bestowed upon the various domestic arrangements of the Institution. Under the parental supervision of the Principal, together with the indefatigable exertions of the matron, Mrs. Stoner, and her assistants, every portion of this vast edifice presented the appearance of perfect order, neatness, comfort and health. And the numerous inmates of the establishment, in the full enjoyment of physical health and vigor, and with countenances beaming with intelligence, contentment and happiness, seemed like members of one large family bound together by a common tie of affection and reciprocal regard. Spacious, well ventilated and neatly arranged apartments were provided for the convenient accommodation of all the pupils, as well in sickness as in health ; and although in the beneficent dispensation of that Providence who " tempers the wind to the shorn lamb," not one of this large and most interesting family were subjected to the visitation of sickness in any of its forms, the rooms appropriated for this purpose, were in all respects suitable and commodious. In short, the conviction was strongly impressed upon my mind, after a full survey of all the internal arrangements connected with the Institution, that no parent, however ardently attached to his or her off-

spring—however anxiously solicitous for their well being, happiness and comfort, in view of an afflictive organic deprivation like that of hearing and speech—could desire for them a happier home, kinder or more indulgent guardians, or ampler opportunities for intellectual and moral culture.

At nine o'clock the pupils—one hundred and seventy in number—assembled in the chapel of the Institution, where the usual devotional exercises were performed in the mute, but expressive language of signs, by the Principal; and to which the most heedful, intelligent and reverential attention was paid by all. The several classes were then examined, in the order of their arrangement, commencing with those who had been under instruction for the shortest period, and proceeding to those more advanced. The first and second class, in this order, (being the ninth and eighth in the regular arrangement of classes,) were under the instruction of Thomas Gallaudet, A. B., and Gilbert C. W. Gamage, a deaf mute. They sustained a good examination in the elementary branches of instruction; and evinced a clear conception of the fundamental truths of Christian morals. The third (seventh) class, under the instruction of Samuel Porter, A. M., also underwent a very creditable examination in the elementary lessons. The fourth (sixth) class, under the charge of Jeremiah W. Conklin, a deaf mute, exhibited unequivocal evidence of proficiency, not only in the elementary, but in some of the higher branches; and many of its members solved with great promptness, various and difficult problems of science, and manifested a comprehensive acquaintance with history and the general principles of morals.

The fifth class, under the charge of O. W. Morris, A. M., was exercised in orthography and orthoepy, in the construction of sentences and the general principles of language, with which the pupils manifested a very thorough acquaintance. In history and geography, they exhibited a gratifying

familiarity with the leading incidents and prominent localities laid down in the various text books, maps and charts in use; and in penmanship, acquitted themselves to the entire satisfaction of the examiners.

The sixth (fourth) class, under the superintendence of J. A. Cary, A. M., produced several admirable specimens of composition, and appeared well skilled in a knowledge of the grammar of the English language, and in geography, history and astronomy. In the latter branch in particular, many of their illustrations were far in advance of such as could have been expected, under the numerous disabilities incident to their situation. The general principles which govern the motions of the heavenly bodies, and the sublime results of modern astronomical investigation and research, were clearly apprehended and strikingly developed in a great variety of forms; thus evincing, beyond all possibility of doubt, the intellectual capacity of this unfortunate class of our fellow beings, to grasp the highest truths of physical science.

The seventh (third) class, under the charge of Jacob Van Nostrand, A. M., were exercised in history, geography, arithmetic, and composition; and the illustrations which the pupils respectively afforded of the leading principles in each of these sciences, together with their aptitude and facility of expression, through the medium of the sign language, were exceedingly gratifying.

The eighth (second) class, under the charge of D. E. Bartlett, A. M., exhibited a succession of varied and interesting exercises in the several branches of intellectual and moral instruction which had been imparted during their course of instruction. In the solution of difficult and complicated questions propounded to them, wholly without preconcert, by different members of the examining committee and by the undersigned, they manifested a remarkable quickness and clearness of perception, and a comprehension of

ideas indicative of a thorough familiarity with the principles and details of the subjects upon which they were exercised.

The ninth (first) class, under the immediate direction of the Principal, entertained the committee, the undersigned, and a large audience which had assembled in the chapel, with a series of general exercises, comprehending most interesting illustrations in the various branches of mental and moral science ; compositions of a high grade of excellence, as well in thought as in expression ; and vivid and life-like representations in the language of signs, and the play of pantomime, of scenes and actions recorded in Scripture and in other works. The affecting narrative of the crucifixion was shadowed forth in this beautiful and most expressive imagery, with a clearness, distinctness, and intelligent adaptation of action which could not fail to bring all the details of that sublime and yet simple description of the Evangelists prominently and forcibly before the minds of the attentive and earnest group of listeners.

The exercises were then, after the bestowment of certificates of good conduct and proficiency in study to the graduating class, brought to a close by appropriate ceremonies ; and this interesting and happy group of children, but a few years since helpless and apparently hopeless, in their irreparable loss of speech and hearing, separated to diffuse joy and gladness, light and knowledge, among their more favored and fortunate friends ; and to proclaim, "in solemn silence all," the noblest triumph of science and benevolence, in the unobstructed access of wisdom and truth, in all its beauty and comprehensiveness, to the heart and mind of the mute and voiceless child of poverty and misfortune.

The mode of instruction adopted at this Institution, although not in strict accordance with that adopted in similar institutions in England and on the continent of

Europe, seems well adapted to the communication, in the smallest possible time, and in the easiest and most practicable mode, of mental and moral knowledge to this unfortunate class of beings. By a skillful combination of the natural and acquired language of action—the expression of ideas by means of natural signs, gradually expanded into a systematic and artificial generalization, according to the progress of knowledge—and by the agency of writing—the pupils are enabled, with comparatively a very inconsiderable expenditure of time and labor, to convey, not only to their associates and instructors, but to their friends and even to strangers, an accurate transcript of the knowledge they possess or may acquire: to make known their wants: and to extend the circle of their acquaintance with the intellectual and moral as well as the material world. This certainly is all which the most devoted and sanguine philanthropist could reasonably require; and this is accomplished by the prevailing mode of instruction in this Institution. The pupils who have completed the prescribed course may not, and in the majority of instances, probably will not, be able to make themselves understood to any considerable extent by strangers, or even by their most intimate friends and associates, beyond the walls of the Institution, *merely* through the agency of the sign-language—the language of action—either in its more perfect and comprehensive form—a species of highly artificial, yet most beautiful and expressive *pantomime*—or by the more familiar but slower process of *dactylography*, as it is technically termed—in which the letters of our alphabet are each represented by a peculiar and distinctive arrangement of the fingers; but where either or both of these modes of making themselves understood fail, they can, in all cases and under almost every conceivable circumstance, recur to the use of the slate, with which they are constantly provided, or of pen, ink and paper, which is, ordinarily, easily accessible.

Will it be said that this mode of conveying their ideas and wants might be attained without a long and expensive course of instruction? Such an allegation, however plausible at first view, overlooks the important fact that, in the majority of instances, these unfortunate beings are, from the necessity of the case—a necessity which those inheriting and exercising the faculties of hearing and speech, from their earliest infancy, can scarcely be supposed adequately to conceive—almost wholly destitute of *ideas to be expressed*—of *knowledge to be communicated*. The intellectual and moral *faculties* indeed exist, in as perfect a state, and with capabilities as vast and extensive as have been conferred upon others; but a very important condition of their development and expansion—that which, with those in full possession of all the physical attributes of our common nature, is to the mind what light and heat are to the vegetable world—the constant interchange of ideas and expressions, by the agency of speech and hearing—is wholly wanting. We habitually, from our youth up, clothe all our ideas in *words*—words which we originally obtained from others, and which come to *represent* specific and clearly defined *ideas*; and it is with the utmost difficulty that we can even conceive of an *abstract idea*, wholly separated from its verbal exponent. Now the deaf mute, from birth, has never heard a human sound; and can no more *conceive* of it in the abstract—much less grasp the idea which, with us, it embodies, than we can conceive of an idea totally unconnected with its corresponding word. He is, therefore, not only to be taught *how to express*, in writing or otherwise, a given combination of ideas or thoughts; but as an indispensable preliminary, the *ideas or thoughts* themselves must first be communicated to him. In other words, *ideas or thoughts*, which can symbolize themselves to *our* minds only by corresponding *words*, which we have always been accustomed to utter and to hear others utter, are to be

conveyed or communicated to the mind of one who, in the very nature of things, can form no adequate conception of these symbols—has not the slightest acquaintance with *words* as the representative or exponent of *ideas*, and no possible means of clothing *his* ideas, in the only garb in which we are accustomed to present our own. *Hic labor, hoc opus est.* This is the task—this the labor with which the educators of the deaf and dumb have been compelled to grapple; and this, apparently impracticable—this Herculean task, they have successfully achieved. But it was reserved for the intellectual giants of modern days to accomplish this great work. Among the ancients, in the midst of the comparative civilization of Greece and Rome, this most interesting and unfortunate class of the human family—probably (as we are fairly entitled to infer from all we know of its history in a physical point of view) far more numerous then, in proportion to the whole population, than now—was regarded as under the ban of humanity—laboring under the curse of the Deity, for some inexpiable offence, either of their progenitors or possibly of themselves in some preceding state of existence. At a still later period, and up to the commencement of the fifteenth century of the Christian era, these children of misfortune were, with scarcely a solitary exception, ranked among the hopelessly incurable and benighted objects of compassion and charity; and no attempts were made, so far as we can discover, to develop their intellectual or moral resources. Two centuries more had elapsed before any systematic or enlightened efforts in their behalf were made; and it was not until the latter portion of the last century that institutions for their instruction were planned and executed in Holland, France and Germany, under the auspices of philanthropic and enlightened individuals, assisted by governments.

The first of these was established at Leipzig in 1778.

Father Vanin appears to have been the first to introduce a systematic course of instruction for the deaf and dumb, in France. He was succeeded by Péreire, a Portuguese, who seems to have used the manual alphabet, and to have attained an extraordinary degree of success. The Abbé Deschamps devoted his life and an ample fortune to this labor of love: and in 1779, published a work upon this branch of education. But it was the Abbé de l'Epée who placed the science—for science it may well be termed—upon the commanding basis which it has continued since to occupy. The peculiarity of his system, consisted in giving to the language of action the highest degree of expansion, and in rendering it by means of methodical signs, co-extensive with that of speech. He attempted to teach *articulation*—a mode understood to be in high repute even now, in the German and Dutch schools, but obviously inappropriate, and undesirable, even if practicable, with us. Soon after the death of this excellent and amiable man, the Royal Institution of Paris was founded, and placed under the direction of the Abbé Sicard—a man in every respect competent to carry out the views and extend the methods of his predecessors, in this field of labor. In 1815, the Rev. T. H. Gallaudet of Hartford, Connecticut, visited Paris for the purpose of acquiring a knowledge of the system of instruction pursued by him, and on his return, was accompanied by Mr. Laurent Clerc, one of the most advanced pupils of the Institution, with whose assistance, he laid the foundation of the American Asylum, for the instruction of the deaf and dumb, at Hartford. This was followed in 1817, by the New-York Institution, which struggled through a variety of embarrassments, and discouragements, not necessary to be here recapitulated, until 1830, when its present excellent and accomplished Principal, Mr. Peet, who had previously been connected with the institution at Hartford, as an instructor, took charge of it, in conjunction with Mr.

Vaysse from the Royal Institution at Paris. Since that time its advance has been steadily onward ; and it is believed now, to have attained a character and standing for usefulness and efficiency, second to none in the Union—if, indeed, we may not justly add, in the world. Its corps of instructors, in fidelity, capacity and devotion to the interests committed to their charge, cannot be excelled : and nothing seems wanting to the realization of the highest conceptions we can form of the qualification for success in this benevolent enterprise.

Having incidentally alluded to the mode of teaching the deaf and dumb, by *articulation*—or the production of *speech* by a systematic training of the vocal organs, accompanied by the ability to understand what is uttered by another, by closely watching the external play of these organs in the act of speech, I deem it not inappropriate to state in this connection, that so far as I have had the means of forming an opinion, from the perusal of the interesting account given by Mr. Mann, in his Seventh Annual Report as Secretary of the Massachusetts Board of Education, and from what I have witnessed of the mode of instruction pursued in the Institution at New-York, I should decidedly give the preference to the latter. And unless I am greatly misled by the published statements of the results of the two modes, even in those institutions in Europe, where the peculiar features of both have been distinctly developed, under the most favorable auspices, an undue prominence has been claimed by the advocates of the former, for their mode. I cannot but look upon this mode of bringing the deaf mute into an artificial communication with his more favored fellow being—standing by itself and unconnected with either of the other modes which have been above enumerated—as a deplorable sacrifice of time, energy and talent, to the attainment of at best, a very imperfect and questionable result. Regarded as a mere scientific experiment—as the triumph of mind over the most formidable

impediments which nature can interpose to its progress—it is unquestionably worthy of a high place in the long catalogue of inventive genius, and indefatigable perseverance. But, even in this point of view, it is immeasurably cast into the shade, by the brilliant success with which the combination of obstacles interposed by nature to the admission of knowledge and mental and moral culture, was attended, in the well known cases of Laura Bridgman and Julia Brace. Unaccompanied by either of the distinctive methods of instruction pursued in our institutions, the mere possession of the faculty of speech and of the ability to comprehend the utterance of others, woald leave the deaf mute utterly powerless for all the purposes of effective communication with his fellows, wherever and whenever light was excluded, or a continued and sustained conversation was requisite, or any serious interruption or embarrassment intervened. As an occasional resource, where other means exist for the communication and interchange of ideas, no other objection to this mode occurs, except the very obvious one, of the virtual loss of time spent in its acquisition. Under the most favorable circumstances, years must elapse, before this power could be effectually communicated. Is it not, therefore, chimerical to expect, or to desire, either its substitution in the place of our existing systems, or its addition as a distinct branch of the education of those, who are adequately furnished with the means of usefulness and happiness without its aid ?

I avail myself of the occasion presented by this report, to advert very briefly, to the subject of the *early education* of the deaf and dumb in our elementary institutions of learning. Pupils of twelve years of age and upwards only, are eligible as State beneficiaries in the Institution at New-York. I am informed by the Principal, that those pupils who enter the Institution after having attained the ages of fourteen and sixteen respectively, make much greater advancement than those who

enter at an earlier period. Such an extension leaves seven or nine years, during which these children, after attaining a suitable age for mental culture and improvement, might, as it seems to me, be profitably placed under the charge of a competent and well qualified teacher in our common schools. A medium of communication with their associates, could not fail to be speedily established, under such circumstances: and the natural and intuitive *sign-language*—the language of action—would constitute a valuable foundation for subsequent progress and expansion under more favorable auspices. The task of the instructor, although a delicate one, and requiring nice discrimination, tact and judgment, would, it is conceived, be far from burdensome, irksome or unpleasant: and some of the elementary branches of knowledge, as for instance writing, drawing, &c., together with the fundamental principles of morals, might, by a continued, gradual and persevering effort, be communicated. It has already been observed, and indeed is obvious on the slightest reflection, that the deprivation of the organs of hearing, by no means implies the absence of any of the mental faculties; its only effect, when unaccompanied by organic derangement of other portions of the system, being the necessary absence of those conditions of mental progress and development, which are the general heritage of the race. The ordinary avenues for the admission of knowledge, being thus closed, access must be sought by other means. The intellectual and moral faculties are unimpaired, and ready to respond to the voice, however inaudible, of the teacher, when the channel shall have been discovered, by means of which the mind and the heart may be reached. May not, then, this channel be sought out, and appropriated, advantageously and profitably, at an early period, and in conjunction with the ordinary means of mental and moral culture, afforded to the children of our common schools? May we not hope, in the exercise of that kind and patient assiduity and gentleness which characterizes the accomplished

teacher, to shorten yet more the distance which has so long intervened between these interesting children, and their more fortunate brothers and sisters of the human family ; and to add yet another and crowning triumph to the onward march of civilization and an enlightened Christianity ? These suggestions are, with great deference and respect, committed to your superior judgment and experience.

The undersigned cannot conclude this communication without expressing his heartfelt acknowledgments for the urbanity, courtesy and kindness on the part of the Principal, the gentlemen composing the examining committee, and the Board of Directors, which rendered his official visit to the Institution, one of peculiar personal pleasure and gratification. He would also respectfully suggest for your consideration, the expediency of recommending the extension of the number of State pupils now provided for at this Institution, to at least *twenty* for each Senate district, instead of sixteen, the number now authorized. The painful necessity of annually excluding from the benefits and blessings of this noble charity, numerous applicants, equally entitled, upon every principle of individual justice, and an enlightened public policy, to participate in the public bounty in this respect, with those who now enjoy it, presents of itself, the strongest inducement to a benevolent heart, to indicate, and if possible to promote the adoption of, the appropriate remedy. The application of the requisite funds for a purpose so equitable, and so beneficent, could not fail, in my judgment, to receive the universal approbation of an enlightened community ; and sure I am, that the "bread" thus "cast upon the waters," would, "after many days," return to its dispensers, the body politic and social, a rich harvest of intellectual and moral blessings.

Respectfully submitted.

S. S. RANDALL,  
*Deputy Supt. Common Schools.*

REPORT  
OR  
MR. PEET'S TOUR THROUGH CENTRAL AND WESTERN NEW-YORK,  
WITH  
A SELECT NUMBER OF HIS DEAF AND DUMB PUPILS,  
IN THE MONTHS OF JULY AND AUGUST, 1844.

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*To the President and Board of Directors of the New-York  
Institution for the Instruction of the Deaf and Dumb.*

GENTLEMEN—

In June last it was proposed for your consideration, that the undersigned should be authorized to make, during the coming vacation, an excursion through the State, with a select number of his pupils, in order, by delivering lectures, and holding exhibitions at the principal points on his route, to diffuse more correct information, and awaken more warm and active interest in the subject of deaf-mute education. The expediency of this was urged, in view of the very general want of correct information on this subject, even among men of education and intelligence. It was also stated, that in too many cases, promising deaf-mute children were, by the apathy or incredulity of parents and guardians, withheld from the means of moral and intellectual culture provided by the State; and that this apathy and incredulity, for the most part, existed only because, in neighborhoods remote from the Institution, its character and success were little known, or imperfectly appreciated.

The Board having referred the proposition to the appropriate standing committee, with power, that committee, by resolutions passed on the 17th July, 1844, authorized the

undersigned to carry it into effect; and to avail himself of such aid from the members of the Institution as might be judged expedient.

At the meeting of the Board on the 11th September last, the undersigned made a verbal statement of the prominent incidents of the excursion, when the following resolution was adopted:

*"Resolved*, That Mr. Peet be requested to reduce to writing the statements and details now made, and embody them in a report, to be presented at a subsequent meeting."

In accordance with this resolution, the undersigned has the honor to present the following Report:

The party, for the proposed excursion, consisted of the undersigned, Professor Bartlett, of the Institution, and four deaf mutes, who had completed their term of instruction, viz: two young men, Mr. J. W. Conklin and Mr. G. C. W. Gamage, and two young ladies, Miss Sarah A. Wayland and Miss Elizabeth R. Budd. The latter traveled under the protection of Mrs. Peet.

We left the Institution on the 24th July, and, accompanied by some friends who were going to the Springs, took the evening boat for Troy, where we arrived next morning, and after breakfast, continued our route by railroad. In the cars I fortunately met the Hon. David Wager, of Utica, who, upon learning the object of our tour, manifested a truly generous and benevolent interest in it. From him I received letters of introduction, which were afterwards highly serviceable, inasmuch as they served to procure us a free passage on the railroad from Schenectady to Utica. This favor presented an example of liberality which was imitated by all the railroad companies, on the great route from Schenectady to Buffalo, both on our progress and return. The like favor was extended to us on the railroads from the latter place to Niagara Falls and Lockport, and from Schenectady to Troy.

I here take the opportunity to tender in behalf of the deaf and dumb, to these companies and their attentive and courteous agents, the grateful acknowledgments in which, I am sure, the Board will concur.

The first evening after our arrival at Saratoga, was spent by invitation, at Chancellor Walworth's, where our pupils attracted much notice, and were treated with marked attention. Indeed the intellectual expression and graceful deportment of these deaf mutes, was, at every place we visited, the subject of general and flattering remark. The next evening, Friday, we held a public exhibition in the Rev. Mr. Chester's church. This being the first, our arrangements were not as complete as we wished, and our success was less than on subsequent occasions. A favorable impression was, however, made on the minds of many, which may possibly hereafter prompt to warmer sympathy, and more efficient aid in behalf of some unfortunate deaf mute. Our thanks are especially due to Mr. Chester, for his kindness and sympathy on that occasion.

Saturday and Sunday were pleasantly and profitably spent with our friends at Saratoga, and on Monday, July 29th, we took leave of this temple of health and fashion, and reached Little Falls, via Schenectady, a distance of seventy-seven miles, about noon. Here arrangements having been previously made by Jervis N. Lake, Esq., whom I had the good fortune to meet at Saratoga, we held an exhibition in the evening, to a small, but intelligent and attentive audience, and on the following day, after a glimpse at the romantic scenery of the falls, and a visit to the factories of this thriving manufacturing village, we continued our route to Utica.

On Wednesday, the 31st, we gratified the curiosity of our pupils and our own, by a visit to the State Lunatic Asylum, whose distinguished superintendent, Dr. Brigham, received us with much courtesy. Through the kind co-operation of

Gen. Ostrom and Thomas P. Walker, Esq., we held our exhibition in the evening in the First Presbyterian Church, and were much encouraged by the interest manifested on the part of the respectable audience assembled. Considerable rain had fallen, at intervals during the day, and just as the exercises were commencing, a heavy shower came up which prevented many from attending.

Our original plan was to defray the expenses of the excursion by issuing tickets of admission at a low rate. But it was found that this demand of money in advance, for an exhibition, of the character of which few people had any previous conception, tended to prevent the greatest possible good from our excursion, by diminishing the number whom we could address, and that, even in a pecuniary point of view, it was more eligible to leave the entrance free, and trust to the interest excited, for such contributions at the close, as each person might feel willing or able to give. The latter plan was now adopted, and continued for the remainder of the tour. I may here observe, that though the total receipts, during our excursion, were not equal to the total expenditures, yet liberal contributions were made in several places, and that the pecuniary loss on the whole excursion, will, it is believed, be far overbalanced by the benefit to the interests of the Institution, and to the cause of the deaf and dumb at large, which will result from it.

From Utica, we were carried over another branch of the great western line of railroad to Rome. Here we met with much hospitality and attention from Dr. Pope, Rev. Mr. Boardman, and other distinguished citizens. Our exhibition in the evening, at the Concert Hall, evinced that the Romans of Oneida, are as much interested in spectacles of a benevolent and scientific kind, as the old Romans were in those of a different nature. At the close, a brief but eloquent address was made by Benjamin P. Johnson, Esq., to whom we were much indebted for the arrangements of the evening.

From Rome we proceeded to Syracuse, where many an Archimedes had reason to say *eureka*, in contemplating the practical solution which we exhibited, of a great philosophical, moral and philanthropic problem. It affords me great pleasure to acknowledge the aid rendered by the Rev. Mr. Lee, and the leading members of his church, who kindly opened their place of worship for our accommodation.

Before leaving Syracuse, we made an excursion to the neighboring village of Salina, partly, to pay a call to one of our former pupils, whose father, Mr. Latham Avery, is an extensive proprietor of salt-works, and partly, to visit the celebrated salt spring, which has proved so copious a source of public convenience, State revenue, and individual wealth.

Our next stage was to the beautiful village of Auburn, which, passing through a delightful tract of country, we reached on Saturday, the 3d August. Here we met with a very cordial and flattering reception from Ex-Gov. Seward, who seemed pleased to have an opportunity of once more showing that kind and fatherly interest in an unfortunate class of the citizens of the State, which he so steadily displayed while in the various stations of public life. We spent the Sabbath at Auburn, and lingered among its hospitable citizens three days. Our exhibition was held on Tuesday evening, August 6th, and was, perhaps, superior in interest, to any one that had preceded it. The clergymen of the village, and the professors and members of the Theological Seminary, were generally present, and appeared to take much interest in the exercises of the pupils, and in the lecture, which as usual, preceded them. Of these exercises, the specimens given of the graceful and expressive language of pantomime, were naturally always the most attractive for the majority of the assemblage, frequently, by turns, riveting breathless attention, and eliciting rapturous applause; but the evidence presented of the ability of our pupils to express their own ideas

in writing, and to share through this medium, the conversation of persons of refinement and intelligence—and the proofs which they gave, of cultivated and expanded intellects, struck yet more forcibly and favorably the attention of the more reflecting spectators.

The lecture being delivered extemporaneously, though not without previous thought and arrangement, of course varied in different places, but at each place, where I had occasion to discourse on the subject of the education of the deaf and dumb, I endeavored, to the best of my ability, to present clearly and forcibly, and illustrate vividly, the true, fundamental principles of the art of deaf-mute instruction. The history of the origin and progress of the art was briefly sketched, its present state described, the provision of the State of New-York for the education of the deaf and dumb explained, and the deplorable ignorance and apathy forced on our notice in too many cases, referred to. The processes employed, and the means of communication between the teacher and his deaf and dumb pupil, were then described and illustrated, and after some remarks on the peculiar difficulties of the task, the low degree of mental culture from which the teacher was compelled to start, the impossibility that a deaf mute's conceptions of words should ever be as simple as our own, the numerous anomalies of speech, and the want of some mode of representing words, approaching in rapidity and facility to speech, or to gestures—while the admission was made, that our efforts were not always fully successful, the audience were referred to the pupils then before them, as examples of what might be done for the deaf and dumb.

Leaving Auburn on Wednesday, August 7th, we were whirled on to the head of Cayuga lake, and transferring ourselves and our luggage to the steamboat, we explored the length of that famous lake, on whose shores no American can gaze without a quickening of pulse, and a gush of feeling, in view

of the rapid progress, and vast internal resources, arguing the future glorious destiny of our fair and fertile country.

Ithaca, where I had made, by letter, an appointment in advance, was reached in the evening, barely in time to keep our appointment. By the kind efforts of Dr. Wisner, notice had been given, and a room procured, which we found already lighted, and filled with citizens awaiting our arrival. Professor Bartlett, with one of the young men, hastily entered the hall, and apologizing for the delay of the rest of the party, occupied the short interval with some pantomimic representations, which seemed highly gratifying to the assembly. The advantage thus obtained, was well improved during the evening, if we might judge from the various manifestations of intense interest, from the frequent and spontaneous applause of the young men, and the grave and delighted attention of their seniors; and from remarks warmly and earnestly uttered by young and fair enthusiasts, some of which we overheard, and which would have been highly gratifying to our pupils, could they have heard them likewise.

It had been my original intention, after fulfilling my appointment at Ithaca, to return down the lake to Cayuga Bridge, and then follow the great western route to Buffalo; but happening to meet, on the boat to Ithaca, Thomas Farrington, Esq. of the New-York State Treasury Department, whose acquaintance I had the pleasure to make some years ago, while he was a member of the Assembly, he kindly and urgently invited us to proceed from Ithaca to Owego, his place of residence, and there give an exhibition; suggesting that from thence we might visit other important points in the southern tier of counties, and reach our originally marked line of travel by way of Seneca Lake. Accordingly, the morning after our arrival at Ithaca, we took the cars of the Ithaca and Owego railroad, (which, probably from the want of sufficient encouragement on the part of the traveling

public, are rather behind the spirit of the age in railroad matters,) and, on our arrival at Owego, found that Mr. F. had well kept his promise of providing our way for us. Here we held a pleasant exhibition, at the close of which we had the pleasure of attending a levee at the residence of Mrs. Palmer, the accomplished head of a Young Ladies' Seminary, in this romantic village, whose successful efforts in the cause of female education are highly appreciated by the citizens of Tioga, some of the most distinguished of whom we met on this occasion, and were favorably impressed with their intelligence and refined manners.

On the following day we journeyed in the old fashioned style of stage coach and turnpike, along the picturesque and fertile banks of the Susquehannah and Chemung, to Elmira, whither we carried letters of introduction from our friends at Owego.

At none of the places which we visited did we meet more cordiality and hospitality than at Elmira. After our exhibition on the first evening of our arrival, the citizens took us almost by force from our hotel, and quartered us in their own houses. For this manifestation of benevolence toward the deaf and dumb, whose representatives and advocates we were, no less than of kindness toward ourselves personally, our heartfelt acknowledgments, in which I trust the Board will join us, are especially due, among others, to the Rev. Mr. Fowler, Mr. Benjamin, Mr. Arnot and Mr. Watrous.

It was Friday, the ninth day of August, when we reached Elmira. By urgent request we held a second exhibition on Saturday evening, which was well attended and excited much interest. We spent the Sabbath with our kind friends there, and on Monday, the twelfth, turned our faces northward again, and after being jolted as our fathers were jolted before us, (an idea now rapidly becoming obsolete in this day of railroad progress,) some twenty miles, over the hills of Chemung,

with alternate glimpses of cottages and gardens, whortleberry bushes, wheat stubbles, and tall well-tasselled corn, we reached Jefferson, at the head of Seneca lake, and embarked on the Richard Stevens. Enjoying on our way a most delightful prospect of the beautiful sheet of the Seneca, and its fertile and romantic shores, we landed about 5 o'clock, P. M., at the elegant and classical village of Geneva. Here, also, our coming was known, and preparations made in advance. The interest excited by our first exhibition was such, that we were urged to repeat it. We accordingly tarried one day among the hospitable and intelligent Genevans, and held a second exhibition on Tuesday evening.

I should do injustice to my feelings, if I failed to commend to your notice, as eminently deserving of specific mention, the Rev. Drs. Hay and Abeel, Mr. Clark, Mr. Holley, formerly a resident of New-York, and a member of the city government, and Mrs. Hopkins, widow of the late Hon. S. M. Hopkins, the distinguished philanthropist and civilian, all of whose courteous hospitalities we enjoyed, and who exerted themselves to render our stay in their beautiful village in the highest degree pleasant and agreeable.

On Wednesday, the fourteenth, we once more took the rail cars, and were conveyed to Rochester, fifty-two miles, in about three hours and a half, which, I believe, is about the average rate of traveling on western railways. Circumstances not permitting an exhibition on the evening of our arrival, we staid till Thursday evening; which gave us an opportunity to view the celebrated falls where Sam Patch made his last jump, and the extensive mills where the finest flour in the world is manufactured, from the abundant harvests of the rich valley of the Genesee. Our exhibition, in this wealthy and populous city, passed off well, and having made an appointment to hold a second on our return, Friday morning saw us on the route to the next village, Batavia, where we held

forth in the new Court-house, to a small but select audience. In effecting arrangements for the evening we were much indebted to the kind assistance of Col. Seaver.

Of the smaller class of exhibitions, none produced a deeper interest than this; and there was none where the reciprocal influence awakened more pleasurable emotions in the minds of our own party.

This village is the residence of one of our late pupils, who left us at the close of the last term, with such a knowledge of his trade, acquired here wholly in the intervals of school hours, in addition to a good intellectual education, that he was able, on entering a book-bindery in this city, to earn four dollars per week, and which subsequent practice has increased to seven. His parents were present, and I was happy to have it in my power to give a good account of their son.

The next morning, at the hospitable invitation of H. U. Soper, Esq., we called on him, breakfasted, enjoyed a delightful promenade in his beautiful and extensive garden, and then bidding adieu to the old county of Genesee, which has furnished some of our most promising pupils, we were translated rather than carried to Buffalo.

On our way, we learned, from a gentleman in the car, of the lamented death of our worthy friend and associate, the late Col. Stone, which produced, in the minds of our little company, a deep feeling of sadness and sorrow.

Sabbath, the eighteenth of August, we passed at this *Queen city of the Lakes*, which, thirty years ago was a mere hamlet, and a few years earlier, perhaps, consisted of a single log hut in the wilderness. Now we found a swarming population; warehouses, crammed with eastern bales and western barrels; a port crowded with shipping; in short, every indication of the industry, energy and enterprize that attract wealth to particular localities, as surely as the magnet attracts steel.

Our party was delighted with the hotels of Buffalo. We

found equal reason for approbation of its elegant churches and eloquent preachers. One of these, the Rev. Mr. Hopkins, took a most especial interest in our affairs. Having formerly associated with the deaf and dumb, and learned their language, *he* could appreciate, better than most of those, even among persons of superior intelligence, whom we met on our route, the character and objects of our mission. On Monday evening, after notice given from the different pulpits on the Sabbath, and in the city papers in the morning, we held one of the most successful exhibitions of the series. It is estimated that two thousand persons were present, among whom were the members of the Court for the Correction of Errors, then in session at Buffalo, and many other distinguished men. The favorable impression made on this large and respectable assembly, was attested by frequent applause, gratifying commendations, and a liberal collection at the close.

Having now reached the western limit of our tour, it was impossible to return without a pilgrimage to Niagara. Tuesday, the twentieth of August, saw us gazing with speechless and even *gestureless* awe on this grandest of all the spectacles of nature. It was interesting to see those whose ears were closed even to the near roar of Niagara, yet hanging with as intense a gaze as ever youthful enthusiast, with the spirit-stirring voices of the floods and rocks in his ears, upon the *visible* features of the stupendous scene, the tumultuous, pauseless, resistless rush of waters, the rocks on rocks up-piled, and the perpetual rainbow that sits like a diadem on the misty spirit of the giant cataract.

On Wednesday, the twenty-first, we reluctantly left Niagara, and proceeded to Lockport. Here we had a fair exhibition. For the polite civilities which we received from Mr. Curtenius and Mr. Reid of the lower town, and Mr. Holmes of the upper, we would tender the expression of our grateful acknowledgments. At the close of the evening, the

latter gentleman made a brief but pertinent address, which contributed not a little to the interest of the occasion.

On the following day we journeyed, by stage, sixty-four miles to Rochester. Our second exhibition here passed off but indifferently well, owing to the late hour at which we arrived, and the consequent fatigue and illness of some of our party. I cannot omit to commend to your attention the kind assistance of Judge Chapin and Rev. Mr. Graves on this occasion, as well as on that of our first arrival. The next morning we were honored by the unexpected attentions on the part of the mayor of the city and Mr. Tallman, who accompanied us on a visit to its charitable institutions, and Mount Hope Cemetery, unsurpassed in its beauty of landscape by Mount Auburn, or our own charming Greenwood.

The next day at 4 o'clock P. M. we reached Canandaigua. Our friends there were apprised of our coming, and had all things in readiness for us. In this abode of intellect, as well as of wealth, taste and elegance, we held forth to an assembly which manifested deep interest, and expressed high satisfaction with the proofs we gave, of the practicability of raising the deaf and dumb to a high rank in the moral and intellectual scale. To Gen. John A. Granger, and his brother the Hon. Francis Granger, and also the Rev. Mr. Roosevelt, we are under deep obligations for their kind exertions in our behalf; and our pupils and ourselves will long remember the courteous hospitality of the Hon. Mr. Greig and lady, so well known for their taste and liberality, on the occasion of our call, by invitation, at their princely mansion, on the morning of our departure.

Leaving Canandaigua on Saturday, the twenty-fourth, we proceeded at once to Auburn, where we had an appointment for a second exhibition. This being the evening before the Sabbath, our exercises were made to partake, more than usual, of a religious character; and, if welcomed with less

of boisterous applause than on former occasions, awakened more of deep and solemn interest, and perhaps made a stronger and more abiding impression. We had, indeed, never neglected to place distinctly before our audiences, as a great end of our efforts, the religious instruction of our pupils; but here we developed this feature of our system more fully, and exhibited its results more strikingly.

In the view of the Christian, no end proposed, in the instruction of the deaf and dumb, will compare in importance, with their introduction to the knowledge of the Bible. To the uneducated deaf mute, though living in a Christian country, and even in the bosom of a Christian family, this sacred volume is, in every sense, indeed, a *sealed book*. He is thus debarred the highest privilege of his race, the offer of eternal life through faith in Jesus. If our institutions had accomplished nothing more, the divine blessing which has, in many instances, so evidently attended their labors, in this respect, ought to endear them to every Christian heart.

In Auburn, we spent pleasantly, and, I trust profitably, a second Sabbath. Our pupils, while attending public worship with us, could not indeed, hear the eloquent and spirit stirring words, that fell on the ears of the rest of the assemblage, but they could mark the devout earnestness of the preacher, and the attentive solemnity of the audience. The spirit of the day, of the place, and of the occasion, fell upon them, and made their own meditations more sweet and profitable.

On Monday, the twenty-sixth, we took an affectionate leave of our kind-hearted friends at Auburn, (who are almost too numerous for specific mention, yet I cannot forbear to acknowledge our special obligation to the Rev. Dr. Lansing, Mr. Charles Smith, Mr. Hyde and Mr. Wilson, for their interest in our cause, and the hospitalities which they tendered,) and were whirled over the *iron way* to Syracuse. Here, also, an appointment had been made for a repetition

of our exhibition. The arrangements were made with great tact by our kind friend, the Rev. Mr. Castleton. He had procured the largest church in the town, which, at an early hour, was filled to overflowing. In our exercises we were more than usually happy, and we have the satisfaction of believing that we left a most favorable impression, which may hereafter prove highly beneficial to the deaf and dumb of Onondaga. I must not omit to mention the hospitality of Mr. Caleb B. Morgan, the father of one of our pupils, at whose house a part of our number spent the night.

Taking leave of Syracuse, on the twenty-seventh, we retraced our former route to Utica, and thence, on the twenty-eighth, to Schenectady, where we had a pleasant exhibition, and on the twenty-ninth reached Troy. Here our last exhibition was held, and was favorably received. Dr. Thomas C. Brinsmade is entitled to our thanks, for the trouble he assumed on our account, and the generous hospitalities of his house tendered to the individuals of our party. Thursday, the thirtieth of August, welcomed us back to our homes, after an absence of thirty-seven days, during which we had traveled about twelve hundred miles, of which four hundred were by steamboat, on the Hudson and the lakes, one hundred and twenty-seven by stage, and six hundred and seventy by railroad.

From the above brief sketch, it will be seen, that we held exhibitions in seventeen of the principal cities and villages of the State, north and west of Albany, in five places repeating our exhibitions, at the urgent request of the citizens. The audiences assembled were estimated at from two hundred to two thousand. Probably in all from ten to fifteen thousand persons, many of them among the best educated and most influential citizens of the State, have had the opportunity, through this excursion, of acquiring correct notions on the subject of the instruction of the deaf and dumb, and of wit-

nessing, many of them for the first time, practical illustrations of the success attained under our system.

Many thousands besides, who could not personally attend, have had their attention awakened to the subject, and have acquired some degree of correct information, through the notices of our exhibitions, published in the papers of the various places we visited. We have reason to believe that the results have been highly beneficial, and that the large accession of promising pupils to the Institution, within a few weeks after our tour, is, in part, attributable to the interest and attention which we were the means of awakening.

The obstacles, which the friends of deaf-mute education have to encounter, are, partly, the prejudices of many, formed from occasional instances of partial failure in instructing deaf mutes under peculiar circumstances ; partly the incredulity of others, who refuse to believe, upon report, facts as contrary to their own previous experience, as the congelation of water, or the lengthened day and night of polar regions, to that of an inhabitant of the equator ; and partly, the indifference with which the great bulk of mankind regard matters which no peculiar circumstances have pressed on their personal notice.

There are thousands who regard the deaf and dumb with some degree of compassion, and hear of the efforts made in their behalf with cold approbation, but the subject has never taken hold of their feelings. They hear of deaf-mute children in the families of their acquaintances, perhaps they meet them, they advise their being sent to the Institution, but the advice is too coldly given to turn the scale, when, as is too often the case, there exists disinclination on the part of the parent or guardian. If we could infuse, into the mass of our benevolent and educated men, a more heartfelt interest in this subject ; if we could prompt each to warmer and more earnest efforts, in those cases that may come to his knowl-

edge ; if finally, the pastor or magistrate, or professional man, in whose neighborhood there may be a deaf mute growing up in ignorance, and in danger of being left for life without the pale of social communion, and of Christian knowledge, could be fully impressed with the momentous consequences at stake, and fully apprised of the only and easy means of escape, then we should have less cause to complain, that parents and guardians, often uneducated themselves, take too little thought for the education of their deaf and dumb children.

In this point of view, we trust our excursion has, in many places, sown the seed which may hereafter spring up and ripen to a gladdening harvest. Many men, now wielding, or destined to wield, an important influence, attended our exhibitions. In two or three places the opportunities of this kind were peculiarly favorable. In Auburn, for instance, the students of the Theological Seminary, as I have already observed, were present at our lectures and exercises. These young men are destined to go forth into the various cities and towns of the State, to exert a high moral and intellectual influence, and *ex-officio*, to take the lead in benevolent undertakings. That this body of men should be correctly informed of the extent to which the instruction of the deaf and dumb is practicable ; that they should be warned against the blind enthusiasm, that, aiming at too much, fails of accomplishing the greatest practical good, and that their feelings should be interested in view of the striking intellectual, moral and religious contrast between the educated and uneducated deaf mute, is a great point gained, and can hardly be too highly appreciated.

Another most gratifying feature of our tour, was the warmth and cordiality with which we were greeted, by friends and relatives of our present and former pupils, whenever we met them. We had pleasing interviews with many

of our former pupils, and heard occasional reports of the good character and success in life of others. On such occasions, we felt that our labors had indeed been blessed, and enjoyed the sweetest earthly reward of benevolent effort; a reward, in which you, gentlemen of the Board, by good right, will participate; the consciousness of having been the instruments of conferring inappreciable benefit, and of promoting to a degree, which will, in this life, never be fully estimated, the usefulness of so many of our fellow-beings.

Very respectfully submitted.

HARVEY P. PEET,

*Principal of the Institution.*

INSTITUTION FOR THE DEAF AND DUMB,

*January 10th, 1845.*

# MR. PEET'S LETTER OF INSTRUCTIONS

TO THE

REV. GEORGE E. DAY,

UNDER A COMMISSION FROM THE BOARD OF DIRECTORS OF THE NEW-YORK INSTITUTION,  
TO EXAMINE THE SCHOOLS IN EUROPE FOR THE INSTRUCTION OF THE DEAF AND DUMB.

INSTITUTION FOR THE DEAF AND DUMB. }  
New-York, May 29th, 1844. }

REV. SIR,—With this you will receive the evidence of your appointment as the delegate of this Board to the schools for the deaf and dumb in Europe. The terms of your commission are thus broad, in order that you may take advantage of all the sources of information on the subject of deaf-mute education, which may present themselves wherever interest or pleasure may carry you. Your attention, however, will be specifically directed to the schools for the deaf and dumb in the German States.

I. The system of deaf-mute instruction adopted in this country, was introduced, as you are fully apprised, in the year 1817, and is technically known as the French system, or the school of De l'Epée and Sicard, as distinguished from those of Heinicke and Braidwood. Its distinguishing trait is the employment of an expanded and improved language of gestures, as the *principal means*, while written language is the *end* of instruction. In the practice of different instructors it undergoes modifications more or less important, some endeavoring to devise a single appropriate gesture for each word in the language, while others are content to illustrate words and phrases by definitions and examples in pantomime, and, in this way, endeavor to associate the ideas of their

pupils immediately with the visible forms of words. Of the various systems which are adopted in the different European schools, it is understood that that of Heinicke is the most prevalent in Germany, and that it is also the one which differs most radically and obviously from our own. It is presumed, nevertheless, that all the systems of instruction for the deaf and dumb, which have stood the test of experiment, must possess certain fundamental principles in common, however widely they may differ in their details. In comparing the systems of the different institutions you may visit, you will inquire what are their common fundamental principles, and what are the divergences in practice, and whether these divergences are differences in fundamental principle, or in its application.

In describing the systems of different institutions, you will, therefore, state what are *the ends* proposed, *the method* or order in which the difficulties of language are presented, *the processes* employed, and the *instruments of communication* between teacher and pupil.

You will also endeavor to ascertain, under what material form the pupils of different institutions conceive words, whether as visible signs, either on paper, on the fingers, or on the lips; or, whether as tactile sensations of motions and contacts. You will also inquire, whether they attach their ideas *immediately* to their conceptions of words, or require the intervention of other signs, of which words are the representatives, while these other signs are the immediate representatives of ideas. You will further inquire, what mode of representing words to the eye or to the touch, is the best adapted to the circumstances of the deaf and dumb, as enabling them most easily and readily to conceive, retain, and combine words, and thus facilitating the operations of reading and composing; and whether any deaf-mutes from birth, use words in their private meditations as

the immediate signs of ideas, and direct machinery of thought; and if any do so, under what form they conceive words.

II. You will, as preparatory to the execution of your trust, embody in a tabular form, as well for your own guidance as for the use which may be subsequently made of it, from the latest and best information, the numbers and names of the schools for the deaf and dumb in the countries to be visited, the location of each school, the name of its chief instructor or immediate director, and the number of its pupils, together with any other particulars of interest, and any remarks which you may deem expedient. This table you will correct and enlarge from the results of your personal observation and inquiries, and communicate it to this Board as part of your report.

It is not expected, nor indeed embraced in the objects of your mission, that you will visit *all* the schools for the deaf and dumb in the countries through which you may pass. In laying down on the map of Western and Central Europe, the plan of your route, you will so arrange it as to take in those institutions which are the largest, and which have the reputation of being the best conducted and most successful, for those schools are doubtless regarded as models, and give a tone and character to the smaller ones in the neighboring districts. But though you are not expected to travel out of your way to visit small and remote schools, you will of course examine all that fall conveniently in the route from one principal point to another; and you will also avail yourself of any sources of authentic information which may be thrown in your reach, concerning institutions of any importance or interest which you cannot personally visit.

III. It is understood that the German schools make articulation and reading on the lips, the most prominent end of instruction, and it is a principal object of your mission, to ascertain to what extent these acquisitions are practicable,

and what are the actual advantages derived in the ordinary relations of life, from such a degree of proficiency as is usually attainable by the deaf and dumb from birth; and whether those advantages may be considered, as a general rule, or in a fair proportion of cases, full equivalents for the time and labor bestowed in teaching articulation.

That this Board and the American public may have the advantages and disadvantages just referred to, laid before them fully and impartially, and that those fallacies may be guarded against which arise from hasty, imperfect, or superficial views of a subject, you will, in addition to your own observation, endeavor to procure the views of the most profound and philosophical thinkers, and the closest observers, both among those instructors who advocate, and those who discountenance the teaching of articulation, upon the following points; the specification of which, however, does not exclude any other that may seem to you important.

(a.) In how many schools for the deaf and dumb in Europe is articulation taught, and in how many are the pupils taught to make signs and to write? How many of those which teach articulation make that branch of instruction general, and how many limit it to a selected class? Make out a list of the names, numbers of pupils, numbers of teachers, average ages of admission, and average terms of instruction of the institutions of each class. Note also what proportion of the pupils are taught articulation in those schools which have an articulating class; and how many of those placed in this articulating class are usually only partially deaf, or have learned to speak before losing their hearing.

(b.) To what extent is the language of pantomime used in those schools which may be denominated articulating schools? Are there any teachers of the deaf and dumb who use no signs whatever, except what are termed signs of indi-

eration ; or is there an instance of any deaf mute from birth, who has been taught the meaning of words beyond the names of a few familiar objects, without the use, at least in the first years, of definitions and explanations in pantomime ?

(c.) Are there any schools which employ pantomime, but yet reject all signs of *reduction*, or signs which may be considered equivalent to particular words ? Does a teacher of the deaf and dumb in delivering a lesson orally to his class, employ more, or more significant, gesticulation than a teacher of children who hear would employ in like circumstances ? Would the lesson be equally intelligible without gesticulation, the words being merely read on the lips ?

(d.) Is the ordinary colloquial intercourse among the pupils of articulating schools, in their hours of recreation, more frequently carried on through the language of gestures, or by means of articulation and reading on the lips ? In making inquiries on this point, you will recollect that in those schools where conversation in the language of gestures is discouraged, the presence of a teacher may cause the pupils to employ articulation more than they would if left to their own spontaneous impulses. Do the deaf and dumb seem to take pleasure in exercising the faculty of articulation ?

(e.) Are there any institutions in which the teaching of articulation is successful in *all cases*, or only with the exception of cases of mal-conformation of the organs of speech ?

(f.) What is the proportion of cases of complete, or nearly complete success in teaching articulation, as compared with those of partial success and of entire failure ? How many of those cases of complete success have been those of deaf mutes from birth, or from so early an age as to have retained no recollection of articulate sounds ?

(g.) Does the articulation of deaf mutes usually deteriorate after they leave the care of their instructor, and to what extent ? You will endeavor to gain a personal introduction to

deaf mutes who have left school a number of years since, and ascertain to what extent their articulation is easy, agreeable, or intelligible to strangers, and whether any who could speak passably while at school, have discontinued speaking, at least to strangers, after leaving school.

(k.) You will also endeavor to ascertain, whether, as a general rule, the utterance of a deaf mute taught to articulate, is intelligible to each person in a mixed company; whether he can read, by watching the motions of the lips, the conversations of those who do not speak directly to him, and, in short, whether he is thus restored to society on equal or nearly equal terms, with regard to social intercourse? In connection with this point, you will inquire, whether these pupils who cannot articulate intelligibly, can read readily on the lips, and to what extent this last acquisition is practicable.

(l.) At what distance, and in what degree of light, can words be readily distinguished on the lips? Can this be done to any extent from a side view of the face? Can deaf mutes read readily on the lips of strangers? Do they seem to distinguish each word, or to gather the sense from a few of the more complete words, and from the accompanying gestures, and the expression of the countenance? Can those who articulate tolerably well, repeat sentences uttered in their presence as readily and correctly as a child who hears would do, the degree of intelligence being the same?

(k.) At what age, according to the better opinion in German schools, should deaf mutes who are to be taught to articulate, be sent to school in order to make the greatest progress, as well in articulation as in other necessary studies during the usual period allowed? How much earlier is this age, than that which would be advantageous, for deaf mutes who are not to be taught to articulate, to begin a course of instruction of the same length. Which class of pupils, at the end of five, six, or seven years will have made the greatest advances in

the acquisition of knowledge, and in facility in the use of language, the capacity of the pupil and opportunities of instruction being the same? Will those who have been taught to articulate and read on the lips, after they leave the school, usually make greater advances in acquiring familiarity with the idioms of language, than those do who rely on writing and the manual alphabet as the means of intercourse with others? On this and similar points you will endeavor to ascertain the truth by induction from a sufficient number of examples.

(L) You will make a distinction between those schools which teach articulation as an *accomplishment*, and those which regard it as essential, and not only as an *end*, but a *means* of instruction. It is understood that many of the German schools belong to this latter class. In comparing these schools with those which rely chiefly on the language of signs as the means of instruction, you will state in which class of schools the intellectual and moral development of the pupils is the most rapid, and in which, those who have continued five or six years, are the best informed as to the facts in sacred, civil or natural history, in science, in the social and political relations of man, in the processes of the arts, manufactures, *et cetera*.

(m.) You will inquire whether pupils, taught to articulate, do subsequently make more rapid progress in the study of language, than pupils of equal standing who have not been taught to articulate; and whether the former appear to take the sense of written or printed sentences more readily? Are the instances of thorough skill more common among pupils of articulating schools, than among those of schools of the other class? Do the former appear to derive more pleasure or instruction from the perusal of ordinary books and newspapers than the latter?

(n.) Should the pupils of articulating schools continue

under instruction a longer time, to make equal acquisitions, (articulation aside,) with the pupils of the other class of schools? Will the number of teachers for a given number of pupils be larger in the case of the former? Will the system which contemplates teaching articulation in all cases, admit, as readily as the system which relies on gestures, the employment of deaf-mute monitors? And from the consideration of these points, what will be the comparative expense of the entire course of instruction for a single pupil under each system, other things being equal?

(o.) In the case of those schools which have a special class in articulation, you will state whether the course of instruction for members of this class is more expensive than for the other pupils; and whether their attention to articulation interferes with their receiving instruction in the mechanic arts, which is provided for their companions?

(p.) You will inquire what is the effect of articulation on the health and physical development of deaf and dumb children; and whether there is any perceptible difference of expression, pleasing or otherwise, between pupils taught to articulate and those who converse only by signs and writing?

(q.) In all the schools that you may visit, you will inquire what provision exists for the moral and religious instruction of the pupils; whether prayers are held morning and evening, and divine worship on the Sabbath; and if so, you will describe the mode in which these exercises are conducted. You will also notice, whether in the use of the Bible, or otherwise, the pupils are taught the peculiarities of any system of faith, with a view of their being brought under the influence of any one sect or denomination.

(r.) Finally, you will inquire, in what language articulation and reading on the lips have been found most ready for the deaf and dumb, and in what the most difficult? You will state what the principal difficulties are in different languages,

whether in the number of silent letters, the greater number of sounds given to the same letter, irregularities of orthography, capriciousness of accent, the prevalence of sounds difficult of utterance for the deaf and dumb, nice distinctions in pronunciation, etc. etc. You will state how the English language will compare in these respects with the German, French, and other European languages.

You will describe the various processes used in teaching articulation in different schools, and designate which is the most successful. You will also inquire what treatises on articulation are reported best in their respective languages.

You are hereby authorised on behalf of this Board, to purchase all works on the subject of the instruction and education of the deaf and dumb which you may be able to procure at a reasonable price, and which are not already in the library of the institution, a catalogue of which is herewith furnished you, and you will endeavor to obtain files of the reports or other publications of all the institutions which you may visit, and to engage those institutions to enter into a regular correspondence with our own, for the exchange of reports and other documents, as well as for the mutual interchange by letter, of views, discoveries, and the results of experience.

HARVEY PRINDLE PEET,  
*Principal of the New-York Institution for  
the Instruction of the Deaf and Dumb.*

REPORT  
OF THE  
REV. GEORGE E. DAY,  
ON THE INSTITUTIONS FOR THE INSTRUCTION OF THE DEAF  
AND DUMB IN CENTRAL AND WESTERN EUROPE.

*To the Board of Directors of the New-York Institution for  
the Instruction of the Deaf and Dumb.*

GENTLEMEN—

After having received my official instructions, and learned the views and wishes of the Board still further, in respect to the leading objects to be secured by my visit to the European schools for the deaf and dumb, in repeated interviews with the Principal of the Institution, I sailed from New-York, on the 3d of June, and after a prosperous voyage of twenty days, arrived at Liverpool on the 23d; visited several of the English schools, and then passed over to Paris, which has long been a kind of center of information in respect to deaf-mute education. Having there learned what are reputed to be the best schools in which the German language is taught, I directed my course accordingly, and visited schools of minor importance, only for the most part as they came in my route, or for the sake of testing particular points by wider observation. With this general plan in view, the schools and institutions for the deaf and dumb I have visited, have been those at *Richen* (near Bâle,) and *Zurich*, in northern Switzerland; *Tübingen* and *Gmünd*, in the kingdom of Württemburg; *Pfotzheim*, in the Grand Dutchy of Baden; the

free cities, *Frankfort* on the Maine, *Bremen* and *Hamburg*; *Cologne*, *Münster*, *Halberstadt*, *Halle*, *Weissenfels*, *Erfurt*, and *Berlin*, in Prussia; *Leipzig*, and *Dresden*, in the kingdom of Saxony; *Weimar* and *Eisenach* in the Grand Dutchy of Weimar; and the city of *Brunswick*.

As the delegate of the Board, I have every where been received with the greatest kindness, and have had every facility extended to me for pursuing my inquiries; and I desire, through you, to express to the directors, principals and teachers of the foreign schools, especially in Germany, my acknowledgments, for their frank and cordial reception and uniformly friendly attentions. To Mr. Reich, the experienced and estimable Principal of the Institution at Leipzig, I feel especially indebted for the use of his choice and valuable library.

The overtures of the Board, for a mutual exchange of reports, have been met with the greatest readiness, and although many of the German Institutions issue their reports irregularly, an arrangement has been effected, by which in future, we may hope to keep ourselves well acquainted with the condition and progress of deaf-mute instruction, in that kind of restless mental activity.

In accordance with my instructions also, I have made a collection of all the works on the science and practice of deaf-mute instruction, not already in the library of the institution, so far as they could be procured. A list of these will hereafter be forwarded.

Accurate statistical information of the kind required by the Board, is of the highest importance, but difficult to be procured except by single items, and generally on the spot. Such as I could collect, I have placed in the form of tables with accompanying notes. These will be found in the appendix.

In several of the foreign schools, but more particularly out-

of them, efforts have been made to *restore the hearing* of the deaf and dumb, but unhappily with no success. In Europe, the universal opinion is, that no good results are to be expected from efforts in this direction, and that true philanthropy will exert itself rather to instruct and educate these unfortunate children, than by processes often cruel, and always painful, to seek to recover a sense hopelessly lost. The history of these experiments, may be given hereafter.

### ENGLISH SCHOOLS.

In the English schools, it was unfortunately the Midsummer vacation at the time of my visit, and I was therefore unable to make such investigations as would be desirable. I had interviews, however, with directors and teachers, in some cases accompanied with minute explanations in connection with the exercises of pupils, and feel justified in making the following observations.

The schools for the deaf and dumb in Great Britain, are supported by private subscriptions, and the tuition received for pupils from opulent families. Partly from this latter circumstance, and partly from the marked distinction existing between different ranks of society, arises a peculiarity which affects a visitor unpleasantly, and of which a German teacher of the deaf and dumb, who had lately visited England, spoke to me in conversation, in terms of the strongest disapproval. It is the custom, of treating the pay-pupils, as they are called, better than those who are supported by charity. Not only out of school do they have separate accommodations, sit in a separate room, &c., but even in the school itself, in some cases at least, they occupy separate seats. The effect of this distinction, it would seem, could only be unfavorable to both classes of pupils, besides effectually destroying those influences, which result from regarding and treating all the

members of such an institution, as members of one great family.

Very little, at present, is written or published in England, on the subject of deaf-mute instruction. The only writer of any prominence is Mr. Charles Baker, Principal of the Institution at Doncaster, who has published, within a few years, occasional articles, and also the first part of an elementary practical treatise. In these articles, he has quoted largely from the reports of the New-York Institution, and justly observes, that they rank among the ablest essays on the subject in the English language.

The method of instruction in the English schools, or at least those which I visited, is, in several respects, different from what prevails among us, or is found in France and Germany. The pupils are all seated at writing desks in a single room, which is hung round with engravings or paintings, some of them very elegant. The lesson is written on one or more large black boards, according to the number of classes, by the teacher or teachers, and the pupils are required to commit it to memory. This is done, in a measure, by means of the two-handed manual alphabet, which is wholly confined, I believe, to the British schools. So far as I could learn, there is very little writing from dictation through pantomimic signs. Independent compositions of their own, are rather written by the pupils from the engravings and paintings which ornament the walls of the school-room. A composition of this kind which I saw, and which the teacher seemed to consider about on an average with these productions, was little better than a jumble of words, the meaning of which could be deciphered only from an acquaintance with the sign language of the deaf and dumb, and the order in which the parts of a sentence arise in their minds. The teacher transposed the order of the words, correcting what was wrong, and erasing what was redundant, and then gave

it to the pupil to copy off, and commit to memory, remarking at the same time that this was his usual method, and that in this way the pupil, in the course of time, would learn to write correctly. The same process was also described to me at another school as customary there.

At the first establishment of deaf-mute instruction in Great Britain, and even so late as within thirty years, the teaching of articulation formed an important part of the course. Gradually, however, it has sunk in estimation, till now in no English school, with a single exception, is it generally taught. A few, here and there, are instructed, but as forming a part of the system of instruction, it no longer, in these institutions, exists. In one of the schools in which the teacher is desirous of giving it a wider extension, the directors, I was informed on good authority, do not deem its advantages sufficient to counterbalance the loss of time, and look upon the results thus far obtained as exceedingly trifling. Even in the London Institution, where articulation is professedly taught, the Principal assured me that the object in view is by no means to teach all the scholars to speak, but only to understand by the motion of the lips what is said by others.\* According to a very intelligent gentleman who had been ten years connected with that institution, not one-fourth can be taught to speak. That such should have been the history of articulation as a branch of instruction in Great Britain, will not

\* If the degree of success obtained in teaching the deaf and dumb to read upon the lips, may be judged of from the progress of the most intelligent deaf mute I have ever seen, a pupil of the London Institution, more than nine years under instruction, afterwards himself an instructor, and enjoying the additional advantage of having a sister who has taken unwearied pains in talking with him, it can not, in ordinary cases, be very great. In conversing with him, it was frequently necessary to resort to writing, or spelling on the fingers. Indeed, without some such resource, conversation, at least for a considerable time, would have been impracticable.

appear singular to those to whom the great and peculiar obstacles to be encountered in teaching the pronunciation of our language are familiar.

It is quite common, if not universal, to take the pupils on the Sabbath to church. In Manchester, where a church edifice forms the body of the building, and the two wings are occupied by the blind and the deaf and dumb respectively, the former sit in one gallery and the latter facing them in the other, the congregation from the neighborhood occupying the seats below. Such a weekly exhibition of the deaf and dumb may have the advantage of reminding the community of the claims of the unfortunate upon their charity, and thus rendering them more liberal, but in respect to their religious instruction very little can be said in its favor. The religious service afterwards held exclusively for the deaf and dumb, is conducted, as with us, in the language of signs. The pupils are sedulously taught the Lord's prayer, the creeds of the church of England, and the more important parts of religious truth, and are then confirmed.

In August, 1841, a society was formed at London for the purpose of "providing employment, relief, and religious instruction for the adult deaf and dumb." According to the best authenticated census, the number of this unfortunate class in London is estimated at two thousand. The grand object of the society is to provide deaf and dumb youth, on their quitting the place of their early instruction, with a trade, by which they shall be qualified to earn the means of subsistence, and also during this time and afterwards to furnish them with religious instruction. For this latter purpose, religious services are held in the language of signs twice every Sabbath; besides which, there is a meeting for prayer and religious instruction on Wednesday and Friday evenings. The society have been fortunate in securing the services of *Mr. Matthew R. Burns*, a deaf mute of uncommon intelligence,

who was employed for several years as teacher in the school at Aberdeen, and who appears to feel the deepest interest in the religious welfare of the deaf and dumb. Thus far the undertaking has succeeded well. The deaf and dumb in the metropolis appear to take pleasure in attending religious services, so much better adapted to their wants than the services of the ordinary places of public worship, and it is to be hoped that in this way much good will be accomplished. The room in which religious services have been held, would contain only sixty or seventy persons; lately, however, another house has been procured, by which a larger number can be reached.

### THE ROYAL INSTITUTION AT PARIS.

From London I passed over to Paris, in order to visit the school made celebrated by the labors of De l'Epée and Sicard, and the long continued efforts of their successors to perfect the art of deaf-mute education. Here I had repeated interviews with Prof. Vaisse, formerly for some years in the service of the Board, and now one of the most eminent instructors in that Institution. To him, and to Prof. Morel, the intelligent editor of the two last Paris Circulars and of the "Annales de l'éducation des Sourds-Muets et des Aveugles,"(1) I acknowledge myself much indebted for the valuable hints they threw out, as well as for their advice and assistance.

Within a few years, the Institution at Paris has suffered a great loss in the death of *Degerando* and *Itard*. The former, as an author, is chiefly known to the public by his

(1) This is a periodical of moderate size, issued quarterly at eight francs per annum, and contains the latest information, both on the instruction of the deaf and dumb, and the blind. It is to be hoped it will be sustained.

“History of Philosophy,” and his work on “Self-Education.” His profound, comprehensive and candid work, in two octavo volumes, on the education of the deaf and dumb,(2) however, is superior to both. After having been for many years, a prominent member of the council of administration of the Paris school, he died in November, 1843, at the age of 72. Itard,(3) the learned and distinguished physician of the Institution, rendered service to the cause of deaf-mute education in another way. Thoroughly acquainted with medical science, and placed under the most favorable circumstances, both for instituting experiments and judging of their results, he devoted himself during a long life, almost exclusively to the study of deafness, in order, if possible, to discover its causes and the means of its removal. To accomplish the latter result, he left no means which science or ingenuity could suggest, untried. Before his death, in July, 1839, he abandoned, in complete discouragement, all further attempts, and expressed the firm conviction that they were utterly useless. “Medical means,” said he, “have no effect on the deaf; and, to me, it is certain that the ear in the deaf mute is DEAD: science can do nothing further.”(4)

In view of his long continued, varied and patient experiments, in connection with the large number of subjects on which they were employed, it is not too much to affirm, that they have furnished, in advance, the most solid refutation of empirical pretensions, and enabled us with confidence to

(2) Entitled, *De l'éducation des Sourds-muets de naissance*, 2 Vols. 8vo. Paris, 1827.

(3) His most important work, which has been translated into German, is entitled, *Traité des Maladies de l'Oreille et de l'Audition*. 2 Vols. 8vo. Paris, 1821. Besides this, he published several smaller works of great value.

(4) Puybonnieux (J. B.) *La Parole enseignée aux Sourds-muets*, etc. p. 35.

point the deaf mute to *the instructor* for relief, instead of the surgeon or physician. The history of these experiments will be found in his works. At his death, he left a legacy to the Institution, providing for the instruction of ten of the most promising pupils, to be selected each year, for a further course of three years. This class, with the addition of a few, supported by their friends beyond the usual term of instruction, is placed under the particular charge of Prof. Morel. In 1838, M. De Lanneau, one of the Mayors of Paris, succeeded M. Ordinaire, who resigned the office of Director. The present Director takes no part in the instruction of the classes.

As I reached the Institution in rue St. Jacques at ten o'clock, the drum was beating for the commencement of school. The gaining of admittance, however, was no easy task. A formidable list of instructions and prohibitions for teachers, scholars and strangers, is posted up against the wall, and the entrance is guarded with a military-monastic rigor, which stands in singular, and rather unpleasant contrast with the freedom of admittance common in Germany and the United States. On seeing the Director, however, he immediately gave me a written permission to visit the different classes of the male department, at my leisure. The female pupils are taught in a separate part of the building, by teachers of their own sex. In this respect, the school at Paris differs from many, if not most similar establishments in France. Generally the schools for the deaf and dumb are exclusively for one sex, and are taught by members of some religious order among the Roman Catholics. At the time of my visit to Paris, four young men, eighteen or twenty years of age, belonging to the religious corporation, "brethren of the Christian doctrine," and dressed in long black gowns, broad brimmed hats, and white bands, were attending the classes, in order to fit themselves for instructors in the south of France.

In the male department, there were one hundred and fifteen pupils, divided into six classes. As I passed from class to class, and noticed the processes of instruction, and the results realized, I did not wonder that Mr. Gallaudet, at the establishment of deaf-mute instruction in America, gave the preference to the French method. Were the question to be opened anew, he would probably make the same selection again. There are evidences of progress, of real solid attainment, which cannot be mistaken, in the school at Paris, and I have seen nothing superior, if indeed any thing equal to it, in my visits to other schools.

With the *method of instruction* pursued at Paris, it will not be necessary to speak in detail, since, in all important respects, it is already known to American instructors. For the information of others, however, it may be said in a word, that it aims to put the pupil thoroughly into possession of written language, dividing the difficulties presented by the grammatical construction of sentences, the meaning of words, &c., and proceeding, step by step, from the simplest elements, till all are surmounted. As the means of communication and explanation, it employs at first the natural pantomime of the pupils themselves, and afterwards combines with it the written language already learned, making constant use of questions and answers, and all the means by which the pupils may become familiar with the language of the country, both under its written and printed form.

Within a short time, *instruction in articulation*, has, to a limited extent been introduced. It is not supposed that this would be advisable for all, or even for the larger number, but only perhaps for a part, who still retain some degree of hearing, or have once learned to talk, or otherwise are peculiarly promising candidates for such a course. Of the one hundred and fifteen male pupils, a class of twenty-nine receive instruction in articulation, an hour a day. These are divided

into two sections, the elder of which had been under instruction not far from a year. The younger division of fifteen, had so far failed to encourage expectations of their future progress, that the attempt with eight of them was about to be abandoned. Of course, in respect to the other, it is too early to speak of the results. The instructor, a gentleman who has thoroughly studied the whole subject, and is familiar with the best modes of instruction in articulation, remarked with equal good sense and modesty, that all that could be said at present is, that the most promising might be able at least to make themselves understood. At the same time, he observed, that much depended on having the pupil well disposed, that this kind of instruction was peculiarly laborious, especially when the subjects were beginners; that on account of the continual necessity of individual instruction, a great deal of time was consumed; and that the French, as well as the English language, on account of its irregular orthography in respect to pronunciation, interposed great obstacles in the way of success. Unfortunately, he has too many scholars; but aside from this, all that skill and experience can do will be accomplished, and the results may be justly looked for with great interest.

There are also a few other schools in France, as for instance, those in Bordeaux, Toulouse, and Nancy, in which instruction in articulation is given to those who, it is supposed, can derive profit from it. Thus far, however, it can be considered only as an experiment. M. Piroux, of Nancy, one of the most eminent instructors in France, whom I had the pleasure of meeting at Paris, informed me that of his seventy pupils, he was attempting to teach eleven to articulate. To teach the others, to judge from his own experience, would require too much time and labor.

To return to the Institution at Paris. In every school-room, a card is suspended against the wall, containing two

very short printed forms of prayer, one designed to be repeated by one of the class, in the language of signs, before school, the other at its close. On one of these occasions at which I was present, the memory of the scholar failed him in the middle of the prayer, and the card was obliged to be brought to him to help him through. The chapel of the Institution is a neat little room, presenting with its altar, crucifix, wax candles, &c., the usual appearance of a Roman Catholic house of worship. On the Sabbath, mass is held in the morning, and vespers in the afternoon. In order to maintain the general system of keeping the two departments of the Institution entirely distinct, the females occupy the gallery opposite the altar, while the males sit below.

The *trades* at present taught in the Paris Institution, are those of tailoring, shoe-making, blacksmithing, carpentering, turning, and lithographing. In addition to this, all the pupils are instructed in drawing, three hours a week, and on the whole it may be safely said, that the pupils, taken as a body, are well prepared for the duties of life.

In bidding farewell to this venerable Institution, the oldest in the world, it was impossible not to recall to mind the vast change in the prospects of the deaf and dumb, since nearly ninety years ago, the Abbe de l'Epée commenced his benevolent undertaking. Instead of their being doomed to live and die in mental darkness, provision more or less ample, is now made in every country in the civilized world for their education. More than one hundred and seventy institutions and schools are devoted to their instruction. In Denmark, New-York, and some of the other States of the American Union, an enlarged philanthropy has furnished the means of education, at the public expense, for each deaf mute, and reflected a lustre on their legislation, which victories and conquests can never confer. The barrier standing for so many ages between the deaf mute and his more favored

fellow men, is broken down. He, who was once a moral outcast, is now, by means of instruction in language, united with his race in the fellowship of knowledge and hope.

### GERMAN SCHOOLS.

In accordance with the instructions of the Board, my attention has been principally devoted to the German schools, and it will be with respect to them, therefore, that the present report will be chiefly occupied. Within the last fifteen years a greatly increased interest has been felt in Germany in the education of the deaf and dumb, and many institutions, both public and private, have been established. The number at present, exclusive of those in Austria, where a different system of instruction prevails, is, according to the latest information, sixty, with eleven hundred and seventy-nine pupils and one hundred and twelve teachers. From the failure of statistical data in some cases, there is no reason to doubt that the number of teachers and pupils is somewhat larger. Of these institutions, some are supported at the expense of the State, others by benevolent associations, and others still are mere private establishments. Generally, in comparison with American institutions, they are very small. This arises partly from the ambition of each State in Germany to have its own institution, and partly from an unwillingness or inability to provide for the education of all its deaf and dumb, which leaves room for private establishments. The consequences of this multiplication of small schools are far from beneficial. The benefits of a judicious classification of scholars according to their attainments are lost, the attention of the teacher is distracted, and his instruction becomes miscellaneous and scattered. The matter becomes still worse when the blind, and even cretins and idiots, are absurdly thrown into the same school, as is done at Weimar and

Eisenach.(1) Since visiting these small German schools, and observing the serious disadvantages under which they labor, I have been more than ever satisfied with the wisdom of the policy, adopted by the State of New-York, of sustaining one large institution in preference to several small ones.

There are also three classes of schools of a peculiar kind which demand a passing notice.

1. *Schools designed for the education of the deaf and dumb in connection with the blind.* The number of these institutions is small, and they exist, as both directors and teachers were forward to assure me, only in cases where economical considerations render it necessary. It may well be doubted, however, whether even in States so poor and small as some in Germany, this is wise economy. It is evident at a glance,

(1) The education of idiots, strange as it may appear, is beginning to attract considerable attention in Prussia and Saxony, and seems to be attended with some success. Mr. Saegert, director of the institution for the deaf and dumb at Berlin, has just presented a memorial to the government on the subject, which will shortly be published, recommending the establishment of an asylum for these unfortunate beings. He states that since last April, he has taken under his own care twelve children, so imbecile that they could neither talk nor even feed themselves, and by a diligent cultivation of their five senses, has attained the following results, viz: Four have learned to speak, read, and write, to move freely and act like human beings, who eight months ago were unable to help themselves; two speak like other children, but cannot read or write; six are now learning to talk. His aim is to awaken the mental faculties of the idiotic, to such a degree that they can be placed under instruction like other children. It is his own private undertaking, and has no proper connection with the instruction of the deaf and dumb; at the same time, the habit of penetrating to the simplest elements, necessary to a successful teacher of deaf mutes, would always give him a great advantage in this kind of instruction. Several of the German teachers, I found, were making the experiment. Mr. Reich, of Leipzig, has, more judiciously, recommended the subject to the attention of the government of Saxony. The results already realized can hardly fail to shed light on some interesting questions in mental science.

that there is no natural connection between the instruction of these two unfortunate classes. The great aim of the instruction of the deaf and dumb is to put them into possession of the ordinary language of society. This the blind already have, and they only need, through this, to be made acquainted with other knowledge. In respect to language, therefore, the blind commence their education exactly where the deaf and dumb leave off, and hence it is impossible to teach them in the same class. The Board will not be surprised, therefore, to learn that in the few schools of this description there are two entirely distinct departments, and that the only point of union between the deaf mutes and the blind is, that they sleep under the same roof, eat at the same table, and are under the direction of the same principal. In the hours of recreation and labor, there does not appear to be much intercourse between the two classes. The blind find it much easier to converse with each other than with the deaf and dumb, and, on the other hand, the deaf and dumb are able to converse more rapidly and pleasantly with each other than with the blind. I was told, also, that the blind, being so much in advance of their deaf-mute companions in misfortune, are apt to look down upon them as children, while the latter, in return, accustomed as they are to receive all their ideas through the medium of seeing, are inclined to suspect that the blind, with their sightless eyes, and often averted countenances, are inferior to other men, and have only a partial understanding of what is said to them.

So trifling, indeed, is the advantage gained, and so embarrassing the distraction occasioned by the union of two sorts of schools, having different objects and processes, the principals and teachers of such schools made no scruples in frankly confessing that, if it were possible, they would greatly prefer a separation. On this point, the experience of Dr. Jaeger, for many years principal of the Institution of this

kind in the kingdom of Wurtemburg; whose authority in Germany is justly very high, is decisive. At first, he was strongly in favor of the union of such schools. The practical working of the plan, however, completely reversed his opinion, and at present, both in conversation and publicly, with rare magnanimity, he acknowledges himself to have formerly been in error. In a communication to the *Allgemeine Schulzeitung*, for 1834, No. 72, he has recorded his deliberate conviction, the fruit of many years' experience, that "such a union of schools should never be made, except when the want of adequate pecuniary means renders it indispensably necessary."

What are the objections, which experience shows to exist, to this forced connection of entirely dissimilar institutions, I learned more fully from two gentlemen, one in England, the other in Germany, both of whom had been principals of schools of this description. They both agreed, that some of the blind brought with them, not only an acquaintance with the vices of society, but also a great deal of vicious language, which the deaf and dumb would otherwise never have learned, and that it was almost impossible to guard effectually against this demoralizing influence. They both express themselves, in the strongest manner, against the union of the blind and the deaf and dumb in the same institutions, as impolitic and unwise, of no advantage to the instruction of the latter, and subjecting their morals to certain danger.

2. *Schools in which the attempt is made to teach the deaf and dumb along with children in possession of all their senses.* The feasibility and expediency of such a union was suggested and insisted on, twenty-five years ago, by Arrowsmith in England. In Germany, where every theory is sure to find supporters, a suggestion like this could not escape unnoticed. It found an advocate in *Graser*, a distinguished Bavarian writer on common school education, whose work on the subject, already

in the library of the Institution, only demonstrates, as Jaeger remarks, that the greatest abilities cannot supply the want of experience. As would naturally be expected, it sounds better in theory than it proves to be in practice. The deaf and dumb set out in their education, from a point so entirely different from children in the possession of all their senses, that the attempt to teach them in the same class, or even in the same school, is found to be attended with decided disadvantages for both. In the school at Bayreuth, under Graser's superintendence, according to the testimony of a visitor, there were four deaf mutes. In order to receive instruction with the other children, however, even in the most elementary branches, two years of separate preparatory instruction were necessary in the first place, and then two hours in addition daily, and the result of the whole was, that they were taught with the other scholars only in a few mechanical exercises, arithmetic, writing and copying from dictation.(1) Mr. Gronewald, of Cologne, found, in his visit there, no better results. An experiment of the same kind has also been made at Weissenfels. Two of the pupils, after having been under instruction a couple of years, were placed in the elementary school for hearing children connected with the Teachers' Seminary. At the end of two years, it was found, *first*, that the deaf mutes were discontented and anxious to return to the school for the deaf and dumb; *secondly*, that they were a burden to the teacher, and consumed time which ought to be devoted to the other scholars; and, *thirdly*, that the deaf mutes themselves had made less progress than the class they had left two years before. The experiment has also been tried in other places with no better results, and the conviction is now general, that the deaf and dumb must be edu-

(1) Paulsen; *Die Taubstummen-Anstalt in Schleswig in Jahre 1838*, p. 17.

cated in schools and institutions designed especially for them.(1)

3. There is another class of schools for deaf mutes, in some of the German States, especially in Prussia, *connected with seminaries for the education of teachers for the common schools.* According to the census of 1834, there were ten thousand one hundred and sixty-two deaf mutes in the Prussian monarchy, of whom two thousand nine hundred and thirty-nine were between the ages of five and fifteer, and yet only about four hundred were under instruction. Such enormous sums are expended by Prussia in maintaining her fortresses, and generally her immense military establishment, as well as in repairing old cathedrals, that the means of educating her deaf and dumb are wanting. In order to make some provision for them, however, the government has been engaged since 1829, in attempting to popularize deaf-mute instruction. It was hoped that, by giving a course of lectures to the young men in the Teachers' Seminaries, and the opportunity of a little practice in the instruction of the deaf and dumb, they might be able to educate the deaf mutes in their own vicinity, when engaged as school teachers, or at least do much to prepare them for an institution, while the knowledge they thus acquired, would, also, be of service in the instruction of hearing children. It will be instantly seen that this, in its main features, was only a modification of Graser's plan. It overlooked two important facts; *first*, that a long time is required to form an accomplished teacher of the deaf and dumb; and, *secondly*, that in order to succeed, his whole attention must be devoted to the subject before him. There have not been wanting persons, who, from the first, saw that the plan was open to serious objections. They

(1) See Jaeger; *Anleitung, &c.*, Vol. 1st, (2d Ed.) p. 52; where the subject is discussed.

observed that the young men in the Teachers' Seminaries were already overburdened with studies, and that a faithful teacher of a common school had enough to do, properly to instruct his hearing scholars, without being loaded with the additional responsibility of teaching the deaf and dumb.(1)

In Denmark, where the experiment has been tried, it was abandoned several years since.(2) In Prussia, also, it has proved a failure. The original plan, of providing teachers to educate the deaf and dumb at their own place of residence, has been silently given up. In a report recently presented to the government by the director of the Teachers' Seminary at Erfurt, he rested the expediency of the connection between the seminary and the deaf and dumb school, mainly on the benefit received by the latter. This, I am satisfied, is the principal advantage. A great deal of mechanical instruction is necessary in articulating schools, and the assistance of three or four young men, who are willing to perform it, is of great service to the teacher, although probably of not much benefit to the young men themselves.

There is also considerable discussion, especially in Prussia, between the comparative advantages of *day schools* and *institutions* for the deaf and dumb. Although, on the German method of instruction, there is more room for such a question than with us, yet, even with them, the institutions appear to me decidedly to deserve the preference. The advantage claimed by the schools is, that on their system the deaf and dumb can put their acquisitions in speaking into use, in active communication with the families in which they reside; add to their stock of knowledge, by intercourse with the world, and increase their facility of utterance, on the one hand, and

(1) Paulsen; *Die Taubstummen-Anstalt in Schleswig, etc.*, p. 18. Suckow; *Jahresbericht ueber die Taubstummen-Erziehungs-Anstalt in Breslau, 1835*, p. 10.

(2) Paulsen, p. 8.

reading on the lips, on the other, by constant practice. I shall have occasion, in another connection, to show that very much of this is mere theory, and that it is in vain to expect, that persons in general, who in an instant can make a sign, to express what, in the slow and careful manner of speaking necessary with the deaf and dumb, would require several minutes, will to any extent put themselves to the trouble to use spoken language. But, aside from this, and granting all the advantages claimed by the schools, they are more than counterbalanced by the dangers to which the deaf and dumb are exposed, by running in the streets and mingling with the miscellaneous company they fall in with, and by the loss of the careful watchfulness and steady moral influence, which their residence in an institution under the constant inspection of their teachers, renders it possible to exert.(1) So true is this, that it is undenialable, that the deaf and dumb are in less danger from the contagion of evil communication and example, in the institution of the Board in the city of New-York, than they would be in a day school in any country village in the State.

The notices already given, to say nothing of the misunderstanding and unpleasant feeling I was sorry to find prevailing among the German instructors, will be sufficient to show, that, in respect to the external organization of deaf and dumb schools, we have nothing to learn from Prussia, or any of the German States. The plan pursued by the kingdom of Denmark and the State of New-York, admits, I am satisfied, of no essential improvement.

In respect to another question, viz, whether the German system of instruction, either wholly or in part, can be introduced with advantage into the American schools, a longer investigation and more careful inquiry become necessary.

(1) Jaeger; *Anleitung*, pp. 57, 58.

A system of education, and most of all, of deaf-mute education, is not understood in a day ; nor is it possible for even the most experienced instructor, to express an intelligent opinion on many points, without long continued and patient examination. In making these examinations, now continued for several months, I have endeavored, on the one hand, to disengage myself from all preconceived opinions in favor of our own system, and to escape on the other, from sudden and unreasonable admiration of what is foreign and new. The comparative merit of the German system has been in discussion more than half a century, and although most instructors have declared against it, I have felt that I owed it to the Board, in forming an independent opinion, to keep myself open to the proper influence of all the sound views and trust-worthy evidence in its favor, to whatever conclusion they might finally lead, not less than to guard against incredible stories, partial examination, and sanguine and unsupported opinions.

In order to put the Board fully into possession of the German views and methods of instruction, both in their historical development, and present form, it will be necessary to go back to the *origin* of deaf-mute instruction in Germany. We can then easily pass to the *theory* on which this instruction now rests, afterwards, to the *methods* and *processes* by which it proceeds, and the *actual results* it realizes, and shall then be in a condition to form a conclusion in respect to its merits and defects, and the advantages and disadvantages which attend it, as compared with the system pursued in the New-York Institution.

#### I. HISTORY OF DEAF-MUTE INSTRUCTION IN GERMANY.

Although attempts had been made to instruct individual deaf mutes at an earlier period, yet the history in Germany, properly commences with **SAMUEL HEINICKE**, a self-made

schoolmaster, in a small village near Hamburg. He was born in 1729, and after having spent the last twelve years of his life, at the head of the institution for the deaf and dumb, at Leipzig, established by the Elector of Saxony, died in April, 1790. Two centuries before, a Spanish monk, named *Pedro de Ponce*,<sup>(1)</sup> had taught two brothers and a sister, all deaf and dumb, of the constable of Castile, to speak, and at intervals from that time downwards, the attempt had been repeated, with here and there single individuals, in most of the principal countries of Europe. Writers too, had speculated on the subject, and even given directions how a mechanical articulation might be attained by those who had no ear to test its correctness. Among the most distinguished of these, was *John Conrad Amman*, a physician in Holland, whose work, entitled *Surdus Loquens*, even now holds a very respectable place among the books of its class, and by some, is considered superior to any subsequent writings on the subject. A copy of this work fell into the hands of Heinicke, just at the time that he became interested in a deaf mute whom he undertook to instruct, and in connection with the ignorance of many of the child's friends, which rendered conversation by writing impossible, seems to have laid the foundation of that preference for articulation, which constitutes the peculiarity of the German school.

It is interesting to trace the practical development of erroneous theories, long after the theories themselves are exploded. To spoken language, Amman attributed a strange and mysterious power. In its perfection, he seems to have considered it to be such a translucent medium of expression as to be universally intelligible, and is by no means sure, that the language of the apostles on the day of Pentecost, by means of which they were understood by every kindred

(1) Ponce died, 1584.

and people and tongue and nation present, was not this efficacious speech, imparted by immediate inspiration ! "There is in us," he says, "no faculty which more strikingly bears the character of life than speech ; nay, in the human voice may be said to dwell the very essence of life. In a word, the voice is a living emanation of that immortal spirit, which God breathed into the nostrils of man, when he created him a living soul. Among the immense number of gifts from God to man, it is speech, in which eminently shines the imprint of Divinity. In like manner as the Almighty created all things by his word, so he gave to man, not only, in an appropriate language, to celebrate worthily his author, but further, to produce by speech whatever he desires, in conformity with the laws of his existence. This divine mode of speaking almost disappeared from the earth, along with so many other perfections, at that unhappy epoch, the fall. Hardly, in the long course of ages since elapsed, has the precious prerogative been accorded to a few privileged individuals. These were no other than souls, sanctified and united to God by fervent and continual prayer, who, interrogating the very essence of things, have been endowed with the gift of miracles. These holy personages have exhibited to the view of other men, traces of an empire, once common to all, but which most have suffered to escape !! (1)"

It is not to be wondered at, that such views, upon a man of Heinicke's temperament, and under his circumstances, should have made a deep and abiding impression. As he read and pondered upon human language, and its wonderful power of embodying and conveying to others, the operations of the soul, he thought of it, as his master had done before him, chiefly, if not only, in its spoken form. It was the voice, which showed forth the glory of God's gift to man. It

(1) *Surdus Loquens : sive Dissertatio de Loqua*, 1740.

was speech only, which fully comprehended, contained and expressed, the movements of the soul. Every other means of communication was dead. That alone spoke into life and power, and stood by itself in its capacity of awaking the same life in the soul of others.

Setting out with these leading ideas, his views of written language may easily be ascertained. "The written word," says he, "is only the representative of articulate sound. It addresses itself to the eye, and can never be imprinted on the soul, or become the medium of thought. That is the sole prerogative of the voice. Without an acquaintance with spoken language, a deaf-mute child can never become any thing more than a writing machine, or have any thing beyond a succession of images passing through his mind." (Heinicke's language in substance.)

At this very time, there was an instructor of the deaf and dumb, in France, whose success, notwithstanding the serious errors with which his system was disfigured, afforded the most striking refutation of the fundamental principle of Heinicke, that thinking can only be carried on through the medium of articulate words, conceived of by the mind. This was *Charles Michel de l'Épée*, born at Versailles, on the 25th of November, 1712.

Assuming that our ideas, in their own nature, have no closer connection with vocal sounds, than with written words, that the signs or gestures natural to the deaf and dumb may be made to answer the same purpose, which our mother tongue serves in the learning of a foreign language, he aimed to make his pupils acquainted with books through a process of specific translations of signs into written language, and that again into signs. So unartificial, however, is the structure of the natural sign language of the deaf and dumb, so destitute of the inflections of grammar, and so much does it confine itself to individual and concrete forms of expression,

that he found himself obliged to construct for it, in fact, a grammar and vocabulary, that is, in other words, to invent a sign, or succession of signs, for all those numerous words and modifications of words, together with the grammatical terminations and connectives, which exist only in our highly artificial languages, and then to bring the whole into a grammatical order, corresponding with that of the French language. His error, in which he was followed by Sicard, consisted in the attempt to give to the sign language of the deaf and dumb, a development of which it is not susceptible. Still it is not to be denied, that he was eminently successful, even if we had no other evidence than the testimony of the learned and profound philosopher, Condillac. (*Grammaire*; cap. 1. *du Language d' Action.*)

It cannot be sufficiently regretted, that these two men, who should have been friends, will ever stand before the world as rivals and enemies. Both were probably to blame. Both were too desirous of claiming for themselves the honor of discoveries and attempts, which belonged exclusively to neither. Heinicke, however, commenced the attack. In a small work, on the mode of thinking of the deaf and dumb, issued in 1780, in which he makes mention of his own method of instruction, he presumptuously and most rashly ventured the assertion, that all other methods, that of the Abbé de l'Épée not excepted, were useless and pernicious, and no less than delusive folly, fraud and nonsense. De l'Épée was not the man to sustain such an assault unmoved. He entered the arena, and several letters, couched in terms which sufficiently attested the severity of the one and the keenness of the other, passed between them.

A few words are sufficient to sum up the substance of the whole. Heinicke maintains, that the deaf and dumb, instead of being instructed in language through the medium of signs and writing, should be taught to speak and read aloud by

imitating the motion of the lips ; on the ground, that it is difficult, if not impossible, for the mind, by the sense of sight alone, to grasp the endless succession of letters which form the words of spoken language, and that *abstract ideas* cannot be communicated to the deaf and dumb, either by writing or pantomimic signs.

The answer of De l'Épée was, that he himself had instructed the deaf and dumb in speaking, but that according to his experience, the acquisition was of no great value ; that the whole time spent in the mechanical learning of speech, by the deaf mute, was so much deducted from the opportunities of mental cultivation ; that if it was impossible for the deaf and dumb to remember, by the sense of sight, the order in which the letters of words are placed in writing, the same difficulty pertains to speaking aloud, inasmuch as the deaf mute must recollect the different positions of the mouth, which are demanded by different sounds ; that in point of fact, deaf mutes learn the letters of the alphabet in a very short time ; that the manual alphabet, in which the written letters are represented by different positions of the fingers, supplied the place of articulation ; and that, because the manual alphabet, alike with the sound of the letters, is not capable of conveying the signification of words, resort must be had to methodical signs, or the artificial system of signs to which we have already alluded.

Which of the combatants gained the victory, in a contest in which both were more or less in the wrong, it is of no importance to decide. Indeed, the controversy might well be allowed to be forgotten, were it not for the doubly unfortunate result which has followed it. Not only did it early produce a division into opposing schools, of teachers aiming at the same common object, but it has had the effect in Germany of making a *wrong issue* upon the question in debate. Since De l'Épée's time, great changes have been made in that

system of instruction, which relies principally upon pantomimic signs and writing to impart to the deaf mute a knowledge of the meaning and power of language. Sicard varied from De l'Épée. The American schools, and even the school at Paris, have varied much from Sicard. The manual alphabet nearly every where now occupies, as an instrument of instruction, a very subordinate position. More and more, in the progress of improvement, the great dependence is placed upon written language, explained, in the elementary stages of instruction, by means of the natural sign language of the deaf and dumb, and at a later period by means of language already learned. Hence the question in our day in respect to the articulation system and its effects is entirely changed.

Unfortunately, the German teachers, with here and there an honorable exception, seem to be unaware of the fact. With laughable earnestness they still make grave assaults upon the manual alphabet, as if De l'Épée were still in the field, and the question lay between that and articulation. No writer fails to send an arrow against methodical signs, as if that artificial system must of course be employed in the absence of instruction in articulation. And the consequence is, that it is impossible from the German works, to gather an adequate view of the mooted question in respect to the great rival systems, *as it now stands*.

From the school of Heinicke at Leipzig, have proceeded, directly, or indirectly, nearly all the schools for the deaf and dumb in Germany, with the exception of those in Austria, and a few in Bavaria.

The son of Heinicke, lately deceased, became the principal of a school at Crefeld; one of his daughters was married to Mr. Eschke, principal of the school in Berlin, and another to Mr. Reich, the present accomplished director of the original institution at Leipzig; and the natural conse-

quence has been, that the teachers formed at these schools, constituting the larger portion of those engaged in deaf-mute instruction, have carried away with them the preference for articulation which now forms the peculiarity of the German method. The system is established. They know no other. It had, as we have seen, its origin in the efficacious speech of Amman, trammeled, in the mind of Heinicke, with the demonstrably erroneous theory, that thinking is impossible, except through the medium of articulate words. Except perhaps by a very few, the theory of Heinicke is now abandoned. No one holds the mystical notions of Amman. Nearly all are willing to admit that both signs and writing may serve as a medium of thought. Jaeger indeed denies the latter, although with strange inconsistency, he admits that the finger alphabet, (which is nothing else than the forms of letters represented by different positions of the fingers,) may serve this purpose. In this opinion, however, to judge from published writings, and the dissent repeatedly expressed by the German teachers in conversation, he stands almost, if not quite, alone. Says one of the most prominent German writers on this subject: "We can by no means agree with Heinicke and his followers, that true thinking is impossible except through spoken language; nor can we admit the opinion of Graser, that speaking alone restores the deaf and dumb to human society."(1) "Thought, we must never forget, possesses an inherent activity, which is dependent on no form, whether writing or sound. True, with those who possess the faculty of hearing, thought is from infancy associated with words; but this connection is by no means under all circumstances necessary."(2) Says another, "so much is clear to every unprejudiced mind, that by far too much

1. Hill, *Vollständige Anleitung zum Unterricht*, p. 131.

2. *Ib.* p. 127.

importance has been attached to the instruction of the deaf and dumb in speaking, as a means of mental cultivation. In deciding upon the value and necessity of this branch of instruction, it has been common to proceed upon general principles, derived from the manner in which language is developed in *perfectly organized men*, without sufficiently taking into view the peculiarity of the condition of the deaf and dumb. Our own opinion is, that a final decision upon this doubtful and most interesting question can be formed, only after the most careful observation and experience in respect to the deaf and dumb, coupled with an accurate knowledge of their physical and mental state, and the peculiarity which attaches itself to the manner in which they must become acquainted with language."

In connection with the breaking away of the German instructors from the erroneous theory of Heinicke, indicated by the views just quoted, while at the same time influenced by many of his modes of thought, has arisen within a few years, a very wide diversity of opinion in respect to deaf-mute education. Perhaps in such a land, it could not well be otherwise. So great are now these differences, that I have had serious doubts of the propriety of speaking of a German method, and can justify the expression, only on the ground of the prominence given to articulation as a branch of instruction. First, there is the *Saxon school*, the oldest in Germany, the one whose principles and processes agree most nearly with those of Heinicke. Of this class of instructors, now very small, Mr. Reich, of Leipzig, may be considered as standing at the head.

Next in age comes what may be called the *Wurtemburg school*, of which the Rev. Mr. Jaeger, for many years principal of the Royal Institution at Gmünd, about thirty miles from Stuttgart, and author of several valuable works, may be regarded as the founder. The teachers, who fully em-

brace his views, also, are not numerous, and are principally to be found in Southern Germany.

Thirdly must be reckoned, what may be termed the *New Prussian school*, from the recognized expounder of its principles, Mr. Moritz Hill, the intelligent instructor in the Teachers' Seminary at Weissenfels, in the Prussian province of Saxony. I found a number of teachers, especially among the young men, who embrace his views with ardor, and are carrying them out with great zeal.

The larger part, however, of the German teachers, follow exclusively neither of these methods, but adopt parts of one, and parts of another, in such a manner as to render impossible any thing but the most general principle of classification. So great are the difficulties occasioned by these differences, that, at times, I have almost despaired of being able to speak on the German theory and processes at all; and if in any case, in the general observations which follow, I shall be found to have fallen into error, I can only say, by way of apology, that the German teachers, it is evident, both from conversation, and the complaints they utter, of being misunderstood and misrepresented, frequently do not understand each other.

## II. GERMAN THEORIES OF INSTRUCTION.

What relates to the prevalent theories of deaf-mute education in Germany, as distinguished from the practice, may be comprised under three divisions, viz.: the *aim* or *object*, the *means*, and the *instruments of instruction*.

1. In respect to the main *object* to be secured by the education of the deaf and dumb, the larger portion of the German instructors perfectly agree with teachers in other countries. Some, indeed, attach so much importance to the teaching of articulation, as to leave the impression that they recognize no higher aim; but those who take a wider

view, regard a preparation for intercourse with society as only a part of the object, and justly remark, with the excellent Mr. Jaeger, that the *main end of the instruction of the deaf and dumb is to prepare them for this world and the next; for life and for death.*

2. The means of accomplishing this end, are instruction in the ordinary branches taught in the *Volksschulen*, or popular schools of the country, viz.: language, reading, writing, geography, arithmetic, drawing, and religion, as it is called in Germany, or the narratives and doctrines of the Bible.

In the practical execution of this theory, however, arises an immense difficulty, which imparts to the instruction of the deaf and dumb, the principles on which it rests, and the processes by which it must be effected, a character altogether peculiar. It is this. In the elementary schools for hearing children, the pupil brings the great instrument to be employed in the process of instruction, viz., language, with him. The first day he takes his seat as a scholar, he is able to understand what is said to him, and to make himself understood by others. The medium of communication between teacher and scholar is already established, and the great business of the former is, through this medium, to communicate knowledge to the latter, and teach him, how most effectually to acquire it for himself. With the deaf and dumb beginner the case is entirely different. With the language of those about him, he has no acquaintance. Their modes of communicating, through language, their thoughts, feelings and knowledge, are to him quite a mystery. With this, therefore, he is first to be made acquainted. The instrument must be forged before it can be used, and, therefore, for the deaf and dumb, on any theory of education, *instruction in language* must necessarily occupy the first and foremost place, and constitute no small part of what he learns at school. And when it is considered, that

upon his ready acquaintance with language, his future progress through life must mainly depend, the importance of having this foundation well laid will be fully appreciated. These are views peculiar to no theory, and will be disputed by none.

How language shall be communicated to the deaf and dumb; whether merely in its written, or also in its spoken form, is a question which has always occupied, more or less, the attention of intelligent teachers in Europe and America, and on which very different opinions have been, and probably always will be expressed. So much is certain, that *one* of the forms in which language expresses itself, viz., sound, must be to the deaf and dumb forever unknown. All the language with which he can ever become acquainted, must be a visible language, and must be received through the medium of the eye. If he become acquainted with spoken language, therefore, it must be, not with the sounds of language, from a knowledge of which his misfortune excludes him, but with the *motions of the lips and vocal organs made in producing these sounds*. That it is possible, by close and careful attention, at least in some languages, to seize hold of these fleeting motions, with sufficient accuracy to make out words, and even whole sentences; and that it is also possible, by the imitation of these motions to produce similar sounds, it is too late to deny. Although in general known only to instructors of the deaf and dumb, it has been a matter of history for nearly three hundred years. In the early stages of the art, it was the ordinary mode of instruction; and if in most countries it has been abandoned, it has not been from any doubt of its practicability, but from the conviction, that in general the attainment was too imperfect to compensate for the time and labor necessary to expend upon what is merely mechanical. Of the truth or error of these views, we shall better be able to judge at a later stage

in our inquiries. It will here be sufficient to say, that the German teachers embrace the earlier theory, and, in the instruction of the deaf and dumb in language, endeavor not only to make them acquainted with its written, but also its spoken form.

3. *The instruments of instruction*, to be employed in imparting to the deaf and dumb a knowledge of language, are, in the view of the German instructors, the indication of present objects, models, pictures, pantomimic signs, articulation and reading on the lips, and writing. In respect, however, to the relation which these instruments bear to each other and the order of their importance, they widely differ from each other. Fully to understand these differences, renders it necessary to go back to the starting point, or fundamental principle, in which they have their origin.

(1.) *Natural signs.* What may be called the older school, regard it as a matter of fundamental importance to excite the attention, rouse the imagination, cultivate the memory, and in fine develop the intellectual powers as early in the course and as much as possible.

They hold that what the pupil needs, is not only language, but the attention, discrimination, and mental cultivation necessary to learn and use it. Hence, they naturally attach much importance, especially in the earlier part of instruction, to natural pantomime, as calculated to quicken the mind and exercise the judgment. With this view, pantomimic signs in the schools of this class are actually taught, and constitute, in the elementary class, one of the regular school exercises. "The language of signs," says Reich, "is the window through which we at first are able to look into the mind of the deaf mute, and to judge what ideas he possesses, and what degree of truth and clearness they have." "None but those only superficially acquainted with the nature of the natural language of signs," says Jaeger, "will deny that

they have much influence in awaking the understanding, imagination, and all the mental faculties. Only an utter ignorance of all that pertains to the subject can venture the assertion, that the deaf and dumb can be educated without calling in the aid of pantomime. Mimic signs are necessary, in order to awaken the moral feelings of the deaf mute, render what is spoken comprehensible, impart life, spirit and impressiveness, especially in religious instruction, to the dead form in which written or spoken language comes to him, and even after his education is completed, are still necessary in order to enable him to modify or strengthen what he says." (1) According to this theory, therefore, pantomimic signs are to be employed, as the foundation on which the elementary instruction of the deaf and dumb must rest, the main instrument in the first part of the course, a subsidiary instrument in the latter part, and absolutely indispensable with more or less fullness at every step and forever.

What may be denominated the younger school, assume a different starting point, and of course arrive at a different result. They maintain that the shortest, most certain, and in all respects, the best mode of developing and strengthening the mental faculties of the deaf mute, is to impart to him, as early as possible, *language*, and, *through this* mainly, to make him acquainted with the various branches of knowledge necessary to be taught, and also with his relation to God. A careful study of the manner in which hearing children learn to speak, affords, they affirm, the surest guide to the proper instruction of the deaf and dumb. Accordingly, in their view, instruction is to be commenced and carried forward by means of the *actual sight* of various objects; where this is impossible, by means of models and pictures, and only when both fail, is resort to be had to natural signs.

(1) *Jaeger Anleitung*, vol. 1, p. 83-85.

Owing to the zeal with which they have supported the theory, and the earnestness with which they contend against the employment of natural signs as found in the older schools, they have been supposed to make no use of such signs at all. This, however, is a great mistake. In a long conversation with Mr. Hill on the subject, he expressed, in the fullest manner, his conviction of the indispensable importance of signs in the instruction of the deaf and dumb, and the folly of attempting wholly to discard them, and remarked that he had been greatly misunderstood, if he had ever been supposed to hold any other view. The same opinion, he has distinctly expressed in his various works, although with such qualifications in other connections, as easily to explain the misunderstandings which have arisen. To sum up, now, the difference on this point between these two schools, in a single word: the older school hold that actual inspection, and in subordination to this, models, pictures, &c., are to be employed, as the means of fixing a clear idea of the object in the pupil's mind, then to be succeeded by the pantomimic sign for that object, which last may be employed in the school room so long as it may be necessary, or until it gives way to words. With them, therefore, it is regarded as a great assistance in the first part of the course, to have a sign for every written or spoken word. The younger school, on the contrary, affirm, that if you first give a sign for every object, and then a word for this sign, you in fact engage the deaf mute in a process of translation. Instead of thinking of the spoken or written name in immediate connection with the object seen, he interposes between them a pantomimic sign, which thus far embarrasses him, encourages his thinking in signs, and hinders his progress in language. Accordingly, the teachers of this school hold, that by connecting the objects themselves, or at least models and pictures of them, *immediately* with the spoken word, it is possible, and of the highest importance,

to dispense altogether with any other sign than the word itself; and that most of the natural signs necessary, even at first, to be employed, are either indicative, or those which express relations, actions, feelings, &c.

(2) *Models, pictures.* The older school, finding no objection to the use of natural signs, up to the period when they can be displaced by words, attach less importance to these instruments of instruction, and more clearly point out their imperfection. They remark that most models and pictures are too imperfect, aside even from the difference of size between them and the objects they are intended to represent, to give any other than a partial and often erroneous idea, and that, therefore, they are to be used with prudence and caution. The younger school, on the contrary, who find in them one means of avoiding natural signs, naturally attach to them a great degree of importance, and introduce them without scruple, whenever they can be made available.

(3) *Articulation and reading on the lips.* The employment of these as instruments of instruction, may be considered as constituting the grand peculiarity of the German schools, and yet they widely differ among themselves, in respect to the *time* at which these instruments can be made available. The schools which hold the older theory, and find a ready means of communication in natural signs, maintain that a considerably longer period should elapse, before articulation and reading on the lips are employed as the means of communicating further instruction, than the younger schools, in consistency with their principles, hold to be either necessary or advisable.

(4) *Writing.* It follows of course, from the different fundamental principles of the two schools already mentioned, that the older class of instructors make writing more prominent than the younger class. With the latter, to a great extent, articulation is considered as the alpha and omega of

deaf-mute instruction ; and writing, although by no means neglected, is considered as being, in comparison, of minor importance, and is in fact much less employed as an instrument of instruction.

In respect to the interesting question, whether words should first be given to the deaf mute under their written or spoken form, three distinct views prevail. By some it is regarded as indispensable to the highest success, to communicate every new word, in the first place, only in its spoken form ; to accustom the pupil to utter it aloud and recognize it on the lips of others ; and only when he has obtained a certain degree of familiarity with it in these forms, to give it to him in writing. Others, on the contrary, maintain that, although this process may succeed in the case of a few of the simplest words, the positions of the lips and vocal organs, in the first place, do not distinguish between similar letters and syllables, with sufficient accuracy to enable the deaf mute infallibly to seize the sound, and in the second place, are altogether too fleeting to make a distinct and lasting impression on his memory. In their view, therefore, new words should always first be given under their written form. A third class, leaning strongly to the view just mentioned, and in practice not differing from it at all, so far as I have been able to discover, take the ground, that it is of no importance whether the word be given in its spoken or written form, provided it only be spoken and written enough to make the pupil acquainted with it under either character.

Artificial and arbitrary signs, as also the finger alphabet, the German teachers agree in theory, in rejecting, on the double ground, that they are not understood among those with whom the deaf mute is to associate in after life, and that they hinder the progress of the pupil. There are now only two or three schools in Germany, so far as I know, in which the manual alphabet is at present employed. These

justify its use, on the ground, that words given to the deaf mute for the first time orally, are not certain to be understood, and that the manual alphabet is a convenient means of supplying the defect.

### III. METHODS AND PROCESSES OF INSTRUCTION.

In passing now to the application of these theoretical views, in the actual instruction of the deaf and dumb, we shall find an advantage in treating of particular branches separately and in the following order :

#### 1. *Method of Instruction in Articulation.*

Before describing the manner in which speaking is taught, without the aid of hearing, it seems necessary to observe, that *deaf mutes in general possess perfect organs of speech* !(1) They make involuntary, and frequently also voluntary sounds, and could they only hear what sounds are made by others in speaking, would be able to imitate them, or in other words, to talk. As total deafness debars from all such knowledge, they necessarily remain silent or mute ; in other words, they are dumb solely in consequence of deafness. Even where a child has already learned to talk, but subsequently at a tender age becomes deaf, he gradually loses one word after another, from no longer hearing them spoken, and finally relapses into silence.

The end proposed in teaching articulation is, by means of the eye, aided by the sense of touch, to supply to the deaf mute the lost sense of hearing. As different sounds

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

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

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

2. *General description of the method of teaching.* In order to make the pupil acquainted with the position of the organs necessary for the production of the sounds of language, the teacher places his own organs in the necessary position, makes the scholar by sight and feeling notice these positions; encourages him to do the same himself; helps him when he does not succeed; and finally, proceeds from simple to composite sounds, that is, to syllables and words, and from these to sentences.

As *apparatus*, a looking glass, in which the pupil may view the position of his own mouth, as compared with that of the teacher's, and a paper-folder, used to direct the motions of the pupil's tongue, are generally employed. Such contrivances as india-rubber tongues, the expediency of which has sometimes been suggested, are in fact never resorted to.(1) Some teachers, instead of a paper-folder, put their fingers into the scholar's mouth. This Mr. Hill discountenances, on the ground, among others, that "sometimes unwittingly and sometimes on purpose, the scholar is in danger of biting it"(2)

(1.) It has found its way into the books, and is frequently stated as a fact, that Mr. Reich of Leipzig, uses an india-rubber flexible tongue, in instruction. I have it on his own authority that this is an entire mistake.

(2.) Hill : Meeh. Sprech., 26. This remark would seem to point to an unwillingness on the part of deaf mutes to learn to speak. That the exercise, especially at first, is exceedingly trying to them, hardly admits of doubt. Every one who has made the attempt to learn the sounds of a foreign language, can remember what severe drafts were made upon his patience, when after the hundredth repetition of a difficult sound, he only succeeded in making a distant imitation. How vastly must the difficulty be enhanced in the experience of the deaf and dumb, who labor under the double disadvantage, of being obliged to articulate with organs to which exercise has given no flexibility, and to imitate sounds, which they cannot hear, or even form a conception of. I shall never forget the unpleasant impression made upon me, in watching the efforts of a little deaf mute who had been at school not quite three months, and to whom the instructor was laboring to teach the articulation of the letter *s*. The child did not bring his tongue far enough forward, and the only sound he made was that of *sch.* (*sh.*) A quarter of an hour the teacher spent in endeavoring to remedy the mistake, frequently running his paper-folder into the child's mouth, and pressing down his tongue, but without success. The exercise, it was evident, was laborious to the teacher, and towards the end, especially, most painful to the scholar. Indeed, at last the child lost all courage, and appeared the perfect image of despair. Although compulsion is sometimes obliged to be used, yet on the whole, nothing connected with articulation appears so really surprising, as the degree of patience exercised by the pupils.

One of the earliest requisites in such a course, is evidently, the power on the part of the deaf mute of making voluntary sounds. When the hearing is only partially lost, or the child has become deaf after having once learned to talk, and in certain other cases, there is no peculiar difficulty. Sometimes, on the other hand, considerable time and labor are spent in making the pupil understand what is required of him. At Leipzig, I saw a little girl who had been under instruction a couple of weeks, but without making any progress. Day after day, she had been called up, and the teacher had pronounced the usual sound *a* (a as in father,) with the customary devices of prolongation and percussion, placing her little hand before his mouth and under his chin, to show her that the breath must be strongly expired and a jar be made in the vocal organs, but all to no effect. She placed her hand, as she was directed, before her own mouth and under her chin, breathing strongly enough, but making no sound. As I saw her from time to time, on my visits to the school, with her mouth wide open, but in complete ignorance of the manner of producing the jar she noticed in her teacher, I became interested in the case, and requested the teacher to inform me, as soon as he succeeded. In the course of the week, he brought me word that she had overcome the difficulty. When his own patience was nearly exhausted, another deaf and dumb girl had undertaken the matter, and instantly succeeded. Very possibly, the teacher himself would have attained the same result, had he continued his efforts a moment longer. The child, it appears, had first succeeded in making a sound when her hand was under her chin; and in consequence, such an association between the vibration and the position of the hand was established in her mind, that in no other way was she able for some days to make any sound at all. The instant her hand was removed, the sound ceased.

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

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

Next follow the consonants placed *after* the vowels, and

the forming of significant words, as *af*, *of*, *Ruf*, *Ohr*, etc. "The main object here is rather mechanical readiness in speaking, than acquaintance with the meaning of words." (1) Afterwards, syllables are united into words, and these again into sentences.

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

In passing next to vocal sounds, as the deaf mute has no ear to guide him, either in respect to pitch or intonation, he can be expected, in many cases, to utter only those which are rude and unpleasant. Sometimes these sounds are so high as to be almost a scream; sometimes so low as to be little better than a growl, and sometimes extremely nasal.

(1) Hill; Mech. Sprech. 78.

To remedy these defects, even very imperfectly, is a work, as all confess, of time and labor.

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

The vowel *i* (*ee*) not unfrequently makes a great deal of trouble, but "one must not lose courage if he does not at once succeed."<sup>2</sup> (1) The letters *p*, *t*, *k*, are often difficult for the less competent deaf mutes. Such mistakes as *mpe* instead of *pe*, *me* instead of *pe*, *t*, *ch*, and *ng* instead of *k*, are of frequent occurrence. *R* is for many the most difficult sound. Indeed, there is not a sound in the whole alphabet, which has not to the deaf and dumb its peculiar difficulties, and does not subject them to the danger of mistake. In respect to the sounds peculiar to the German language, represented by *ö* and *ü*, the attempt to teach their correct pronunciation is seldom if ever made. Contenting themselves with the remark that these sounds are often confounded, by those who hear, with *e* and *i*, the teachers wisely allow their pupils to say *Mehre* for *Möhre*, *Bicher* for *Bücher*, &c.

The union of different letters in one word, and the modifications in sound which hence result, constitute a still further difficulty. A long time is usually requisite, in order to bring the slow-moving organs of the deaf and dumb, to the necessary quickness, in pronouncing the *short vowels*. Sometimes they pronounce *i* (*ee*) and *o* like *ü* and *u* (*oo*). Sometimes they actually drop them. A very frequent mistake is, the too great prominence given to the con-

(1) Hill; *Mech. Sprech.* 83.

sonants e. g.—*w, m, n, l, r*, when connected with the short vowels, which “of course renders the sound very unpleasant and unintelligible.” The union of consonants, without an intervening vowel, which demands for their pronunciation much exercise and flexibility of the vocal organs, constitutes a special difficulty for the unpractised organs of the deaf mute. In pronouncing such syllables as *pla, tra, abt*, he is almost sure, either to separate the consonants, take breath between them, or interpose a vowel sound, as *pela, tera, abet*, &c.

It would be tedious to follow out all the errors into which deaf mutes in this toilsome process fall, and the particular directions given for endeavoring to rectify them. What has already been said, will be sufficient to show, that this process is correctly called by the German writers, *mechanical speaking*; that much time must necessarily be devoted to it, and that with the greatest efforts, only a defective utterance can be reasonably expected, even under the labors of the most experienced instructors.

## 2. *Method of Instruction in Reading on the Lips.*

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

(1.) There are many sounds, which demand positions of the organs so entirely similar to each other, as it respects

external observation, that only a *very* practiced eye can discover the difference.

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

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

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

(5) In connected discourse, many sounds which properly belong to words are lost, which greatly increases the difficulty of understanding by means of sight. For instance, in the sentence, *this singer ran nineteen miles*, few persons pronounce so distinctly as to make the *s*, *r*, and *n* twice perceptible, even to the ear, much less to the eye.(1)

So great are these difficulties, both singly and in combination, that it is not pretended that deaf mutes ever become able in ordinary discourse, to make out each word, or perhaps the greater number. All they do, is, to make out a few and guess at the remainder.(2) This was distinctly told me by the most accomplished reader on the lips whom I saw in Prussia.

*Method of Instruction.* In learning to utter sounds himself, the deaf mute has the aid of two senses, sight and feeling; in learning to read on the lips, however, he must trust exclusively to his eye. Hence the need of special exercises in

(1) Hill. Mech. Sprech. 30.

(2) Hill. Mech. Sprech. 31.

this department. The following may be pointed out as the most noticeable things in such a course.

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

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

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

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

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

### 3. *Method and Order of Instruction in Language.*

In passing now to the order in which the difficulties of language, in respect to the meaning of words and the grammatical construction of sentences are surmounted, it becomes necessary to revert to the classification already referred to, and to treat this branch of the subject under the three divisions of the *Saxon*, *Wurtemburg*, and *New Prussian* methods. Of these, the first two agree sufficiently in theory to be classed in most respects together; in practice, however, they differ in several important respects.

(1.) *Saxon Method.*

The fundamental principle which controls the practical exercises of this school may be stated in a single sentence. *Lay the foundation and collect the materials before you begin to build.* Accordingly, it is no part of their object, to bring the pupil to write sentences as early as possible ; on the contrary, they are willing to defer this, for the sake of accustoming him, through pantomime and other means, to think, compare, judge, reason, in short, to enlarge his sphere of thought. Accordingly, long lists of single words are given to the scholar to learn, as an exercise of memory ; while the explanation of these, by signs, increases, as these teachers think, his power of discrimination. Of the two works prepared by Mr. Reich, the first and larger entitled "*Der erste Unterricht der Taubstummen,*" (Leipzig, 1834, 8vo. pp. 436,) was prepared especially for teachers who have no practical acquaintance with deaf mute instruction, and cannot properly be cited, as is done by Mr. Hill, and the editor of the Fourth Paris Circular, as giving an account of the method pursued at Leipzig. The work recognized by Mr. Reich, as containing a correct exposition of his own order of instruction, is a pamphlet of moderate size issued in 1840, under the form of a report. So far as I can judge from my own observations, it presents a very accurate account of the processes and order of instruction in this celebrated institution, and possesses sufficient importance, for purposes of comparison, to justify a condensed abstract.

**FIRST YEAR.** (1) *Pantomimic exercises* upon things present, their form, size, material relations, &c., in order to cultivate the perceptive faculties of the deaf mute, and accustom him to accurate observation. (2) Introductory exercises in articulation—a prominent exercise. (3) *Writing*, (caligraphy.) (4) Names of common objects committed to memory--

selected with double reference to ease of articulation and facility of comprehension. (5) Elements of drawing, in order to fix his attention more closely, and develop his conceptional faculties. (But are not the perceptive and conceptional faculties just those in the deaf mute which least of all require cultivation? Is it not an established fact, that, particular cases excepted, these powers are developed out of all proportion?) (6) Elements of numeration, as far as ten.

*Apparatus*; a collection of utensils of all sorts; pictures and models; a written spelling-book for the exercises in articulation.

**SECOND YEAR.** (1) Pantomimic exercises (continued); the teacher availing himself, where it is possible, of words known to the pupils. (2) Exercises in articulation (continued); with special exercises in reading on the lips, writing and recognizing written words. (3) Names of objects committed to memory; the selection no longer made with reference to ease of articulation, but to their necessity in the enlargement of the pupil's knowledge of language. (4) Adjectives committed to memory; beginning with colors, as most striking to the eye, and then passing to those relating to feeling, taste and smell, and finally to those denoting form and size. (5) The questions, *Who?* *What?* *How?* (6) Generic terms commenced. (7) The definite article, *der*, *die*, *das*, connected with the nouns according to their genders, and the list committed to memory; the plural of nouns; the copula. (8) Formation of simple sentences by means of copula and adjective, commenced. (9) The easier conjunctions and adverbs: *and*, *also*, *or*, *but*, *only*, *not*. (10) Inflections of the substantive and adjective. (11) Pronouns, personal, possessive and demonstrative, and the indefinite forms, *some*, *none*, *some one*, *any one*, *no one*; the ordinal and cardinal numbers. (12) Reading of printed letters, commenced; elements of arithmetic. (13) Drawing on paper.

In this year, the first attempt is made through the spoken questions, Who? What? &c., to communicate any part of the instruction by means of speaking. No word is ever given to the scholar until its meaning has been explained by pantomime. As soon as the pupils have learned a sufficient number of words, they are required to write them in *alphabetical* order, together with their plurals and forms of declension, with the view of providing them, in the failure of memory, with a dictionary of the words they have learned. At the end of the second year, the pupil is supposed to be possessed of sufficient materials for the construction of the simple sentence, and to this degree with the first elements of grammar.

**THIRD YEAR.** (1) Generic terms (continued). (2) Intransitive verbs, *stand*, *sit*, *lie*, *hang*, &c.; the most common transitive words. (3) Conjugation of the verb (in part); present, perfect and future of the indicative; imperative mood. (4) Comparison of adjectives. (5) Compound sentences, connected by *because*, *for*, *hence*, &c. (6) Easier words, expressive of *time*; degrees of family relationship. (7) Arithmetic (continued).

This year, articulation is used to some extent in instruction, although of course, accompanied by pantomime. "The speaking, however, is very slow; for the deaf mute, in the poverty of his language, needs time in order to seize hold of the spoken words, recollect their meaning, bring them into combination, and comprehend the connection of the whole." (1) The pupils are required also, according to their capacity, to produce written compositions. Easy conversations upon present objects or pictures are also begun, in order to lead the scholars to clothe their thoughts in words, instead of pantomime.

(1) *Reich; Nachrichten*, p. 18.

**FOURTH YEAR.** (1) Compound words, as writing-book, reading-book, pocket-book, &c. (2) Verbs (continued); the auxiliaries, *would*, *should*, *could*, *must*, &c.; irregular and compound verbs, both in their active and passive forms. (3) A number of adverbs of time, place, &c. (4) Other connectives rendered necessary by the structure of more intricate sentences, as *till*, *since*, *if so*, *in order that*, &c. (5) Divisions of time, both larger and smaller. (6) Introduction of domestic and historical narratives. (7) Biblical history. (8) Exercises in reading, writing, arithmetic, and drawing, (continued).

In these exercises, speaking as a medium of instruction becomes more prominent, "although in this as well as in the following year, pantomime, it is scarcely necessary to mention, though constantly retreating, cannot be entirely dispensed with." "The teacher, however, must be careful to speak sufficiently slow to give the pupil time to understand the meaning, as well as seize the form of what he says;" frequently also "it is necessary to repeat a sentence :" "not unfrequently too, resort must be had to writing, especially in the case of compound sentences. In such instances, writing possesses a great advantage over the fleeting motions of the lips." (1).

**FIFTH YEAR.** (1) Diary kept by the pupils, and letters written. (2) Reading of select parts from children's books. (3) Oral instruction, with questions, &c., upon select engravings, representing particular situations, and cases in actual life. (4) Signification and use of more difficult conjunctions, also punctuation. (5) Natural history, geography, especially of Germany, together with some knowledge of history, trades, measures, weights, and coin. (6) Biblical history. (7) Religious instruction.

(1) Reich : Nachrichten, p. 20.

It is here desirable that pantomimic signs be dispensed with, and the scholar pass from thinking in signs to thinking in words. "Since, however, there are always some who are backward in every class, and oral communication is not unfrequently obscure to the deaf mute, its total disuse becomes impracticable."

(2.) *Wurtemburg Method.*

Since the visit of Degerando and Mademoiselle Morel to the institution at Gmünd, in 1833, an interesting account of which is contained in the Paris Circular for 1836, not only have the principles and processes formerly in use in this excellent institution been somewhat changed, but the views of Mr. Jaeger himself, as appears from the preface to the second edition of his work, (1) have been modified. While still strenuously denying, that he intends to interpose the natural signs of the deaf and dumb, between the objects themselves and their written or spoken representatives, he fully admits, that in the first edition, he attached too little importance to pantomime, and that further experience has taught him the expediency of a wider employment of the natural sign language, in the first year's preparatory course, than he formerly held to be desirable.

The Wurtemburg school agree, therefore, in the main, with the Saxon school, in respect to the use of signs, although, so far as I have had an opportunity to observe, with a somewhat more restrained employment of this means of communication. They also agree in gradually making the pupil acquainted with language according to the difficulties of construction, or, in other words, teaching him to speak and write according to grammatical forms. On the other

(1) *Anleitung zum Unterricht taubetummer Kinder etc.*, Stuttgart, 1843. *Thus far only one volume of the new edition has appeared.*

hand, they differ very considerably in respect to processes of instruction. Instead of teaching, like the former, long lists of single words, which they hold to be an unnecessary burdening of the memory, they aim, with the teachers of the New-York Institution, to incorporate words into sentences as early as possible, and believe that the full meaning and use of words is best given in combinations with others.

The first year is devoted to a *preparatory course of instruction*, consisting of pantomimic exercises, having for their object the excitement of greater mental activity in the deaf mute, the elements of articulation, reading on the lips, writing, reading, and drawing. In general, according to Jaeger, the day may be thus divided, viz :

|                                                   |                        |
|---------------------------------------------------|------------------------|
| Mimic exercises, . . . . .                        | 1 $\frac{1}{2}$ hours. |
| Writing, in periods of half an hour each, .       | 1 $\frac{1}{2}$ do.    |
| Drawing, . . . . .                                | 1 do.                  |
| Articulation, divided into quarters of an hour, 1 | do.                    |

Without explanation, the necessity, or even advantage, of these mimic exercises, would scarcely be comprehensible to American instructors. Accustomed as they are to see the mental faculties, even of the dullest deaf mute, awaked from their slumber, when he is thrown into the new world to be found within the walls of a large institution, where a hundred or more pupils have a language of signs already established, they will, I think, find it difficult to believe, that in most of the schools in Germany, so much time is actually devoted to the attainment of this single end. What, with us, where the natural sign language is extensively used as the means of communication, and hence becomes a repository of thoughts and knowledge, the deaf mute attains, in free intercourse with his fellow-mutes, is actually, in most of the German schools, obliged to be systematically taught, with much pains and labor, and as it appears to me, with no little loss of time. These conversations of teacher and

scholar, doubtless, have their value, and in some respects may have an advantage over the miscellaneous conversation of the pupils among themselves, still by no means compensating for the disadvantages they involve.

With the second year, commences the instruction in language proper. The *matter* or subject of these exercises is borrowed from surrounding objects, and from pictures; in this respect agreeing with the school next to be mentioned, but then, on the other hand, arranged, after six months or a year, in a grammatical form, and, in this respect, agreeing with the Saxon school.

Of course the commencement is made with *substantives*, and by preference, with substantives which express animated objects. Mr. Jaeger's idea is, that a fowl or a cat, for instance, attracts more strongly the attention of a deaf mute, and interests him more deeply than a desk or a chair. Suppose then a fowl and a cat to be brought into the room, the teacher writes their names on the blackboard, teaches the pupils to articulate these words and to recognize them on his lips, pointing interchangeably to one or the other, till the pupil is able to articulate the word, and point to the proper object, without mistake himself.

*Verbs* are taught in connection with substantives, and in the first place by writing. It is deemed important, that the pupil immediately employ every new verb in some other connection from that in which he first received it. After intransitive and then transitive verbs, follow *adjectives*, taught also in connection, and *pronouns*.

As *apparatus*, a picture-book with reading lessons adapted to the cuts, is placed in the pupil's hand, to which also another book, (Vorlegeblätter,) containing a vocabulary of the objects and parts of objects in the cuts, with suitable questions for private study, corresponds.

These are used in the following manner. The instructor

begins every morning, by teaching the pupil to articulate and read on the lips, as well as to read on the slate and write from dictation, a certain number of new words. These words are then *explained*, and, if possible, in the first instance, by means of the actual objects themselves, rather than by pictures. An explanation is also given of the necessary questions to be employed. The pupils are then required to *write* these words, thus explained, with the article prefixed, in a writing-book of their own, generally also with the addition of a sentence into which the word is incorporated; e. g. "The hair. I have brown hair. The eye. My eye is blue," &c. This done, the books just mentioned are brought into use. The pictures, so far as possible, are compared with the real objects: the lessons in the reading book are read, and suitable questions asked. Suppose, for instance, the deaf mute has before him a plate, containing engravings of a man, fowl, cat, fly, fish and stone. On this he has already learned fifty or more words, including various parts of the body. The reading lesson would be in part as follows: "The man has a head. The cat has a head. The fowl has a head. The fly has a head. The fish, too, has a head," &c. Here the teacher stops and asks, "Who has?" The pupil, pointing to the picture, answers, "The man has?" "What has the man? Are you a man? Have you a head? Is the cat a man? Has the cat a head?" &c. With this preparation in respect to questions and their answers, the pupil is expected to take the *Vorlegeblatter*, or exercise book, and fill the lesson out for himself. The kind of questions and exercises on the picture before him, as contained in this book, may be understood from the following specimens, viz.:

- (1) Who has feet? Who can walk? Who has no feet? Who cannot walk? Who has wings? Who can fly?

Who can write? Can the cat write? Can the hen read? &c.

(2) Can stand. Could stand. Can kneel. Could kneel. Can run. Could not run, &c.

(3) With what can you walk? With what does the man walk? With what does the cat walk? With what does the hen fly? &c.

These questions exercise the judgment of the pupil, and test his acquaintance with the words and forms of expression given, while at the same time, they render him all necessary assistance. The reading lessons in the other book, generally descriptions of the picture, are for the most part committed to memory, and thus serve both to strengthen this important faculty, and to make the pupil familiar with correct models of sentences.

Two things will be noticed in this course, the great prominence given to questions and answers, and the provision made for repeating substantially the same things, without too much fatiguing the attention of the pupil.

Some properties of objects; figures as far as ten; the plurals of nouns; demonstrative pronouns; the definite article in its genders; some generic names; sensible actions and conditions; the present of the verb; inflections of nouns and adjectives; personal pronouns; relations expressed by prepositions, and the three principal tenses of the verbs, and the infinitive and imperative, having been gradually acquired in the general method pointed out above, in circles constantly widening, the teacher passes from the simple to the compound sentences. In connection with these, conjunctions and the other parts of the verb are taught, and abstract ideas developed. Passing on still further, the examples in the fifth and sixth years are selected in such a manner as to give a further knowledge of geography, natural history, &c., and in a word, so far as possible, of what the pupil most

needs to be made acquainted with. In general, it may be said that what has been learned in the previous part of the course, is towards the end reviewed, systematized and enlarged.

### (3.) *New Prussian Method.*

This system is distinguished by the prominence it gives to articulation and reading on the lips. As an *end*, these branches receive much more attention than in the other schools, and the principle on which the course of instruction rests, is, that the *deaf mute must become acquainted with language just like hearing children*, i. e., by being made to feel the want of words in specific cases, and being taught to use the words he needs, by constant repetition. Instead of aiming, therefore, at what Degerando called a co-ordination of ideas, instead of attempting to form a philosophical appreciation of the successive difficulties of language to the deaf mute, and devising ways most easily to surmount them, the teachers of this school aim only to discover the manner in which hearing children learn to speak, and faithfully to follow this method, as far as they think the case will admit.

In these schools, therefore, the first year is mostly spent in the elementary exercises which have been described under the head of articulation. These exercises commence as early as possible after the pupil enters the school, and the great object is, to make the pupil acquainted with sounds and letters, in their spoken and written form. In passing to single syllables, particular prominence is given to those which form simple but perfect words, as *du*, *ku*, *schu*, *ja*, &c.; and since these do not always represent objects present in the school room, resort is had to pictures. Sometimes the picture is pointed out, and the child required to speak the name; sometimes only the name is given, and the child is left to point at the picture. Of course, long and patient

repetition is absolutely indispensable. In theory, resort is never had to signs; indeed no sign for these objects is allowed, and the copying off of these words, with the view of becoming acquainted with their written forms, is made to come *after* some degree of familiarity with the spoken word. In this manner, this class of teachers hope to oblige the scholars to connect the object, or at least the picture, directly with the sound (or motion of the lips) which represents it.

However ingenious may be the attempt, I cannot help remarking that there are here two practical difficulties, which must always render success, in this respect, exceedingly problematical, if not absolutely impracticable. The first is, that the natural pantomime of the deaf and dumb, which has been for years his mother tongue, has long before this, already furnished him with signs for these common objects, e. g. *cow, shoe, &c.*, and he does not ask the teacher's help; and the second is, that so accustomed is he to the use of such signs, that the most strenuous efforts of the teacher cannot prevent their employment when the scholars are by themselves. Indeed, under other aspects of the question, this is admitted by the German teachers themselves; and it seems to follow, that to attempt at this stage to make the *spoken names* of the common objects, which the deaf mute learns, *indispensable* to him, can be only compared to the attempt to make a stream run up hill, merely by providing no channel for it in the other direction.

By means of these pictures, the pupils learn both to speak and write the names of a few objects, and also to recognize them when written or spoken; and the attempt is made, by the studying of these representations, combined with questions on the part of the instructor, by means of a simple sign language and comparison of different objects, to awaken the attention and quicken the comprehension of the scholar.

At this stage, aside from what knowledge they have acquired of articulation, their attainments may equal, perhaps, those of an American deaf mute after three or four months of instruction.

This, however, is only a *preparation* for the course which follows, and which occupies the next three years. So extraordinary is this course, in respect to all the principles which have heretofore been considered, both in Germany and with us, as lying at the foundation of a well-ordered course of instruction, that I shall be pardoned in giving the different steps which compose it with some degree of minuteness.

The starting point is the *school room*, and the teacher, of course by signs, requests his pupils to tell or write what they see. If they inquire the names of the objects they do not know, as they will be sure to do, they must, if possible, ask in words, *wie heisst dies?* (what is the name of this?) The answer is given both in words and by writing, and is often repeated both by scholar and teacher. As the pupils notice the *qualities* of these different objects, or the *accidental circumstances* connected with them, rude and imperfect modes of expressing them are given, both by speech and writing: e. g.

Three bench.

The ruler—strike.

Two chair.

The ruler—straight.

The table—large.

The chair—four leg.

The slate—small.

The table—wood.

The slate—cold.

The cover—over.

The sponge—soft.

The floor—under.

The sponge—wipe.

The book—read.

The india rubber—stretch.

Next a variety of qualities, &c., is given for the same object: e. g.

The chair—four leg.  
The chair—a back.  
The chair—wood.  
The chair—sit.  
Two chair.

The slate—angular.  
The slate—frame.  
The slate—black.  
The slate—write.  
The slate—lie.

The third step is, to try to bring some order out of this confusion, by classifying the words according to the parts of speech, and such sentences as these are produced, viz :

The ink—black.  
The chalk—white.  
The table—brown.  
The ruler—yellow.  
  
The book—stand.  
The slate—lie.  
The picture—hang.

One table.  
Two chair.  
Four leg.  
Eight ruler.  
  
The inkstand—here.  
The picture—there.  
The cover—over.  
The floor—under.

And the whole is concluded by classifying the objects according to the qualities, actions, &c., which may be attributed to them, as, e. g.

The window—shut.  
The door—shut.  
The desk—shut.  
  
The table—wood.  
The chair—wood.  
  
The pen—round.  
The pencil—round.

The slate—angular.  
The table—angular.  
  
The table—leg.  
The chair—leg.

Here are the names of objects ; the materials out of which they are made ; *colors* and other *qualities* and *attributes* ; con-

*ditions* and *actions*, and *relations*; or in other words, substantives, adjectives, verbs, both transitive and intransitive, and adverbs. Separated as they are in the last class of sentences, they constitute *formulas*, by means of which, not only is the pupil expected to become acquainted with the different kinds of words, but under which he is expected to arrange the new words he subsequently learns.

The repetition of these sentences by means of question and answer, and the insertion of the words *is*, and *is not*, affords nothing peculiar. It only needs to be added, that they once more appear in the form of reading lessons, with the one object of securing many repetitions, in order that the pupil may attain, as soon as possible, the command of a certain number of forms.

From the *things* in the school room, it is but a step to the *persons*, and the introduction of the *personal pronouns*. The following may be taken as specimens of these exercises :

“ You large. I small. You a man. I a boy. A. a boy. B. a girl. One man. Eighteen boys. Twelve girls. Thirty scholars. You a beard. I no beard. You three years. I ten years. How old are you ? L. write, dip in the inkstand, write on the table, cipher, draw, lazy, talk, sharpen pencil. The pencil dull. The pencil must sharp. L. come to school too late, why ? I go house.” Several weeks are spent in such exercises, with the view of enlarging the pupil's vocabulary and teaching him simple phrases, such as, “ I will, I do not know, I have forgotten it, &c.,” and the easier forms of salutation and courtesy.

With the questions, *where*, *when*, *why*, *whence* ? &c., come prepositions and adverbs of time, place, &c. Then follow the plural of nouns, the indefinite article, and the various modifications of the present tense of the verb *to be*, all incorporated into sentences.

Without going out of the school-room, the *human body*

and its various parts constitute another center, about which the same course of exercises revolves, and give occasion to introduce the verb *to have*, together with still other adjectives, verbs, prepositions, &c. The *clothing* introduces the name of different mechanics, as tailor, shoemaker, &c. Here the possessive pronouns are introduced, together with the ordinal numbers.

The pupil is now considered to be far enough advanced to take a *picture* of a school, and write in simple sentences, an account of what he sees. This is then corrected, and frequently copied off, and committed to memory.

What is the necessity or advantage of resorting to a *picture*, when the *object itself* is already present, it is difficult to say. The only reason I have ever heard given, is, that the number, color, actions, &c., of persons and things in the picture, always remain stationary, and correspond with the descriptions in the reading lessons; whereas the *actual school* is always changing in many of these respects.

But this is very unsatisfactory; for do not these very changes constitute the superiority of the actual scenes above the dead representatives? And still further, is this the way in which hearing children acquire a knowledge of spoken language? The sort of reading exercises, formed on the picture thus introduced, might be as follows: "I see in this picture a school. A teacher is in the school. Ten scholars are in the school. The teacher stand on the slate. The teacher point on the slate. Three scholars stand before the slate. The three scholars speak. One scholar has a slate under the arm. A boy stand. The boy hold a book. The boy read." Such lessons are copied by the pupils and committed to memory. In the course, thus far, the principal means employed to impart readiness to the pupil in the use of language, are, (1) incomplete sentences to be filled out, or questions to be answered by himself, (2) the description

of the pictures, read over and over again, and (3) the frequent account by writing, and especially by speaking, of what the picture contains. It will be noticed that in these exercises, more or less grammatical mistakes are not only allowed, but even at first given by the teacher. The question may be asked, how are they ever corrected? So far as I can learn, reliance is placed at first, upon a gradual and somewhat miscellaneous process of correction, by means of reading lessons, more and more perfect and free from error, often repeated, and also upon the frequent repetition, both by writing and speech, of normal forms of expression, and finally, upon formal exercises in grammar. It is evident, however, that when the pupil finds that one form of speaking and writing after another, given him by the teacher, is wrong, his confidence in the correctness of what he has learned, must be greatly shaken, and a sad uncertainty, at least for a long time, must prevail in his mind.

The next step is to make the *dwelling* the center; with its furniture, &c., either by means of the actual objects, or of models and pictures. Here fragments of sentences are taught, such as "look in the glass, light the candle, comb the hair, &c." The plural of nouns, and the imperative mood are also employed. With the dwelling, *family life*, would naturally be introduced. Suppose then, a picture of a family at breakfast to be shown to the class, the following exercises would be had upon it:

- (1.) Different objects and persons pointed out and named.
- (2.) Pronunciation, by the class, of the objects, the names of which they know. The words imperfectly articulated are repeated and written also upon the slate.
- (3.) The pupils required to select the different objects, &c., by somewhat fuller descriptions, e. g. "show me the man with the round hat; without a hat," &c.
- (4.) Oral description of the picture by the teacher, the

pupils articulating the words after him, and also writing them on a slate.

- (5.) Description of the picture by the scholar himself.
- (6.) Transition from the picture to the pupil's family relations. Here he is encouraged to say, "I have a father. I have a mother. My father does not pray," &c.
- (7.) A description of the picture written by the teacher, read by the pupils, copied by them into a book, and then read again in connection with pointing out the different objects as they are mentioned.
- (8.) Questions referring not only to the picture, but to the domestic relations of the child.

Without describing this method further, the specimens of exercises already given will be sufficient to convey a tolerable idea of its main characteristics. At about this stage, the pupils are required to keep a diary, which of course must be very simple and abound with repetitions. The parts of speech become gradually introduced in the following order: the perfect tense; personal pronouns; present passive; the comparative of adjectives; future active, and imperfect tenses. Three years are now supposed to have been spent in the exercises already described, and in passing in the same manner from the house to the barn, garden, village, or city, the woods, fields, &c. At this period, the strict confinement to the region of sense, which forms one of the most marked features of the system, is in part abandoned; although still, the religious instruction commenced towards the latter part of the time, is given by means of pictures representing scenes and events described in the Scriptures.

With the fourth year commences a course in grammar, or more properly speaking, a course which has, for its main object, the attainment of grammatical correctness in language, on the part of the pupils. "They are already in possession," says Mr. Hill, "of an elementary language, but in employing

it they make a great many mistakes."<sup>1</sup> To correct these mistakes; to impart to the pupil an instinctive sense of correctness and incorrectness of expression; to cultivate readiness in the use of language; to teach him to read with understanding, which Mr. Hill justly observes, is far more difficult than the mere teaching of mechanical reading, and which I may be permitted to observe, constitutes the excellency of American deaf-mute instruction; to give to him instruction in religion, and as far as the time admits, in the geography, history and laws of his own country; the elements of knowledge in respect to the animal, vegetable and mineral kingdoms, and "the way to use the almanack," is the aim kept in view in this last part of the course, and, of course, attended with very different degrees of success.

#### 4. *Religious Instruction.*

The differences between the German and American schools, in no point appear more striking, than in relation to the time and manner of imparting to the deaf and dumb a knowledge of the truths of divine revelation. With American teachers, it is regarded as both practicable and important, very early in the course, to communicate to the deaf mute, by means of his own sign language, those elementary notions of the existence of a Supreme being, and the accountability of his rational creatures, which are adapted to his capacities and suited to his wants. The German instructors, on the other hand, universally, I believe, make no attempt to communicate religious truth, until the pupil has been under instruction from two to four years. From what, it may be asked, does this apparent neglect of the spiritual and eternal interests of their pupils arise? Not from indifference, in many cases at least, to this most important branch of instruction, but rather

<sup>1</sup> *Anleitung zum Sprachunterricht, etc., 312.*

from the principles on which the whole method is based. As a natural result of the limited employment of natural signs, together with the use of pictures, models, and in general, instruments of instruction which confine the pupil's attention to the material world and of the theory universally held, that ideas which pass this limit must be expressed through the medium of language, the German teachers are in a manner forced to defer religious instruction for a much longer period than is done with us.

The *Saxon School* begin to give religious instruction in the school room, only at the commencement of the fifth year. This long delay they justify, on the ground, that to communicate these sacred and elevated truths at an earlier period, either through the medium of the imperfect language possessed by the pupil, or through his own language of signs, could only have the effect to destroy their sanctity and power. On this point, however, I am happy to testify they stand alone.

The religious instruction, aside from the religious service, consists in select passages of the Bible, first explained by the teacher, and then given to the children to copy off into a book of their own, "which they are to take with them from the institution as their Bible." The Ten Commandments, the Lord's Prayer, and parts of Luther's catechism are committed to memory, after which the pupils are confirmed and admitted to the Lord's Supper, as is customary with hearing children, and with this their education is finished.

The *Wurtemburg school* commence by teaching the elements of morals, endeavoring to exercise the judgment and develop the conscience of the scholar in respect to right and wrong, by examples drawn from actual life. When the pupil becomes able to compose and understand simple sentences, that is, after two or three years' instruction, lessons

are given through language upon "what God makes,"—the creation,—the omniscience of God, &c., together with a few easy forms of prayer. During the next two years, the instruction in religion is given through the reading lessons in Biblical history, and the whole is concluded in the fifth and sixth years, by the study of the creed and catechism, and the reading of Biblical history in the language of the Scriptures. The difference between this and the Saxon method, consists in making Scripture narratives precede doctrinal instruction, and also in introducing it considerably earlier.

The *New Prussian school* introduce religious instruction, as soon as the pupils become able to express their domestic relations in language, that is, after, perhaps, two years or more of the course, by means of pictures representing Biblical scenes or narratives. These are employed like other pictures, with this difference only, that the teacher assumes a look of greater seriousness and reverence. Pointing to the different persons represented, he pronounces their names, and tells in simple language what they are doing. On this basis he endeavors to explain to the pupils the relations and aims of these different persons, their character, condition, &c. When it becomes necessary to speak of God, the teacher points upward and pronounces the name of the Creator. Very probably the pupil will conceive of him at first only as a powerful man in the sky, but gradually as his acquaintance with language is enlarged, and his ability to receive new ideas through this medium is increased, the idea becomes more correct and definite; and in this manner, it is claimed, the deaf mute obtains his idea of God in the same manner with hearing children. This method differs from the preceding, mainly in the commencement immediately made in teaching Biblical history, without a

previous ground-work of instruction in the elements of morals.

In respect to these methods of communicating a knowledge of God and our relations to him, it will be observed, that they all proceed on the erroneous theory, long since refuted by experience, that such knowledge can be given satisfactorily, only through the medium of spoken or written language.

Another peculiarity of the religious instruction of the deaf and dumb in the German schools, is the constant distinction made between narrative and doctrinal religious instruction. This arises from the custom in Germany, of requiring from the youth a certain acquaintance with the catechism, before they are confirmed or admitted to the communion.

In this connection it may be mentioned that the doctrinal instruction is strictly sectarian. The pupils in the German deaf and dumb, as well as other institutions, are as regularly educated for the religious opinions and confession to which their parents are attached, as youth with us are for a trade or profession. In the same school, not unfrequently a part of the scholars are taught the Protestant, or as it is called in Germany, the Evangelical catechism, the Catholic pupils, the catechism of their own church, and the Jews, that used among themselves. In some cases this instruction is given by the clergymen of the different confessions, evidently to the very great disadvantage of the pupils.

##### 5. *Other Particulars in Respect to Instruction.*

1. The German *teachers* of the deaf and dumb, unlike gentlemen of the same profession in America, are not generally men of liberal education; but rather rank with the common school teachers of the country. As a body, they are industrious, persevering, and often ingenious, and enter-

prising ; although at the same time, too little acquainted with the works of foreign writers, and the progress of the art abroad.

2. The *age of admission* for the deaf and dumb, as will be seen from the statistical table in the appendix, is generally not earlier than seven, and not later than fourteen years. To judge from the schools that came under my own observation, by far the greater number enter at nearer the former than the latter age. This, or a year later, is the age preferred by the majority of deaf-mute teachers, on the ground that the vocal organs, if the work of exercising them is deferred to a later period, become more rigid and difficult to manage. Indeed, one of the German teachers carries the matter so far, as to express his preference, on this ground, for four years of age, and thinks he should be better able to teach articulation, by taking the pupils almost from the cradle. Possibly he might—although the attention and discrimination necessary to read words and sentences on the lips, seem too great to be exercised by an infant—but is nothing more demanded in order to *educate* a deaf mute than to teach him to utter words ? Does there not still remain a long course of instruction in writing, arithmetic, geography, and the branches of knowledge in general necessary to restore him to society.

3. In general, owing to the early age at which the pupils are received, *no trades* are taught in the German schools. "As experience, however, has shown that the female pupils can not find a support by going out to service," they are taught to sew, knit, draw, &c. Considerable difficulty is naturally experienced in many cases, in apprenticing the pupils. To obviate this, so far as possible, a premium is frequently offered, as an inducement to mechanics to meet the difficulty of communicating with deaf mutes.

4. The *average period* of instruction in the German

schools does not vary much from six years; in many cases it extends to eight and nine, and sometimes to even ten and eleven years. In general, it may be said that six hours a day are spent in the school-room; sometimes less and frequently more. From these two circumstances it results that, as a general rule, much more time is spent in the school room, in the German institutions, than is customary with us. In the American schools, it is deemed important not only to instruct the pupil in language, and various branches of knowledge, but also to put him in possession of the means of earning a support, after leaving the institution; and experience, it may be added, has abundantly confirmed the wisdom of this arrangement.

5. The *daily school exercises* are conducted in such a manner as to secure considerable variety. In nearly every school room, I noticed a card suspended on the wall, on which the order of study for the year, generally divided into periods of one hour each, was written. Of these cards, the following from the school at Cologne, is a favorable specimen.

PLAN OF INSTRUCTION  
IN THE SCHOOL AT COLOGNE, FOR THE YEARS 1844, '45.

| Class. | Hours. | Monday.                   | Tuesday.                      | Wednesday.                | Thursday.                     | Friday.                   | Saturday.                     |
|--------|--------|---------------------------|-------------------------------|---------------------------|-------------------------------|---------------------------|-------------------------------|
| I.     | 8-9    | Drawing.                  | Language.<br>Style-exercises. | Drawing.                  | Language.<br>Style-exercises. | Drawing.                  | Language.<br>Style-exercises. |
|        | 9-10   | Language.                 | Bible History.                | Language.                 | Geography.                    | Language.                 | Geography.                    |
|        | 10-11  | Reading.                  | Gymnastic exercises.          | Reading.                  | Bible History.                | Reading.                  | Bible History.                |
|        | 11-12  | Religion.                 | Geography.                    | Religion.                 | Natural History.              | Gymnastic exercises.      | Geography.                    |
| II.    | 2-3    | Natural History.          | Arithmetic.                   | Geography.                | Arithmetic.                   | Geography.                | Arithmetic.                   |
|        | 3-4    | Arithmetic.               | Arithmetic.                   | Arithmetic.               | Arithmetic.                   | Arithmetic.               | Arithmetic.                   |
|        | 4-5    | Writing and articulation. | Writing and articulation.     | Writing and articulation. | Writing and articulation.     | Writing and articulation. | Writing and articulation.     |
|        | 8-9    | Drawing.                  | Language.                     | Drawing.                  | Language.                     | Drawing.                  | Language.                     |
| III.   | 9-10   | Language.                 | Reading.                      | Language.                 | Reading.                      | Language.                 | Reading.                      |
|        | 10-11  | Language.                 | Diary.                        | Language.                 | Diary.                        | Language.                 | Diary.                        |
|        | 11-12  | Religion.                 | Gymnastics.                   | Religion.                 | Arithmetic.                   | Gymnastics.               | Arithmetic.                   |
|        | 2-3    | Conversational language.  | Geography.                    | Conversational language.  | Conversational language.      | Conversational language.  | Conversational language.      |
|        | 3-4    | Arithmetic.               | Bible History.                | Arithmetic.               | Bible History.                | Arithmetic.               | Bible History.                |
|        | 4-5    | Writing and articulation. | Writing and articulation.     | Writing and articulation. | Writing and articulation.     | Writing and articulation. | Writing and articulation.     |
|        | 8-9    | Drawing.                  | Language.                     | Drawing.                  | Language.                     | Drawing.                  | Language.                     |
|        | 9-10   | Language.                 | Language.                     | Language.                 | Language.                     | Language.                 | Language.                     |
|        | 10-11  | Reading.                  | Arithmetic.                   | Reading.                  | Bible pictures explained.     | Reading.                  | Bible pictures explained.     |
|        | 11-12  | Bible pictures explained. | Gymnastic exercises.          | Arithmetic.               | Arithmetic.                   | Arithmetic.               | Arithmetic.                   |
|        | 2-3    | Conversational language.  | Reading on the lips.          | Conversational language.  | Conversational language.      | Conversational language.  | Conversational language.      |
|        | 3-4    | Articulation.             | Articulation.                 | Articulation.             | Articulation.                 | Articulation.             | Articulation.                 |
|        | 4-5    | Writing and articulation. | Writing and articulation.     | Writing and articulation. | Writing and articulation.     | Writing and articulation. | Writing and articulation.     |

In the middle of the forenoon, the pupils, in most schools, have a recess of from ten minutes to half an hour, in which, also, sometimes, they have a *morgenbrod*, or lunch. In the afternoon, at the close of school, they have another lunch called *vesperbrod*, and then supper an hour or two later. This, to us, strange custom of eating four or five times a day, prevails also with the children in other schools, in most, if not all parts of Germany.

6. *Religious Services*, consisting in the daily devotions and the religious services on the Sabbath, occupy a far less prominent position, and are far less effective than with us. I have taken every opportunity in my power to attend these exercises, and can never recall them to mind without sadness. Conducted, as they usually are, through spoken language, with, for the most part, only a moderate employment of signs; they evidence the certainty that, to all but the most advanced pupils, they must prove a perfect loss. So satisfied, indeed, are the German teachers of this, that, in most schools, the greater part of the scholars do not attend the religious instruction on the Sabbath. In some schools, there is no religious instruction on the Lord's day; in others, only once a fortnight; while in others, I am happy to say, pains are taken to collect the dismissed pupils residing near the institution, and teach them the truths of religion in connection with the highest class.

Very seldom, if ever, is there more than one religious service on the Sabbath, and this generally assumes, as perhaps would be expected in small institutions, nearly the form of a Sabbath school class with us.

Equally defective, from the same cause, are the devotional exercises with which the day is commenced, or the school opened. Whether a short prayer is articulated by a more advanced scholar, as is sometimes the case; or the teacher hastily explains a passage of Scripture, without prayer, as I

have also seen ; or offers prayer himself, by words, none but by far the smaller portion of the scholars understand it. To the larger number of the pupils, it is a mere dead form, of very little, if any, advantage.

#### IV. RESULTS OF THE GERMAN SYSTEM OF INSTRUCTION.

This is the great question. Beside this, theories and speculations are of no importance. A decision, to be worth any thing, must be drawn from the actual results realized. What then does experience teach ? Before summing up the general conclusion, to which I have been brought, from the study of the German theoretical and practical works on deaf-mute education, and conversation with directors, principals, and teachers of deaf and dumb institutions, and my own observation, there are two topics on which I deem it important to touch. The first relates to the peculiar liability to mistake to which a visitor to a German institution is exposed. This is much greater than would at first be imagined. The matter admits of an easy explanation. In the American schools for the deaf and dumb, the visitor sees a class of twenty deaf mutes more or less, each standing before a large slate, and expressing in his own language, either his own ideas, or the substance of what has been given in signs by the teacher. As he passes from one slate to another, and reads the compositions produced, he has a full opportunity to judge of the capacity and progress of each one in the class, and to notice all the mistakes which the least forward make. It is otherwise with the German schools. The scholars are generally sitting at desks or tables, with each a small slate before him. If the teacher speaks with his pupils, he naturally selects the most forward. These are very likely to be cases, in which the hearing has been lost at three, four, five, or even six and eight years of age, or in which a peculiarly happy physical and mental constitution qualify the

scholar for success in almost any undertaking, and a judgment formed upon such cases, it is needless to say, will be far too favorable, if passed upon the body of the school. Under such circumstances, too, the teacher has the power of selecting the slates he will submit to the visitor's inspection, and it would not be natural for him, in ordinary cases, to select any other than those most likely to make a favorable impression. In this manner, the visitor, without any consciousness, perhaps, of the fact, either on his own part, or that of the teacher, is utterly deprived of the opportunity of forming an intelligent judgment upon the amount of cultivation, the extent of acquisition, or the power of expressing their ideas through the medium of written language, possessed by the *main body of the pupils*. Even if all the slates were submitted to his inspection, the foreigner has new obstacles to encounter. The German running hand is so different from ours, and has so many letters of similar appearance, that although easier to write, it is far more difficult to read, and in point of fact, few foreigners, traveling through the country, ever attain any degree of readiness in deciphering it; added to which, there are a thousand mistakes in construction, inflection, gender, and all the circumstances which go to constitute the grammar of a language, and, still farther, in the right selection of words, of which he would be instantly sensible at home, but which, in a foreign language, pass by unnoticed, and even absolutely unknown.

A transient visitor is in danger, also, of overrating the actual attainments of the pupils, from taking a few common expressions easily learned, and often repeated, as fair specimens of their ability to express their ideas in articulate language. Scarcely a greater mistake could be made. It is quite an object to teach the children, as early as possible, a few simple phrases, together with some of the more usual forms of salutation. These, by continual repetition, a large

proportion of the pupils learn, with more or less distinctness, to use. These, too, it must be added, the stranger is sure to hear, and I had not been long in Germany, before I as much expected to hear a certain series of questions and answers, as for instance ; *Wie heisst du?* (What is your name?) : *Wie alt bist du?* (How old are you?) *Ich bin zehn Jahr alt* : (I am ten years old.) &c. ; as to see the teacher and scholars, and scarcely ever did I find myself disappointed. In many schools, the scholars always saluted me on entering, with the usual German salutation and politeness, *Guten Morgen*, and not unfrequently at the close, each, as he passed out, was made to pass by the stranger and say *adieu*. In one school, however, these common questions and answers disappeared, and in place of them I heard a series of questions so unusual, and even strange, as to put the suspicion that they were to be regarded as constituting the show exercises of the school, quite out of the question. In the course of the forenoon, however, a company of strangers came in, and I found myself mistaken. The same questions and answers were repeated word for word.

I would not be understood to say, that these forms of expression, which the visitor is sure to hear, constitute by any means, the limit of the pupil's attainments ; that would be extremely unjust ; but only that they do not constitute a fair standard by which to judge on the one hand, and are in great danger of being taken as such on the other.

Where it was convenient, I have taken every opportunity to be present at the hour assigned for the admission of visitors, and have thus had many opportunities of observing the mistakes to which strangers are exposed. In one school, in which I had taken unusual pains to become acquainted, both from the opinions of the principal, and from my own observation, with the relative standing of the pupils in the highest class, I observed that only three or four whom I

knew to be most advanced, were exercised by the teacher ; of these, one had been in the school ten years, and one was still able to hear considerably. All these circumstances greatly modified the case ; but the instructor did not conceive it necessary to mention them, and, of course, the company went away in ignorance of them. On inquiring their opinion of the state of the school, and the ability of the pupils to articulate, as we left the building together, I found that they had received the impression that the whole class were able to speak in the same manner with the pupils they had heard, and that this was a fair specimen of the results obtained in the education of the deaf and dumb !

Equally unsafe would it be in many cases, to rely upon the judgment of the teacher himself, in respect to the attainments of his pupils, especially in articulation. Some of the German teachers of the deaf and dumb are regarded by their fellow laborers in the same department, who are best acquainted with them, as too sanguine to have their statements received without considerable abatement. This trait of character, while it may not make them any the worse teachers, detracts considerably from their testimony as witnesses. It is due to the German teachers, in this connection to say, that many of them appear to be gentlemen of sound practical judgment, and by no means disposed to claim more, in regard to the attainment of their pupils, than could justly be said.

In one respect, however, I feel obliged to make an exception to this remark. The German teachers, as a body, I am persuaded, regard the attainments of their pupils in articulation and reading on the lips, to be greater than they really are. Indeed it could not well be otherwise. From long intercourse, the pupils, on the one hand, acquire the ability to comprehend what is said to them by the teacher better than by another person ; and the teacher, on the

other, becomes accustomed to the imperfect articulation of his pupils, and it is not to be wondered at, that the teacher should be in a measure insensible to the indistinctness of their articulation, or fall into the natural mistake of supposing that they are better qualified for intercourse with others, by means of conversation, than the truth will admit.

A German teacher, of great experience and much acquaintance with institutions of the kind, both in his own and in foreign countries, in speaking of the ease with which visitors overrate the actual progress of the pupils, ascribed it, in many cases, to their own imaginations. "I can hardly refrain from smiling," said he, "when hearing the remarks of many of the visitors to the school, especially if they have witnessed nothing of the kind before. It is not uncommon for them to exclaim, 'Why! he speaks! I hear him myself!' and to be so far carried away by the novelty of the thing, as to form the most exaggerated notions." Nor is this surprising. In witnessing these interesting exhibitions, and the degree of success which really attends the attempt to teach articulation, there is so much to excite the imagination, that it requires no very poetical temperament, in the indulgence of delightful hopes and benevolent anticipations, to wander quite out of the sober region of fact.

In endeavoring to avoid, on the one hand, overrating the actual progress of the pupils, and on the other hand, to make all proper allowances for the peculiar difficulties to be surmounted, I have ventured in many cases, frankly to communicate to the directors and teachers of deaf and dumb institutions my great object, viz., to compare the practical workings of the German and American systems of instruction, or in other words, their schools and ours, with the view, if possible, of arriving at an intelligent decision as to which system deserves the preference. I record it with

pleasure, and to the honor of the German teachers, that in no case in which I thought proper to make the avowal, have they shrunk from the investigation, but on the contrary, they have met the confidence I reposed in them with equal confidence ; have been ready to institute any experiment I wished to suggest ; have proposed others themselves ; have left me alone with the pupils in some cases ; have frankly told me the difficulties they have to encounter, and the failures they meet with from one cause and another ; and in short, have given me every facility I could desire, for becoming, so far as a stranger could, thoroughly acquainted with the schools, and with the practical results of the system of instruction pursued.

This must be my apology, if any is needed, for not specifying particular schools, except where the reference can only be agreeable to the parties concerned. I would not willingly cause a single unpleasant feeling in the minds of those at whose hands I have only received kindness and attention.

The second remark, connected with the above, which I wish to make is this : in respect to the general conclusions which follow, it must not be understood that strictly speaking they apply to every school. My aim has rather been to form an opinion upon the great body of German schools. Under peculiarly favorable circumstances, where, for instance, there are few scholars and many teachers, and instruction is continued an unusual number of years, or on the other hand, where there is only one teacher, with too many pupils, and these at different stages of instruction, the result will, of course, vary from the average. A few schools of both these descriptions I have met with, but they obviously form no criterion by which to form a general judgment, and are only to be regarded as exceptions to the general rule.

In speaking of the actual results of the German method,

it will be convenient to speak of the several branches of instruction separately.

### 1. *Results in respect to Articulation.*

In the following remarks it will be understood that the *great body of the pupils*, as they appear towards the close of a five or six years course of instruction, are intended to be described. It would be obviously improper to select the few who, from peculiar circumstances, are either below or above the common standard, as specimens of what is, or may be generally accomplished. These are only exceptions, and what is peculiar to them as such, or in what respects they differ from the others, will be described separately.

1. *How much can the speaking of the deaf and dumb be understood?* To test this point, in addition to ascertaining how much it was possible for myself to understand them, I have made endeavors to gain a definite notion of the degree to which they are understood by their teachers, and also by indifferent persons, and in society. As would naturally be expected, the teachers are able to make out what their pupils articulate, better than any one else. They are acquainted with the particular mistakes of each, and attach a signification to what appear to others only as incoherent sounds. In addition to this, every word which the scholar attempts to speak for himself, has been drilled into him by the constant labor of the instructor, so that the latter knows, in advance, what are the bounds of the pupil's efforts. In view of these facts, it was evident, that in order to institute a satisfactory experiment, it must be in *reading*, and not only so, but the reading of a passage not in the ordinary school exercises. In this manner, the teacher would be deprived of the aid which a knowledge of two or three words would give him in making out the remainder. Accordingly, at the request of an intelligent teacher, who expressed his

readiness to make such an experiment, I selected a passage in the Bible, containing no difficult words, but of such a nature as to require that nearly all the words should be separately comprehended in order to understand it, and gave it to one of his best scholars, who had been five years under instruction, to read. He read it twice over, but the teacher was unable to make out any part of it. On the second reading of another passage, by a scholar six years under instruction, the teacher repeated the whole. Experiments of this nature, repeated at other schools, seem to lead to the conclusion, that the instructors understand their pupils, not so much in virtue of the intelligibility of their articulation, as by being accustomed to the circle of words they commonly use, combined with the circumstances which serve to give an idea of the meaning intended. The fact, confessed by the German teachers, that they do not understand the pupils of other schools so well as their own, goes to the same point.

In observing the degree to which visitors to the German schools appeared to understand the articulation of the deaf and dumb, I was much struck with the frequency with which it was necessary for the teachers to translate what their pupils said. The articulation of very few is sufficiently distinct to make itself more than partially understood without such assistance. On the other hand, more or less *single words* are usually made out by visitors. In answers to questions, where the form of the answer can be expected with tolerable certainty in advance, or in the repetition of familiar sentences, as the Lord's prayer, for instance, they are able to make out nearly, if not quite the whole.

Still a very general impression seems to prevail among intelligent Germans, that the articulation of the educated deaf and dumb is unintelligible. While I have met some who maintained the contrary, the more common testimony

given by professors, clergymen and gentlemen in other professions, is, "We cannot understand them." Said an intelligent bookseller in one of the German cities, "when the deaf and dumb were taught the manual alphabet, it was easy to converse with them, but since that has been abandoned, and we have nothing but articulation, conversation has become very difficult." One of the German teachers, indeed, frankly admitted the imperfections of the articulation of deaf mutes, and rested its chief benefit on the aid it rendered towards making the pantomime of the deaf and dumb intelligible. "The deaf mute," he argued, "will and must, after his dismission from school, communicate with those about him in a great measure by means of signs; now, if we can furnish him with words which he can drop in to explain his meaning, all is accomplished which we can reasonably expect." This is a strictly practical view, and agrees far better with what proves to be actually the case, than what is generally written on the subject derived from *a priori* grounds. For instance, the deaf mutes of Germany, as they are met in the streets in company with each other, appear like our own deaf and dumb, not speaking, but conversing by signs. In conversation with others, where their signs are not so well understood, the more advanced avail themselves of the words they know; and it may be regarded as a general rule, that where the deaf and dumb in speaking make themselves intelligible to others, they do so by the aid of active pantomimic signs.

The degree to which, on an average, I have found their articulation intelligible to myself, may be summed up in three observations. First, a foreigner would find no difficulty in understanding the more common forms of salutation, and a few simple questions and answers, as spoken by the larger part of the pupils. It is not uncommon for children, after having been only a few months under instruction, to be able

to say *guten Morgen* (good morning) and the like, in a way to be understood. Secondly, in hearing the oldest class read, he would be able by looking on the book, in the majority of cases, to keep his eye on the place. Thirdly, in hearing the same class read a passage, the book not being in his hand, or attempt to speak any thing out of the usual course, he would only recognize a few of the more common words.

In the most advanced class in one of the German schools, which had been four years under instruction, the scholars read by turns, at my request, commencing at the 24th verse in the 4th chapter of John, and each reading a verse. The following were the results.

Pupil No. 1 : Not three words intelligible.

do do 2 : Unintelligible, weak and nervous.

do do 3 : do

do do 4 : Not a single word

do do 5 : Five of the simplest words

do do 6 : One or two words

do do 7 : Six words

do do 8 : Four words

} intelligible.

These results would vary somewhat in different schools. In some, I think they would be more favorable. On the whole, however, it may be safely said that the utterance of the pupils is so indistinct and unnatural, as only to convey single words to the hearer. The greater part of the sounds they make in attempting to speak, it is altogether impossible to understand.

2 *What is the degree of fluency attained by the deaf and dumb in reading and speaking?* In general very little. Their articulation is slow and laborious. Their reading, in respect to rapidity, more nearly resembles that of a young child spelling out his words, than what we usually mean by reading, and cannot be sufficient to convey to them, if no other means are used, the meaning of a sentence of any length. An American deaf mute would compose and write a sentence

sooner than many German pupils of the same standing would speak it. As a general rule, I found myself able to spell a series of sentences with the manual alphabet as readily as the most advanced deaf mutes could read.

3 *How correctly do they speak?* This can be judged of to a considerable degree, from the remarks already made. Of course in such a system of instruction, many mistakes in articulation would be expected, and many are actually committed. The following may serve as specimens of constant occurrence, viz :

|          |              |         |             |
|----------|--------------|---------|-------------|
| hehe,    | for gegen.   | sapach, | for sprach. |
| Jedu,    | for Jesus.   | Teibe,  | for Weide.  |
| spree,   | for sprach.  | hedete, | for redete. |
| nieband, | for niemand. | seide,  | for Seine.  |
| frast,   | for frageſt. | ech,    | for er.     |
| Steht,   | for Stadt.   | tint,   | for ging.   |

These will be sufficient, to show how exceedingly imperfect is this mechanical mode of speaking, and in part, also, why it is so little intelligible. One of the most discouraging circumstances connected with these numerous errors, is, that they are ever varying. Nothing has been more common than to hear the same pupil, in reading a short paragraph, pronounce the same words in three or four different ways. This results either from the failure of memory in conceiving of the exact positions of the vocal organs, or the want of sufficient power over the organs to produce the requisite sound. The former is the more common cause, as is evident from the assistance rendered in the majority of cases by the teacher's articulation. Frequently, however, no effort of the instructor can remedy the mistake, and, in such cases, there is an evident incapacity to articulate the word correctly. This manifest uncertainty, observable to a great extent among the pupils, in respect to the true position of their organs in the articulation of words, is not only a fruitful source of

intelligibleness, but leaves little room to hope for future progress. Where the foundation is weak and tottering, it is impossible to rear a solid edifice.

4. *Other particulars.* In respect to *tone*, the speaking of the deaf and dumb is harsh, unnatural and monotonous. Destitute, of course, of modulation and accent, it more nearly resembles what we should conceive a speaking machine might utter, than the usual speech of mankind. Sometimes it is a *whining* noise, like that of one in distress, and sometimes a sudden concussive sound, resembling the bark of a dog. In many cases the unpleasantness is still further increased by a painfully high or low *pitch*, in some instances resembling a shriek, and in others, a groan. When to this are added the contortions of countenance and the unnatural position of the mouth, produced by the effort of mechanically adjusting the organs and putting them into play, it will be readily believed, that the articulation of the deaf and dumb is far from agreeable.

In consequence of the teachers in the German schools being accustomed to the unnaturalness and imperfection of their pupils' articulation, they are less sensible of it than others. Still they cannot avoid noticing, that "the articulation of deaf mutes is always deficient in euphony;"<sup>1</sup> that "even with the most correct position of the mouth, the sound produced may be not only in the highest degree imperfect, but altogether wrong;"<sup>2</sup> that "it is not uncommon for the pupils to articulate less intelligibly, the third year, than the first;"<sup>3</sup> that their articulation is, in many cases, harsh, slow, and monotonous, and not at once to be under-

<sup>1</sup> Von Orell; *Die Blinden und Taubstummen-Anstalt in Zurich*, p. 39.

<sup>2</sup> Ib—60.

<sup>3</sup> Hill; *Anleitung zum Sprachunterricht*, etc. p. 198.

stood by all,<sup>1</sup> and is frequently little less than a revolting scream, (*widerliche Gehuel*) <sup>2</sup>.

Of those whose articulation is better than has been described, everywhere constituting exceptions, and everywhere also naturally made prominent when strangers are present, *a large part learned to talk more or less before they became deaf*. Even in cases where the power of hearing is lost at two or three years of age, an idea of articulate sounds is gained, and a flexibility of the vocal organs possessed, which gives a certain advantage in subsequent instruction. But when the child made use of spoken language till four or five years of age, or, as sometimes happens, till seven, eight, and even ten, and, stranger still, never lost the use of it, the case is at a very wide remove from that of ordinary deaf mutes, and cannot properly be cited without an explanation of the circumstances. It is very common in Germany, to refer to a (so called) deaf-mute instructor in the school at Berlin, named *Habermaas*, in proof of the degree to which the deaf and dumb can be taught to articulate. That he stood very far above even the best instructed deaf mutes, would be sufficiently evident from the frequency with which his ability to converse is referred to. At the same time it alters the case entirely, to learn, that not only was he not born deaf, but that he actually lost his hearing at so late a period, that when he entered the school at Berlin, he was still able to talk. In other words, *he had never lost the use of language*, and as the director of the Berlin institution, who communicated these facts to me, observed, cannot properly be referred to as an instance of the success of instruction in articulation "It is precisely in this manner," he continued, "that erroneous ideas are circulated, and unfounded expectations so often

<sup>1</sup> Hill; *Anleitung zum Sprachunterricht*, etc. p. 132.

<sup>2</sup> Neumann; *Die Taubstummen-Anstalt*, etc. p. 127.

cherished, in respect to what can be done for deaf mutes." A similar case to that of Habermaas, I met with, in a young lady at another institution, who lost her hearing at ten years of age, and who speaks intelligibly, although in a manner sufficiently different from others to be noticed. In such instances, where the question is, whether spoken language already in possession of the pupils, shall be preserved or not, there can scarcely be two opinions. When the hearing was lost at an earlier age, however, and great additions must consequently be made to the stock of spoken words and phrases, of which the child is in possession; the question admits of more doubt, and must be decided, it seems to me, in a great measure by circumstances. It will here be sufficient to state, that a considerable number of those who lost the power of hearing after three years of age, so far as they have fallen under my own observation, are able, to a good degree, to make themselves understood. Their articulation, indeed, is not that of other men; it is imperfect, and more or less unnatural; it is necessary for them to make considerable use of pantomimic signs, and, now and then, to resort to writing; but still, the power of speaking they actually possess, provided it can be retained, must be admitted to possess a certain degree of value.

A second class of those who are to be regarded as exceptions in respect to the general results of instruction in articulation, consists of those who still retain a sufficient degree of hearing, to be made to a considerable extent available. The German teachers all acknowledge that the power of distinguishing different sounds is of the greatest advantage; although the pupils, by the sense of hearing, may be unable to learn to talk, it insensibly makes the intonation more natural and pleasant, besides affording important assistance in teaching individual sounds. This, so far as I could learn, is the principal use made of the partial

power of hearing possessed by some of the scholars. It is rather an aid to instruction than a basis for it.

Among deaf mutes, there are all grades of deafness, from that which is total, to that which falls just below the point at which they would be able to hear conversation, and, of course, possess themselves of spoken language. The question occurred to *Mr. Aeplinius*, the principal instructor of the deaf and dumb school connected with the Teachers' Seminary at Halberstadt, as it also had done at an earlier period to Itard, whether it was not possible, by a systematic course of exercises, so far to increase the attention of the deaf and dumb, and quicken the sensibility of the organ of hearing, as to make it possible to communicate instruction, in a measure, through the ear. To the former gentleman belongs the credit of having made an interesting series of experiments, continued during a period of eight months, which have, probably, decided the question forever. He took fourteen deaf mutes, and ascertained that, according to the degree of hearing they possessed, they could be divided into three classes. The sound of a trumpet, perceptible to him at the distance of three thousand feet, could be heard by *seven* when made close by the ear; the loudest sound of the human voice, heard by him at the distance of two thousand feet, could be heard by *three*; and a less degree of loudness, perceptible to him at the distance of one thousand feet, by *four*.

After exercising them three months, in listening to a variety of sounds at different distances, it was found that the *first* class, who, at first, were able to hear the trumpet only when close to the ear, had become able to hear it at the distance of one, two, five, six, one and four feet, respectively; the *second* class, the prolonged sound of the simple vowels at the distance of eight, ten and six feet each; and the *third* class, in addition to this, the short sound of

the vowels, one at the distance of fifteen, the three others, of eighteen feet. One month later, *January*, in making the same experiment with the *first* class, it was found, that the distance at which they were able to hear the trumpet, was increased to two, three, four, ten, twelve, four and seven feet; that the *second* class could hear the same sounds as the month before, but more accurately at the distance of fifteen feet; and the *third* class, the same sounds as before at the distance of twenty-six feet. In *February*, the whole of the *first* class could distinguish the vowels *a, o, u*, though with some degree of uncertainty; the *second* class, the long and short sounds of all the vowels; and the *third* class, were able to distinguish syllables beginning with consonants, as, *fra, fa, &c.*

In *March*, the *first* class could recognize all the vowels, both separately and in connection with *fr*, and *f*; the *second* and *third* classes stood on the same level, with this difference only, that the latter could hear at the distance of four feet farther than the former, and both were able to distinguish the consonants *p, f, t, s, k, ch, m, n, l, h*.

In *April*, the *first* class had added to the letters they could hear, *l* and *r*; the *second* and *third* classes, (the former at the distance of one foot, the latter of four,) had added *b, d, g, h*, and the words *Baum, Haus, &c.* At the end of eight months, it was found, that the class which originally could hear the sound of a trumpet only when close to the ear, were able to hear the same sounds at the distance of thirty feet *with* the wind, and thirty-eight *against* it; that the second class had become able to hear at the distance of fifty-four feet *with* the wind, and seventy-six *against* it; and that the third class could hear at the distance of two hundred and fifty-four feet *with* the wind, and three hundred and eight *against* it. The remarkable fact, that, contrary to all ex-

pectation, they should be able to hear at a greater distance against the wind, than in the direction with it, I am unable to explain, and leave it to the solution of those who are better versed in such studies.

These experiments were discontinued by Mr. Aeplinius, in consequence of a hemorrhage of the lungs, brought on by too loud speaking. He is satisfied, however, that they were of no practical advantage, beyond the mental excitement imparted to the pupils. The improvement made in hearing, was not sufficient to aid them in learning to articulate, and in Mr. A.'s opinion, nothing is to be expected from this quarter, in respect to the instruction of the deaf and dumb.

Although, as has been already observed, the partial hearing possessed by some of the deaf and dumb, does not appear to be generally made the basis of instruction, it often renders the greatest assistance in another way. Those deaf mutes, who, before entering an institution, have learned a considerable number of single words and parts of sentences, have an immense advantage over those who were born deaf. Such cases are of more or less frequent occurrence. A child in the school at Tübingen, for instance, who articulated very tolerably after only two and a half years of instruction, was able, with his eyes closed, to make out at least one half of the words pronounced by the teacher. The oldest scholar in the school, who has been six years under instruction, was able to do the same thing. In such cases the child brings with him, not only the power of articulating syllables and words, but a more or less extended vocabulary. In other words, no small part of the difficulty experienced in teaching the deaf mute to articulate, is already surmounted, and his instruction, at least up to a certain point, is comparatively easy.

In addition to these two classes, I have met with a few instances in which pupils born deaf, as far as was known, articulated better than would be expected, but, in every such case, on closer inquiry, circumstances came out altogether peculiar. Where, for instance, a deaf mute has been ten years under instruction, in the family of the principal, and trained with much care, to show how much can be done, and to serve for exhibition to strangers, or where the parents, in opulent circumstances, and with a small family, have devoted themselves for a long course of years to his instruction, it is evident that these advantages, combined with peculiar physical and mental aptitude for instruction in mechanical articulation, render the case entirely distinct from that of ordinary deaf mutes.

On the whole, then, it may be said, that those pupils in the German schools, who succeed to any considerable degree in speaking, were either already, to some extent, in possession of spoken language before they lost the power of hearing, or are only partially deaf, or, in addition to extraordinary aptitude for learning, have received a degree of attention very far beyond what it is possible to devote to most of the deaf and dumb. Without affirming that all the pupils who belong to these classes are favorable specimens of what can be done in articulation, I feel safe in expressing the opinion, that a considerable number would be able to make themselves understood by their friends and those with whom they daily associate. In a very few instances the attainment might be somewhat greater, but as a general rule, this is the farthest limit ever reached, in return for the time employed and efforts expended in teaching articulation, in the German institutions for the deaf and dumb.

On the other hand, there is another part of the pupils, constituting the exceptions at the other extreme, to whom

instruction in articulation is a dead loss. In many cases, indeed, no attempt is made to teach them to speak. Of these, some are incapacitated for instruction in speaking, by defective formation of the vocal organs; some by inconsiderate surgical operations, performed under the mistaken idea that the child's dumbness arose from confinement of the tongue; others on account of physical or nervous weakness; and others still in consequence of the want of sufficient mental activity to seize and retain the varying positions of the organs of speech. The number of this class to whom instruction in articulation is not given, or if attempted, is a complete failure, varies somewhat in different schools. Combining, however, the judgment of judicious teachers, with my own observations, I think they may be safely reckoned as *one-tenth* of the whole. Of those, to whom, in consequence of peculiarly favorable circumstances, articulation promises to be of use, and of whom success, in the modified sense just explained, can be predicated, the proportion may be *one-fifth*, or *two-tenths*,<sup>1</sup> leaving *seven-tenths*, or the great mass, though differing somewhat in their attainments, yet only able, as a general thing, to make themselves understood in the articulation of frequently repeated sentences and single words, and to whom this limited acquisition can be of very little worth.

Perhaps it is scarcely necessary to observe, that I have found no instance of so great correctness in speaking, even among those who lost their hearing after having acquired the use of spoken language, that their infirmity would not be suspected; and I feel no hesitation in saying, that in respect

<sup>1</sup> An intelligent gentleman at my side, who has visited several of the best German schools for the deaf and dumb, thinks this estimate is too large. On account of the final result, however, to which I have arrived, and to avoid the suspicion of endeavoring to make out a case, I prefer to err in this extreme rather than in the other.

to those born deaf, such an attainment is absolutely impossible.<sup>1</sup>

## 2. *Results of Instruction in Reading on the Lips.*

1. *Preliminary Remarks.*—Because the articulation of the deaf and dumb in the German schools must be pronounced to be generally of little value, it by no means necessarily follows, that the attempt to teach them to read words and sentences on the lips of others, may not be successful. Indeed, the German teachers, with a sort of half consciousness of the ill success of the effort to teach their pupils to articulate, are frequently accustomed to retire back upon the ground, that, even if many cannot be taught to speak, the power of reading on the lips is of great advantage, and justifies the expenditure of the time they devote to it. I have made this, therefore, an object of separate inquiry, with a view of arriving at a conclusion altogether independent of the other.

A practical difficulty I soon experienced, arose from *the constant use of pantomimic signs made by the teachers*, and that to a degree far greater than would be expected from the theories they advocate. It is not intended to say that they avail themselves of the full advantages of the natural sign language of the deaf and dumb. This, their views in respect to it, forbid. But certain it is, that in conversation with

<sup>1</sup> Distance has something to do with the marvelous. In the United States we hear such stories of Germany. In Germany the scene changes to England. The following from a German publication may be taken as a specimen: "A very intelligent friend of mine, who visited the London institution in 1838, and who heard one of the pupils read a page out of a book, assured me that from the distinct enunciation and correct intonation of the reader, he should never have imagined, (had he not been in a deaf and dumb institution,) that the reader had no hearing." Undoubtedly a case in which the hearing was lost at a late period.

their most advanced pupils, they employ a very large number of signs for individual words, and not merely substantives and verbs, but even adverbs, prepositions and conjunctions. Some teachers, indeed, I have seen, and in schools which have distinguished themselves by their zeal against the use of signs, giving out whole sentences, even down to the most unimportant word, in this manner, and in the order of the German language. In one instance, I ventured to observe that these were not very unlike methodical signs. "Oh, no!" said the gentleman, "these are only school signs." From the following instances some idea may be formed, both of the degree to which pantomimic signs are relied on to make the motions of the lips intelligible, and also, without this assistance, how much the deaf and dumb are able to understand.

In one of the best schools I visited, the following simple narrative was to be written by the pupils of the oldest class, who had been, for the most part six, and some ten years and more, under instruction. "Abraham possessed great herds, many meadows and fields. Abraham had a young cousin, Lot. He also possessed many herds. The herdsmen of Abraham strove with the herdsmen of Lot. Abraham would have no strife. He was friendly, and said to the shepherds, 'do not strive.' He gave to Lot a beautiful land, and Lot went there with his herdsmen. The herdsmen were quarrelsome—had quarrels. Abraham and Lot were peaceable—had peace. Good men love peace." This was very slowly read by the teacher. Then explanations were given when necessary, and finally, the story was read again, the pupils all imitating him, and pronouncing the words after him as they were able. An active pantomime accompanied the whole. Not only by changing his position, and making his countenance as expressive as possible, did the instructor endeavor to convey an idea of the meaning, but also by making signs, generally restrained, and sometimes not more

than a fragment of a sign, for a large number of words. Those which I noted down, and which were by no means the whole, were, *drive, meadow, strive, say, belong, come, am, go, here, stay, thy, mine, and, separate, young, older, led, God, must, not, pleasure, and peace.* This exercise occupied an hour.

In another school, the oldest class, which had been four years under the instruction of a superior teacher, appeared so well, that I requested him to dictate a paragraph to this class only once, and to abstain from all pantomime. He willingly did so, and dictated to four of his scholars the following: "As Jesus, on the morrow, was going into the city, he hungered. And he saw a fig tree at a distance which had leaves. Then he went near, that he might find something upon it, and found nothing but leaves. And Jesus said to it, let no man eat fruit from thee again forever! And his disciples heard it, and the fig tree immediately withered."

The best scholar wrote the whole in fifteen minutes from the commencement of the reading, the pupil who sat next to him, five years under instruction, was able to do nothing, and the two others were able to write only a part. The following translation of what the first wrote, will give, I think, an accurate idea of the degree of his correctness: "As Jesus on morrow was going into the city, he hungered and he saw a fig tree which had only leaves. And he went near and sought upon to the fig tree whether he might find a fruit, but he found not a single fruit, said; now become because thou hast no fruit. His disciples heard it and the fig tree immedately withered."

One of the most favorable specimens of the power of reading on the lips I have seen, was in the well conducted school at Hamburg. At the request of the accomplished senior teacher, Mr. Glitz, to have his class tested, the

famous sentence of *Klopstock*, appropriately inscribed over the door of his former residence in Hamburg, was given. "die Unsterblichkeit ist ein grosser Gedanke :" (immortality is a great thought.) The instructor, in simple language, gave an admirable summary of three or four of the chief reasons for believing in the immortality of the soul, and at the close distinctly repeated the sentence itself. Only two or three of the class attempted indeed to write it, and of those who attempted it, all failed with the exception of one little girl, who wrote the substance of what had been said, and also the sentence, correctly. The two gentlemen who were present, Lewis Weld, Esq., principal of the American Asylum, and Professor Vaisse, of Paris, whom I had the happiness of meeting at Hamburg, were equally gratified with myself. It will be easily inferred, from what has been said, that such interesting cases are exceptions to the general rule. They deserve to be put upon record rather as evidences of what, under certain circumstances, may be done, than as specimens of what can be ordinarily expected.

2. *Proportion of success to failure.* The attainments of the pupils are exceedingly various. On an average, about one-third of the most advanced class, with the aid of the signs employed by the teacher, and the frequent repetition made use of, appear to understand the most of what the instructor says; another third appear to lose a considerable part; while the remainder only seize the most common words, and are obviously much of the time at a loss as to what is going on. It will be remembered that this is a general estimate, and in some cases would not be sufficiently favorable.

3. *Conditions on which success, in this modified sense, depends.* The power of understanding what is said, merely from the motion of the lips, depends upon these conditions, viz: a

*good strong eye sight*, in order better to seize the fleeting forms of letters and words, and to endure the severe strain made upon the organ of vision by the close and constant watching of these forms ; the power of *fixed attention* and the degree of *mental activity*, necessary to divide off the motions of the lips and mouth into words and sentences, and a *competent acquaintance with language*, in order to attach the proper meaning to what is said. The last, especially, is of the first importance. As I have been repeatedly assured, both by instructors and deaf mutes themselves, the latter do not seize hold of every syllable, or even every word, but conjecture as well as they can what a person is saying from single words and parts of sentences, then unite these into sentences of their own. Of course, the wider the acquaintance with the vocabulary and grammatical construction of language, the greater must be the ability to conjecture correctly. It is on this ground, that those who learned to use spoken language before becoming deaf, or retain sufficient hearing to have gained considerable knowledge of it, possess a great advantage, other things being equal, over those born deaf. In many cases, also, I have found that this degree of success is connected with a period of instruction of extraordinary length, extending sometimes to ten, and even twelve years.

4. *Under what circumstances, and to what extent, is this power of reading on the lips available?* In rapid conversation, or at a distance, or in the dark, its employment evidently becomes impossible. No deaf mute in Germany would be able to take part in the miscellaneous conversation of a social circle. Mr. Hill, indeed, relates that Habermaas conducted himself so naturally in conversation, that strangers did not suspect his deafness, and, that relatives who were aware of it, but who were not personally acquainted with him, on visiting him, and accidentally inquiring of himself for Habermaas,

would give no credit to his assertion that he was the person. Probably the story was rather too strongly colored by those from whom Mr. Hill received it. One of the German teachers informed me, that on becoming associated with him as an instructor at Berlin, Habermaas early took occasion to say, "You speak too fast. In order for me to understand you, you must speak slowly and endeavor to make the form of the letters as much as possible on your lips." This is strictly accordant with all I have seen and heard. Partly from the too great rapidity, and partly from the distance also, it would be impossible for a deaf mute to understand a public speaker. Even Habermaas was unable to understand what was said from the pulpit.

It has been already mentioned, that not only the sight, but also the sense of touch is made use of, in teaching the deaf and dumb to articulate. That this sense receives a certain degree of cultivation from being thus employed, or rather from having the attention more strongly directed to it, it is easy to believe; but that the marvelous stories which, very much to the regret of the German instructors, have found their way into one or two European books, of so great sensibility of touch, as to make spoken language intelligible in the dark, are founded in truth, may well be doubted.

One of these stories published several years since, by a director of the deaf and dumb institution in Kiel, named Pfingsten, is too wonderful to be given in any other than the author's own words.<sup>1</sup> "A deaf and dumb girl, whose power of attention was so great, that she was able, both in the day-time and by candle light, to read from the mouth and understand at a tolerable distance what was spoken, conversed every evening in bed with the maid servant who slept with her in the same chamber, long after the light was

<sup>1</sup> As quoted by Mr. Hill.

extinguished. I heard of this one evening, and at first believed a trick had been played upon me, but, on farther inquiry, learned with surprise, that the deaf mute placed her hand upon the naked breast of the maid servant, and in this manner, understood all that the latter said."

In Germany, I found as little credit attached to this story as would be in America. All the deaf-mute instructors whose opinion I asked upon the subject, assured me that no such extraordinary acuteness of touch is developed in the deaf and dumb, that they are indeed able to distinguish between letters which make a jar and those which do not, and perhaps to a slight degree further, by feeling, but that to understand whole words and sentences in this manner, is a natural impossibility. Mr. Hill, indeed, mentions that he found a deaf and dumb boy at Erfurt, who was able with his face averted, to understand what was spoken (probably a few simple words) on the back of his hand. The simple explanation doubtless is, that the child had a partial degree of hearing, or had learned by practice to distinguish a small number of words, as any one may easily do, in this manner. The German teachers very justly observe that such stories do a great deal of injury. Their tendency is to throw the subject of deaf and dumb instruction, in the minds of the public, into the region of the fabulous; to awaken the suspicion of thinking men and render them distrustful of all that is said, and, at the same time, to excite groundless and absurd expectations among the credulous and ignorant.

Some content themselves with smiling at such stories, while others become indignant at the repetition of them. "It is an absurd fable," says Sachs, one of the oldest instructors in the institution at Berlin, "that the deaf and dumb are able, by the sense of feeling, to distinguish in the *dark* what is said." "If we could make our pupils, in a clear day

<sup>1</sup> *Andeutung des Verfahrens, &c. p. 13.*

and by means of all the senses they possess, understand all we say," other teachers have told me, "we should be well content. To pretend that deaf mutes can read in the dark, by feeling vibrations or the mere motions of the lips, is trifling (Spielerey) and nonsense."

It has been affirmed, in a late American publication,—on what authority I cannot even conjecture,—as "an extraordinary fact, and one that throws great light upon the constitution of the mind," "that the deaf and dumb, after learning to read, take great delight in *poetry*. The measure of the verse wakes up a dormant faculty within them, giving them the pleasure of what we call *time*, although they have no ear to perceive it." The German teachers, without exception, so far as I have met them or can learn, are entirely unaware of any such fact. They observe that, in the first place, the deaf and dumb are not sufficiently acquainted with language to understand the meaning of poetry, and, in the second place, cannot read with sufficient fluency to make out the rhythm, and, in the third place, provided they could, would take no greater pleasure in it than in the swinging of the pendulum of a clock.

Marvelous and incredible stories of this kind, which are no honor and bring no advantage to deaf-mute instruction in any country, there is some reason to believe, the good sense of the German instructors will finally succeed in dissociating from their benevolent employment. It does not need such aid, to excite the interest or enlist the sympathies of the wise and good. Already have they succeeded in making the assertion of Eschke, a former principal of the Berlin institution, that "the deaf and dumb, incredible as it sounds, can learn readily to play on the harpsichord, sing in regular time and learn to declaim," appear in its true extravagance. "It can scarcely be necessary," justly observes Mr. Hill, in one of his works, "to caution against such attempts."

The power of reading on the lips, although of course very limited, is available to those who possess it, under the following adjustment of circumstances. First, there must be a sufficient degree of *light*. One of the German teachers apologized for the mistakes made by a dismissed pupil, by observing that it was twilight, and she could not readily see the motions of the lips. Secondly, it is generally necessary for the deaf mute to have a full view of the mouth of the person speaking. In some cases, however, pupils succeed in reading very tolerably from the lips of the teacher, with only a side view. Thirdly, the deaf mute must be *near* the person speaking. Some can read on the lips of their own instructor at the distance of ten and even fifteen feet. Usually, however, five feet may be considered the maximum. Many are obliged to be as near as two and three feet. Fourthly, it is necessary to speak with distinct reference to the deaf mute, that is, slowly and with more than usual motion of the lips. Some teachers are accustomed to make so great contortions of the face, in exhibiting the tongue, teeth and lips, as to render it unpleasant to look at them. Others, on the contrary, affirm that these unnatural motions of the mouth are unnecessary, and appear to succeed as well in making themselves understood, as the former. In all such cases, however, I have observed that they possessed large well formed mouths, or were otherwise peculiarly easy to be understood. As it is intended, in addition to pronouncing the word deliberately, at first, to give the deaf mute time to repeat it, or imitate its pronunciation on his own lips, the degree of rapidity becomes somewhat less than one half of what is usual with slow speakers. In addition to this, familiarity with the speaker and the ordinary position of his lips in speaking, affords important assistance. I have seen deaf mutes who could not understand a word of a sentence spoken by a stranger, seize the whole sentence when repeated

by the instructor. So, persons whom they often see are more intelligible to them than others.

The combination of so many circumstances requisite to reading upon the lips, puts an immense difference between the best instructed reader on the lips, and those who are blessed with the power of hearing, and can enjoy and sustain conversation at twilight, in the dark, in any position, at whatever distance is agreeable, and with a rapidity in the communication of thought from mind to mind, which constitutes, to social beings invested with intelligence, no small part of the pleasures of existence. Especially, out of the school, is the sad difference most painfully apparent. "Nothing," says Jaeger, "can be imagined more tedious, wearisome, and inexpressive, than oral communication with a deaf mute would be, even after his education is completed, if it were not enlivened by corresponding signs."<sup>1</sup>

Of those who are able to understand only a part of what is said, or for whom constant repetition becomes necessary, I have spoken but little. What is peculiar to them will be easily understood from the remarks already made. I cannot leave this branch of the subject, however, without observing that those who occupy the lowest stage in these classes, are truly to be pitied. Unable, from the want of sufficient power of attention and mental activity, to unite the fleeting forms of the lips into intelligible words and sentences, to the degree required, they lose a large part of the instruction given, and receive only crumbs and fragments. On this account, the contrast between the appearance of the most advanced and the most backward scholars in the same class, is much more striking than is ever seen with us.

<sup>1</sup> Anleitung I. 85.

*3. Results in respect to General Knowledge and Acquaintance with Language.*

In arithmetic, the German schools appear fully equal to our own. The scholars are principally taught the ground rules, and acquire a good degree of expertness in reckoning. In some schools indeed, I have seen a degree of readiness in mental arithmetic, surpassing anything which has come under my own observation in America.

In geography, on the contrary, the deaf mutes in the American schools appear to me to be much superior to those in Germany. At least their knowledge is far more comprehensive. This arises, in part, from the German method of instruction in this branch. Commencing with the school room, the teacher passes to the town or city in which the school is situated, then to the province, next to the kingdom, etc. The consequence of this is, that while the pupils become well acquainted with the geography of the duchy or kingdom in which they live, there are but few schools where the knowledge seemed to extend much beyond Germany. Indeed, in extent of information generally, the difference is greatly in favor of the American institutions. It could not well be otherwise. The German method of instruction, rejecting the language of signs, except to a limited degree, and fettering itself down to things present, pictures and models, revolves, of course, for a long time in a narrow circle. A free development becomes impossible. The pupil's knowledge of written or spoken language, is insufficient to admit of a wider range, until a later period, and rarely, if ever, becomes equal to conveying what can be easily and promptly done by the natural language of the deaf and dumb themselves.

Confirmatory of this is the important fact, mentioned in conversation by experienced German teachers of the deaf

and dumb, and, even aside from this, too striking to escape observation, that the schools, in which the pupils are taught to articulate best, and in which natural signs are least used, are not the schools in which the pupils receive the best education. If it were necessary to specify the schools for the deaf and dumb in Germany, in which the knowledge of the pupils, their compass of thought, and their power of expressing it in written language, appear decidedly superior to that of others, the schools in which natural signs are most employed, would instantly receive the preference.

Still the difference between the best German schools and our own, in this respect, is exceedingly striking ; so striking, indeed, that I feel unwilling to state in full my convictions on the subject. It will be sufficient, perhaps, to say that the German teachers, to whom I showed the pamphlet, invariably expressed their astonishment at the specimens of the compositions of the pupils of the New-York Institution, given in the report of Henry E. Davies, Prosper M. Wetmore and Benjamin R. Wisthrop, Esquires, the special committee of the Board of Directors, on the annual examination of the Institution in 1843. To some of them, the results appeared so incredible, that with all their politeness, they could not avoid inquiring whether there might not be some collusion in the case,—a suspicion, it is unnecessary to add, which, both the character of these gentlemen and the daily results witnessed in the school room, render it impossible to entertain.

#### V. REASONS ASSIGNED BY THE GERMAN TEACHERS IN FAVOR OF TEACHING ARTICULATION.

We have seen what the German method of instruction is, and what are the results. In drawing to a close, it will be no more than common courtesy to the German instructors, to present the grounds, on which they defend the general

teaching of articulation, against the doubts and objections of the great body of teachers in other countries. It is true, they are not perfectly united on this subject among themselves. What some would regard as solid reasons, others would consider as weak and insufficient. Those enumerated by Mr. Hill, are as judiciously selected as any, and embody every thing that is of any account in favor of the German practice. They are, therefore, presented *verbatim*.

1. Spoken language is altogether the most convenient instrument of our thoughts, and the one best adapted to human nature. It renders possible not only rapid thinking, but also the rapid communication of thought, and that, too, without resorting to the aid of other means.

2. The deaf and dumb, as well as those in possession of all their senses, have an instinctive inclination to give utterance to their feelings, thoughts, &c., through the medium of sound.

3. Experience has sufficiently proved, that even persons deaf from birth, and still more those who have lost their hearing, may obtain a gratifying degree of fluency in speaking.

4. Experience has shown, that deaf mutes, who have had some practice in reading and speaking, succeed better in learning, than those who are only instructed through the medium of signs and writing.

5. Oral utterance, even if laborious, monotonous and indistinct, or still further, harsh and unpleasant, is of great use to the deaf and dumb, not only as a means of instruction, but also of communication and subsequent progress; for, even in this imperfect form, persons soon become accustomed to his language, as they do to the imperfect language of a small child, and it imparts the following advantages: (1) Exercise and strengthening of the chest. (2) Aid in comprehending and retaining words, and in recalling them to recollection. (3) An externally humanizing influence. It has

been remarked, that all the deaf mutes who have been instructed in speaking and have had subsequent practice, have generally a much more human expression in the eye and countenance, than those who have been instructed in written language.

6. Important as is the ability to speak for easy intercourse with others, yet equally, and for many deaf mutes more important, is the faculty of comprehending what is said to them, since only the smaller part of those who converse with a deaf mute, have always time, means and disposition to carry on a conversation by writing. If a deaf mute, however, has acquired a readiness in reading on the lips, persons will willingly commence and keep up a conversation; he will thus every where find a school, and may, by this means, obtain an uncommon degree of perfection. Hence the deaf and dumb should be exercised with all diligence in reading on the lips, even if instruction in speaking, on account of the indistinctness of his utterance, is obliged to be abandoned.

#### VI. FURTHER INQUIRY INTO THESE REASONS.

It is no part of my design, to assume a controversial attitude, but rather to state facts of such a nature, and in such connections, as may be of service to American teachers. Passing over the fanciful theories, therefore, which every one will notice, there are some inquiries suggested by these assertions, in addition to those already answered, which need to be distinctly proposed, viz :

1. *Do the deaf mutes in the German institutions, at the close of their education, employ spoken language as an instrument of thought?* Heinicke maintained that they were able to think in no other way; that without spoken language, they had sensations and those primary ideas to which they give rise like the brute creation, but nothing further. But this groundless assumption has long been exploded. As we have al-

ready seen, many of the German teachers do not hesitate to express their dissent from it. At the same time, there is a strong tendency among them to believe, or at least hope, that a result so desirable, and one at which they aim, may, in the majority of instances, be really attained. Some appear to receive the testimony of their pupils, that they think in articulate words, as demonstrative of the fact. No value of course is to be attached to such evidence, because there are few deaf mutes so far advanced as to form an intelligent judgment upon such a question.

In looking carefully at the evidence in the case, it must be admitted, that there are some things which favor the supposition, that the deaf and dumb in the German schools, think more or less in words. Thus for instance, it is not uncommon to see pupils in the most advanced classes, move their lips somewhat, when speaking by signs among themselves. This would seem to show that the articulated word was not only perfectly familiar, but constituted a kind of pivot on which the thought rested. But then, on the other hand, stands the undeniable fact that the pupils, in conversation among themselves, make use of pantomimic signs. No matter how long they have been under instruction, as soon as they are free from the prohibition, which, in some schools, exists against conversing in this manner, they fall back into the natural language of signs, and thus give the strongest evidence that this is the usual medium of their thoughts.

After all, it is possible, that the truth in the case, does not lie so exclusively on one side or the other, as has been sometimes supposed. When one is in a foreign country, and, in order to make himself understood, is constantly obliged to make use of the sounds of a foreign language, he will find, I think, by carefully watching the operations of his own mind, that some of his conceptions seem to exist entirely

independent of words ; that others are primarily associated with the words of the country he is in, while others still, embody themselves in his own mother tongue. For a long while, his native language will be the ground work, the chief medium of thought, and when he wishes to think clearly, he will instantly revert to it. At the same time, he may be accustomed to conceive of common words, and often repeated forms of expression, in the language he daily hears about him. The more he converses in it, the larger will be the number of its words and phrases, with which his thoughts will involuntarily clothe themselves, till after a considerable time and much practice, he will think exclusively in the language which he daily hears and uses.

Just so, it is reasonable to suppose, it is with the deaf and dumb. Of some objects and relations they conceive immediately : of others, through the words which express them ; and of others still, through pantomimic signs. The proportion which signs and words will bear to each other as instruments of thought, will naturally vary according to their familiarity with language. I have met with two, and only two, deaf mutes by birth, who appeared to think, as much as men ordinarily do, in words. Both had been under the most favorable circumstances for instruction, fifteen or twenty years. I have seen others, in respect to whom it might possibly be true, that they think nearly as much in words as in signs. The great mass, however, of even the most promising pupils, think mainly, I am satisfied, in pantomimic signs, with, at most, only the incorporation of familiar words and phrases. The slowness with which they speak, and the interesting fact that the pupils, when not forbidden to do it, may be noticed, when repeating a paragraph from memory, to make a sign for every word, seem to forbid any other conclusion. This too, it may be added, is the

opinion expressed by some of the most eminent of the German instructors.

2. *Does instruction in articulation impart an externally humanizing influence to the deaf and dumb?* It is easy to see how the German teachers came to entertain such an idea. A considerable number of pupils of weak intellects, are to be found in these schools. Many of these are not instructed in speaking, and thus the contrast, between those who articulate and those whose instruction is confined to written language, becomes sufficiently striking, and, no doubt, gives occasion to the remark.

The German deaf mutes when compared with our own, appear neither more intelligent nor more like human beings. The eye is not more calm, nor the countenance more animated or thoughtful. They do not enter with more spirit into the lessons, nor in any respect, so far as I can judge, is there ground for any such comparison to be drawn, to the advantage of the German schools.

Only in one respect have I been able to notice a difference between German and American deaf mutes. In some of the schools of Germany, I was much struck with the anxious, painful look of the pupils, occasioned by the intense watching of the teacher's lips. They appeared to me more like perplexed strangers in a foreign country, than like those who easily and promptly understand what is said, and I cannot doubt that, much of the time, they are in just this state of uncertainty and confusion.

3. *Does articulation have a beneficial influence upon the health of the deaf and dumb?* The beneficial effects of speaking aloud upon the health of the deaf and dumb, especially in its influence in counteracting the tendency to pulmonary disease, to which more than others they are subject, has been frequently assigned, as an unanswerable argument in favor of teaching articulation; and I was therefore early led

in my investigations, to pay the closest attention to this subject, and to inquire for the facts on which the opinion rested. To my surprise, I find that no statistics on the subject have ever been collected; and, that what is so confidently brought forward as an established fact, is nothing but a presumption, drawn from the general rule that strength is imparted to an organ by exercise.<sup>1</sup> The general rule no one will deny, but whether it applies in the present case may admit of question. The unusual tendency of the deaf and dumb to disease of the lungs does not arise wholly, nor perhaps mainly, from the want of exercise of the vocal organs, but from the scrofulous habit which so strongly characterizes them. Aside, therefore, from the exercise or rest of the vocal organs, the germ of consumption, in many cases, already lies in the constitution, ready often to be developed by the slightest cause. Exercise may save, but exercise, too, may destroy. Whether it is not in many cases, to say the least, a hazardous experiment, suddenly to awaken the lungs from their long slumber, and lay upon them, in all their weakness, the severe labor of mechanical articulation, with the constant and visible exhaustion it demands, is a question not to be met by referring to general rules. At least, as the case now stands, no one is authorized to affirm, that articulation has a tendency to prevent pulmonary disease. Of the most experienced and judicious teachers I have met in Germany, some contented themselves with observing, that they could not say they had seen any injurious consequences, while others admitted, that if, in some cases, it had a tendency to strengthen, in others also it had a tendency to irritate the lungs, and that, therefore, on the whole, no argument in favor of articulation could fairly be drawn from its sanitary effects.

<sup>1</sup> Zimmerman's *allgemeine Schulzeitung*, 1840, No. 46; On the two Latest Objections against Instruction in Articulation.

Frequently, in witnessing the intense, often amounting to nearly spasmodic, efforts, made by deaf and dumb children in producing vocal sounds, I have felt sure, that no parent, or physician, would be willing to have the lungs of a child, or patient, suspected of being inclined to disease, exposed to such a trial. It would seem as if the most strenuous advocates for articulation are not, at times, without their apprehensions. Says one, "at the outset, caution must be exercised, not to cultivate readiness in speaking, at the expense of the health and life of the pupils!" Says another, "when instruction in articulation is commenced at a later period, [than three or four years of age,] *great prudence* is necessary that the organs, unexercised and therefore weak, be not too much strained." Dr. Schnalz, of Dresden, who has probably devoted more attention to this subject than any man in Germany, and whose opinion, as a physician, is entitled to weight, remarks,<sup>1</sup> that the lungs of the deaf and dumb are easily thrown into a diseased state by too great exertions in speaking, and even by walking and running, and assigns this as the reason why so many deaf mutes, between the ages of ten and twenty, fall into a sickly condition from which they never recover.

So far indeed as there are any facts on the subject, there is great room for the inquiry, whether they do not point in just the other direction. It is found, not only that deaf mutes in Germany, instructed in articulation, do, in fact, become victims of consumption, as well as deaf mutes in other countries, but also that the proportion is very large. Of the ninety-two actual or dismissed pupils in four schools, who are known to have died, *thirty-nine* perished of consumption. Of the twenty deceased pupils of the Leipzig institution up to 1838, the school in which articulation has been taught

• *Ueber die Taubstummen und ihr Bildung.*

the longest of any in Germany, *seventeen* were reported as having died of diseases of the lungs ! Of the pupils of the school at Dresden, *four*, the whole number deceased, died of the same disease. Nor, as sad experience shows, do the greatest attainments in mechanical articulation, combined also with the habit of speaking, afford any security against this destructive disease. The distinguished and amiable deaf-mute teacher at Leipzig, Karl Wilhelm Teuscher, who, during the fifteen years of his connection with the institution, was regarded with pride as a testimony of what could be done for the deaf and dumb, died, it could not be concealed, in consequence of a lung disease, induced chiefly by exertions in instructing his pupils to speak.<sup>1</sup> Was such a fact ever recorded of a teacher who could hear ?

For the present then, this important question must remain undecided. Not till the German teachers are able to show from statistical tables, that the number of deaths by pulmonary disease, is visibly diminished among deaf mutes, in consequence of teaching them to speak, will they be authorized to say that exercise in mechanical articulation, strengthens the chest of deaf mutes.

It is possible, that a comparison of the deaths by consumption, among deaf mutes in Germany and in countries where articulation is not taught, and the severe and often painful exertions it demands are not required, might exhibit a result very different from what they imagine. Meanwhile the subject may be safely left, with the remark of Mr. Reich, of Leipzig, who has had the longest experience of any of the German instructors, on the cause of Teuscher's death : "the lungs of deaf-mute children, as, from their more frequent inhalation of air in speaking, would be supposed, and is demonstrated by post mortem examinations, remain in an

<sup>1</sup> Nachrichten von dem Taubstummen-Institut zu Leipzig, &c., 1835, p. 35.

undeveloped, weak state, from which, at a later period, when they are of a proper age to attend school, upon injudicious exertions in speaking, they easily sink into disease."

4. *In after life, what is the actual value to the deaf and dumb of instruction in articulation and reading on the lips?* Two considerations will show the importance of making this a distinct and prominent inquiry. The first is, that the ability of a deaf mute to communicate with the teacher, is a very unsafe standard, by which to judge of his ability to communicate with others. By long practice, the teachers of the deaf and dumb acquire the art of speaking in a manner which best enables them to be understood. Not only are they accustomed to speak very distinctly, but they know what words to pronounce more slowly than others, what pauses to make, and even what letters to bring out most prominently, and the consequence is, as I have had abundant occasion to observe, that while a stranger, (a German,) with his best efforts, fails to make himself understood, the pupil is able, in many cases, to repeat every word of the same sentence when repeated by the instructor. It would not be at all wonderful, therefore, if the latter should suppose his pupil to be far better qualified for oral intercourse with his fellow men, than experience proves to be true, or should venture assertions, on this point, which the testimony of others, or the experience of the pupils, by no means sustains. The second remark is this: it is not safe to measure the ability of the deaf mute to hold oral conversation with others, in subsequent life, by the ability he possesses on leaving school. At school he is constantly receiving instruction from experienced teachers, upon the manner in which his organs must be placed in order to produce the proper sounds of words; if it is noticed, as it frequently is, that he begins to lose a given sound, making it more and more incorrectly, particular attention is paid to this point, and the breach is

repaired as soon as possible. In actual contact with the world this process ceases. If he improves in articulation, it must be by the unsystematic and miscellaneous exercise demanded in the usual manner of speaking. If he begins to fail in the pronunciation of difficult words, or the utterance of difficult articulate sounds, there is no remedy. If finding it more and more difficult to render himself understood, he gradually loses courage, and depends chiefly upon pantomime to make known his wants and feelings, there is no one to stay this sad retrogradation, no one to rehearse with him the elements of sound and secure to him the highly artificial acquisition he has made.

What led me to attach a still greater importance to this inquiry, was, the great diversity of opinion I found to exist among the German teachers themselves. Some admit that the scholars after leaving school generally go backward; others affirm that they generally retain what they have acquired, and even improve in articulation; others content themselves with claiming, that, after a few years, the dismissed pupils are found to speak *more*, though not better; while others give it as the result of their own experience, that deaf mutes, who have *reached a certain point* in oral expression, and are under favorable circumstances after their dismission from school, continue to make progress, while others, who belong to ignorant families, or are obliged to work a greater part of the time for a livelihood, (which is the case with the mass of the deaf and dumb in Germany, as well as with us,) gradually go backward in the use of spoken language. In conversation with one of the most distinguished German authors on deaf-mute education, he remarked that he was sorry to be obliged to admit, that in after life, the speaking of the deaf and dumb generally degenerated, and was of less use to them than it promised to be on their leaving school. The few children, who had intelli-

gent parents and friends willing to take pains with them, improved in speaking, but the larger number either staying at home among ignorant friends, or what was still worse, wandering about the country as *Handwerkburgschen*, and becoming in fact no better than beggars, went backward. I inquired, if the opportunity they had to converse with different persons, might not be of use to them, in learning still further to speak? "By no means," he replied. "In this wandering life, they do not remain sufficiently long in a place, to understand the persons they meet with, or to be understood by them. The *family* is the only place where a deaf mute can hope to make progress."

These varying opinions left me no other course, than to make inquiries as I had opportunity for myself. As the whole object, however, would have been defeated, by pursuing these inquiries in cities where schools for the deaf and dumb exist, and where in many cases they receive instruction after their dismissal, and sometimes are even called in on the day when strangers are admitted, and where also they attend religious services on the Sabbath, I have endeavored, as far as possible, to become acquainted with the state of deaf and dumb persons residing in other places, and, in my excursions for this purpose, have visited both large cities and obscure country villages, in order to arrive at a comprehensive result. In the list of dismissed pupils, with which directors and teachers of deaf and dumb schools have furnished me, I have, in justice to them, invariably passed over those represented by them to be inferior in natural capacity, or to have made but little progress. My object was rather to select those *above* than below the average. With these remarks, I submit the following statement of these examinations to the Board.

No. 1. A young man 25 years of age, under instruction six years, left the —— institution in 1833, bringing with

him a written testimonial from the principal, that he was the first or second scholar in the school. He was at work in a printing office, and the intelligent foreman remarked, that in conversation it was necessary to speak very slowly, in order to form each letter on the lips, and also to select the most simple words and phrases. He observed also, that one would never think of holding a long conversation with him, as with other men, although, in a walk together, a simple conversation might be kept up. The other hands agreed in this. The young man was then called up, and a few simple questions put to him. The question, how long he had been out of the institution, he did not understand, and one of the journeymen spelled the sentence, by putting his finger on the different compartments of types before him. The communication of the foreman with him, although he made a sign for nearly every word, was very slow and difficult. The owner of the establishment, who came in at the latter part of the time, observed, that his articulation was not as good as when he first came to him as an apprentice, three years before. He ascribed the falling off to the difficulty of communicating, and the consequent unwillingness of others to enter into conversation with him.

No. 2. A young man, cabinet-maker, had been out of the institution nine years. His employer says, he cannot say his speaking has improved. Reads but little. In order to make him understand, it is necessary to repeat words several times, although easy and common sentences he can often seize the first time. Conversation with him is slow and tedious: cannot understand all that he says; resort must frequently be had to writing.

No. 3. At a silversmith's; 17 years old; left the —— institution four years ago; his master thinks his articulation has somewhat improved. He attends every Sabbath the religious exercises at the —— institution. Must speak

simple sentences, and slowly, with him. [The young man, in speaking, made very unpleasant distortions, and a stranger, I am confident, would be unable to understand one word out of five.]

No. 4. A boy 16 or 17 years old; had passed through the usual course in the school at ——, which he had left a few months before. I first saw him in the street, conversing earnestly by signs with a fellow apprentice. The latter said their whole conversation was carried on through pantomimic signs. So far as I could learn from the master workman and his wife, very little use could be made of the boy's acquisitions in speaking.

No. 5. An older sister of the above; apprentice to a dyer. Her employer said it was difficult to understand her. In reply to my inquiry, what advantage articulation gave in communicating with her, he simply replied, "very little indeed;" said that in the family, to which these deaf and dumb persons belonged, the conversation was carried on by pantomimic signs.

No. 6. A young man, 39 years of age; left the —— institution, where he had spent ten years, twenty-two years ago. His employer and the head clerk in the establishment, say they cannot understand him, or make him understand by talking to him. They never converse with him in this way, but always by writing. The former said that the young man had been with him four years—could not say whether he spoke better or not, but thought his speaking was more unpleasant than formerly. The gentleman who accompanied me, an intelligent German, could not understand the young man, or make himself understood. A fellow workman in the same shop succeeded best, by means of signs, words, &c., but was obliged occasionally to resort to writing.

No. 7. A young man, 22 years old, six and a half years in the school at ——, from which he had been dismissed four

years. The German gentleman who accompanied me, was able to make out only here and there a word. His employer, who faithfully takes much pains to speak with him, was soon obliged to resort to writing.

No. 8. A young man, 22 years of age, seven years under instruction, four years since dismissed from the institution at —. His employer said, the young man could neither understand what was said from the motions of the lips, nor make his own articulation understood.

No. 9. A young man, 20 years of age, six years under instruction, and four years since dismissed from the school at —. Uncommonly intelligent ; *lost his hearing at six years of age*. His employer said that he could understand him, and make him understand, as well as if he were a hearing man. This, however, from the specimens I saw, was exaggerated. From the motions of my lips, he was able to make out about two-thirds of what I said, and about the same proportion of what was said by him was intelligible to myself.

Had circumstances permitted, these inquiries, notwithstanding the difficulties which often attend them, would have been continued much farther. The general direction, however, in which those already made evidently point, is not to be mistaken. The deaf mute, as he leaves his instructor and goes out into the world, finds a different manner of speaking from that to which he has been accustomed. In the business of life, people have too much to say and to do, to spend the time necessary to make him able to read on their lips. The effort necessary to speak slowly and distinctly becomes tedious and irksome, and as soon as the novelty has passed away, and curiosity is satisfied, the poor deaf mute is left to himself, happy if he find one or two who are willing to converse with him. Gradually he speaks less, and attempts less frequently to understand what others say, becomes more and more discouraged, and after a few years,

from want of sufficient practice and correction, his artificial speaking becomes only the relic of his former acquisition. At one of the German institutions I was told, that the friends of a deaf mute, educated at one of the best articulating schools in the country, had applied for some book adapted to the instruction of the deaf and dumb. They stated, that his knowledge of language consisted mostly in the words and phrases he had learned to articulate, and that he was forgetting these so rapidly, as to give them the most serious apprehensions of soon losing the power of communicating with him, either by spoken or written language. In one of the German cities, where a large number of educated deaf mutes reside, several of them are accustomed to meet together once a week, for the purpose of card playing. Although some were under instruction an unusually long period, and others are married to wives who hear, so that a better educated circle of deaf mutes is probably not to be found in Germany, they always talk in their own natural language of signs.

Said one of the most eminent clergymen in Germany, well known in America, whose name, did I feel at liberty to mention it, would give deserved weight to the observation, "What is truly valuable in the instruction of our deaf and dumb, is the ability to *read* and *write* they acquire. Their ability to speak and read on the lips is trifling and of very little value." Diesterweg, who is regarded as the most eminent writer on the education of youth in Germany, has thus expressed his convictions: "Without the most incontrovertible certainty of, the most extraordinary benefits, to be obtained in no other way, the exercising (of the deaf and dumb) in articulation would be a terrible infliction. Let the case be considered according to the old proverb, the attempt to expel nature (*naturam furcâ expellas, etc.*) is not wont to succeed. Now the question may be asked, whether the

attempts to force in, that to which nature has denied the [proper] organ, *as a general rule, and to continue for life*, are more successful. I cannot conceal it: I have my doubts. Only long experience and continued experiments can decide. It would not, at any rate, be the first time, that instructors have wished to do more than they should have wished."<sup>1</sup>

Puybonnieux, a recent French writer, relates that a few years since, a German professor, who had visited nearly all the schools in Germany and Switzerland, in order to satisfy his doubts, arrived at Paris. He had been an advocate of articulation, had met its most enthusiastic partisans, and yet, he said, "I have seen and learned to no purpose, if this is not evidence that articulation should not be taught." According to the same writer, the director of the school at Pesth, in answer to certain questions of the council of administration of the institution at Paris, replied that the teaching of articulation is excessively difficult, and that reading on the lips is, so to speak, an affair of good luck; that this kind of instruction, in short, is laborious and painful to the pupil and teacher, but still of use, and that the degree of success depends always on the capacity of those to whom it is given. He added, that their institution marches under the banner of Heinicke, and that no lesson is given without being read *viva voce* by the pupil and the teacher; but nevertheless concluded by saying, that the illusive ideas entertained by some, in respect to teaching the deaf and dumb to articulate, he had lost, and that if they still followed this method at Pesth, it was because they thought it was ever honorable to have tried, that which it would be well to realize!<sup>2</sup>

<sup>1</sup> *Wegweiser für deutsche Lehrer.* (Appended as a note to Mr. Hill's view, cited above, in respect to the benefits of articulation.)

<sup>2</sup> *La Parole enseignée aux Sourds-muets, &c.* p. 59, 60.

## VII. ADVANTAGES AND DISADVANTAGES OF THE GERMAN SYSTEM OF INSTRUCTION.

It is not to be denied that the German method of instruction, although by no means securing that at which it aims, or attaining the results claimed for it by some of its advocates, is attended with certain advantages. It aids a small number of the deaf and dumb, who once were able to speak like others, to retain the spoken language they still possess, and to recover, at least in a measure, that which they have lost. It affords assistance to the smaller number usually found within the walls of such institutions, who still retain a considerable degree of hearing. It may also be admitted, that from the constant use of colloquial expressions, the language employed by the pupils is somewhat more idiomatic. On the whole, however, *its peculiar advantages are for the few.*

On the other hand, it labors under the following serious disadvantages :

1. On account of being obliged to have regard to the flexibility of the vocal organs, the pupils must be received *at too early an age* to obtain the full benefits of instruction. They do not possess sufficient mental maturity, at least in the early stages of the course, and consequently either lose much that is taught, or compel the teacher to advance very slowly, and confine himself, for a long time, to elementary ideas.

2. In consequence of the tender age at which it is necessary, on this system, to commence the instruction of the deaf and dumb, *no trades can be taught*. The pupils of course are obliged to be dismissed from school at the end of their course, unprovided with the means of obtaining a support, and with an uncertainty of finding any one willing to receive them as apprentices. The consequences of this are often disastrous, and the danger is great, that instead of becoming

useful, industrious citizens, they will only be nuisances to society. Says Professor Roller, director of the institution at Friedberg, "pupils whom we had dismissed with joy and hope, have become, under such unfavorable circumstances, within a single year, rude and shameless: while others have become criminals."<sup>1</sup> Although in some of the German schools, the making of paper boxes, basket work, and the like, is somewhat attended to, by some of the pupils, and although instructors often exert themselves to obtain situations for their dismissed pupils, the difficulty is only partially remedied. It is inseparable from the system and one of the strongest objections to it.

3. The German method of instruction is *attended with a great increase of expense*. As will be seen from the accompanying tables, not far from double the number of instructors, found necessary on our method, are required in the German schools. In Germany, where labor of all kinds is cheap, this is not a matter of so much importance, but with us, it is an important consideration.

4. The German method of instruction *involves a great loss of time*, and secures *less progress* in the pupil's acquaintance with language and general knowledge than our own. Much time is necessarily spent in teaching mechanical articulation. "That this kind of instruction," says Neumann, "demands a heavy sacrifice of time, (*zeitraubend*,) and hence renders it necessary to take into account the number of teachers employed in an institution, is clear." "The great and peculiar difficulties," observes Mr. Hill, "which the deaf and dumb find in the combination of vocal sounds, render it necessary to impart instruction in mechanical speaking and reading on the lips at first, pretty much by itself, and to devote to it the larger part of the time." Although it is so mingled with

<sup>1</sup> *Algemeine Schulzeitung*, 1843. No. 54.

other exercises, a reading, copying, &c., that it is difficult to say exactly, how much time is consumed upon it during the whole course, yet first and last, the time devoted to teaching mere sounds must be very large. When, too, it is considered, that the communication of ideas to the deaf and dumb, even when well instructed, through spoken language, is much slower than through the medium of pantomimic signs, and that in the earlier part of the course, and to a large number of pupils, this means of communication must be confined within narrow limits, it will be seen, I think, why it is impossible, on the German method, to impart to a class of deaf mutes a greater amount of knowledge, or a better acquaintance with language.

5. On the German system the deaf and dumb suffer a great and irreparable *loss in religious instruction*. When it is remembered, on the one hand, how inadequate and limited, instruction in the truths of religion, through the medium of language, must be for a long time to the deaf and dumb, and, on the other, how precious are the opportunities for religious instruction through the medium of his own colloquial sign language, and how much, by means of it, he may be made acquainted with divine revelation, long before he can read the written word, and how hopelessly he is cut off from the advantages of the Sabbath school and of public worship enjoyed by hearing children, making it certain, that the largest part of what he ever learns of the way of salvation, must be from the teacher, the immense disadvantage of the German method of instruction will be instantly felt.

### VIII. CONCLUSION.

In view, therefore, of the actual results of the German method, and the serious disadvantages which attend it, I can by no means agree with the opinion expressed by a late

American writer, that the schools for the deaf and dumb in Prussia or Saxony are superior to our own, or recommend the introduction of the German mode of instruction. *The German method has advantages for the few: the American method for the mass.* In attempting to teach all, or nearly all, to employ oral language, the German schools succeed in attaining solid results with only a select number, while a large portion of the scholars are seriously impeded in their progress by the process.

With us, on the contrary, the *great body of the pupils* succeed in acquiring a knowledge of *written language*, become able to read books, and to hold intercourse, *through writing*, with friends and acquaintance. That this, as a practical acquisition, is greatly superior to the slow, imperfect and unpleasant articulation of the deaf and dumb in Germany, does not, in my own mind, admit of doubt.

When to this, is added the peculiar difficulty which attends the teaching of articulation in the English language, and the demonstrable fact that, with us, less favorable results could be expected than even in Germany, this conclusion receives double force. In languages like the Italian and German, in which each letter, with only a single exception, is always pronounced, and always retains its own proper sound, an easy connection exists between the written and spoken words, which enables them in the instruction of the deaf and dumb to render mutual aid to each other. It can not be doubted, that this is one important reason, why the general teaching of articulation to the deaf and dumb, which is now rejected by nearly every institution in the world out of Germany,<sup>1</sup> still retains, in that country, its former promi-

<sup>1</sup> In the schools out of Germany, in which articulation is taught, so far as I can learn, it is either taught to most of the pupils, only as one of the branches of instruction, while writing is made the basis, and natural or methodical signs are employed as the instrument, or, only a

nence. In languages, on the contrary, in which the connection between the orthography and pronunciation is irregular and varying, less assistance of this kind can be derived. It is well known that such, to a considerable degree, is the character of the French language, which, of course, renders both the teaching of articulation to the deaf and dumb, and the connection between the spoken and written word, more difficult than in German. A teacher from Strasburg, where both languages are spoken, who had taught articulation both in French and German, informed me that he found a very perceptible difference from this source in favor of the latter, and it is easy to conceive why, although instruction in articulation in France has often been attempted, it has never, in that country, been able to gain a firm footing.

Greatest of all, however, is the difficulty with our own language, the pronunciation of which is the notorious source of vexation to all foreigners, and of which, very few, who have not heard it from the cradle, ever become thoroughly masters. So little, in innumerable instances, do the written letters and words represent their actual sound in combination, that a knowledge of the orthography of words renders no assistance, even if it does not in many cases occasion, to a foreigner, positive embarrassment. A glance at any page of Walker's, or any other English pronouncing dictionary, is the best commentary on the nature and extent of this peculiarity of the English language. But if the attempt to

few of the most promising pupils, who have lost their hearing, &c., are thus instructed. To the first class belong perhaps the schools in London and Groningen and Bruges; to the latter a few schools in France already enumerated, and the schools in Austria, with one or two others in Great Britain. In the larger number of schools, articulation does not appear to be taught at all. It may be said in general, however, that there is an apparent tendency observable, towards making the experiment with those who have once heard and spoken.

learn our irregular and lawless pronunciation is formidable to a foreigner, who has the sense of hearing to guide and aid him, what must it be for the deaf and dumb? In Germany, when a deaf mute does not articulate a word correctly, the teacher writes it on a slate, that he may see its various parts. But in English, many of the letters have so many different sounds, and many, too, are so often silent, as to make the written word rather a source of perplexity than otherwise. Rules bring no assistance; for the pronunciation of the English language was never yet learned by rule. To a great degree the pronunciation of each word must be acquired separately. This, to the deaf and dumb, involves the necessity of *learning two sets of written words*, in order to succeed in articulation; because, without writing, it is impossible, as all teachers admit, to teach articulation. To give a specimen of what I mean, in one of the English schools, the following was given to me as the manner of instruction in articulation. A double column of words, consisting of their true orthography and the letters which best represent their pronunciation, was written on the blackboard, thus,

coat — kōt.

house — aws.

shoemaker — sh-mā-kā, &c.

and the pupil was exercised in looking first at the true orthography, then at its pronunciation, and then in articulating it. In order to learn a language after this fashion, therefore, four distinct acquisitions would be necessary; *first*, the recollection of the word correctly written; *secondly*, the recollection of the word written according to its pronunciation; *thirdly*, the recollection of the position and motions of the vocal organs necessary to produce the proper sound, and the requisite facility in executing them; and, *fourthly*, the knowledge of the signification of the word;

and all this, without saying anything in respect to understanding it on the lips of others. So great, indeed, are the difficulties in the way of teaching articulation, in English, to the deaf and dumb, that the German teachers themselves, although but imperfectly aware of them, unhesitatingly express the conviction, that with us it would not succeed, and ought not to be attempted. The one or two, who have expressed a different opinion, had too little knowledge of English, to enable them to rest it upon any but the most general grounds. That in spite of the peculiar difficulties, even a deaf mute from birth, by unwearied pains, and the expenditure of much time, *might*, to a certain extent, be taught to articulate in English, I have no doubt, and where parents have the necessary leisure, I would by no means be understood as dissuading them from the attempt, but, *as a regular part of a system of public education, its introduction into our institutions, I am persuaded, would be a serious misfortune to the cause of deaf and dumb instruction.*

That there are a few, usually reckoned among deaf mutes, consisting of those to whom hearing, or the power of speaking, partially remains, to whom instruction in articulation is desirable, is self-evident. These cases are of a peculiar character, and are to be decided on by themselves.

I have only to say, in conclusion, that, in the course of these inquiries and visits, the excellence of our own system has impressed itself more and more forcibly upon me. Without affirming that it is incapable of improvement, which no one holds, or that American instructors cannot derive important hints from the laborers in the same department abroad, I am fully persuaded, that in the practical results it realizes, it has no superior. Said a gentleman, whom I met in one of the German cities, and who had visited a large number of institutions for the deaf and dumb in Germany, France and the United States, "the schools for the deaf

and dumb in the United States have no superiors in the world." We ought, indeed, to make progress ; but progress, with us, in this department, lies not in revolutionizing our own system, nor in throwing away the results of the many years' study and experience, by which it has been brought to its present eminence, but in the natural development of which it is susceptible, and the adoption of those modifications which experience always continues to suggest.

It now only remains to express to the Board my sense of their kindness, both as a body and individually, and the gratifying mark of their confidence, received since my departure from the United States. I can only regret that I can make no better return for it.

GEORGE E. DAY.

*Berlin, Dec. 25, 1844.*

# STATISTICAL VIEW

OF ALL THE KNOWN INSTITUTIONS FOR THE DEAF AND DUMB IN EUROPE AND AMERICA.

## I. GREAT BRITAIN.

| Institutions.         | Founded. | Kind, or how supported. | Principals.             | Date, authority and observations. |
|-----------------------|----------|-------------------------|-------------------------|-----------------------------------|
|                       | No.      | No.                     | No.                     | No.                               |
| 1 London, .....       | 1792     | Subscriptions, .....    | Thos. J. Watson, .....  | 280 8 <sup>th</sup> 12 Rec'd an.  |
| 2 Birmingham, .....   | 1814     | do                      | Arthur Hopper, .....    | 49 8-13 5                         |
| 3 Manchester, .....   | 1824     | do                      | Andrew Patterson, ..... | 80 8-12 5                         |
| 4 Doncaster, .....    | 1829     | do                      | Charles Baker, .....    | 80 9 5                            |
| 5 Liverpool, .....    | 1825     | do                      | James Rhind, .....      | 58 7-14                           |
| 6 Exeter, .....       | 1827     | do                      | Scott, .....            | 49 7-12                           |
| 7 New-Castle, .....   | 1839     | do                      | Gould, .....            | 30 .....                          |
| 8 Rugby, .....        | 1844     | Private, .....          | Bingham, .....          | .....                             |
| 9 Brighton, .....     | do       | .....                   | .....                   | .....                             |
| 10 Edinburgh, .....   | 1810     | Subscriptions, .....    | R. Kinniburg, .....     | 74 9-14 5 1843, Report,           |
| 11 Glasgow, .....     | 1819     | do                      | D. Anderson, .....      | 70 7-14 5 1842, 21st Report,      |
| 12 Aberdeen, .....    | 1819     | do                      | Weir, .....             | 26 .....                          |
| 13 Dublin (Clarem't.) | 1816     | do                      | James Cook, .....       | 122 8-12 5                        |
| 14 Dublin, .....      | .....    | .....                   | Overend, .....          | .....                             |
| 15 Belfast, .....     | 1831     | .....                   | .....                   | 52 .....                          |
| 16 Cork, .....        | 1823     | Private, .....          | Dr. Keogh, .....        | 1 14 .....                        |

1. When no date or authority is given, I have either received the statistics on the spot or from gentlemen who have recently visited the schools.

## TABLE—(CONTINUED.)

## II. FRANCE.

| Institutions.             | Kind, or how supported.    | Principals.               | Date, authority and observations. |
|---------------------------|----------------------------|---------------------------|-----------------------------------|
| Founded.                  | No. & Lr.                  | Age of admission.         | Remarks.                          |
| No. Lr.                   | No. & Lr.                  | Pupils.                   | No. & Lr.                         |
| 17 Paris, . . . . .       | 1760 Royal, . . . . .      | De Lanneau, . . . . .     | 175 9-15 6 4th Paris Circular.    |
| 18 Bordeaux, . . . . .    | 1786 do . . . . .          | Guille, . . . . .         | 60 do                             |
| 19 Toulouse, . . . . .    | 1826 Department, . . . . . | Abbé Chazottes, . . . . . | 54 do                             |
| 20 Alby, . . . . .        | do . . . . .               | Rivière, . . . . .        | 36 4th Paris Circular.            |
| 21 Rodez, . . . . .       | 1819 Department, . . . . . | Gnès, . . . . .           | 23 For boys.                      |
| 22 Marseilles, . . . . .  | do . . . . .               | Abbé Tissiaux, . . . . .  | For girls.                        |
| 23 do . . . . .           | do . . . . .               | do . . . . .              | 1 boys; other girls.              |
| 24-5 Le Puy (2)           | Department, . . . . .      | do . . . . .              | For boys.                         |
| 26 Clermont, . . . . .    | do . . . . .               | Murat, . . . . .          | 20 For girls.                     |
| 27 St. Etienne, . . . . . | 1815 do . . . . .          | do . . . . .              | 22 For girls.                     |
| 28 do . . . . .           | 1828 do . . . . .          | Forestier, . . . . .      | 65 5-25 6 4th Paris Circular.     |
| 29 Lyons, . . . . .       | 1824 do . . . . .          | do . . . . .              | 20 For girls.                     |
| 30 Poitiers, . . . . .    | 1833 do . . . . .          | do . . . . .              | For boys.                         |
| 31 Loudun, . . . . .      | do . . . . .               | Abbé Laveau, . . . . .    | do                                |
| 32 Orleans, . . . . .     | do . . . . .               | do . . . . .              | For girls.                        |
| 33 do . . . . .           | do . . . . .               | do . . . . .              | 1840, Piroux's Jour.              |
| 34 Angers, . . . . .      | 1780 Private, . . . . .    | M'elle Blouin, . . . . .  | 1 boys; other girls.              |
| 35-6 Auray (2)            | 1807 do . . . . .          | do . . . . .              | 8                                 |
| 37 Laval, . . . . .       | 1820 do . . . . .          | do . . . . .              |                                   |

1. The catalogue of the French schools and the Principals, is from a list furnished by one of the French instructors. The date and kind of institution is from the *Fourth Paris Circular*, published in 1836. I have no means of obtaining fuller statistics of the schools in France.

|      |                   |       |              |       |               |                      |
|------|-------------------|-------|--------------|-------|---------------|----------------------|
| 38   | Nogent-le-Rotrou, | 1808  | Département, | ..... | Abbe Boulé,   |                      |
| 39   | Caen,             | 1816  | Abbe Janet,  | ..... |               |                      |
| 40   | Nancy,            | 1828  | Département, | ..... | Pirour,       | 1                    |
| 41   | Besançon,         | 1824  | do           | ..... | Abbé Martin   | 6                    |
| 42   | do                | 1819  | do           | ..... | Rousot,       | 2                    |
| 43   | Strasburg,        | 1839  | do           | ..... | Jacoutot,     | 3                    |
| 44   | do                | 1839  | Private,     | ..... | Sellisberger, | 2                    |
| 45   | Arras,            | 1817  | Département, | ..... | De Songnis,   | 7                    |
| 46-7 | Lille (2)         | 1834  | .....        | ..... | Massieu,      | 81                   |
| 48   | Pont l'abbé       | ..... | .....        | ..... | .....         | 1 boys; other girls. |
| 49   | Rouen,            | ..... | .....        | ..... | Abbe Lefèvre, |                      |
| 50   | Ville-dieu,       | ..... | .....        | ..... | Abbe Garnier, |                      |
| 51   | Lamballe,         | ..... | .....        | ..... | .....         |                      |
| 52   | Nantes,           | ..... | .....        | ..... | .....         |                      |
| 53   | Soissons,         | ..... | .....        | ..... | .....         |                      |
| 54   | Chaumont,         | ..... | .....        | ..... | Desaigne,     |                      |
| 55   | do                | ..... | .....        | ..... | .....         |                      |
| 56   | Châtellerault,    | ..... | .....        | ..... | .....         |                      |
| 57   | Condé sur-Noireau | ..... | Private,     | ..... | Dudéret,      | 12                   |
| 58   | Grenoble,         | ..... | .....        | ..... | .....         |                      |
| 59   | Pont achard,      | ..... | .....        | ..... | .....         |                      |
| 60   | Vizille,          | ..... | .....        | ..... | .....         |                      |

III. ITALY.<sup>1</sup>

|    |         |      |         |       |    |              |
|----|---------|------|---------|-------|----|--------------|
| 61 | Rome,   | 1789 | Palpal, | ..... | 26 | 1839, Guyot. |
| 62 | Naples, | 1786 | Royal,  | ..... | 50 | .....        |

<sup>1</sup> These statistics are chiefly from Boëlli; *Sui Sordi Muti, Sulla loro istruzione, ed il loro numero.* Genova, 1834, the latest authority, it is believed, on the subject.

TABLE—(CONTINUED.)

| Institutions.       | Founded.            | Kind, or how supported. | Principals.         | No. of Pupils.    | Age of admission. | Date, authority and observations. |
|---------------------|---------------------|-------------------------|---------------------|-------------------|-------------------|-----------------------------------|
| 3 Sienna, .....     | 1828                | Subscriptions, .....    | Pendola, .....      | 2                 | 13                | 5                                 |
| 4 Genoa, .....      | 1801                | Royal, .....            | Boselli, .....      | 5                 | 84                | 10-16                             |
| 5 Turin, .....      | 1834                | Private, .....          | Bracco, .....       | 6                 | 5-6               | .....                             |
| 6 Modena, .....     | 1823                | Government, .....       | Fabriani, .....     | 1                 | .....             | .....                             |
| 7 Milan, .....      | 1805                | do                      | Bagutti, .....      | 3                 | 22                | .....                             |
| 8 Villanuova, ..... | 1832                | .....                   | Geimini, .....      | 4                 | 48                | 18-9, Guyot.                      |
| 9 Verona, .....     | .....               | Private, .....          | Procolo, .....      | 11                | 11                | 1839, Guyot.                      |
| 10                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 11                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 12                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 13                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 14                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 15                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 16                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 17                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 18                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 19                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 20                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 21                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 22                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 23                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 24                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 25                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 26                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 27                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 28                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 29                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 30                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 31                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 32                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 33                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 34                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 35                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 36                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 37                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 38                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 39                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 40                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 41                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 42                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 43                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 44                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 45                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 46                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 47                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 48                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
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| 51                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 52                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 53                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 54                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 55                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 56                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 57                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 58                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 59                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 60                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 61                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 62                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 63                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 64                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 65                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 66                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 67                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 68                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 69                  | .....               | .....                   | .....               | .....             | .....             | .....                             |
| 70                  | Geneva, .....       | 1822                    | Subscription, ..... | Chomel, .....     | 2                 | 10                                |
| 71                  | Verdon, .....       | 1810                    | Canton, .....       | Walter, .....     | 2                 | 20                                |
| 72                  | Brundnader, .....   | 1843                    | Private, .....      | Zeller, .....     | 2                 | 7-8                               |
| 73                  | Friemisherg, .....  | 1822                    | Canton, .....       | Stucki, .....     | 2                 | 6                                 |
| 74                  | Einsiedeln, .....   | 1834                    | Private, .....      | Weidmann, .....   | 5                 | For girls,                        |
| 75                  | Zurich, .....       | 1826                    | Subscription, ..... | Von Orelli, ..... | 7                 | 6                                 |
| 76                  | W erdenstein, ..... | 1834                    | Canton, .....       | Grueter, .....    | 3                 | For boys,                         |
| 77                  | Zofingen, .....     | 1838                    | Subscription, ..... | Luscher, .....    | 25                | .....                             |
| 78                  | Aarau, .....        | 1836                    | do                  | Merkli, .....     | 14                | .....                             |
| 79                  | Rieben, .....       | 1838                    | do                  | Arnold, .....     | 3                 | 13                                |
|                     |                     |                         |                     |                   | 10-20             | .....                             |
|                     |                     |                         |                     |                   | 32                | 6-12                              |
|                     |                     |                         |                     |                   |                   | 5                                 |

V. AUSTRIA.

|                    |                           |                   |    |    |       |      |           |          |
|--------------------|---------------------------|-------------------|----|----|-------|------|-----------|----------|
| 80 Vienna, .....   | 1779 Imperial, .....      | Venus, .....      | 4  | 76 | 7-14  | 6-8  | 1835      | Schmalz. |
| 81 Linz, .....     | 1812 Subscriptions, ..... | Eichinger, .....  | 3  | 45 | ..... | 1838 | Guyot: do |          |
| 82 Brunn, .....    | 1829 Private, .....       | Lang, .....       | 10 | 10 | ..... | 1833 | Schmalz.  |          |
| 83 Prague, .....   | 1786 Subscriptions, ..... | Frost, .....      | 4  | 4  | 7-13  | 1841 | Rep.      |          |
| 84 Waitzen, .....  | 1802 do                   | Nagy, .....       | 4  | 30 | ..... | 1838 | Schmalz.  |          |
| 85 Brixen, .....   | 1730 Provincial, .....    | Anhberg, .....    | 15 | 15 | ..... | 1835 | do        |          |
| 86 Lemberg, .....  | 1831 Subscriptions, ..... | Hofmann, .....    | 1  | 15 | ..... | 1832 | do        |          |
| 87 Gratz, .....    | 1832 Provincial, .....    | Rischner, .....   | 1  | 15 | ..... | 1838 | do        |          |
| 88 Salzburg, ..... | 1831 Private, .....       | Guggemoser, ..... | 1  | 4  | ..... | 1832 | do        |          |

VI. PRUSSIA.

|                        |                                     |                  |       |    |       |       |               |       |
|------------------------|-------------------------------------|------------------|-------|----|-------|-------|---------------|-------|
| 89 Berlin, .....       | 1785 Royal, .....                   | Saegert, .....   | 6     | 70 | 7-14  | 5-9   | .....         | ..... |
| 90 Stettin, .....      | 1839 Provincial, <sup>1</sup> ..... | Boettcher, ..... | 1     | 14 | ..... | 1841  | Rep.          | ..... |
| 91 Stralsund, .....    | 1837 Private, .....                 | Kohn .....       | 1     | 7  | ..... | 1841  | “ of Stettin. | ..... |
| 92 Konigsberg, .....   | 1820 Royal, .....                   | Riemer, .....    | 3     | 32 | ..... | 1838  | Schmalz, G't. | ..... |
| 93 Angerburg, .....    | 1833 Provincial, .....              | Radn, .....      | 30    | 30 | ..... | ..... | .....         | ..... |
| 94 Marienburg, .....   | 1833 do                             | Lettau, .....    | 30    | 20 | ..... | ..... | .....         | ..... |
| 95 Posen, .....        | 1830 do                             | Sykowski, .....  | 2     | 20 | ..... | ..... | .....         | ..... |
| 96 Breslau, .....      | 1504 Subscriptions, .....           | Scholz, .....    | 5     | 50 | 8-12  | 6     | 1841          | Rep.  |
| 97 Liegnitz, .....     | Private, .....                      | Schroeder, ..... | ..... | 20 | ..... | 1838  | Schmalz.      | ..... |
| 98 Ratibor, .....      | 1836 Subscriptions, .....           | Weinhold, .....  | ..... | 13 | ..... | 1840  | Rep.          | ..... |
| 99 Magdeburg, .....    | 1829 Provincial, .....              | Heiderich, ..... | 2     | 12 | 7-14  | 6     | .....         | ..... |
| 100 Weissenfels, ..... | 1829 do                             | Hill, .....      | 3     | 2  | 7-14  | 6     | .....         | ..... |
| 101 Erfurt, .....      | 1829 do                             | Schulz, .....    | 3     | 32 | 7-14  | 6     | .....         | ..... |

<sup>1</sup> Three marked thus in Prussia, are understood to be connected with the teachers' seminaries, and supported by the provinces in which they are situated.

TABLE—(CONTINUED.)

| Institutions.                                                                                                                              | Kind, or how supported.   | Principals.                    | Date, authority and observations |             |                                |
|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------------------------|----------------------------------|-------------|--------------------------------|
|                                                                                                                                            |                           |                                | No. In-<br>structors             | No. Pupils. | Age of admiss. ion<br>Rermann. |
| 102 Halberstadt, .....                                                                                                                     | 1829 Provincial, .....    | Aeplinius, .....               | 2                                | 13          | 7-14                           |
| 103 Eisleben, .....                                                                                                                        | 1833 do .....             | Wingenstein, .....             | 1                                | 10          | .....                          |
| 104 Heiligenstadt, .....                                                                                                                   | 1840 .....                | Kellner, .....                 | .....                            | .....       | .....                          |
| 105 Münster, .....                                                                                                                         | 1820 Royal, .....         | Weidner, .....                 | 1                                | 12          | 9-12                           |
| 106 Soest, .....                                                                                                                           | 1831 Provincial, .....    | Schwier, .....                 | 1                                | 18          | .....                          |
| 107 Bueren, .....                                                                                                                          | 1831 do .....             | Wirsel, .....                  | 1                                | 14          | .....                          |
| 108 Cologne, .....                                                                                                                         | 1829 Subscriptions, ..... | Gronewald, .....               | 4                                | 40          | 7-14                           |
| 109 Moers, .....                                                                                                                           | 1836 Provincial, .....    | Heitmann, .....                | 2                                | 25          | 7-14                           |
| 110 Kempen, .....                                                                                                                          | 1840 do .....             | Kirschof, .....                | 2                                | 20          | 7-14                           |
| 111 Langenhorst, .....                                                                                                                     | 1841 .....                | Straam, .....                  | 1                                | 8           | .....                          |
| 112 Halle, .....                                                                                                                           | 1834 Private, .....       | Klotz, .....                   | 4                                | 30          | 7-14                           |
| 113 Aix la Chapelle, 1838                                                                                                                  | do .....                  | Hirsch, .....                  | 1                                | 15          | 7-14                           |
| The schools formerly existing at Aix-la-Chapelle, and Crefeld, are extinct. Those said to be at Brohl and Barmen, never had any existence. |                           |                                |                                  |             |                                |
| The school at Crefeld was taught by Heinicke's son. He never had more than three or four pupils at once.                                   |                           |                                |                                  |             |                                |
| VII. BAVARIA.                                                                                                                              |                           |                                |                                  |             |                                |
| 114 Munich, .....                                                                                                                          | 1798 Royal, .....         | D'Ersendorfer, .....           | 2                                | 30          | 6-8                            |
| 115 Bayreuth, .....                                                                                                                        | 1821                      | Pohlland, .....                | .....                            | .....       | 6 Schmalz.                     |
| 116 Bamberg, .....                                                                                                                         | .....                     | .....                          | .....                            | .....       | do                             |
| 117 Anspach, .....                                                                                                                         | 1823                      | United with<br>Common Schools. | .....                            | .....       | do                             |
| 118 Wurzburg, .....                                                                                                                        | 1821                      | .....                          | .....                            | .....       | do                             |
| 119 Nurenberg, .....                                                                                                                       | 1831                      | .....                          | 13                               | .....       | 1838 Schmalz.                  |

|     |              |                  |    |    |               |
|-----|--------------|------------------|----|----|---------------|
| 120 | Frankenthal, | 1824 Provincial, | 2  | 23 | 1835 Schmalz. |
| 121 | Dillingen,   | 1834             | 10 | 10 |               |
| 122 | Straubing,   | do               | 15 | 15 |               |
| 123 | Altdorf, ..  | 1845             | do | do |               |
|     |              |                  | do | do |               |

### VIII. WURTEMBERG AND BADEN.

|     |                  |                          |    |      |                         |
|-----|------------------|--------------------------|----|------|-------------------------|
| 124 | Gmünd, ..        | 1807 Royal,              | 4  | 33   | 7-10                    |
| 125 | Esslingen, ..    | 1823 With normal school, | 1  | 10   | 7-10                    |
| 126 | Winningen, ..    | 1825 Private,            | 2  | 30   | 6-12                    |
| 127 | Tübingen, ..     | 1829                     | 14 | 8    | 6                       |
| 128 | Wilhelmsdorf, .. | 1837                     | 14 | 8    | 7                       |
| 129 | Pforzheim, ..    | 1828 Ducal, .....        | 57 | 8-12 | 6 The only Inst. now in |
|     |                  | Bach, .....              | 5  |      | [Baden.]                |
| 1.  | Near Ravensburg. |                          |    |      |                         |

### IX. SAXONY, HANOVER, AND THE OTHER GERMAN STATES.

|     |                  |                             |    |      |                     |
|-----|------------------|-----------------------------|----|------|---------------------|
| 130 | Leipzig, ..      | 1778 Royal,                 | 5  | 60   | 8-12 6-7            |
| 131 | Dresden, ..      | 1828 State and sub.,        | 6  | 58   | 8-12 6-7            |
| 132 | Hildesheim, ..   | 1829 Royal,                 | 3  | 40   | 7-14 6              |
| 133 | Weimar, ..       | 1824 State, .....           | 1  | 3    | 6-14 4              |
| 134 | Eisenach, ..     | 1829                        | 11 | 8-18 | 6                   |
| 135 | Friedberg, ..    | 1820 Ducal,                 | 2  | 30   | Formerly at Worms.  |
| 136 | Bensheim, ..     | 1839                        |    | 20   |                     |
| 137 | Homberg,         |                             |    | 25   | Formerly at Cassel. |
| 138 | Camberg, ..      | 1819 State,                 | 2  |      |                     |
| 139 | Bruchof,         | do                          | 3  | 68   | 8-12 6:1839 Rep.    |
| 140 | Brunswick, ..    | 1829 State,                 |    |      | Schmalz.            |
| 141 | Wildeshausen, .. | do                          | 3  | 20   | 6-9 6               |
| 142 | Habestahl, ..    | 1842 Wrth normal school, .. | 1  | 9    | 7-14 6              |
|     |                  | Blessing, ..                | 5  |      |                     |

## TABLE—(CONTINUED.)

| <i>Institutions.</i> | <i>Kind, or how supported.</i> | <i>Principals.</i> | <i>Date, authority and observations.</i> |
|----------------------|--------------------------------|--------------------|------------------------------------------|
| 143 Altenburg,.....  | 1838 Private,.....             | Blindner,.....     | 1838 Schmalz.                            |
| 144 Coburg,.....     | 1835 State,.....               |                    | do                                       |

## X. GERMAN FREE CITIES.

|                     |                          |                |             |
|---------------------|--------------------------|----------------|-------------|
| 145 Frankfort,..... | 1829 City,.....          | Kosel,.....    | 12 5- 8 8   |
| 146 Hamburg,.....   | 1827 Subscriptions,..... | Behrmann,..... | 18 6-12 6-8 |
| 147 Bremen,.....    | 1827 Private,.....       | Ortiges,.....  | 16 4-13 6-8 |
| 148 Lubeck,.....    | 1839 Subscriptions,..... | Haase,.....    | Schmalz.    |

## XI. BELGIUM AND HOLLAND.

|                     |                          |                        |                                  |
|---------------------|--------------------------|------------------------|----------------------------------|
| 149 Brussels,.....  | 1835 Subscriptions,..... | Peeters,.....          | 22 1837 Guyot.                   |
| 150 Ghent,.....     | do                       | Bourgois,.....         | 31 do                            |
| 151 Liege,.....     | 1820 Royal,.....         | Pouplin,.....          | 38 Schmalz.                      |
| 152 Bruges,.....    | 1831 Subscriptions,..... | Abbe Carton,.....      | 90                               |
| 153 Moonslede,..... | 1834 State,.....         |                        | 22                               |
| 154 Mons,.....      |                          |                        |                                  |
| 155 Groningen,..... | 1790 State,.....         | C, & R. I. Guyot,..... | 161 8-16 7-8 1839 Guyot; Schmalz |
| 156 Herlaar,.....   | 1840.....                | Van Bleek,.....        | 16 Guyot.                        |

|     |                  |      |             |                |    |        |      |        |             |
|-----|------------------|------|-------------|----------------|----|--------|------|--------|-------------|
| 157 | Copenhagen,..... | 1807 | Royal,..... | Heilberg,..... | 9  | 80-100 | 8-15 | 61839  | Guyot.      |
| 158 | Schleswig,.....  | 1799 | do          | Hansen,.....   | 6  | 94     | 7-14 | 6 or 7 | 1839 Rep.   |
| 159 | Stockholm,.....  | 1806 | do          | Von Borg,..... | 28 |        |      |        | Schnmalz.   |
| 160 | Drontheim,.....  | 1824 | do          | Mueller,.....  | 32 |        |      |        | 1839 Guyot. |

- XII. DENMARK, NORWAY AND SWEDEN.
- 161 St. Petersburg,..... 1806 Imperial,..... Fleury and Gourzoff,.....
- 162 Warsaw,..... 1817 Subscriptions,..... Stygiclski,.....

XIII. RUSSIA AND POLAND.

Flerry and Gourzoff,.....

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## RECAPITULATION.

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**1. THE NUMBER OF INSTITUTIONS.**—In Great Britain there are 16; in France, 44; Italy, 9; Switzerland, 10; Austria, 9; Prussia, 22; Bavaria, 10; Wurtemburg and Baden, 6; Saxony, Hanover and the other German States, 15; German Free Cities, 4; Belgium and Holland, 8; Denmark, Norway and Sweden, 4; Russia and Poland, 2; the United States, 10. Total number in Europe and America, 172.

**2. WHEN FOUNDED.**—The Institution in Paris was founded in 1760; Leipzig, 1778; Vienna, 1779; Bordeaux, Naples and Prague, 1786; Berlin, 1788; Groningen, 1790; London, 1792; Hartford, 1817, and New York, 1818.

**3. THE NUMBER OF PUPILS.**—The principal Institutions in respect to the number of pupils, are the London Institution, containing 280 pupils; Paris, 175; New York, 168; Groningen, 161; Hartford, 160; Dublin, 122, and Philadelphia, 115.

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## TERMS OF ADMISSION.

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I. Pupils are provided for by the Institution in all respects, clothing and travelling expenses excepted, at the rate of one hundred and thirty dollars each, per annum. Clothing will also be furnished by the Institution, if desired, at an additional annual charge of thirty dollars. Payment is required semi-annually in advance.

II. The regular time of admission is at the close of the vacation, which extends from the fifteenth of July, to the first of September. No pupil will be received at any other time except in very extraordinary cases.

III. No deduction will be made from the annual charge in consequence of absence on any account whatever, except sickness, nor for the vacation.

IV. Pupils are at liberty to reside during the vacation in the Institution, without extra charge.

V. Applicants for admission should be between the ages of twelve and twenty-five years. The Institution will not hold itself bound to receive any not embraced within this rule, but may do so at discretion.

VI. Satisfactory security will be required for the punctual payment of bills, and for the suitable clothing of the pupils.

VII. Applications from a distance, letters of enquiry, &c., must be addressed, post-paid, to the Principal of the Institution. The selection of pupils to be supported at the public expense, is made by the Secretary of State at Albany, to whom all communications on the subject must be addressed.

VIII. Should objections exist to the admission of any individual, the Board reserve to themselves or their officers a discretionary power to reject the application.

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, for medical attendance, medicines, or other necessary provisions.

It is suggested to the friends of deaf-mute children, that the names of familiar objects may be taught them with comparative ease before their admission, and that the possession of such knowledge in any degree, materially facilitates their subsequent advancement. To be able to write an easy hand, or at least to form letters with a pen, is likewise a qualification very desirable. In reference to this subject, it is recommended that the words which constitute writing lessons, or *copies*, preparatory to admission, should be such as have been previously made intelligible to the learner.

In the case of each pupil entering the Institution, it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested.

1. Was the deafness from birth, and owing to some original constitutional defect; or was it produced by disease or accident? And if so, in what way, and at what time?
2. Are there any cases of deafness in the same family, or among any of the ancestors or collateral branches of kindred; and how, and when produced?
3. Is the deafness total or partial, and have any means been employed to remove it; and what are the results of such efforts?
4. Have any attempts been made to communicate instruction, and is the individual acquainted with any trade or art, or with the mode of forming letters with a pen?
5. Is the individual laboring under any bodily infirmity, such as palsy, nervous trembling, or mal-formation of the limbs; or does he or she show any signs of mental imbecility or idiocy?
6. What are the names, occupation, and residence of the parents?
7. If either of the parents is dead, has a second connexion been formed by marriage?
8. What are the number and names of their children?

By order of the Board of Directors,

JAMES MILNOR, *President.*

HARVEY P. PEET, *Secretary.*

## ALPHABET OF THE DEAF AND DUMB.

---

**A a**



**B b**



**C c**



**D d**



**E e**



**F f**



**G g**



**H h**



**I i**



**J j**



**K k**



**L l**



**M m****N n****O o****P p****Q q****R r****S s****T t****U u****V v****W w****X x****Y y****Z z**

TWENTY-SEVENTH ANNUAL REPORT

AND

DOCUMENTS

OF

THE NEW-YORK INSTITUTION FOR THE INSTRUCTION

OF THE

DEAF AND DUMB:

TO THE

LEGISLATURE OF THE STATE OF NEW-YORK,

FOR THE YEAR

M D C C C X L V.



NEW-YORK:

PRINTED BY EGBERT, HOVEY & KING,  
(374 Pearl Street.)

PRINTERS TO THE INSTITUTION.

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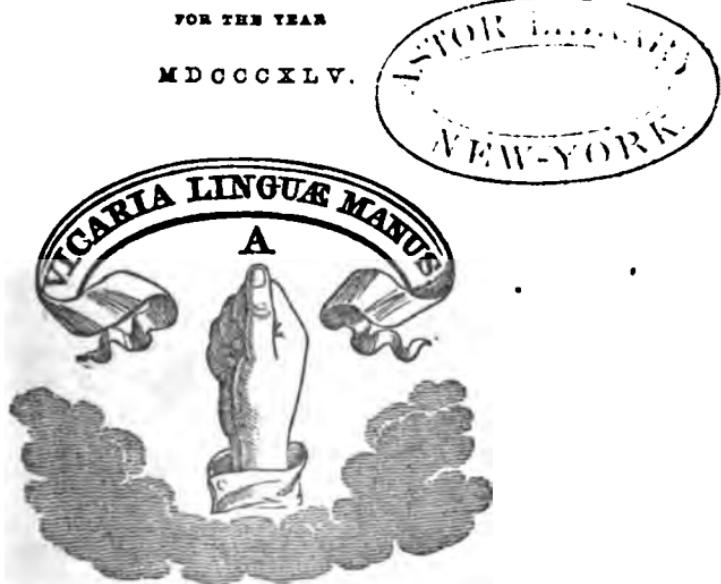
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1846.

H P

*Erratum.*—At the bottom of page 20 add the following:—  
sion of the countenance which gives to the

## OFFICERS AND DIRECTORS.

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HARVEY P. PEET, A. M., PRESIDENT.

PROSPER M. WETMORE, FIRST VICE PRESIDENT.

BRITAIN L. WOOLLEY, SECOND VICE PRESIDENT.

ROBERT D. WEEKS, TREASURER.

GEORGE S. ROBBINS, SECRETARY.

LEWIS SEYMOUR,

TIMOTHY HEDGES,

SHEPHERD KNAPP,

SAMUEL DOWNER, JR.

WILLIAM KELLY,

AUGUSTIN AVERILL,

SAMUEL S. HOWLAND,

HENRY E. DAVIES,

WILLIAM W. CAMPBELL,

BENJAMIN R. WINTHROP,

WILLIAM H. MACE,

ISRAEL RUSSELL,

JOHN C. GREEN,

MOSES TAYLOR,

ELISHA D. HURLBUT,

ORSAMUS BUSHNELL,

FRANCIS HALL,

JAMES HARPEE,

REV. G. T. BEDELL,

GEORGE J. CORNELL.

### President of the Institution.

HARVEY PRINDLE PEET, A. M.

---

### Professors and Teachers.

DAVID ELY BARTLETT, A. M.

JOSIAH ADDISON CARY, A. M.

ORAN WILKINSON MORRIS, A. M.

JACOB VAN NOSTRAND, A. M.

SAMUEL PORTER, A. M.

THOMAS GALLAUDET, A. M.

ISAAC LEWIS PEET, A. B.

JEREMIAH WOOD CONKLIN,

GILBERT C. W. GAMAGE,

FISHER AMES SPOFFORD,

### Physician.

NICHOLAS MORRELL, M. D.

MRS. HARRIET STONER, *Matron.*

MES. LOUISA A. PRISBIE, *Assist.*

---

### Steward.

EDMUND B. PEET.

JOHN C. MILLER, *Book Binder.*

W. H. GENET, *Cabinet Maker.*

JAMES W. TRASK, *Tailor.*

J. S. G. SANGER, *Shoemaker.*

GARRET MEAD, *Gardener.*

THE INSTITUTION is situated on FIFTIETH-STREET, between the Fourth and Fifth Avenues. Persons wishing to visit it by the public conveyances, on arriving at the city, from the North or East River, should proceed to the junction of Chatham and Centre Streets, opposite the City Hall. From this point, the Cars for Harlem leave frequently during the day, and pass directly by the Institution, where they stop to receive and land passengers.

Stages for Harlem also start from the same place every half hour, and convey passengers on the Third Avenue, within a quarter of a mile of the Institution. The fare by either conveyance is one shilling.

## TWENTY-SEVENTH ANNUAL REPORT.

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THE Board of Directors of the New-York Institution for the Instruction of the Deaf and Dumb, present to the Legislature, their Twenty-Seventh Annual Report, for the year one thousand eight hundred and forty-five.

The present Officers and Directors of the Institution are indicated in the foregoing list :

A review of the incidents of the year just closed, awakens feelings of no ordinary character. While the Institution has been signally favored in its temporal concerns, and has reached a yet higher eminence, in usefulness, and in public estimation even, than it had hitherto attained before, it has borne a heavy share in more than one great public bereavement. A glance at the list of Directors will show that the two honored names at the head of the list of last year are gone. Another esteemed member of the Board has also been called from among us, making, with the two whose deaths were noticed in the last Annual Report, five of our most zealous, active, and experienced associates removed within a few months.

On the 8th of April last, the venerated President of the Institution, Rev. JAMES MILNOR, departed this life, after only a few hours illness. He was a man whom great talents and untiring energy had qualified for eminent usefulness, in whatever sphere of labor he might choose. Educated for the Bar, he rose rapidly to the highest honors of his profession. But the Lord had more especial need of his services,

and relinquishing, in the vigor of early manhood, the brilliant promise of his legal and political career, he obeyed the call to devote his life and talents to the cause of Christianity and benevolence. Here his rare gifts shone forth with still brighter lustre. In every good work he was ever ready and unwearied ; and few men have labored with equal zeal and success for the moral and religious advancement of their race.

But the Board feel that it is unnecessary here to indulge their feelings, in speaking the praises of one whose praise is literally on all lips, and his memory embalmed in every Christian heart.

The accession of Dr. Milnor to the Board of Directors of the Institution, was nearly cotemporary with the first opening of the school. During nine years he was one of the Vice Presidents, and for the last fifteen years of his life the President of the Society. No past or present member of the Board has been connected with the Institution as long, and no man has gratuitously devoted more time and labor to its interests. To the measures which he proposed and aided in carrying out ; to the vigor and efficiency which his example and approbation excited and fostered, and to the favorable consideration which his name secured to the Institution before its results had become so decisive as to challenge public favor,—its present prosperous condition is in large measure attributable. On the very day on which the final summons came, he had presided, apparently in his usual health, at a meeting of the Board, testifying to the last his zeal in the cause of the deaf and dumb.

On the death of Dr. Milnor, the eyes of all were turned upon the first Vice President of the Society, as the most worthy to succeed him. At the annual meeting of the Society in May, ROBERT C. CORNELL, Esq., was accordingly elected to the vacant seat. But even in the hour of his election the hand of death was laid upon him, and the Society

separated with congratulations on their choice, only to learn their second sudden bereavement. Like his predecessor, his passage from the active scenes of life to the silent vale of death, occupied but a few brief hours.

The universal confidence in the integrity and ability of Mr. Cornell, is evinced by the many important public and private trusts conferred on him ; the history of our associations for benevolent purposes, and especially of those for promoting public education, bears ample testimony to his warm, active, and enlightened philanthropy ; and those who knew him, possess the consolatory assurance, that as his life highly adorned the Christian character, so his death, deeply afflictive as it is to us, is to him eternal gain.

In addition to these successive bereavements, we also have to lament the loss of the aid and counsels of JACOB DRAKE, Esq., who had given his time and attention to the interests of the Institution during eleven years.

Afflictive as are these dispensations to surviving relatives, friends and colleagues, we know that they are a part of the great plan of Providence, which though we cannot fathom, yet we hold the assurance, that, under it, " all things work together for good." The duties to the unfortunate which our departed friends have bequeathed to us, we will endeavor yet more zealously to discharge, in devout reliance, that He, who so signally blessed their labors, will not withhold from a cause, so often commended to Him in their prayers, His continued favor.

At the close of the year 1844, there were one hundred and sixty-eight pupils actually under instruction, besides seventeen former pupils employed in various situations in the family. Of the former, thirty-four have since left. During the year just closed, sixty new pupils have been received, and six former pupils re-admitted. From the catalogue herewith returned, it will be seen that the present

number of pupils is two hundred, being a large increase on the number of any previous year, and with the single exception of the Institution of London, a much larger number of deaf mutes than has ever been collected together in one school. Of these there are supported by the State of New-York, one hundred and sixty ; by the State of New Jersey, three ; by the Corporation of New-York, thirteen ; by their friends, fourteen ; and by the Institution, ten.

This large increase is mainly owing to the act, to which the Board refer with high gratification, passed at the last session of the Legislature, making provision for four additional State pupils from each Senate District ; thus increasing the number of State beneficiaries from one hundred and twenty-eight to one hundred and sixty.

This liberal and benevolent provision was coupled with others yet farther assuring the continued prosperity and usefulness of the Institution. Large as was the increase thus authorized, the result has proved it to be not larger than was required. Proper measures were taken by the Board to diffuse, as widely as possible, information of the benefits thus offered to the acceptance of parents and guardians of deaf mutes ; and as the Board had anticipated, the list of State pupils is again full, and the Superintendent of Common Schools has issued certificates of admission to a considerable number beyond that provided for by law, all of whom have been received.

The three new classes which entered last Autumn are composed, in general, of promising children, who bid fair, judging of their attainments by the progress already made, to reflect credit on the Institution and on the State, and to give practical evidence of the merits and advantages of the elementary works recently prepared by the President, and published under the sanction of the Board.

During the year 1845, the total receipts of the Society,

from every source, including the balance of nineteen hundred and thirty-two dollars and seventy cents, on hand at the close of the preceding year, have amounted to forty thousand four hundred and twenty-seven dollars and seventy cents, and the disbursements have been thirty-nine thousand five hundred and fifty-one dollars and forty-four cents, leaving in the Treasurer's hands, on the thirty-first day of December last, a balance of eight hundred and seventy-six dollars and twenty-six cents.

The health of the Institution has continued, in general, good. In a community of two hundred children and young persons, many of them more than usually susceptible to disease, occasional cases of sickness must be expected, in spite of every care and attention. These cases, however, the Board are happy to say, have been few, and all but one yielded to judicious medical treatment. The exception was a case of peritonitis, which, occurring in a female of delicate constitution, terminated fatally in thirty-six hours from its attack.

**SAMUEL SARGENT, M. D.**, the long tried and faithful attending physician of the Institution, has resigned his situation, and **Dr. NICHOLAS MORRELL** has been selected to supply his place.

The Board have more than once had occasion to express, in behalf of the deaf and dumb, the acknowledgments due to distinguished members of the medical and surgical professions who have, from time to time, given their gratuitous services to the relief of suffering or deformity, among the pupils of the Institution. During the past year, **Dr. ALFRED C. POST**, whose services were acknowledged in a former Report, has operated with gratifying success in several cases of strabismus and removals of enlarged tonsils; and many of our pupils have been deeply indebted to the continued

kindness and attentions of Dr. GEORGE E. HAWES, and Dr. A. W. BROWN, in dental surgery.

The large increase of pupils at the commencement of the present academical year, requiring an additional instructor, the Board elected ISAAC LEWIS PEET, a graduate of Yale College, and possessing the rare and important qualification of familiarity with the language of signs from infancy. The new teacher has entered on his duties with commendable zeal and a gratifying prospect of success. With this exception, the instructors are the same who were mentioned last year.

In view of the rare qualifications and long and faithful services of some of the professors, the Board have felt that it would be sound policy, to make such provision as would secure to the Institution the permanent benefit of their skill and experience. With this conviction, they decided to erect, on grounds which were last year generously leased on very favorable terms, for twenty-one years, by the Corporation of the city, to the Institution, four neat and substantial dwellings, of moderate size, for the accommodation of professors with families. These buildings were commenced last fall. They present a front of eighty-four feet, on Fiftieth street, by a depth of thirty-six, and are under contract to be completed by the first of May.

The grounds of the Institution have also been further improved, in appearance and convenience, by the erection of neat fences, and of a bath and wash house suited to the wants of so numerous a family.

In the domestic and mechanical departments, the Board have not found reason to make any changes, since the last Report. The various workshops connected with the Institution have been kept in successful operation, giving to our pupils, in the intervals of study, that mechanical skill, and those habits of industry and regularity, which will enable

them to become useful and independent in after life, and incidentally furnishing employment to several deaf mutes, who, after completing their course of instruction, prefer residing in, or near, the Institution, on account of the peculiar social and religious advantages it affords to the deaf and dumb.

In their last Annual Report, the Board announced the publication of a volume of "Elementary Lessons for the Deaf and Dumb," prepared by the Principal of the Institution. This work has already been adopted as a text book for the elementary classes, in eight of the ten American Institutions for the Deaf and Dumb, and in some in the British Isles. It has even found its way to China, where it is used in the missionary schools, for teaching the vocabulary, and structure of our language to the youth of the celestial empire. The Board have the satisfaction to announce the publication of a Second Part of this important work. A Third Part and a volume of Scripture Lessons may be expected in the course of this, or the next year, which, it is supposed, will complete the Course, by bringing the pupil to that point at which he can profitably use works prepared for those who hear. The Board regard the publication of this Course of Instruction as a new era in the history of the Institution, giving the promise of greater uniformity, certainty and solidity in its future results.

The edition of the First Part having been exhausted, it is now under revision, with the view to the publication, at an early day, of a second edition, for which there is already a demand.

For the highly favorable condition of the intellectual department, as testified by the rapid improvement and solid attainments of most of the pupils in language; and in the various branches of knowledge, commonly regarded as forming part of a good English education, the Board would refer to the Report of the Select Committee, appointed, as

has been usual for some years past, to conduct the annual examination, at the close of the academial year, in July last. This Report, with specimens of uncorrected original compositions from the various classes, will be found in the Appendix, and will furnish evidence how far the Institution has fulfilled the objects for which it has been so liberally endowed by the Legislature.

The Board cannot forbear to express their gratification at the presence and assistance, in the examination, of the present distinguished Superintendent of Common Schools, Hon. N. S. BENTON. The annual visits, so beneficial to the Institution, of several of his predecessors, which Mr. Benton has revived, they hope may hereafter become an established custom.

The Board have for some years had it in contemplation to form a class, for instruction in articulation, of those pupils, of whom we always have a few, who either having once heard and spoken, retain the ability to speak more or less distinctly, or possess a partial degree of hearing, which systematic cultivation may render sufficiently discriminating to seize most or all of the articulations of the human voice. The able and valuable Report of the Rev. GEO. E. DAY, on the schools for the deaf and dumb in Central and Western Europe, a copy of which was annexed to our last annual report, while it confirms the previous deliberately formed conviction of the Board, that it would be unwise to attempt to teach articulation to the bulk of our pupils, or to make any great or radical changes in our present system of instruction, at the same time bears testimony to the satisfactory results often attained by teaching articulation to the two classes just mentioned. The power of utterance of the first class, which they are in danger of losing by disuse, may be improved, or at least preserved, by judicious exercise, while at the same time they will acquire considerable skill

in reading familiar words and simple sentences on the lips; and many of the second class can, with skill and perseverance, be taught to speak quite intelligibly, and to understand what is said in an elevated tone of voice. To these two classes may perhaps be added a few individuals of rare docility and flexibility of the organs of speech.

A reference to some of our former reports, particularly the fifteenth and twenty-second, will show what views on this subject have been held in the New-York Institution. One of the principal obstacles to reducing these views to practice, has been the want of means to make a fair and satisfactory experiment. In view of the present prosperous condition of the Institution, involving some degree of obligation to attempt for the deaf and dumb whatever has been done with encouraging success elsewhere, the Board have judged that the proper time has arrived for making the trial. We indeed regard it as very problematical, whether, in many cases, the acquisitions of those practiced in articulation, will give them any important social advantages over those pupils who now readily converse with their friends by signs and by the manual alphabet, and with strangers by writing; but a consideration of some moment is the aid which even an imperfect articulation may give in emergencies, when a deaf mute, thrown among persons ignorant of signs, is either under the necessity of making his wishes known to persons unable to read, or finds writing far too slow a medium to summon help, or to make explanations in cases that will not admit of delay.

The Report of the Committee of Instruction on this subject is hereunto annexed.

The collection of books on the instruction of the deaf and dumb, in the Library of the Institution, has been much enlarged by the accession of a number of valuable works, together with the annual reports of several European insti-

tations, and other documents, collected by Mr. Day, during his tour on the continent. A catalogue of these will be found in the Appendix.

The moral and religious instruction imparted in the Institution, which has been crowned in many cases with evident proofs of the divine blessing, is still continued with unwearied zeal. Avoiding strictly sectarian topics, our aim has been to give clear views of the great doctrines of the Gospel, to illustrate the providence of God by the narratives of Sacred History, and to interest the feelings in the life and sufferings of Jesus. A religious lesson is explained every Saturday in each class, to be committed to memory on the Sabbath. In the younger classes these lessons are prepared expressly for the deaf and dumb; for those more advanced, they consist of select portions of Scripture.

We desire here to acknowledge our frequent obligations to the New-York Bible Society, by which the pupils of the Institution have been gratuitously furnished with copies of the Holy Scriptures for some years past.

Of the various topics connected with the education of the deaf and dumb, there is, perhaps, none of greater importance, than the early training which these unfortunate children should receive, before they reach the regular age of admission into an institution. This age has, after mature deliberation, been fixed, in this and several other States, for those who are educated at the public expense, at twelve years, and the experience of several years confirms the Board in the belief, that this is, in many points of view, the most advantageous period to begin the regular education of deaf-mute youth. A course of instruction terminating at eighteen or twenty, will take in that critical period in which the powers of the mind are capable of the greatest efforts in the acquisition of knowledge, and in which the character of the individual is usually formed for life. Hence

not only the intellectual, but the mechanical, and what is of yet higher importance, the moral instruction imparted in the Institution, will produce more solid and durable results than would, other things being equal, be attained in a course of the same length, terminating when the mental faculties and physical powers are but half developed, and when the moral character is yet highly susceptible to the impression of unfavorable circumstances.

Still it is, on the other hand, very important that deaf-mute children should receive, in the tender years of infancy and childhood, a share of that family instruction from which they are now to a melancholy extent excluded. It is this exclusion, to which they are condemned, far more from the ignorance of their relatives of the proper means of communicating with the deaf, than from the inability of the latter to hear the words of instruction and admonition addressed to their brothers and sisters, that makes their lot so peculiarly desolate, and that must be regarded as the main cause of the intellectual inferiority of so many educated deaf-mutes, as compared with well educated persons, whose progress in the acquisition of language, and of knowledge through language, dates from the cradle.

This early neglect, from which deaf-mute children have suffered from time immemorial, and still suffer to a great and most lamentable extent, cannot be, at least in many cases, ascribed to indifference. It is a well known fact, that parental affection is generally stronger in proportion to the helplessness of its objects, and there are very few parents who do not eagerly embrace every hope held out to them of restoring their children to hearing, fallacious as such hopes almost invariably prove. Moreover, *self-love* alone, would lead families containing deaf-mute children, to use all the means known to them, for the development of the minds and hearts of these unfortunate children; for

there are few heavier afflictions to a family, than a child growing up incapable of intellectual enjoyment, insensible to reproof, unconscious even of moral right and wrong.

There are three or four hundred families in the State, containing deaf-mute children under the age of twelve, and the same calamity is probably destined to cast a gloom over many families now free from it. Next to educating their children when they arrive at the most favorable age for instruction, we cannot render these afflicted families a greater service, than by pointing out the means which any person of common sense and common intelligence may use to begin their education at home. We have met with some touching instances, especially on the part of mothers and sisters, of devotedness and gratifying success in this labor of love; and feel assured that such instances would be far more common, if those who are anxious to train their deaf and dumb children in the way they should go, were encouraged by the success, and guided by the experience of others who have preceded them in the same explored path.

We will not say that parents can, in general, hope to enable these children to read books or converse by writing,—this result can hardly be expected except from the persevering and uninterrupted labors of an experienced teacher for years; but they can, with very little trouble, form for the child, or aid him in forming, a dialect of words, or signs, or both, sufficient, not only for all necessary communications relating to the wants or the wishes of the parties, but even for affording to the deaf child no trifling amount of social enjoyment, and of practical moral instruction.

With those children who are either born deaf, or lost their hearing before learning to speak intelligibly, the instrument in this work must, of course, be the natural language of gestures. Let early efforts be made to communicate with the child by motions of the hands and expressions

of the countenance. Apply any signs, no matter what, so the parties can easily make and remember them, to the persons and objects around him. Contrive hourly little errands which he can execute, beginning with the simple bringing of objects, or calling of persons in the room, and thence extending them into other rooms, to the barn, garden, or orchard, where he may be sent, to call his father to dinner, to feed chickens, gather fruit, or drive animals from mischief. As the skill of each party in sign-making improves, he can be employed to convey messages to a third person, and if he be occasionally sent to some of the neighbors little skilled in signs, he will have profitable opportunities to exercise his ingenuity in making his business known. The child will testify, perhaps, even more than other children, willingness to be employed, and pride in his ability to discharge such commissions.

As soon as the deaf child meets encouragement, aid and success in his instinctive efforts to make his wants known, and to communicate his thoughts and little discoveries, he will devote all his faculties to the improvement and extension of his vocabulary of signs. He will designate his acquaintances by a scar on the face, a peculiarity of dress, or some characteristic action. Tools he will figure by the action of using them, and the same signs with the addition perhaps of a sign for man or woman, will denote the workmen who may use those tools. The signs for fruit will probably be the actions of gathering from the tree and eating, and various objects will be designated by imitating some part of the process of manufacture, of procuring, or of preparing for use. Thus *milk* may be denoted by the act of milking, *hay* by that of mowing, *cheese* by that of pressing, (represented by holding the palms of the hands as if to compress some body supposed to be held between them,) *bread* by that of kneading, or of cutting a slice from a loaf, and *pie* by that of cut-

ting a piece out of the platter, (one hand usually supposed to be the knife, and the other the platter). The action of chopping, or of sawing, wood, (made by supposing the right hand to be the axe, or saw, and the left arm the log on which it is used,) may denote *wood*; and that of shearing a sheep, (imitated by supposing the left arm to be the sheep, and the first two fingers of the right hand the shears,) may stand according to the connection, for a *sheep* and for *wool*.

Other domestic animals may be denoted by putting the hands or fingers to the head, to represent the forms of their horns; or the thumb and forefinger to the mouth to imitate their bills; by mimicking with the hand under the chin the motion of a swine's snout; by patting the thigh as if to call a dog; by drawing the thumb and finger from the corner of the mouth, to represent the whiskers of a cat; by placing one or two fingers on each side of the head, and imitating the motions of a horse's ears, or by the act of riding, represented by placing the fingers of one hand astride the other. The young are usually distinguished by a reference to their size and playfulness; and the male and female are best designated by giving the child some general sign which he may learn by usage to apply to all animals whose sex is distinguishable. The signs used in our institutions, are the motion of taking hold of the hat for a male, and of drawing the thumb down the side of the face, (referring to the cap or bonnet tied under the chin,) for a female. These signs applied to animals, indeed appear as arbitrary as words; but it is not necessary to the usefulness of signs that they should be strictly natural. The great end is intelligibility and convenience.

Places are denoted by pointing to them, by describing the localities, as a tree, rock, spring, fence, or pond; by reference to some known incident, or by the sign for the owner of the field or dwelling, and finally by signs descrip-

tive of use. Thus a building in general being denoted by carrying up the hands to represent the walls, and joining them at the top in the form of a roof,—a *church* is represented by adding to this the sign for devotion, (formed by holding up the hands, as in public prayer); a *school* by that of reading or spelling; a *stable* by reference to a horse; and a *dwelling* by the actions of eating and sleeping. The sign for *roof* repeated several times, represents an assemblage of roofs, i. e. a town, and rubbing the hands together in imitation of mill stones, recalls a *mill*.

With respect to ideas of time, morning, noon and night are easily signified by reference to the position of the sun; days by describing his diurnal course; weeks by the sign for devotion and seven, (joining the hands with three fingers of one hand shut so as to count seven); months by the new moon, (the thumb and finger form a half circle on the side of the face,) or by the page of an almanac; hours by the hands of a clock; and for years uneducated deaf mutes usually make the sign for winter, (the cold season,) but in our institutions we make one hand describe a circle round the other to mark the annual revolution of the earth round the sun. To-morrow is expressed with much significance by the sign for sleep and awaking; and yesterday by the sign for sleep followed by pointing back over the shoulder. This last is the general sign for the past, as pointing forward is for the future, and presenting the hands horizontally on each side of the person for the present; or, in other words, for *was*, *will be*, and *is*. Many of these signs, it is true, are such as an uneducated deaf mute would not be likely to devise, but a little use in the family, in circumstances in which hearing persons would use the corresponding words, will make them intelligible. The days of the week are best expressed by their initial letters made after the manner of the manual alphabet, describing at the same time

a small circle in the air. It is only to be observed that H stands for Thursday, and for the Sabbath the sign of devotion.

One of the most natural and universally intelligible classes of signs, consists in the literal imitation of actions; but where this imitation would be too violent and ungraceful, or would take up too much room, actions may be represented on a smaller scale by the hands or fingers. Thus dancing is represented by dancing two fingers of the right hand on the palm of the left, and skating by curving the two index fingers in the form of skate runners and giving them a corresponding motion.

It may be necessary to observe, that many of the signs we have described would be unintelligible to deaf mutes when presented to them for the first time. The expressions of the countenance, the imitation of actions, and the gestures expressing the form and size of objects, they will universally understand, and beginning with these, a skillful sign-maker will be able in a short time to explain to a deaf mute, any sign not representing relations too much beyond the range of his ideas. Without presuming to undertake the Herculean and often vain labor, of describing even the principal of the innumerable signs used in our institutions, the examples which we have given, may enable any person of quick perceptions and ready invention, to aid a deaf child in improving and extending his pantomimic dialect. It is certain that the faculties of the child will develope more rapidly, where he can learn convenient and expressive signs from those around him, than when he is left to his own unaided efforts in devising gestures, often too little distinguishable one from another. When a beginning is once made, when the parties have acquired some confidence in their ability to communicate with each other, and by practice, some skill in mimickry, and especially in that expres-

language of signs all its significance, life and animation, and in which the deaf mute will be the best master, the progress of both the learner and his friends in the language will be pleasant and rapid. Many a deaf and dumb child five or six years old has, by such means as we have described, been enabled not merely to make its wants known, but to narrate in gestures all incidents which it has witnessed, or borne a part in, and to specify time, place and actors. Such a child will understand, as readily as a hearing child of the same age, the motives of actions, and will delight in learning from one friend, and in repeating to another little narratives embracing interesting incidents.

The effects, on the character of the child, of such a course, when accompanied by uniform kindness, without undue indulgence, which is essential to the proper training of children, will richly reward the trifling labor bestowed. Activity will be given to his hitherto dormant faculties. His reasoning powers will begin to develope; his social and family affections will acquire new strength. Generosity, love and confidence will take the place of selfishness, dullness and suspicion. He will think more clearly, understand from day to day more readily, testify for those around him far stronger interest, and show his superiors more ready respect and obedience. Nay, more; his moral sentiments will rapidly develope in proportion to the number of facts and incidents which can be communicated to him. He will cheerfully adopt the feelings expressed by his friends with regard to actions and actors, and will soon be able to form without assistance, and to express spontaneously, correct judgments on many moral subjects.

It will be of use to the parent, in giving definiteness and clearness to the child's moral notions, to have signs appropriated to the principal of these notions. *Obedience* is expressed by bending the head as in submission to a superior;

*disobedience* by a saucy look and by throwing out the elbow; *truth* by describing with the finger a straight line forward from the lips; *falsehood* by running the finger across the lips, as if to say the words go wide of the fact; the sign for *good* is a gesture of approbation usually made by putting the hand to the lips; and for *bad*, we throw the hand (with the palm turned downward) from the lips with a corresponding expression and emphasis. *Theft* is signified by pretending to take with one hand something slyly from under the other; *rectitude*, like truth, is denoted by a straight line, with the difference that, as this refers to actions, the line is described on the hand instead of from the lips; *wrong doing* of course requires a crooked line; a *mistake* is usually signified by chucking the hand against the chin; *deception* by an allusion to the expression of leading by the nose; *justice* by an allusion to the equal scale, two circles formed by the thumbs and forefingers being joined at equal heights; and *injustice*, or *partiality*, is signified by raising one of those circles and depressing the other.

We use an expressive stroke of one side of the forefinger, on the palm of the left hand, to signify *law*, or *commandment*; and the point of the same finger is struck downward upon the palm, (as if pointing out an entry in an account book,) to denote a *debt*, *fine*, or *tax*. A similar motion of the forefinger alone, without the other hand, we use to express *duty* or *necessity*, corresponding to the verbs *must* and *ought*.

The reader must not suppose that he has only to make the signs in order to be understood by a deaf mute who has not learned to use these signs. Many of the signs which have been described, at least in the manner in which they will probably be made by beginners, will require, when first used, as particular explanation and illustration as the corresponding words would require. The advantages of the signs are, that they are more easily associated with the expression of

the countenance, which, for a deaf mute, alone gives significance and interest to conversation ; that they admit far greater rapidity of communication, and are far more easily remembered by deaf mutes, especially by young children, who will learn to make fifty signs sooner than to put together the letters of one word. The mode of explanation is by applying the signs to known facts, or by representing scenes in pantomime in which some given idea shall be prominent. Our new pupils learn the signs used in the Institution in a very short time, by merely seeing others use them in conversation. If there should happen to be an educated deaf mute residing within a few miles of a family containing a deaf-mute child, which will generally be the case, his acquaintance should by all means be sought. An intelligent deaf mute will, by examples, give a better idea of signs than can be imparted by writing a volume.

For those who only wish to acquire the ability of conversing with a deaf mute by signs, it is neither practicable nor necessary to have a sign for every word. The articles, pronouns and other auxiliary and connecting words, have no corresponding signs in the colloquial dialect of the deaf and dumb. This dialect consists at first of signs for objects, actions and qualities. In proportion as it is cultivated and improved, signs derived chiefly from metaphor and allegory will multiply to express ideas ; but these last named signs correspond to no particular part of speech. The same sign, for instance, expresses the noun *falsehood*, the adjective *false*, the verb *to lie*, the adverb *falsely* and with the addition sometimes of a sign for person, the noun, *liar*. Our institutions, indeed, possess signs for the different parts of speech, and for all the connecting particles ; and these are found very useful in dictating sentences, but are never used in conversation, narration, or in imparting practical or moral instruction.

We have already given several examples of signs founded

on metaphor and allegory. We will add a few more. *Love* is expressed by the act of pressing to the heart; and *aversion* by that of pushing from us. *Joy* by clapping the hands; and *grief* by rubbing the clenched hand upon the breast. *Pleasure* by gently moving the palm over the heart; and *anger* by striking the fingers upward along the bosom, (an allusion to the phrase, "his blood is up"). One who possesses the complete control over the muscles, particularly of the face, which constitutes the faculty of mimickry, can make these and similar ideas intelligible, without the allegorical gestures; but in most cases the latter are very useful; for though very few persons will be at a loss to understand the expression of real feeling, it is not every one that can call up at will the expressions of emotions which he does not at the moment feel.

For the verb *understand*, we press the tip of the forefinger on the forehead, to mark the entrance of an idea; for *know*, the open hand, (the sign for property when directed toward the owner,) is laid on the forehead to express the previous possession of the idea; for *I forget*, the hand is drawn away from the brow, as if to say *I have lost the knowledge*. In short the numerous class of words relating to the intellect and its operations, will find their appropriate signs by reference to the forehead, as those relating to the affections are referred to the heart.

We will mention only one other allegorical sign, that for *always*, or *forever*, which, when made with prolonged emphasis, represents *eternity*. It is formed by repeatedly describing circles in the air with the finger.

The sign for God, it will be easily divined, is made by reverentially pointing to heaven; and for the Saviour we touch the palm of each hand, with the point of each index finger, to denote the prints of the nails. The ideas which the child will annex to these signs, will necessarily be vague

and imperfect ; still, if made on suitable occasions, and with solemnity and impressiveness, the effect will be favorable, and the mind of the child will be somewhat prepared for the fuller explanation which he will receive at the Institution.

All children delight in pictures as soon as they become able to perceive the resemblances intended ; and cuts will be found peculiarly useful in awakening the attention, or exciting the mental activity of a deaf and dumb child, particularly if he is at first dull and backward. In attempting to communicate to him, for instance, an incident relating to some animal, the picture of that animal will render important assistance. As the skill of each party in sign-making improves, he may be encouraged to describe, in signs, pictures representing familiar occupations and incidents. In this way there will be greater certainty that the parties understand each other. From this the passage is easy to explanations of the previous history, character, and motives of the persons, and of the consequences of the scenes represented. Thus, it will be seen, that the child may acquire with ease, from an intelligent companion, while looking over a series of historical pictures, a tolerably good idea of the main outlines of Scripture history, and of the history of his own country. Facts, natural history and geography can, in like manner, be imparted to a very considerable extent.

Thus far we have only spoken of the cultivation of the mental and moral faculties of the deaf mute, by means of the language of gestures. The teaching of words, though equal success cannot in general be expected, ought not, however, to be neglected. The ability to converse by signs independently of words, all, who live in daily communication with a deaf child, can acquire with hardly any sensible labor ; but the latter can only acquire the ability to converse by words independently of signs, through great perseverance, combined with considerable talent and no common patience, on the

part of his instructors. The acquisition of single words which can be employed to supply deficiencies in the dialect of signs, or which are equivalent to some familiar signs, is, however, very easy ; and the progress of the child, when he comes to school, will be much facilitated by such previous instruction. He ought, by all means, to be accustomed to write neatly with a pen, to spell words by the manual alphabet, and to make the figures used in the notation of numbers. With a little pains he may be taught a considerable number of words, not merely names of persons, places and objects, but even names of qualities, actions and feelings.

The first few words taught to a deaf child should be composed of few letters, and they should be the names of members of the family, of familiar objects, (as dog, cat, cow, hat,) of acquaintances, and of well known places. As proper names are often too long, it will be useful to abbreviate them. These abbreviations made by the manual alphabet, will be readily adopted as the signs for persons and places, and after a little practice has increased the child's ability to recollect words, he may easily be induced to spell on the fingers, or to write the names of objects of which he may wish to speak, instead of making signs for them, and this the rather, that he will find the words more readily intelligible than the signs to most of his acquaintances. He should be early taught the words father, mother, brother and sister, uncle, aunt and cousin. These he will at first regard, as other children do, as proper names, till he finds them used to express similar relations in other families.

When the deaf mute finds that he can converse to some extent by means of words, with persons who do not understand his signs, he will take more interest in that mode of communication. His progress may be promoted by often sending him on errands which he can make known by writing one or two words.

Adjectives may be taught by contrast, in connection with nouns, as *a white hat*, *a black hat*; *a large dog*, *a small dog*; or if the child is accustomed to make one sign for the object, and another for its color, size, age, form, or other distinctive qualities, he may easily be led to substitute two words for his two signs.

Verbs representing sensible actions are, perhaps, best taught in the imperative, by spelling on the fingers such brief directions as these: *Run.* *Cut wood.* *Bring water.* *Feed the pigs.* *Call father to dinner.*

In forming sentences to narrate facts, there will be considerable difficulty, owing to the various, and often very irregular, inflections of verbs. The use of the auxiliary, *will*, is comparatively easy, because it has in the style of conversation no variation of number and person. Thus such sentences as the following may be taught. "Uncle John *will* come to-morrow." "Father *will* go to town Saturday." "I *will* give you some apples." The pronouns, *I*, *we* and *you*, with their corresponding inflections, *me*, *my*, *us*, *our*, *your*, are learned by usage without much difficulty.

Those who may wish to undertake, with more method and regularity, the instruction of a deaf-mute child in language, are referred to the elementary work of Mr. Peet, mentioned in a previous page of this Report.

Where such regular instruction is not contemplated, it will still be useful to teach a number of verbs and adjectives, expressing moral and intellectual ideas. This will save the friends of the child some labor in learning the corresponding signs, and will enable the deaf mute to hold some sort of conversation with persons who are ignorant of signs. Words of few letters and of easy comprehension are, of course, to be preferred.\*

\* Such, for instance, as *love*, *hate*, *wish*, *fear*, *hope*, *mean*, (*intend*), *can*, *may*, *must*, *work*, *play*, *live*, *die*, *think*, *know*, *believe*; *glad*, *sorry*, *bold*, *strong*, *weak*, *sick*, *well*, *rich*, *poor*, *proud*; and the interrogations, *who?* *when?* *where?* *how?* *how much?* *why?*

The manual alphabet has many advantages over writing as an instrument of communication. It can be used at a considerable distance, or in circumstances in which writing materials cannot be obtained, or, owing, for example, to want of light, descending rain, or the motion of a carriage, cannot be used. Educated deaf mutes can even converse in the dark, one feeling the successive letters formed by the other. Still, writing has the advantage of more general intelligibility, and of being fixed, thus enabling the deaf mute to study his lessons deliberately, and to dwell on the form of each word long enough to fix it in the memory.

If those whose children are to be sent to us for instruction should generally endeavor, with a little patience and perseverance, to put some of the foregoing directions in practice, we should have far less cause than at present, to lament the slowness and backwardness of so large a proportion of our pupils, or their difficulty in recollecting words, and in seizing ideas beyond the visible material world.

It is matter of experience, that a deaf-mute child which has been the object of this care and attention, will, in the school, far outstrip one of equal natural capacity whose early years have been entirely neglected. Hence a much larger proportion of the former class than of the latter, will reach that degree of improvement which too many of the deaf and dumb fail to attain, the ability to derive, from the perusal of books and newspapers, the solace and enjoyment that may compensate for their social disadvantages.\*

A different course may be advisable with those children who have lost their hearing after learning to speak; and a different one still with those who, though unable to hear the

\* Where the parents or members of the family, either for want of leisure, or scholarship, are not able to teach the child at home, he should be sent to the District School, where he can at least learn to write; and it is hoped that in many cases the teacher, who may happen to see these directions, will bestow a little pains in putting them into practice.

tones of ordinary conversation, can yet be taught to discriminate and imitate words uttered in a raised voice.

These last may sometimes be much benefited by merely shouting words into their ears, provided care is taken, at the same time, to explain the meaning of the words, as by pointing to the objects, persons, or actions named, or by such natural gestures as have been described. A few experiments will enable a judicious parent to judge whether the degree of hearing is such as to hold out encouragement for perseverance. If the prospect appears unpromising, they should be treated as children who are totally deaf. The partial hearing possessed by many deaf mutes is, however, when the human voice is utterly undistinguishable, often useful in giving warning of danger.

With regard to those children who retain the ability to articulate a few words only, it is often better to encourage them to make signs in connection with the words they know, the utterance of which should be preserved by use, than to attempt the laborious task of teaching them to articulate many new words. It is, however, very important that all deaf children should be taught to make, and encouraged often to make, noises, if articulate so much the better, but if inarticulate, still not useless, which may serve the purpose of calling domestic animals, of summoning help in emergencies, and of controlling a horse accustomed to their voice. Many deaf persons have been indebted, for safety of life and limb, to this ability.

It remains only to consider the case of those children who, after becoming deaf, retain the ability to talk quite fluently and intelligibly. It is a well known fact, that the articulation of these grows more and more unnatural and indistinct as they grow up. Still they can, in many cases, make themselves perfectly understood, on all familiar topics, by those accustomed to them. Where the individual has hap-

pily learned to read and write before his misfortune, he will often take great delight in reading; and in cases not very rare, such persons have, without particular instruction, become distinguished for intelligence. Still the difficulty of sharing in social intercourse, and of taking part in occasions of public interest, throws a deep gloom on their lot, and they are often known to make considerable sacrifices, in order to enjoy the social privileges and the public instruction accessible to them only through the language of signs.

In cases where deaf children, though able to read, are incapable of acquiring the other necessary branches of education in ordinary schools, the proper course is to send them to the Institution. Some such pupils we have had, whose improvement has been very rapid, and their attainments much beyond the average of persons of good English education; and who now look back on the time spent in the society of the Institution, as among the happiest years of their lives.

Often, however, it happens that children lose the faculty of hearing before learning to read, yet still retaining the ability to speak fluently, at least in the imperfect prattle of childhood. In such cases, care ought to be taken to preserve their articulation. Encourage them to speak much and often; and accustom them to read replies on the lips. To the last object, some patience and perseverance will be necessary. Begin with single and short words, and such as are most readily distinguishable on the lips, (as for instance, words beginning or ending with *b*, *p*, *m*, *f*, *v*, *w*, or containing the vowel sounds of *aw*, *o*, and *oo*). When the child will read readily on the lips the names of persons, objects and places, a few verbs, and some interrogations, as *who?* *where?* *when?* *why?* *how?* *how much?* you may pass to short and simple sentences. Some years of practice will be necessary to give the ability to read on the lips to any

extent, but a very little practice will suffice to read a few words. We have seen children, whom their own friends have thus taught to understand nearly all that was spoken to them, slowly and in simple language; under the necessary conditions nevertheless, which limit the ability of all deaf persons, however carefully instructed, to read on the lips, to wit, that the speaker must speak directly to them, at a small distance, in a favorable light, and with more than usually distinct and deliberate utterance.

When the ability to read on the lips has been acquired to some extent, the child may be taught to read at least a few words of easy orthography. We would only advise that the beginning be made not with the alphabet, but with short words previously known to the child. As soon as the spelling of a few words has become familiar, the manual alphabet may be brought into use, and will often render important assistance in cases where, from indistinctness in the motion of the lips, the distance, or want of light, the child will fail to catch the words from the lips.

A little perseverance in following these directions, may not merely prevent a deaf child from losing his knowledge of language, and with it, most of the ideas which he had connected with words; but often may be rewarded by decided and valuable improvement, which, by further and more skillful cultivation in an institution, may, in many cases, reach such expertness, that the individual will be able to maintain a conversation with one accustomed to converse with him, with nearly as much ease as if he possessed the faculty of hearing; a result in general hopeless with those who were deaf from birth.

We have already mentioned that the New-York Institution, (as also one or two other American Institutions,) will, in future, furnish facilities for the cultivation of the faculties of articulation and reading on the lips, in cases which admit

the hope of valuable results. These cases would be much more numerous, if parents and friends would generally and perseveringly use means similar to those which we have sketched, for preserving and improving the power of articulation where some degree of it has been retained.

We have now brought to a close the record of our labors for another year. In surveying the past history and the present condition of the Institution, we find abundant motives for thankfulness, and strong encouragement to hope for the future yet more signal manifestations of the favor of Providence. Within a few years the number of our pupils has more than doubled, and the advance of the Institution in the value of its results and in public estimation has been in equal or greater ratio. Our efforts, in reliance on the Divine blessing, shall not be wanting to give to its organization, and to its system of instruction, all the improvement which they may yet be found to admit, and which our own experience or that of others may suggest.

By order of the Board of Directors,

HARVEY P. PEET, *President.*

GEORGE S. ROBBINS, *Secretary.*

# APPENDIX.

No. 1.

## LIST OF PUPILS

In the New-York Institution for the Instruction of the Deaf and Dumb, Dec. 31st, 1846.

### M A L E S.

| NAMES.                 | TOWN.            | COUNTY.         |
|------------------------|------------------|-----------------|
| Acker, John C.         | New-York         | New-York.       |
| Ackley, John W.        | Stockport        | Columbia.       |
| Andrews, Asahel        | Attica           | Wyoming.        |
| Archer, George P.      | Greensburg       | Westchester.    |
| Arnold, Chas. H.       | Troy             | Rensselaer.     |
| Barton, Ebenezer       | New-York         | New-York.       |
| Bell, John Thomas      | "                | "               |
| Benedict, Isaac H.     | "                | "               |
| Benedict, Edward       | Victory          | Cayuga.         |
| Bothwell, Martin       | Clayton          | Jefferson.      |
| Bracy, Thomas          | New Haven        | Oswego.         |
| Breg, William          | Cohocton         | Steuben.        |
| Briggs, Abram Lot      | Williamson       | Wayne.          |
| Brown, Peter           | New-York         | New-York.       |
| Brundige, Ananias C.   | Pittstown        | Rensselaer.     |
| Bucklen, Simeon D.     | West Winfield    | Herkimer.       |
| Burwell, George N.     | Perrysburgh      | Cattaraugus.    |
| Camp, James M.         | Bethany          | Genesee.        |
| Chapple, Solomon       | Delhi            | Jersey Co. Ill. |
| Charlon, Henry         | Ausable          | Clinton.        |
| Chasebro, Nathaniel H. | Brookfield       | Madison.        |
| Chestney, William      | Saratoga Springs | Saratoga.       |
| Cilly, Benjamin        | Bolton           | Warren.         |
| Clark, Matthew         | Malone           | Franklin.       |
| Coffin, James E. M.    | Charleston       | South Carolina. |
| Cornell, Alvan H.      | Jamestown        | Chautauque.     |
| Cross, Adelmer         | Cherry Valley    | Olsego.         |
| Cross, George          | "                | "               |
| Cuddeback, Cornelius   | Phelps           | Ontario.        |
| Coffee, Aaron Lee      | Sag Harbor       | Suffolk.        |

| NAMES.               | TOWN.         | COUNTY.         |
|----------------------|---------------|-----------------|
| De Hart, Joseph,     | New-York,     | New-York.       |
| Donley, William      | "             | "               |
| Driscall, George     | Greene,       | Chenango.       |
| Garrybrandt, Zenas   | Havana,       | Chemung.        |
| Getman, Ozias        | Ephratah,     | Fulton.         |
| Gilbert, Gustavus O. | Sparta,       | Livingston.     |
| Godfrey, John        | Auburn,       | Cayuga.         |
| Golder, John B.      | Jamaica,      | Queens.         |
| Groesbeck, Frederick | New Scotland, | Albany.         |
| Grommon, Truman      | Adams,        | Jefferson.      |
| Grow, Charles M.     | Potter,       | Yates.          |
| Haight, Henry        | New-York,     | New-York.       |
| Hall, John Asahel    | Whitehall,    | Washington.     |
| Harrington, Patrick  | New-York,     | New-York.       |
| Harrison, George W.  | Williamson,   | Wayne.          |
| Harrison, John       | Elmira,       | Chemung.        |
| Hatch, Edward        | New-York,     | New-York.       |
| Havens, David        | Plattsburgh,  | Clinton.        |
| Hills, Joseph B.     | Fabius,       | Onondaga.       |
| Hogenkamp, Daniel    | Haverstraw,   | Rockland.       |
| Houston, Jefferson   | New-York,     | New-York.       |
| Howell, William      | Columbia,     | South Carolina. |
| Hurley, John         | New-York,     | New-York.       |
| Jennings, Theron Y.  | Lisle,        | Broome.         |
| Jewell, Ephraim      | Java,         | Wyoming.        |
| Jobes, George W.     | Lloyd,        | Ulster.         |
| Jones, Lawrence N.   | Richland,     | Oswego.         |
| Jones, Milton A.     | "             | "               |
| Kerrigan, John       | New-York, P.  | New-York.       |
| Ketcham, Geo. E.     | "             | "               |
| Le Duc, Gerard       | Ogdensburg,   | St. Lawrence.   |
| Levy, Isaac          | New-York,     | New-York.       |
| Ling, John Edward    | "             | "               |
| Martling, Robert J.  | "             | "               |
| Matteson, Theodore   | Silverbrook,  | Chautauque.     |
| Miller, James        | High Falls,   | Ulster.         |
| Mills, William Henry | Whitehall,    | Washington.     |
| Milmine, John        | Florida,      | Montgomery.     |
| Montfort, Cyrenius   | Groton,       | Tompkins.       |
| Moore, Hines         | Preston,      | Chenango.       |
| Mumby, John White    | Brooklyn,     | Kings.          |
| McKean, Platt A.     | Ridgeway,     | Orleans.        |
| McVay, John          | Columbus,     | Georgia.        |
| Pangburn, Emory      | Cooperstown,  | Otsego.         |
| Parker, Charles M.   | Sand Lake,    | Rensselaer.     |
| Pickering, John L.   | Chateaugay,   | Franklin.       |
| Pinney, Joseph       | Cambria,      | Niagara.        |
| Rapp, John Fenton    | New-York,     | New-York.       |
| Rice, George R.      | Olean,        | Cattaraugus.    |

| NAMES.                | TOWN.           | COUNTY.       |
|-----------------------|-----------------|---------------|
| Rider, William Henry  | Brighton, .     | Monroe.       |
| Rider, John H. H.     | Westerlo, .     | Albany.       |
| Risley, George        | Hamilton, .     | Madison.      |
| Risley, Jerome        | " .             | "             |
| Risley, Goodrich      | " .             | "             |
| Rosenkrants, William  | Bath, .         | Steuben.      |
| Shannon, Hugh         | Peekskill, .    | Westchester.  |
| Simlar, John          | New-York, .     | New-York.     |
| Smith, James O.       | Minden, .       | Montgomery.   |
| Smith, Wilbur         | Bethany, .      | Genesee.      |
| Southwick, John T.    | Albany, .       | Albany.       |
| Spicer, Devotion W.   | Hoosick, .      | Rensselaer.   |
| Starin, Robert        | Danube, .       | Herkimer.     |
| Stewart, Fletcher     | Malone, .       | Franklin.     |
| Stock, John           | New-York, .     | New-York.     |
| Sweetman, Joseph      | Homer, .        | Cortland.     |
| Taber, Samuel Allen   | Scipio, .       | Cayuga.       |
| Thomas, Clark         | Bloomville, .   | Delaware.     |
| Thompson, John        | South Chili, .  | Monroe.       |
| Vail, Lewis S.        | Goshen, .       | Orange.       |
| Vine, John            | Rotterdam, .    | Schenectady.  |
| Wait, Selah           | Preston, .      | Chenango.     |
| Wallace, Orville L.   | Stockholm, .    | St. Lawrence. |
| Weaver, John          | Ballston Spa, . | Saratoga.     |
| Webster, John S.      | New-York, .     | New-York.     |
| Webster, Ahira G.     | Fredonia, .     | Chautauque.   |
| Weeks, William Henry  | Yorktown, .     | Westchester.  |
| Wells, James S.       | New-York, .     | New-York.     |
| Whitten, Daniel M.    | Sing Sing, .    | Westchester.  |
| Wilkins, N. Denton    | Brooklyn, .     | Kings.        |
| Williston, Thaddeus   | Ithaca, .       | Tompkins.     |
| Winslow, James Harvey | Pierpont, .     | St. Lawrence. |
| Witschief, John       | New-York, .     | New-York.     |
| Wright, William       | Boonville, .    | Oneida.       |

## F E M A L E S.

|                       |               |           |
|-----------------------|---------------|-----------|
| Anderson, Cornelia    | New-York, .   | New-York. |
| Ashley, Amanda        | Rochester, .  | Monroe.   |
| Austin, Elizabeth     | Plainfield, . | Otsego.   |
| Avery, Hannah Augusta | Salina, .     | Onondaga. |
| Ballou, Lydia Ann     | Providence, . | Saratoga. |
| Barry, Mary           | Yates, .      | Orleans.  |
| Bentley, Joanna       | Southport, .  | Chemung.  |
| Blauvelt, Catharine   | Clarkstown, . | Rockland. |
| Bliss, Delia          | Le Roy, .     | Genesee.  |
| Boatwick, Elsey C.    | Owego, .      | Tioga.    |

| NAMES                   | TOWN.           | COUNTY.           |
|-------------------------|-----------------|-------------------|
| Boughton, Lucy A.       | New-York,       | New-York.         |
| Bower, Sally Ann        | Lansing,        | Tompkins.         |
| Bower, Maria Louisa     | "               | "                 |
| Breg, Olive             | Cohocton,       | Steuben.          |
| Brock, Lavinia          | Danby,          | Tompkins.         |
| Bronson, Sally,         | Wolcott,        | Wayne.            |
| Brown, Caroline         | Geddis,         | Onondaga.         |
| Buck, Martha De Witt    | Orrelia,        | Canada West.      |
| Casler, Mary            | Dexter,         | Jefferson.        |
| Cheesebro, Ariadna P.   | Darien,         | Walworth, Wis. T. |
| Colvin, Josephine Grace | Lewistown,      | Niagara.          |
| Cornell, Meribah        | Jamestown,      | Chautauque.       |
| Cornwall, Caroline      | Athens,         | Greene.           |
| Covert, Phebe A.        | Potter,         | Yates.            |
| Craft, Mary E.          | Mount Pleasant, | Westchester.      |
| Dobbie, Margaret Ann    | Mamaroneck,     | "                 |
| Doty, Rebecca           | Sennett,        | Cayuga.           |
| Doty, Phebe Ann         | "               | "                 |
| Dye, Olive              | Camillus,       | Onondaga.         |
| Easton, Elizabeth Ann   | Roxbury,        | Morris Co. N. J.  |
| Eggleston, Delia Ann    | Henderson,      | Jefferson.        |
| Fearon, Matilda         | New-York,       | New-York.         |
| Finch, Rosalia          | Laurens,        | Otsego.           |
| Gilbert, Lucy           | Sparta,         | Livingston.       |
| Golden, Emeline Louisa  | Hampden,        | Delaware.         |
| Hahn, Auguste           | Newark,         | Essex, N. J.      |
| Harrington, Margaret    | New-York,       | New-York.         |
| Hawes, Wealthy          | Danby,          | Tompkins.         |
| Hibbard, Martha Ann     | Rochester,      | Monroe.           |
| Hills, Emily A.         | Fabius,         | Onondaga.         |
| Hills, Jerusha M.       | "               | "                 |
| Hills, Lucinda E.       | "               | "                 |
| Hogenkamp, Emily        | Haverstraw,     | Rockland.         |
| Holdstock, Sarah Ann    | Schenectady,    | Schenectady.      |
| Hunt, Maryette          | Nassau,         | Rensselaer.       |
| Hunter, Helen           | Canandaigua,    | Ontario.          |
| Irwin, Elizabeth        | Rochester,      | Monroe.           |
| Jones, Laura            | Rensen,         | Oneida.           |
| Kellogg, Eliza Jane     | East Constable, | Franklin.         |
| Kleckler, Elizabeth     | Wayne,          | Steuben.          |
| La Grange, Edith        | New Scotland,   | Albany.           |
| Lewis, Prudence         | Preston,        | Chenango,         |
| Lighthall, Lavinia      | Minden,         | Montgomery.       |
| Lighthall, Eliza        | "               | "                 |
| Longlis, Eleanor        | Malone,         | Franklin.         |
| Lyndes, Marion          | Albany,         | Albany.           |
| Many, Christiana Jane   | Bloominggrove,  | Orange.           |
| Mather, Elizabeth       | Brooklyn,       | Kings.            |
| Milmine, Helen          | Florida,        | Montgomery.       |

| NAMES.                       | TOWN.                   | COUNTY.      |
|------------------------------|-------------------------|--------------|
| Morgan, Fidelia M.           | Syracuse, . . .         | Onondaga.    |
| McCarty, Mary . . .          | New-York, . . .         | New-York.    |
| McCoy, Eunice . . .          | Oswego, . . .           | Oswego.      |
| McDougal, Isabella . . .     | Niagara, . . .          | Canada West. |
| Overton, Phebe . . .         | Coram, . . .            | Suffolk.     |
| Padmore, Sarah Ann . . .     | Keeseville, . . .       | Essex.       |
| Palmer, Eliza Ann . . .      | Moriah, . . .           | "            |
| Patten, Hannah M. . .        | Saratoga Springs, . . . | Saratoga.    |
| Persons, Catharine . . .     | Howard, . . .           | Steuben.     |
| Romeyn, Jane Ann . . .       | Glenville, . . .        | Shenectady.  |
| Seymour, Hannah . . .        | Vienna, . . .           | Oneida.      |
| Sharot, Ann Elizabeth . . .  | New-York, . . .         | New-York.    |
| Sherlock, Elizabeth . . .    | Rochester, . . .        | Monroe.      |
| Stanton, Emily . . .         | New-York, . . .         | New-York.    |
| Sullivan, Catharine . . .    | " . . .                 | "            |
| Taber, Silence . . .         | Scipio, . . .           | Cayuga.      |
| Vanderbeck, Elizabeth . . .  | New-York, . . .         | New-York.    |
| Vanderwerken, Margaret . . . | Cincinnatus, . . .      | Coriland.    |
| Vail, Ann Maria . . .        | Goshen, . . .           | Orange.      |
| Wallace, Jennette . . .      | New-York, . . .         | New-York.    |
| Waring, Magdelia . . .       | " . . .                 | "            |
| Webster, Charlotte H. . .    | " . . .                 | "            |
| Webster, Hannah . . .        | Plainfield, . . .       | New Jersey.  |
| Weyant, Harriet C. . .       | Binghamton, . . .       | Chenango.    |
| White, Ann Eliza . . .       | New-York, . . .         | New-York.    |
| Whitney, Harriet . . .       | Schroon, . . .          | Essex.       |
| Willis, Maria . . .          | Lyons, . . .            | Wayne.       |
| Young, Louisa . . .          | Augusta, . . .          | Georgia.     |

|                                                 | Males | Femal. | Total. |
|-------------------------------------------------|-------|--------|--------|
| Pupils supported by the State of New-York,..... | 88    | 72     | 160    |
| " " " Corporation, .....                        | 8     | 5      | 13     |
| " " " State of New Jersey,.....                 | 0     | 3      | 3      |
| " " " Institution,.....                         | 7     | 3      | 10     |
| " " " their friends.....                        | 10    | 4      | 14     |
| Total,.....                                     | 113   | 87     | 200    |

## DONATIONS AND SUBSCRIPTIONS.

|                                                 |            |
|-------------------------------------------------|------------|
| From the estate of Mrs. Sarah Stake—legacy,     | \$4,800 00 |
| Great Western Steam Ship Company, by            |            |
| Richard Irwin, Esq., donation,.....             | 333 00     |
| Moses Taylor, Esq., life subscription,.....     | 30 00      |
| Wm. H. Macy, Esq. " (balance).....              | 15 00      |
| O. Bushnell, Esq. annual.....                   | 3 00       |
| John C. Green, Esq., ".....                     | 3 00       |
| Wm. W. Campbell, Esq., annual subscription..... | 3 00       |
| E. D. Hurlbut, Esq., ".....                     | 3 00       |
| S. S. Howland, Esq., ".....                     | 3 00       |
| James Harper, Esq., ".....                      | 3 00       |
| P. M. Wetmore, Esq., ".....                     | 3 00       |
| Geo. J. Cornell, Esq., ".....                   | 3 00       |
|                                                 | —          |
|                                                 | 69 00      |

|                                                    |       |
|----------------------------------------------------|-------|
| Editors of the Commercial Advertiser, their paper, | 10 00 |
| " " Courier and Enquirer, ".....                   | 10 00 |
| " " Churchman, ".....                              | 3 00  |
| " " New-York Evangelist, ".....                    | 2 50  |
| " " Recorder, ".....                               | 2 50  |
| " " Christian Adv. and Jour. ".....                | 3 00  |
| " " Christian Intelligencer, ".....                | 2 50  |
| " " Sentinel of Freedom, Newark, ".....            | 2 50  |
| " " Canajoharie Radii, ".....                      | 2 50  |
| B. R. Winthrop, Esq., Protestant Churchman,        | 2 50  |

*Donations to the Cabinet.*

Minerals and Shells, 1 box, by Dr. Dudley Allen, Kinsman, Ohio.  
" " by J. H. Scram, Esq., Syracuse.

" by L. Y. Avery, Esq., Salina.

Portions of the Tusk and Stomach of the Mastodon, by Mr. Brewster, Newburgh.

Intaglios, 4 cases, by B. R. Winthrop, Esq., New-York.

Coins by J. Arnot, Esq., Elmira.

Coins by M. Hummel, Esq.

A Medal, struck by the Belgium Government in honor of J. P. Triest, a distinguished benefactor of the Deaf and Dumb, presented by C. Serruys, Esq., Charge des Affaires of Belgium, through Hon. J. C. Spencer.

*Donations to the Library.* By Hon. N. S. Benton, Secretary of State, Senate Documents for 1841, Vols. 1, 2, 3.

" " 1842, " 1, 2, 3, 4.

" Journal, 1842 and '44.

Assembly Documents, 1841, vols. 1, 2, 3, 4, 5, 6, 7.

" " 1842, vol. 7.

" " 1844, vols. 1, 2, 3, 4, 5, 6, 7.

" Journal, 1842, '43 and 44.

Laws of the State of New-York, 1841, '42, '43, '44 and '45.

People's Cabinet, 1 vol., by H. Greeley, Esq.

Garden and Flour Seeds, 1 box, by Grant Thorburn, Esq.

*The New-York Institution for the Instruction of the Deaf and Dumb, its account current with HOBART & WHALEY,**Treasurer, from January 1st, 1845, to January 1st, 1846.*

## EXPENDITURES IN 1845.

|                                                                                                                                                                                        |                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| Paid superintendence, professors, steward and servants,.....                                                                                                                           | 7,813.03        |
| Dry goods for clothing, and cash advanced pupils,.....                                                                                                                                 | 1,517.07        |
| Building and repairs—                                                                                                                                                                  |                 |
| On account of contract for the erection of dwelling houses on 50th street,.....                                                                                                        | 4,000.00        |
| Erection and fitting up of wash and bath house,.....                                                                                                                                   | 1,326.07        |
| Materials and erection of fences,.....                                                                                                                                                 | 1,613.53        |
| Alterations and repairs in main building,.....                                                                                                                                         | 1,106.74        |
| Blasting rock on 50th street,.....                                                                                                                                                     | 85.00           |
| <b>Table Linen, Beds, Bedding, Furniture, Crockery, Stoves and re-<br/>pairing,.....</b>                                                                                               | <b>9,031.34</b> |
| Fuel, straw, oats, corn, ground feed, &c.                                                                                                                                              | 1,108.93        |
| Smith's hills, harness and repairing, and sundries,.....                                                                                                                               | 1,420.51        |
| Books, slates, crayons and stationery for schools,.....                                                                                                                                | 816.68          |
| Expenses of publishing 2d Part Course of Instruction,.....                                                                                                                             | 156.91          |
| Medicines and professional attendance,.....                                                                                                                                            | 282.40          |
| Soap, starch and labor for washing,.....                                                                                                                                               | 542.65          |
| Gardener's wages, manure, tools and seeds,.....                                                                                                                                        | 303.47          |
| Stock, tools, and wages for book binding,.....                                                                                                                                         | 534.32          |
| " " " " " shoe shop,.....                                                                                                                                                              | 311.64          |
| " " " " " cabinet shop,.....                                                                                                                                                           | 904.06          |
| Taylor's wages and trimmings for tailor's shop,.....                                                                                                                                   | 479.54          |
| Insurance,.....                                                                                                                                                                        | 410.70          |
| Railroad fare of pupils to and from City,.....                                                                                                                                         | 241.50          |
| Printing annual reports, and views of building,.....                                                                                                                                   | 119.42          |
| Expenses of delegation to Albany,.....                                                                                                                                                 | 69.03           |
| " " " " " to Central and Western Europe,.....                                                                                                                                          | 390.24          |
| Freight of L. & L. R. R. 3 50; Postage, 55 50; Advertising, 4 30; Stationery, 1 05; certificates, 1 00; Philosophical apparatus, 16 50; Collecting drifts, 6 55; directory, 2 50;..... | 709.80          |
| Balance on hand, January 1st, 1846,.....                                                                                                                                               | 442.52          |
| <b>RECEIPTS IN 1846.</b>                                                                                                                                                               | <b>876.48</b>   |
| Balance on hand, January 1st, 1845,.....                                                                                                                                               | 10,500.54       |
| From Comptroller of State for State Pupils,.....                                                                                                                                       | 1,371.96        |
| Regents of the University of New-York,.....                                                                                                                                            | 5,000.00        |
| Treasurer of the State of New-Jersey,.....                                                                                                                                             | 1,008.04        |
| Payme. Pupils,.....                                                                                                                                                                    | 8,370.33        |
| Balances of clothing, and cash advanced pupils,.....                                                                                                                                   | 534.16          |
| Sales of articles manufactured in cabinet shop,.....                                                                                                                                   | 1,405.47        |
| Work done in book bindery,.....                                                                                                                                                        | 1,772.03        |
| " " " " " tailor's shop,.....                                                                                                                                                          | 1,158.69        |
| " " " " " shoe shop,.....                                                                                                                                                              | 2,573.00        |
| Estate of Barth Stake, Legacy by Peter A. Hegeman, from Mrs. Frances B. Hegeman, Executrix,.....                                                                                       | 65.74           |
| Great Western Steam Ship Co. by Richard Irwin Esq. one third the proceeds of exhibition of steam ship Great Britain,.....                                                              | 86.41           |
| Interest on temporary loans,.....                                                                                                                                                      | 4,650.00        |
| Annual and life subscribers,.....                                                                                                                                                      | 583.33          |
| Subscription of Elementary Lessons,.....                                                                                                                                               | 465.00          |
| Boarders,.....                                                                                                                                                                         | 691.04          |
| Sales of Co. 1, 60 38; Soap Grease 31 78; Hog, 4 50,.....                                                                                                                              | 161.00          |
| Sales of Potions, 3 13; Molasses Cask, 0 63,.....                                                                                                                                      | 44.00           |
| Balance on hand, January 1st, 1846,.....                                                                                                                                               | 96.06           |
| <b>840.427</b>                                                                                                                                                                         | <b>876.48</b>   |

The above account has been examined, compared with vouchers, and found correct.

L. WOOD, T. L. WHALEY,  
AND T. D. WHALEY,  
AND JOHN D. WHALEY,  
Treasurers.



REPORT  
OF THE  
COMMITTEE OF EXAMINATION

NEW-YORK INSTITUTION for the INSTRUCTION of the DEAF and DUMB.

NEW-YORK, July 15, 1845.

THE Committee of the Board of Directors of "The New-York Institution for the Instruction of the Deaf and Dumb," to whom was intrusted the annual examination of the Institution, beg leave to report:

That in the fulfillment of their very pleasant duty they passed the 14th and 15th of July at the school. Every facility was afforded them by the officers. Every department was fully opened to their inspection; and they feel better satisfied with the results to which they have arrived, inasmuch as they saw the whole, in what they were assured was not its holiday, but its regular daily attire.

The Committee were favored, on this occasion, with the presence and assistance of the Secretary of State, the Hon. N. S. Benton, who visited the Institution in his official relation to it, as Superintendent of Common Schools. The minute attention of the Hon. Secretary to the details of every department, his evident determination to examine thoroughly, and his searching inquiries, during the whole progress of the investigation, were peculiarly gratifying, both as affording proof of his enlightened interest in the cause which the Board have so much at heart, and assurance, that the labors of every officer of the household would receive that meed of commendation to which the Committee felt that he was entitled. The Committee were also gratified, during part of the exercises, with the presence and aid of Dr. Reese, the County Superintendent.

Both to the Secretary and the Committee the subject of deaf-mute instruction was comparatively new. Its novelty, as well as the intrinsic interest of the exercises, induced them to spend more time than is usual, perhaps more than would be generally profitable, in minute examinations. Necessarily they were obliged to pass slightly over some subjects of study. The Committee only regret, that the time was so

short, as to prevent their pursuing every portion of the intellectual examination into equal detail. Wherever they did look, they were perfectly satisfied with the results of the system. It is no unwarrantable inference, that in what they were compelled to pass unquestioned, the results have been equally satisfactory.

#### *Organization.*

The organization of the Institution has undergone no change during the year; nor do the Committee propose any. For a view of it, so far as relates to the "Intellectual Department," the Board are referred to the schedule hereto appended, which was prepared by the Principal to facilitate the examination. It will be seen from it, that this department is under the charge of nine instructors, and is divided into as many classes. The opinion entertained by the Committee, of the zeal, industry, devotion and ability of this body of Instructors, will sufficiently appear in subsequent portions of the report.

"The Department of Mechanical Education" is conducted, with one exception, as at the last report. For a view of the arrangements of this part of the system the Board are again referred to the accompanying schedule. "The Domestic Department" is still under the care of Mrs. STONER, assisted by Mrs. FRISBIE, who is a deaf mute. The Physician is Dr. NICHOLAS MORRELL, who has recently been appointed. The Steward is Mr. EDMUND B. PEET, whose duties have been discharged with efficiency and fidelity.

Over all these departments Mr. PEET continues to exercise his vigilant superintendence. In the general good order and decorum of the students; in the cheerfulness and contentment which smiled on every face; in the freedom, without undue familiarity, of the intercourse of the pupils with their instructors; in the evident diligence which had marked the year (it was seen by its results); in the healthy tone of morals, and in the gentleness and kind mutual consideration which distinguish a Christian household, and which were eminently apparent in all parts of this large family, there were abundant evidences of the excellence of this supervision. The Board may well congratulate themselves upon their possession of a Principal so entirely qualified for his responsible duties.

#### *The Mechanical Department.*

This was the first examined. The work that was exhibited in each shop, was neat and strong. Generally it appeared to be serviceable. The articles made in the shoe and tailor shops are principally used in the

Institution. The bookbinding done by the pupils is so excellent, that it is much to be wished that it were more generally known and patronized. The work in the cabinet shop is also to be commended for its neatness. In general, the finish of the articles is not inferior to the common work of apprentices. It is not to be expected that the pupils will here become masters. Only sufficient time can be allowed, from the important duties of the class room, to provide for their physical training, and to enable them to learn so much of the rudiments of the several arts, as will give them the means of livelihood, in the laborious practice of their art, after leaving the Institution.

The Committee took a birds-eye view of the garden. The weather was so warm as to prevent any further inspection. It was less necessary, as a good opportunity was soon to be afforded of testing the quality of its productions. It seemed to be in good order, and as luxuriant as the extreme dryness would permit.

#### *The Domestic Department.*

Under the guidance of the Matron every portion of its arrangements was thoroughly examined. Every where good order, neatness and system were displayed. The hospital was entirely empty, and there were but two pupils slightly unwell. It is occasion of devout thankfulness to God, that the past year has been a season of general good health in the Institution. To the skill and attention of the present physician, and of Dr. SAMUEL SARGENT, the former physician, and to the watchfulness of the Principal and Matron, under the blessing of a kind Providence, the Board may feel themselves indebted for this good result. It is very gratifying to be able to report, that no death has occurred during the past year in this family of more than two hundred persons.

The Committee cannot but think that the matron labors under disadvantage, in one respect, as to the accommodations of the pupils. The dormitories appear to be insufficient for their purpose. The area is perhaps sufficient; but notwithstanding the ventilators and the care of the Matron and her assistants, the low ceiling and the nearness of the roof must, especially in the summer, render the atmosphere uncomfortable, if not unfit for the one hundred and seventy pairs of lungs that are to use it. The Committee would earnestly urge upon the Board the expediency of making an improvement, in this respect, so soon as the contemplated enlargement of the buildings is undertaken; and they would press it as an additional reason for a speedy entrance upon that work.

It will be as appropriate in this place, as in any other, for the Com-

mittee to express their satisfaction with the arrangements of the Dining Hall, and the appearance of the students at meal time. The tables are ranged on both sides of the hall ; the girls on one side, the boys on the other. Each table is headed by one of the older pupils. The table of the Teachers is at one end, overlooking all. After the Principal has asked a blessing, the scholars are left to themselves, only under the monitions of the one who presides at each table ; and it was particularly gratifying to the Committee to notice the general politeness and decorum which were manifested. Animated conversation was carried on during the whole time ; but, except in a few instances, although necessarily giving to the fingers a double occupation, it did not interfere with the customs of most polite society. The exceptions were always, we believe, among those who had been the least time in the Institution, and over whom its precepts and, particularly in this respect, its excellent general example, had not had the opportunity to gain ascendancy. The Committee were particular to ask if the dinner to which they were invited was a usual meal. They were assured that it was, and saw for themselves that all the tables were furnished alike. They consider this last as an important fact, by which the Board may satisfy themselves of the family character of the Institution. After thanks are returned by the Principal, the boys retire from the room. The girls remain for a few minutes to remove and wash the utensils and to prepare the tables for the evening meal. This is another excellent arrangement by which the girls may learn something of domestic duties. The dinner was plain, substantial and well cooked. The vegetables did credit to the garden.

The Committee can scarcely do justice to the neatness, good order and system which are evidenced in this Department. It seemed hardly credible, that one hundred and sixty-eight school boys and school girls could be making free use of the rooms and halls through which we were conducted.

#### *The Intellectual Department.*

The classes were examined in the inverse order of rank. A portion of the first class examined had been in the Institution only ten months. A portion of the last class examined had been under instruction for seven years. Necessarily the results were varied, and increasing in interest until the close. The Committee, cannot say, that they were equally satisfied with the proficiency of each class, under its peculiar circumstances. There were members of every class who gave evidence of their just appreciation of their advantages. The same differences of

mental capacity appear in this school as in others, and, together with the same distinctions of industry and attention, may always be expected here as elsewhere to produce great distinctions of proficiency. In every class some deserved the warmest commendation. For the third class the Committee have only commendation. (No reference to the graduating class is here made, because, under their peculiar circumstances, it was to be expected that they would exhibit marks of that which is now commended.) Of the mental capacity of this class the Committee can know little: but of their strict attention, their evident earnestness and diligence, their unanimous desire to be questioned, and that closely, on all their studies, the Committee do feel at liberty to speak, as in these respects their example is open to the imitation of all their fellow students.

It is, however, but just to observe, that the members of this class approximate more nearly to an equality of standing, both in capacity and attainment, than those of any other, owing, as the Committee were informed by the Principal, to a better classification. Whenever a pupil fell below the general average, he was removed and his place supplied by one of better capacity. The progress of the class, therefore, had not been interrupted by the slow operations of those of a more sluggish temperament, and hence the gratifying results which it was able to exhibit.

The Committee do not intend to follow minutely the whole course of the examination. The labor would be more pleasant to themselves than profitable to the Board.

Each class was examined with as much detail as possible upon the studies of the year. The class-book entitled "Elementary Lessons," which was prepared by Mr. Peet, and was so favorably noticed by the Examining Committee of the last year, has been continued in use with marked advantage. In the progressive studies of this book, the classes were examined in order. Their attainments in the common branches of orthography, arithmetic, and geography, were very creditable. All had made great progress also in learning the meaning of the words of our written language; e. g., the ninth class, which has been in the Institution only ten months, has learned to use in writing nearly one thousand words of our foreign tongue. The other classes have made proportionate advance, especially, as, among the older scholars, they have become able to use the books of the library and the periodicals of the reading room. The fifth class, which we examined in their knowledge of the tables of money and weight, exhibited a perfect understanding of the subject and great quickness of memory. The third, second, and first classes, have pursued these subjects further, and

xhibited great proficiency in them. But beyond these more common studies, the last named classes have advanced to subjects requiring a greater development of mind, and in which it was pleasing to note their very deep interest; e. g., the third class, have taken lessons in Biography. They gave, readily, short accounts of eminent men whose names they selected; "John Jay, our first Chief Justice;" "John Hancock;" "Gall and Spurzheim," with whose system of Phrenology if not well versed, the one who wrote the account was at least very much amused. They have also studied the history of the United States. In Arithmetic they have made great advance. They were perfectly familiar with the simple and compound rules, reduction, fractions, interest, &c. And the Committee were informed that they had been instructed in book-keeping and mercantile forms. Of the subject of interest, the answer of one who was required to give its definition, will show that they have a right appreciation: "*the money that grows on money.*" They have also had instruction in the elements of the natural sciences: chemistry, natural philosophy, botany, physiology, &c. They were examined as far as time would permit in the elements of astronomy. A part of this examination is subjoined in order to show the kind of facts which they have thus imprinted on their memories, and their power of understanding many of the celestial phenomena. All their replies are not added, as it is sufficient in general to say that they were all correct.

The questions and replies were all in the sign language; those which needed it (and so natural is this language that they were few,) being translated for the examiner into English.

- What are the motions of the earth and the sun?
- How many planets are there; and their names?
- What is the system called?
- What are moons?
- How many has the earth?
- What other planets have moons?
- Which has the most?
- How many has Herschel? Jupiter?
- How many has Mercury? ans.: all alone by itself.
- What are fixed stars? ans.: they are not dependent on the sun, but each by myself (itself.)
- Are they small? ans.: When I was ignorant I thought that they were lamps. They appear small on account of the distance.
- How do we see them? ans.: Through a telescope.
- Can we see them all? ans.: They are as many as hairs on the head.

As many particles as there are in the dust which a cart throws up as it rolls along the street, so many are the stars.

What are the revolutions of the moon ? Duration ?

What is the centre ?

Does it go round the sun ? Not by itself, but with the earth.

What is the occasion of an eclipse ?

Describe an eclipse, and distinguish between an eclipse of the sun and moon ? This was answered correctly, and illustrated simply by the use of three books ; evidencing that the pupil understood the subject.

The second class have been instructed in almost all of these branches ; but the Committee had little time to examine them in their proficiency. The Secretary, however, was anxious to see how well they could comprehend the mode of keeping simple accounts, one of the subjects which their teacher had not yet reached. Mr. Van Nostrand immediately entered upon it with one of his pupils, and succeeded in a very few minutes, in giving him such an apprehension of the subject, that the pupil was able to answer correctly as to the entry of several accounts, and to detect the mistakes in one which was purposely made erroneous. The facility of illustration and the quickness of comprehension were equally gratifying. The first class was examined by Mr. Bartlett, (using the deaf mute's native language) under suggestions from the Secretary, Dr. Reese and the Committee, among other subjects, upon physiology. Some of the questions (to all of which correct replies were given,) and some of the replies are subjoined, as the Board will thus be enabled to perceive the great advance which this class has made from the state of utter ignorance and inabituation to the exercise of their faculties, in which they entered the Institution in 1838 and 1839.

What is the word for the feeling of the nerves ? Sensation.

What is the word for the feeling of the mind when it is touched ? Perception.

What does physiology teach us ?

This question was answered on the slate : and in their reply the students showed a thorough knowledge of the applications and distinctions of the term.

Give a description of the human body.

In answering, they gave by signs a description of the skeleton, the number of the bones in different parts, of the different parts of the superstructure, of the functions of the heart, lungs, &c.

Describe the eye.

How do we hear ?

How is sound brought to the ear? When two bodies are struck together, the air brings it by its vibrations to the drum of the ear.

How is it then carried to the mind? It is carried by the vibration of the nerve to the brain.

How do we gain a knowledge of the external world? By the senses.

Which sense is the strongest?

They all answered, "the sight; because it acts the farthest." One said, "the sight goes so far as to the sun." But when Dr. Reese asked, whether the object of sight came into the eye, or the eye went out to it, he at once perceived the mistake, as did several of the others and immediately corrected his reply. "The rays of light come into the eye. They touch on the retina. The nerve feels them. If the optic nerve was cut, we should not see. *The sense of feeling is the strongest. It is all feeling.*"

What is the mind: and what does it enable us to do? This question was answered at length on the slate. One reply as a specimen is subjoined.\*

#### *The Mind.*

"What is the mind, and what does it enable us to do?

The mind is the intellectual part of the soul. It is spiritual. It is immaterial. It is immortal. It is invisible. It is intangible. It is without color. It is without form. It is without weight. It is supposed to be situated in the head. It dwells in the brain, on whose throne it sits. It is the king of the whole body. It gains itself knowledge of the external world by means of the five senses of the body. It is very active. It operates daily in acquiring knowledge of all external objects of the world. It is very subtile in its nature. It is much quicker in its movements than lightning. Its operations of thought are fleeter than a flash of electricity. The senses are the attendants of the mind. The nerves of the brain are its servants. The limbs and all parts of the body are its subjects. They are all obedient to the mind. They are subservient to it. The mind possesses the faculty of perception by the five senses. It enables us to think, conceive, imagine, reflect, remember, recognize or recollect, and memorize the knowledge of past events or ideas. It also enables us to reason, distinguish,

\* Note.—Let it be noticed once for all, that all the specimens of compositions are given without correction as they were received. They were either taken *verbatim* from the slate as in this instance, or as in some future examples, just as they were handed in to the Teacher for his inspection and correction. Each composition is original; not prepared for exhibition.

measure and estimate the values of the worldly goods—to count all things—to compare things, and to determine, &c., &c. We must thank our Creator of the Universe for having kindly bestowed upon us such a noble mind. It is the most important and the noblest part of our system."

### *Alphabetic Discourse.*

But the most important branch of study, and that to which the Committee gave most regard in the examination, is "Alphabetic Discourse." By this is to be understood such a knowledge of the meaning of our words, their powers of combination, the grammatical construction of the language, the idioms, &c., as will enable the deaf mute to hold intercourse with his fellow countrymen who can speak, and especially will throw open to him, in his after life, all the treasures of our literature, our works of science, art and religion. The mere suggestion of these two advantages will defend the idea that this should be the chief study of the Institution. It will be evident on a moment's reflection, that however great the advantage of all the other studies may be, in the development of the mind, and in daily life, provided a good foundation has been laid in a knowledge of our English language, they will be almost without value in practical intercourse with busy men, if the deaf mute must remain in his state of isolation, speaking and understanding only a foreign tongue. Our objects are twofold: to make him a useful member of the community; and to restore to him the use of his mental faculties, to prepare him for the intellectual and spiritual enjoyments and employments of the world in which he lives and the eternal world in which he is to live. These objects can be attained in but one of three ways. The deaf mute must speak as other men, and hear by the sight of the quick and indistinct and often *invisible* motions of the vocal organs: or he must use his native language of signs: or he must be able to use the English written language. Now the satisfactory report of Mr. Day has established, we think, that the first is not feasible, unless in rare exceptions. As to the second; however much of the sign language may be in daily use among us, it is evident that the deaf mute, confined to that, would be to the great majority of his companions, a foreigner with whom no *conversation* could be carried on. There is left then only, that the Institution should spend its greatest strength in perfecting the pupils in the use of the third, our own written language. With this as a foundation, the common branches of education, and some knowledge of the rudiments of a trade, in any usual circumstances, the deaf mute will be enabled to pass through the world

a useful member of society, instead of a burden upon it: and but a scanty knowledge of this will provide for his spiritual culture by opening to him the wonders of God's revelation. In proportion to the thoroughness of his knowledge of alphabetic discourse, other things being equal, will probably be his ability to do the world service by means of it: at all events as he can more readily converse with the mighty and elegant writers of the past or the present, in that proportion will be his own intellectual and spiritual advancement and enjoyment. But the Committee need hardly give an opinion on the subject since the Abbé Sicard has said, "that for those who can write and read, they are no longer either deaf or dumb."

Nor would the Committee have said even so much, were it not that it is sometimes supposed that too much time is given in the Institution to this study, and not sufficient to what is called "practical knowledge." Practical knowledge, if the Committee understand the term, can never be given in a school; it is learned only in the struggles, the contacts, the *practisings* of every day life—life beyond the school walls. It is the object of the Institution to show the pupils how to attain this. It is not desired to send them out into the world so wise that they shall never learn that they have only begun to study. The Institution aims to make them practical men, and, therefore, they are as thoroughly instructed as is possible, in the short time that is allowed for so great a study, in that which alone can furnish them with a substitute for the speech and hearing which nature has denied, but which are so absolutely necessary for their contact with men. They are taught to read and write the English language correctly. And the Committee do not hesitate to commend, most heartily, the earnest efforts of the Instructors in the accomplishment of this great end.

The peculiar difficulties which stand in their way are, perhaps, not sufficiently considered. The Committee confess that they had not apprehended them: it is possible that others have not. And yet to appreciate the triumphs of the teacher—may we not say of the deaf mutes himself—these ought to be understood. The intricacies of the construction of our language, the idioms, the constant use of figures of speech are indeed difficulties to every school boy, but to the deaf mutes they are obstacles hardly to be surmounted.

It is to be considered that our language is foreign to them. It is as Chinese to a school boy. Nor have they the advantage which a hearing foreigner would possess in the study of English, by becoming daily more familiar with the usages of the language from the mouths of all with whom he should become familiar. Nor again are they forced, as

a foreigner would be, to make frequent trials of their skill in procuring, by means of English, what they need. All their own conversation is in the sign language. Whatever they learn of English must be learned, until they are able to read for themselves, from a few instructors, who, except in the recitation room, almost necessarily speak to them in their native tongue.

Another difficulty opposes itself. They think in the language of signs. Dr. Howe in his account for 1842, of the progress of his wonderful instruction of Laura Bridgman, gives an illustration of this, which, although it may not always have the same manifestations, we suppose is equally applicable to all deaf mutes. "If she be intently engaged by herself, her fingers are moving, and, as it were mechanically forming the letters, though so swift and fleeting are the motions, that no eye can trace them. I have often arrested her when thus soliloquising, and asked her to tell me distinctly what she has been saying to herself: and she has laughed and sometimes said, 'I cannot remember'; at other times, by a strong mental effort, she has recalled the fleeting thoughts and repeated them slowly. Another proof of spontaneous connection between her thoughts and these arbitrary signs, is the fact that when asleep and disturbed by dreams, her fingers are at work, and doubtless uttering her thoughts irregularly, as we murmur them indistinctly in broken slumber."

Now a school boy among us may make rapid progress in learning to read, because he thinks in the language. Yet it is to be remembered that he takes no pleasure in his study until the words, instead of being slowly spelled out, readily suggest their meaning. The deaf mute, however, is a foreigner, who, added to the disadvantage of never hearing a word to familiarize him with our tongue, has no temptation and, until he has attained a considerable proficiency, no ability to think in English: no ability, because our constructions are so different from his own; no temptation, because he rejoices in the most simple and natural language in the world. It is as language in its infancy. There are nouns, adjectives, verbs, adverbs and interjections. There are few conjunctions, prepositions and pronouns. The observer must fill up the blanks. Much of our conversation, which has many words and few ideas, would quickly fail before the rapid elocution of the deaf mute. A hearty shake of the hand, a shrug of the shoulders, a shiver, would soon finish many of our lengthened salutations. It is no wonder that they love to speak in their "mother tongue." Two excellent illustrations of this latter fact were given to the Committee. Whenever it was expedient to hasten a particular examination, the sign language was resorted

to. No book is so quickly understood by them, nor is the style of any so pleasant to them as the Bible. The reason is obvious : being translated from the originals, it retains much of the freshness and simplicity of those ancient tongues. Now, until the deaf mute has by patient toil sufficiently overcome the difficulties of our language, to think in it with pleasure, he never can write in it with ease or elegance.

Another view of the difficulties both of the pupil and teacher may be taken. For it the Committee feel indebted to one who has himself had no small experience in this instruction. "Ordinary children in learning to read and write, after acquiring the use of alphabetic characters in expressing vocal sounds, have but to transfer their previously acquired knowledge and use of verbal language from the ear to the eye : or rather to *re-learn* through the eye that which they have already learned by the ear. In the case of the blind who learn to read by passing the fingers over raised letters, the transfer is from the sense of hearing to that of feeling or touch. This is but to substitute one sense for another as a medium of communicating knowledge *already acquired*. Deaf mutes have, by a beautiful figure of speech, been said "*to hear with the eye and speak with the hand.*" So the blind may be said to *see with the fingers*. So children who hear and speak, in learning to read written words, the meaning of which, through infancy and childhood, they have been learning to understand through the ear, may be said to *hear with the eye*, what they first learned to hear and understand by the ear. The use of verbal signs in expressing our ideas is wholly arbitrary ; and it is only by long and often repeated use that they become intelligible to the mind through one or more of the senses. The perception of an object, or the sign for that object, acquired by the mind, through one of the senses, may, in most cases, be transferred to some one or several of the other senses. Of this general fact as applied to language, the above mentioned cases afford striking examples and abundant proof. Thus we see that the process of learning to read, in the case of children to whom language has already become intelligible through the ear, is but the overcoming of a *mechanical difficulty*. Far different is the case of the deaf-mute pupil. Not only has he to learn the form and use of the alphabetic characters and their combinations for forming representatives of ideas, but the meaning and application of each and every word that he learns. Add to this, the whole system of syntax from its very elements ; the entire knowledge of the grammatical arrangement of words in sentences, from the simplest to the most complex ; the ever varying signification of terms, common and figurative ; phrases direct and inverted ; together with the endless number of idiomatic expressions and

figures of speech with which spoken and written language abounds ; and then consider that all this is to be learned entirely without the aid of the ear, and without the benefit derived from the constant practice of language in conversation, in all the various circumstances and conditions of life, and then may be perceived *some* of the difficulties with which the deaf-mute pupil has to contend, in acquiring a knowledge of alphabetic language."

With all these difficulties, our instructors and pupils are grappling, and that successfully. For the course of instruction so judicious and eminently useful, the Board are again referred to the schedule. It appears to be the most philosophical; necessarily therefore the most simple that could be devised : as necessarily it is likely always to be the most successful. But its application requires on the part of the instructor the utmost patience and laborious effort; habituation to the modes of thinking of the deaf mute, deep sympathy with him, and great facility of illustration ; in fine, a love for him and a love for the work, which few instructors in the speaking world possess. The committee believe that they only give due credit when they say, that these qualities belong to the corps of teachers to whom the Board has committed the supervision of this great charity.

The Committee desire to give the Board some evidence of the truth of this encomium in the results which this year has attained. The subjoined compositions are only specimens. Those which were written during the hurry of the examination are distinguished from those which were written at leisure for their teacher's eye. All must be astonished at the accuracy with which they are written, and the acquaintance with the words and structure of our language which they evince. An illustration of the remarks upon the difficulties with which the deaf mute must contend will also thus be given. The compositions of the earlier classes are evidently translations of the sign language, (indeed the first instruction, as will be seen, must be given in this way,) with such use of our grammatical arrangement as their little acquaintance with it would allow. The compositions of the older classes are as evidently, in most parts, thought out in English.

The following are translations of a tale told by the teacher to the seventh class. They entered in the Autumn of 1843. We give first the literal translation of the sign language, that what is original in the translation may be seen.

#### Tale.

Years gone by, boy bad went got over fence, tree climbed, intending apples steal, but dog came, barked at boy, boy was frightened ; gentle-

man heard dog barking, came saw boy on tree, told come down, boy came down immediately; gentleman whipped boy severely, boy shook fist, boy went home very angry crying.

*Translation.*

Some years ago a boy went to an apple tree to steal. He wished to eat some apples, and he climbed up a tree and stole some apples in his pocket; but a good dog heard that the bad boy *noised*,\* and the dog ran immediately to him and looked at him very sharp. The boy was very much afraid of him. The gentleman heard that the dog *looked at* the boy, and the gentleman saw him and ran to him and he told the boy to come down to the ground. The boy obeyed the gentleman, and the boy came down to the ground and stood on the ground. The gentleman whipped the boy very hard and he was much hurt. The boy went away.

*Two letters written during the examination.*

Institution for the Deaf and Dumb,  
New-York, July 14th, 1845.

**MY DEAR PARENTS:**

I am very well. I am going to write a letter to you. I hope that you will find it. I hope that you will come here to-morrow afternoon and talk with me. I like to see you very much. I will stay at home, with my parents, but I must come down to the Institution again next September. I like to stay here, because I want to learn very much. I do like to see Mr. Peet who governs this Institution. I have learned Addition, Subtraction, Multiplication, Division, &c. I have understand them very much. I want to stay here five years hence. Mr. Peet is very kind to give new copy books to the pupils. We must thank him very much. We should respect Rev. Mr. Bedell and Mr. Benton very much, because they are very good and kind to examine us. Good bye.

E. L.

To Mr. G. L.

Institution for the Deaf and Dumb,  
New-York, July 14th, 1845.

**MY DEAR SISTER:**

I am well. I am very happy to write a letter to you. I think that you wish to read it from me. I wish to see you, but I shall go home two weeks hence and I shall be glad to see you. I will talk with you about news from the Institution. You must trust in Jesus Christ, because I wish you to trust in him and your soul will go to heaven, and you will be happy in heaven always. I think that my parents,

An instance of originality in the formation of words.

brothers and sisters are trusting in Jesus Christ always, and I shall be glad to see them who are trusting in him. I am thinking about God always, because he created the world, and the people and all the cattle. Oh! I think that God is almighty and governs the world. I wish the people to obey God always, and when they die their souls will go to heaven, and they will live in heaven always. I hope that when I die, my soul will go to heaven, and I will meet the angels, and also the people in heaven always. Good bye.

I am your affectionate sister,

E. C. B.

To Miss E. B.

The next three are class compositions from another section of the same standing. Not two years ago these pupils were entirely ignorant of the English language.

#### *The Deaf and Dumb Boys:*

The deaf and dumb boys cannot hear or speak, but they can speak with the dactylography, and they can write on the slates as the people talk. The deaf boys cannot hear the noise of the carriages running on the road when they sleep by night. They have a peace. The people who can hear are interrupted when they sleep in the night. They are unhappy. The deaf boys can read books. I heard that some gentlemen disbelieved that the deaf boys could not learn to write and read. I thank God, for He lead me to come into this Institution. I am very glad to learn the many news. God is almighty and governs this world. He always sees us.

#### *The Captain and his Son.*

Some years ago a captain and his son lived in a ship. On one day the captain's son climbed to the top of the mast. Some sailors told the captain that his son stood on the top of it. The captain saw him and went down the stairs and took the gun, and came back and said his son jumped down into the water, and he said to him, if he would not, he would shoot him. The son obeyed him and jumped down into the water. Some sailors jumped in a boat and took the son out of the water, and gave him to his father.

A. H. C.

#### *The Kitten.*

Some years ago, on Sunday, my brother and sister-in-law and myself went to their friends to visit them. My sister-in-law's favorite parents gave me a pretty kitten. I was very glad. They and myself staid till

six o'clock. They and myself came to home in the wagon. I sat on a little bench with the kitten, which slept on my lap in there. At night they and myself arrived at home. I carried my sweet kitten, and I walked through the gate, while I thought that I would be take care good of my kitten. Then I opened my sweet father's door of his house, I entered the door and saw my brother, Samuel came there from the Institution. He told me that the kitten is yours ? I answered yes, it is mine. Sometimes I told my sister that she bring me some milk. She brought me some milk in the saucer. I put it on the floor, and the kitten was not come to drink milk, because it was very afraid. I was sorry. The next day I carried the kitten to my brother's house. He took care of my sweet kitten. It is a cat now. She has some young kittens. I have seen them last vacation.

S. T.

The three following are from older pupils.

*A letter written during the examination.*

Institution for the Deaf and Dumb,  
New-York, Tuesday, July 15th, 1845.

Sirs :—

I am happy to have some leisure in writing you a few lines. I am at school and learning some different lessons. I am happy for you to come here for seeing the pupils write about many interesting things. You seemed to be glad to see them write. I wish you to come here again, but perhaps you are so busy that you cannot come here. I thank you very much, because you aid the education of the deaf and dumb. To-morrow I will go to my home, in Scipio, near Auburn. I think that I shall be very glad to see many different things during my vacation. I terminate in writing this. I send my respects to you constantly.

From your affectionate friend,

S. A. T.

To Col. N. S. Benton and the Rev. G. T. Bedell.

A CLASS COMPOSITION.

*A Benevolent Boy.*

Once a boy lived in a house well situated in a valley. His parents one day sent him to school. They believed that he was a good boy, and his mother put his dinner in a small basket. Soon after breakfast the boy went on his own way to school. When he was going on his own way, he met a poor blind man begging some food. When the boy saw him, he opened his basket, and gave him all his dinner. Then the poor

man said, "God will bless you while you live." Soon after this he went on to school thinking about the blessing of God. When it was dinner time he did not care for the want of eating. He was much more pleased to receive the blessing of God, than his dinner. In the afternoon, after school, he went back to his father's house. On his way a robber caught him, and as soon as he saw the blind man he screamed very loud. His voice led the blind man to him, he caught hold of the robber's neck, and the boy left him (while the blind man was holding the robber,) and went home. He then called two constables to catch the robber. The constables then caught him and put him in prison. At last he was hung, because he was a robber. The boy thanked the old man for helping him, and soon he went home. He arrived home with safety, and told his parents about this. Now we see what great blessing God gave to this benevolent boy. We must now strive to receive the blessing by loving others, and giving aid to them.

W. H. W.

A CLASS COMPOSITION.

*Moses and Pharaoh.*

Pharaoh was remarkable as the proud, cruel and wicked king of Egypt, who commanded that few millions of male children should be thrown into the river Nile the instant they were born. The reason of the horrible cruelty was, that the Hebrews might not become more numerous than the people of Egypt, and conquer the whole of his country. One woman could not make up the mind of her to throw her good son into the Nile. If she had positively disobeyed the regulation belonging to the king, she would have been put to death. She took a private opportunity of making a little boat of bulrushes, set the child in it, and laid it among the flags that grew on the side of the Nile. The daughter of the king came down to the river to bathe in a little while. Discovering the ark, she proceeded with her maid to fetch it. When they looked into it, they found a little Hebrew boy there. The heart of the princess was moved with the compassion, and she resolved to save his life in the little ark of bulrushes. She hired his own mother to nurse him. She gave him the name of Moses, and when he grew old enough to be put in school, she caused him to be instructed in all the arts and learning of the people of Egypt. Moses was remarkable as the boy of great wisdom, goodness and faithfulness. He was much wiser than the people of Egypt who were jealous of him. Moses was in favor with God, and was eager and continual in prayer.

G. A. B.

The following description of New-York was written on the slate, simultaneously with others on the same theme which were equally good.

"New-York is remarkable for the great number of its inhabitants, for the good morals and general intelligence of the people. The Erie canal is by far the greatest and most beautiful construction in the State. The passengers and travellers are conveyed in the canal boats, and horses draw them from one city to another. It is distinguished for the great number of rail roads on which rail cars carry the people.

"In the western part of New-York the soil is suited for the growth of wheat, Indian corn and other vegetables which are useful for the people. The state is famous for its numerous beautiful rivers and lakes."

The following is from another section of the same class. It was written on the slate as part of the examination in their knowledge of Biography, to which reference has already been made.

"Dante, a celebrated Italian poet, was born in Florence. He exhibited poetical talents, and was ambitious to be elevated among wise men. His ambition did not make him peaceful in his mind. He was soon banished, but I cannot write any more concerning his banishment. He is still reported to be a man of great eloquence and genius. He wrote on the subjects of Paradise, Purgatory and Hell. His poetry was translated into the English language by Mr. Cary, of England. It is very sweet. It is read with prevalence. It is read by many persons who are fond of poetry, and attracts them to study by its sweetness. Dante was a heathen, and did not hear of our Saviour but a little."

The following are compositions of the graduating class. The first two are translations of an anecdote which Mr. Bartlett communicated to them in the sign language, and the point of the joke of which, as will be seen, he was successful in showing them.

#### *A Desperate Disease.*

Dr. Rand, of London, was one day called in great haste to go and see an afflicted lady. He went to her house, and when the delicate patient saw him, she exclaimed, "My dear doctor how glad I am to see you!"—"What are you so glad to see me for?" said the doctor. "Why," says she, "I have swallowed a mouse!" He twisted up his nose indignantly, and said, "I guess so." "I do declare," said she, "I *have* swallowed a *mouse*. It ran down my throat as I lay asleep with my mouth gaped open. I feel it scampering about in my stomach now, trying to nibble out. Oh! do give me something to kill it, or get it out some way—any

way you can. Will you, or *can* you give me some medicine to either kill this mouse or get it out?" Said he, "There is but one medicine which can do the work for you, and nothing else can." "What is it?" said she. "What is it? Give it to me now. I don't care what it is." "Swallow a live cat," said the doctor, "and if this living dose don't make way with the mouse, nothing else will." I think this will teach her to keep her mouth shut hereafter when she is sleeping.

BY ANOTHER.

### *A Desperate Disease.*

Not a long time since there was a gentleman in London by the name of Dr. Rand. One day a lady was seized with sickness, and was insane or crazy. The gentleman was called to see her, and so he went. When he had come and met her, she said, "My dear doctor, I am filled with gladness to have you come here." He asked her what was the matter with her? She answered that she was much troubled by pains, for while she was asleep, a mouse had got into her mouth. She told him that it now ran about her stomach, and to give her some medicine; but if he did not so she would soon die. Any medicine she would be willing to take. He told her that she had better swallow a cat, and if that could not save, any medicine would surely not save her. What a foolish woman!

The next are class compositions. They deserve, for the excellence of their style and the fullness of their thought, particular attention.

### *Light.*

Light is a subtle ethereal matter which is transmitted from a luminous body and renders objects perceptible to the sense of sight, but the particles of which are invisible. They cannot be with the greatest effort caught by the chemists and opticians, because they are much thinner than the air. The primary colors of light are seven in number, as,—violet, indigo, blue, green, yellow, orange, red; and if they are all combined together they form *white*. The rays of light can fill the open places, but they cannot pass through some opaque objects called obstacles. They run towards the objects in straight courses, and then fall upon them perpendicularly or obliquely and run off in the same directions, or at the same angles. This is called *reflection*. If we look at the new moon above the western horizon, on which the sun shines, we see the reflected light—but the shadow is projected from the back of the moon in a conical shape. The moon receives the rays of light and

then sends them to the earth. The velocity of the rays of light is calculated to be at the rate of 200,000 miles in a second.

A former pupil informed me that it is supposed by some philosophers that the Divine Optician spreads a luminous atmosphere over the sun in order to prevent our eyes from being spoiled. Thus the rays of light in the internal part of the atmosphere are a thousand times brighter than those in the external part of it. Suppose this atmosphere were to be taken off, our eyes would be immediately destroyed. The Bible says, "God saw the light that it was good."

*I believe* that heat is occasioned by the powerful rays of light. Thus they run from the sun in straight courses and then strike the earth's atmosphere, where they suffer their refraction. They having struck the surface of the earth are attracted and form *heat*.

Our eyes are the most important of all the physical organs of the senses, because the nerves in the eyes carry the sense of knowledge with greater rapidity and industry to the brain than those (other nerves) in the body. God gives us a great plenty of light, by means of which we can see many things. I wonder why a great many people are not grateful to Him who has given them many rich blessings.\*

How do the eyes see? The rays of light in passing through the eye, at first strike the cornea, (a transparent membrane of the eye,) run through the aqueous humor, and then converge into the opening of the iris, called the pupil, to a point of the crystalline lens. The rays of light diverging from this point, proceed in different directions through the vitreous humor and then strike the retina. This sensible coat communicates the sense of sight to the brain by the optic nerve. The image of the object is inverted by the crystalline lens, and formed on the retina of the eye. Thus if I look at a tree, the image of the tree is formed on the retina of my eye inverted, that is, with its bottom upwards. The colors and qualities of the tree on the retina are owing to light.

I. H. B.

#### *An Enigma.*

There are six letters in my name. The first is the initial of an offering which a Jewish priest used to make to God by killing clean animals and burning them on an altar. The second is that of a spiritual being.

\* Deaf mutes from their natural condition of peculiar dependence upon the sense of sight, conceive a strong partiality for the eye, and are disposed to attribute to it a variety of superior powers which perhaps others, particularly the blind, might be disposed to claim for the other organs of sense.

like whom I wish to become. The third is that of a planet often loved by us to look at it, because it is very brilliant and splendid. The fourth is that of understanding. The fifth is that of the name of the mountain where Jesus Christ prayed to his father with the falling of blood on his forehead and cheeks. The sixth is that of a lovely sweet flower that we use to pluck and put in our bosoms. My whole is the name of a being who came into the world to save our souls and whom all angels in heaven love and respect forever. He is loved by those who are his friends and hope to be saved by him when they die. Please tell me what is it? It is the Saviour.

E. S.

### *Eternity.*

What is eternity? Eternity is the time of God's existence, or it is duration or continuance without beginning or end. This reminds me very strikingly of the beautiful and interestingly concise answer which a young gentleman gave to those who asked a question, saying, "What is eternity?" He replied, "Eternity is a day without yesterday or tomorrow." They had been much surprised at him on account of his intelligence and learning. He was a very profoundly learned scholar. He was a French deaf mute, and was a class-mate of Monsieur Clerc. His name was Monsieur Massieu.

Eternity has never ceased. It will also never cease. Nobody in the earth, or in heaven, even God will ever ever ever hinder it! It is wonderful! It seems to be self-continual. It is great! It is an infinite thought! It can never be totally or successfully understood or comprehended. It is fearful. It is solemn. It is perplexing to those who think of it particularly. It is powerful. It sometimes makes those who think of it faint and even die! How powerfully it confounds those who attentively think about it! We therefore acknowledge to say thus: It is incomprehensible, or cannot be understood totally. It appears to be noble and sublime to our thought. I have no doubt that if it were to change to an intelligent being and be asked by our question, saying, "What is your age?" It would reply, "I am perpetual. I am ceaseless always. I am unchangeable, that is, I am existing at all times without change, or, I am in eternity." When we should have heard it, we would have been thrilled with fear and admiration. I know with certainty that many persons think of it but little.

They often say together that they do not care for it, that they will be cast into the place of perfect misery forever and ever. It is a great mistake that they don't care for it. They will be wofully disappointed

and miserable. Let us come again and think ourselves concerning eternity, in which we shall exist after our death, for the purpose of preparing ourselves for Heaven. It is the best way to prepare ourselves now for that happy place. People think of it but a little, because they are fully blinded by sin and also by not much thinking of it. Many millions of them have lost their precious and immortal souls! How foolish they have been to lose their useful souls! How can we escape from an everlasting pit full of perfect misery? By thinking of it carefully and judiciously, then causing our hearts to be sensibly fearful and dutiful, and then putting the strongly unaltered determination of our confidence in God, with faith in Christ, and penitence for sin. If this should be done we would be safe, and rejoice ourselves for we have become ready to die. How sweetly ready without a drop of anxiety we are to be called and die! After our death we will shout for joy, for we "have fought a good fight and we have finished our course," as said Paul when he was about to be beheaded, and we will serve and praise God "in the highest" throughout eternity.

W. A. B.

The penmanship of several of this class, and, indeed, of the students generally, deserves great commendation.

#### *Moral and Religious Instruction.*

The Committee have but a few observations to make as to their examination upon another branch of study. As it is a distinct subject, although its instructions mingle with all the others, they refer to it separately. And they cannot repress their feelings of satisfaction, at the earnest attention which the Principal and all the Instructors have paid, to the education of their pupils in the principles of morality, and the truths of religion, and in reverence and love for the Bible. For the system of instruction in this department, the Board are again referred to the schedule. The results were, in every instance, satisfactory. Scholars who had been in the Institution but ten months, could give us many of the beautiful tales of the Genesis, and tell us of those attributes by which God, either in his works or his word, has made known to us something of his wonderful character. Of others who had been in the Institution for three years, we asked such questions as the following, to all of which correct replies were given, and which will show their general knowledge of the facts of the first part of Israelitish history.

What was Abraham's son's name?

What was the most noted event in Isaac's life?

How was Moses preserved ?

How was Jericho taken ?

Did Elijah die as other men ?

What was the name of Boaz's wife ?

What was the relationship of Ruth and David ?

Who carried off the gates of Gaza ?

How did Samson lose his strength ?

The replies to the above were all given in the expressive language of signs, and so distinctly, that in no instance did the examiners need to ask for a translation. The questions are only given as *specimens* of those which were asked.

In another instance the class were requested to turn to the passage of Scripture explained in the chapel at morning prayers. One of the pupils read it by signs, giving almost a pictorial illustration of its meaning by his beautiful representation in pantomime of the different ideas which made up the verse. It was a living, tangible expression of the thought-eloquence of the Bible. Another pupil gave a brief exposition of the context. Mr. Benton then selected the first verse of the sixteenth chapter of Isaiah, requesting different members of the class to explain the significations of the words, which they did to his satisfaction. The knowledge of Biblical geography they displayed, and the readiness with which they explained various obscure allusions in the Scriptures, were surprising.

Of another class such questions as the following were asked, advancing, as will be seen, from mere historical details, to some of the most important truths which the history teaches.

Who was Adam ? Eve ?

Where did they live ?

Why were they expelled from Eden ?

Who tempted them ?

Who was Cain ?

Who was Abraham ?

What were his titles ? *Ans.* Friend of God. Father of the Faithful.

Give an account of the sacrifice of Isaac ?

Who was Joseph ?

Who was Jesus Christ ?

For what did he come from heaven ? *Ans.* To save sinners.

Who came to see him as a child ? *Ans.* The wise men. They were led by a star. The shepherds also came invited by the angels.

What did the angels sing ? *Ans.* Salvation and the Saviour.

Why did they sing this ? *Ans.* Because he was the Saviour come to procure the pardon of men.

How did it happen that men needed pardon? *Ans.* Adam sinned by the temptation of Satan, and sin has come all the way down from him as the inheritance of his children. Men now have wicked hearts.

Can they change their hearts back again? *Ans.* Impossible.

How then can it be done? *Ans.* By the Spirit from above entering the heart through Jesus Christ.

Why did Christ come? Who appointed him to come? *Ans.* He came himself because he pitied the wicked. He wished to turn away punishment from them.

Give the history of Paul?

They were then questioned closely on the words and intention of several of the commandments.

Of the first class we asked only, "What is the Bible, and what does it teach? Specimens of the replies are subjoined.

#### *The Bible.*

What is the Bible, and what have you learned from it?

The Bible is the divine book which God has revealed to us. It is "the Word of God." It was written by the prophets, and the apostles of Christ with the aid of the Holy Spirit. I have learned from it that there is a God in heaven—that he was never created—that he exists from everlasting to everlasting—that he is almighty, omniscient, omnipresent—that he exists in three persons, viz. God the Father, God the Son, and God the Holy Ghost: these are in one mysterious union—these are called the "Trinity." I have learned that God is the Creator of the universe, because he created it himself. That satan, who had rebelled against God on account of envy, was banished from God's holy place into hell. That Adam and Eve were holy, perfect, happy and wise. That God and his angels often descended and ascended and communed with Adam and Eve; but that, alas! they disobeyed God because satan tempted them, with great subtilty, to eat the fruit of the forbidden tree of God, by saying, "Ye shall not surely die." That they brought us into sin by which, since that time, we are naturally enslaved. That sin brought to us sickness, death, toil and sufferings. That we are fearfully and awfully exposed to an angry God when we commit sin often. That Moses, the chief leader of the Israelites, went up the Mount Sinai, when God gave him two tables of ten commandments. That Moses wandered with the Israelites through the wilderness forty years. That they were led by the pillar of fire by night, and the pillar of cloud by day-light. That he performed wonders. That when he died near Canaan, Joshua took a supervision and care over the Israelites. That he commanded the sun to stand still when at war. That Enoch and Elijah

were taken up to heaven in a chariot of fire, by a whirlwind. That Christ pitied us so much, because we are sinful by nature, that he resigned his glorious throne in heaven, and came to this sinful world, where he became incarnate, and where he dwelt among us, suffered and died for us. That he ascended into heaven, where he sits on the throne of glory, at the right hand of God, to give pardon to the penitent sinner, and justice to his rebellious creatures. \* \* \* \*

*The Bible.*

What is it, and what does it teach us ? It is the best of all books in the world. It teaches us that God lives now in heaven, and also every where. That he had lived before the creation of the universe. That he is our omnipotent, omniscient and omnipresent father, in consequence of being in the existence of eternal life. That his name is JEHOVAH, and he has a great variety of names. That he has three persons, viz. the Father, the Son, and the Holy Ghost united into one. That the Father takes care of the universe. That the Son is always forgiving us when we confess our sins to him. That the Holy Ghost sanctifies our hearts. That God has made all things. That he made the earth for the purpose of having Adam and Eve and their descendants live upon it. That the former both lived in the beautiful and pleasant garden filled with the sweetest and loveliest trees and flowers, where they were holy and happy : that, alas ! finally they fell into sin by the temptation of satan. That now sin spreads over this earth. That satan had been holy before the creation of the earth. That he was cast down into everlasting punishment. That God chose Abraham to be the progenitor of Israel. That they were led by Moses through the wilderness. That Moses was buried by God. That Joshua succeeded him in taking care of the Israelites. \* \* \* Many things more than I can tell.

But quite equal evidence of the value of this instruction was afforded by the gentleness and kindness, and docility and Christian temper of the pupils during our whole intercourse with them : and this we were assured was the common experience. That family must understand no little of Christianity, which can be so uniformly obedient to its dictates. Only once was any exhibition of ill temper perceived ; and that was the result of a naturally very quick disposition, as soon appeased as aroused. And but once was an exhibition of improper emulation noticed ; and for that the Committee are disposed to hold themselves accountable.

The great mistake is not here made of teaching morality as a science, with which God has nothing to do. It is taught as a part of the religion

which Jesus Christ our Saviour brought to us ; the precepts and the sanctions of which are to be found in the divine revelation.

The Committee look back upon their examination, into the results of this department of instruction, with unmixed satisfaction.

*The closing exercises.*

At a late hour on Tuesday afternoon, the pupils were assembled in the Chapel in presence of the Board of Directors and a numerous company of friends of the deaf and dumb. The Chair being taken by Mr. Peet, the President, certificates expressing the approbation of the Board for good conduct and fair attainments were presented to the following pupils who had completed a course of five years' study, viz :—

|                          |                       |
|--------------------------|-----------------------|
| Isaac H. Benedict,       | Elizabeth Mather,     |
| John T. Southwick,       | Charlotte Webster,    |
| John F. Rapp,            | Emily Stanton,        |
| John W. Mumby,           | Christiana Jane Many, |
| John C. Acker,           | Susan Edgett,         |
| George E. Ketcham,       | Prudence Lewis,       |
| John Harrison,           | Mary E. Craft,        |
| John L. Pickering,       | Olive Breg,           |
| Isaac Levy,              | Lavinia Brock,        |
| Lawrence Van Benschoten, | Wealthy Hawes,        |
| Isaac Cary,              | Elizabeth Merrill,    |
| Ann Maria Vail,          | Elizabeth Austin,     |
| Emily A. Hills,          | Edith Lagrange,       |

Sally Lighthall.

Diplomas were then awarded by the President to the following pupils who had completed the full term of seven years' instruction, viz :—

|                        |                       |
|------------------------|-----------------------|
| Peter Burgess,         | Elizabeth H. Disbrow, |
| Davis Howell,          | Anna Mead Wayland,    |
| Joseph S. Bosworth,    | Mary McGuire,         |
| William O. Fitzgerald, | Eleanor Fearon,       |
| Cyrus R. Blowers,      | Martha Ann Bucklen,   |
| Christian Krebs,       | Isabella McDougal,    |
| Daniel D. Brown,       | Catharine Gilhooly.   |

The Superintendent of Common Schools thereupon announced the following State pupils, whom at the recommendation of the Board he had selected for an additional year's instruction, viz :—

*Of five years.*

|                    |                       |
|--------------------|-----------------------|
| Isaac H. Benedict, | Emily A. Hills,       |
| John T. Southwick, | Elizabeth Mather,     |
| John F. Rapp,      | Charlotte Webster,    |
| John W. Mumby,     | Emily Stanton,        |
| John C. Acker,     | Christiana Jane Many, |
| George E. Ketcham, | Prudence Lewis,       |
| John Harrison,     | Mary E. Craft,        |
| John L. Pickering, | Olive Breg,           |
| Isaac Levy,        | Lavinia Brock,        |
| Ann Maria Vail,    | Wealthy Hawes,        |
| Edith Lagrange,    | Elizabeth Austin.     |

*Of six years.*

|                      |                        |
|----------------------|------------------------|
| John W. Ackley,      | John S. Webster,       |
| Clark Thomas,        | Elizabeth Sherlock,    |
| Abraham Johnson,     | Fidelia Morgan,        |
| Frederick Groesbeck, | Miriam Wells,          |
| Ebenezer S. Barton,  | Catharine Ann Garrett. |

He then took occasion to make some very happy commendatory remarks on the general condition of the Institution, the urbanity of the President, the gentlemanly conduct and literary character of the professors, and the high order of attainment exhibited by the pupils. He remarked that he had come with the intention of examining the Institution thoroughly, in order to know for himself whether the bounty of the State had been rightly appropriated. He had passed two very oppressive and fatiguing days in thus examining every branch and department of the Institution: but he counted the labor and discomfort as nothing compared with the great satisfaction which he had experienced. He said, "I entertain this opinion, it may be heterodox, but I esteem the orphan and unfortunate as wards of the State. I think the State is bound to support and care for them as parents would. I have never looked upon it as bounty. It is a duty which the State owes to itself to guard these members of itself, to put them in a situation—by enlightening their minds and infusing intelligence—such that they may be able to take a proper care of themselves." He then addressed a few remarks to the pupils, which were translated into signs by Mr. Peet *pari passu* with their utterance. After commenting on the peculiar advantages with which they were surrounded, he urged them all to act in accordance with a due appreciation of them, especially those who had been five years under instruction and were selected for a sixth,

for, when the choice lay between an individual who had never enjoyed the advantages of instruction, and a candidate for re-selection, he should feel compelled to give the preference to the former. It would therefore be the part of wisdom for them to make the most vigorous application consistent with health, during the coming year, for possibly, they might not be blessed with farther provision for their instruction. To those about leaving the Institution his remarks were peculiarly kind and appropriate.

The President then announced that the Lord's prayer would be repeated by one of the young ladies under his charge, after which the exercises would be concluded by a prayer offered by Rev. T. H. Gallaudet to whom he feelingly referred as his former preceptor and early friend, as the De l'Epée of America, as a pioneer in the cause of deaf-mute education in this country, and as worthy the respect and gratitude of all who feel interested in the condition of this unfortunate class of the community. The Lord's prayer was then portrayed by a young lady of graceful action and intelligent mien, and Mr. Gallaudet, after a few remarks, upon the general appearance of the Institution and the gratifying progress of the pupils, closed with a prayer by signs, in which were exhibited much real dignity, grace and feeling.

It was a pleasing illustration of the universality, if we may so speak, of the sign language, that although this was Mr. Gallaudet's first visit to the Institution, and although he used a dialect slightly different from our own, and a style of gesticulation rather characterized by gentleness and gracefulness of expression than by emphatic energy, yet he was perfectly understood by all of the pupils. Many of them were evidently mingling with great earnestness their supplications with those of this—no longer a stranger, but by the community of language and sympathy—this their new friend.

The Committee cannot close their report without thanking the Board for the privilege, which has been thus afforded them, of intimate acquaintance with the Institution: nor without congratulating the Board upon the great success which, by the blessing of God, has followed their labors in this excellent cause.

Respectfully submitted,

G. T. BEDELL,  
GEO. S. ROBBINS, }  
FRANCIS HALL. } Committee.

New-York, September 9th, 1845.

## S C H E D U L E .

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To HON. NATHANIEL S. BENTON,

*Superintendent of Common Schools, and Ex-Officio Visitor on  
the part of the State,*

GEO. S. ROBBINS, Esq.

FRANCIS HALL, Esq.

REV. GREGORY T. BEDELL,

*Committee of Examination on the part of the Board.*

**Gentlemen** :—The following Schedule embraces the classification of the pupils, the names, name of the teacher, standing, subjects and course of study, of each class. By the term *standing*, under the second head, it is not intended to designate the actual time that each pupil has been under instruction, but only to indicate the rank that the class holds. It is impossible to preserve the same classification, in respect to time, through the whole course. Some, by reason of late admissions, want of capacity, or diligence, absence, or other causes, fall below the general standard, and drop into a lower class, while others of better minds, or greater industry, are promoted. Hence the only rule that can, with propriety, be observed, is that of uniformity of attainment. This explanation will render the term sufficiently intelligible, and avoid the necessity of a specific reference to individuals, whose feelings, or those of their friends, might otherwise be pained.

The paper I had the pleasure to submit to the Examining Committee of last year, contained an outline of the system of government and instruction pursued in the Institution, and as no important change, in the management of the several departments, has been made since then, it is not deemed worth while to incorporate it in this. A copy, however, is herewith annexed for the information of the Committee.

The provision which exists for instruction in the mechanic arts, although of secondary consideration, is manifestly too important to be overlooked. To be useful citizens, and contribute to the productive industry of the country, is a duty inculcated upon those intrusted to our care, during the whole period of their education. Hence, in the intervals of study, a portion of each day is set apart for handicraft employments. With few exceptions the choice of a trade is made by the pupil or his friends.

There are in the Book-binding, under Mr. Miller, 20 boys.

|   |   |                |   |             |    |     |
|---|---|----------------|---|-------------|----|-----|
| " | " | Cabinet Shop,  | " | Mr. Genet,  | 17 | do. |
| " | " | Tailor's Shop, | " | Mr. Trask,  | 15 | do. |
| " | " | Shoe Shop,     | " | Mr. Sweeny, | 35 | do. |
| " | " | Garden,        | " | Mr. Mead,   | 4  | do. |

All the female pupils are taught plain sewing, and such as desire instruction in those branches appropriate to the sex, here carried on, learn to fold and stitch books, tailoring or dress making. Others, who have no particular preference for these occupations, are engaged in lighter household duties under the direction of the Matron.

The course of intellectual and moral training in the school-room is, as follows:

#### NINTH CLASS.

##### I. NAMES.

| <i>Males.</i>        | <i>Females.</i>         |
|----------------------|-------------------------|
| John Vine,           | Maria Ann Bemis,        |
| Platt A. McKean,     | Joanna Bentley,         |
| John B. Golder,      | Hannah Seymour,         |
| Aaron L. Cuffee,     | Laura Jones,            |
| Ananias C. Brundige, | Caroline Cornwall,      |
| John Edward Ling,    | Maria Willis,           |
| John Hurley,         | Emmeline Louisa Golden. |
| John Simlar.         |                         |

*Males* 8.

*Females* 7. *Total* 15.

*Teacher*, J. W. CONKLIN.

##### II. STANDING.—ONE YEAR.

This class is composed of the inferior portion of those who entered last Autumn, and of those who entered after the commencement of the session.

##### III. STUDIES.

1. *The Alphabet*, both manual and written.
2. *Penmanship*. Writing with crayons on the slate, and frequent exercises in the use of the pen.
3. "*Elementary Lessons*." The class have gone over and reviewed 122 lessons of this book, embracing a vocabulary of nearly a thousand words, the different parts of speech, the inflections of nouns and verbs, and the simple laws of construction.
4. *Arithmetic*, embracing only simple Addition.
5. *Scripture Lessons*, embracing the attributes of God, and some of the more striking incidents recorded in the Book of Genesis.

## EIGHTH CLASS.

## I. NAMES.

| <i>Males.</i>    | <i>Females.</i>     |
|------------------|---------------------|
| Wilbur Smith,    | Martha D. Buck,     |
| William Wright,  | Lydia A. Ballou,    |
| John Stock,      | Elizabeth Irwin,    |
| Charles M. Grow, | Amanda Ashley,      |
| James M. Camp,   | Lucy Gilbert,       |
| James S. Wells,  | Lucy A. Boughton,   |
| George Driscall. | Auguste Hahn,       |
|                  | Catharine Sullivan. |

*Males 7.**Females 8. Total 15.**Teacher, F. A. SPOFFORD.*

## II. STANDING.—ONE YEAR.

## III. STUDIES.

1. *The Alphabet*, both manual and written.
2. *Penmanship*. Writing with crayons on the slate, and frequent exercises in the use of the pen.
3. "*Elementary Lessons*." The class have gone over 183 lessons in this book, embracing, in addition to the subjects enumerated under this head, in the preceding class, the use of the preposition, the perfect and future tenses of the verb, and participle, the conjunction, *and*, the definite article and the adjective pronouns.
4. *Numbers* in figures and words from one to one thousand.
5. *Scripture Lessons*, embracing the attributes of God, and some of the more striking incidents recorded in the Book of Genesis.

## SEVENTH CLASS.

## I. NAMES.

| <i>Males.</i>           | <i>Females.</i>    |
|-------------------------|--------------------|
| Benj. Cilley,           | Harriet C. Weyant, |
| James Miller,           | Helen E. Milmine,  |
| Thomas Bracy,           | Elsey C. Bostwick, |
| John Weaver             | Eliza Lighthall.   |
| Henry C. Ketcham,       |                    |
| William K. Rosenkrantz, |                    |
| Goodrich Risley,        |                    |
| Asahel Andrews,         |                    |

*Males.*

Daniel M. Whitten,  
 Cyrenius Monfort,  
 William H. Rider,  
 James H. Winslow,  
 Robert I. Martling,  
 Jefferson Houston.

*Males 14.**Females 4. Total 18.**Teacher, G. C. W. GAMAGE.*

## II. STANDING.—TWO YEARS.

With few exceptions, it embraces the inferior part of those who entered in the Autumn of 1843.

## III. STUDIES.

1. "*Elementary Lessons*" finished and reviewed.
2. *Composition*, original sentences, stories, and letters.
3. *Arithmetic*. Addition, Subtraction, Multiplication and Division.
4. *Scripture Lessons*. Short accounts of the more interesting events recorded in the Old Testament, and a sketch of the birth and miracles of Jesus Christ.

## SIXTH CLASS.

## I. NAMES.

*Males.*

Abram L. Briggs,  
 Solomon Chapple,  
 William H. Mills,  
 Alvan H. Cornell,  
 John H. H. Rider,  
 Hugh Shannon,  
 Lewis S. Vail,  
 Geo. W. Harrison,  
 Truman Grommon,  
 Edward Benedict,  
 Lawrence N. Jones.

*Males 11.**Females.*

Meribah Cornell,  
 Harriet Whitney,  
 Silence Taber,  
 Janette Wallace,  
 Matilda Fearon,  
 Josephine G. Colvin,  
 Elizabeth Vanderbeck.

*Females 7. Total 18.*  
*Teacher, THOMAS GALLAUDET.*

## II. STANDING.—TWO YEARS.

## III. STUDIES.

1. "Elementary Lessons," finished and reviewed several times.
2. "Gallaudet's Picture and Defining Book."
3. "Elementary Lessons in Arithmetic," comprising the four simple rules, Addition, Subtraction, Multiplication, Division, and also a few of the tables of moneys and weights.
4. *Composition.* Exercises daily.
5. *Scripture Lessons.* Upon many of the historical portions of the Old Testament, together with a sketch of the life and crucifixion of our Saviour. The class have also committed to memory the ten commandments, and the Lord's Prayer.

## FIFTH CLASS.

## I. NAMES.

*Males.*

James O. Smith,  
John Milmine,  
John Kerrigan,  
Hines Moore,  
Joseph Fox Ferris,  
Milton A. Jones,  
George Risley,  
Jerome Risley,  
Cyrus R. Blowers,  
Lawrence Van Benschoten,  
Jonathan Townshend.

*Males 11.**Females.*

Sally Bronson,  
Catharine Persons,  
Rosalia Finch,  
Dorcas Vanderwerken,  
Sarah Ann Holdstock,  
Susan Edgett,  
Elizabeth Merrill,  
Betsey Hills.

*Females 8. Total 19.*  
*Teacher, SAMUEL PORTER.*

## II. STANDING.—THREE YEARS.

## III. STUDIES.

1. "Elementary Lessons." The attention of the class has been chiefly confined to this book, and to the illustration and application of the principles taught in it. The class have gone through nearly the whole of the book in course.
2. *Original Composition*, consisting of simple narratives, letters, single sentences, answers to questions, &c.
3. *Arithmetic*, embracing simple Addition and Multiplication.
4. *Scripture History*, comprising some of the leading events from the creation to the captivity.

## FOURTH CLASS.

## I. NAMES.

| <i>Males.</i>      | <i>Females.</i>        |
|--------------------|------------------------|
| George P. Archer,  | Elizabeth Austin,      |
| John T. Bell,      | Caroline E. Brown,     |
| Martin Bothwell,   | Catharine A. Garrett,  |
| Peter Brown,       | Jerusha M. Hills,      |
| Simeon D. Bucklen, | Eliza J. Kellogg,      |
| John Harrison,     | Lavinia Lighthall,     |
| Edward Jewell,     | Hannah M. Patten,      |
| Abraham Johnson,   | Margaret Vanderwerken, |
| Isaac Levy,        | Eliza A. White.        |
| Emory Pangburn,    |                        |
| Joseph Sweetman,   |                        |
| Franklin Smart,    |                        |
| N. Denton Wilkins. |                        |

*Males 13.**Females 9. Total 22.**Teacher, O. W. MORRIS.*

## II. STANDING.—FOUR YEARS.

## III. STUDIES.

1. "*Elementary Lessons.*" The class have gone through this book, and illustrated the principles of construction by written examples.
2. *Geography.* "*Mitchell's Primary Geography,*" the first thirteen lessons.
3. *Arithmetic.* The first five rules in *Arithmetic.* *The Table Book of Primary Arithmetic.*
4. *Scripture History.* Short abstracts of the lives of some of the principal characters in the Old Testament.
5. *Reading.* Weekly exchanges of books from the Library, which have kept up an interest among the pupils of the class.

## THIRD CLASS.

## I. NAMES.

| <i>Males.</i>          | <i>Females.</i>       |
|------------------------|-----------------------|
| John Condit Acker,     | Lavinia Brock,        |
| Charles Hadwen Arnold, | Wealthy Hawes,        |
| Ebenezer S. Barton,    | Emily A. Hills,       |
| George E. Ketcham,     | Prudence Lewis,       |
| John White Mumby,      | Christiana Jane Many, |

*Males.*

John L. Pickering,  
John Fenton Rapp,  
John Telfair Southwick,  
John Skipwith Webster.

*Males 9.**Females.*

Elizabeth Mather,  
Isabella McDougal,  
Emily Stanton,  
Anna Maria Vail,  
Charlotte H. Webster.

*Females 10. Total 19.*

*Teacher, J. A. CARY.*

## II. STANDING.—FIVE YEARS.

## III. STUDIES.

The subjects of study have been mainly the same as during the preceding year, the constant aim having been to increase the knowledge of the pupils in the common and most useful branches of an English education.

1. *Grammar.* A written outline of definitions and forms, with practical exercises in parsing. The principal prefixes and suffixes, their signification and use in combination, illustrated by the dictionary.

2. *Geography.* "Mitchell's Primary Geography," with references to other authors. "Mitchell's Astronomy."

3. *History.* "Parley's History of the United States." Olney and Goodrich referred to.

4. "Smith's Arithmetic." The simple and compound rules, Reduction, Fractions, Interest, Book-keeping and Mercantile Forms.

5. *Lectures by Signs* upon the elements of the natural sciences, Chemistry, Natural Philosophy, Physiology, Botany, &c.

6. *Manuscript Lessons.* A vocabulary of scientific terms, words classified, and names of distinguished individuals. Letters, Dialogues, Lessons in Etymology.

7. *Original Compositions.* Exercises on words, phrases and grammatical forms, written conversations, narratives, abstracts of lessons, letters, a weekly journal.

8. *Reading.* Books from the library, and newspapers have been perused with interest, and much valuable information has been gathered from them.

9. *Select portions of the Scriptures* have been studied on the Sabbath as usual.

## SECOND CLASS.

## I. NAMES.

*Males.*

Isaac Cary,  
John A. Hall,

*Females.*

Edith Lagrange,  
Elizabeth Kleckler,

| <i>Males.</i>        | <i>Females.</i>      |
|----------------------|----------------------|
| John Godfrey,        | Sally Lighthall,     |
| Joseph S. Bosworth,  | Miriam Wells,        |
| William Donley,      | Olive Breg,          |
| Peter Burgess,       | Mary A. McGuire,     |
| Samuel A. Taber,     | Catharine Gilhooley, |
| Frederick Groesbeck, | Mary E. Craft,       |
| Geo. N. Burwell,     | Phebe A. I. Covert,  |
| Selah Wait,          | Mary E. Hegeman.     |
| Wm. H. Weeks.        |                      |

*Males 11.**Females 10. Total 21.**Teacher, J. VAN NOSTRAND.*

## II. STANDING.—SIX YEARS.

## III. STUDIES.

1. *Geography.* (a) "Mitchell's Primary Geography," 88 pages, used in the early part of the term. (b) "Morse's Geography," 41 pages, including the definitions, North America, The United States, and the British Islands, used during the last half of the year. (c) Questions and exercises on the map.

2. *Arithmetic.* "Smith's Arithmetic." Exercises in the four principal rules, simple and compound, and Reduction. Some of the class have gone as far as Fractions.

3. *Composition.* The exercises in this branch have been daily, in the recitation of lessons, by questions and answers, writing sentences illustrating the use and meaning of words and idiomatic phrases and abstracts of lessons: and weekly, in general composition and letter writing.

4. *Grammar.* The principles of grammar and the rules of grammatical construction, are explained by signs, and illustrated in the construction of sentences. Written grammar has not been taught.

5. *Lectures in Natural Philosophy*, with illustrative experiments; and also in Astronomy, so far as relates to the Solar System, and the motions of the earth.

6. *The Reading of Books*, newspapers, &c., with the aid of the Dictionary, has been found an important auxiliary in the acquisition of language, the cultivation of a taste for reading, the formation of habits of self-reliance, and the general expansion of the mind.

7. *Sabbath Lessons.* (a) Portions of Scripture, explained and committed to memory, are recited by writing them *verbatim* on the slates, and also by

question and answer, both by signs and by writing. (b) Compositions on various subjects selected from the Bible, generally from the historical books. (c) Copying the Sabbath Lectures.

## FIRST CLASS.

## I. NAMES.

| <i>Males.</i>        | <i>Females.</i>     |
|----------------------|---------------------|
| John W. Ackley,      | H. Augusta Avery,   |
| Isaac H. Benedict,   | Martha A. Bucklen,  |
| Daniel D. Brown,     | Elizabeth Disbrow,  |
| Wm. A. Burlingham,   | Eleanor Fearon,     |
| Cornelius Cuddeback, | Marion Lyndes,      |
| Wm. O. Fitzgerald,   | Fidelia M. Morgan,  |
| Davis Howell,        | Elizabeth Sherlock, |
| Christian Krebs,     | Anna Mead Wayland.  |
| Clark Thomas.        |                     |

*Males 9.**Females 8. Total 17.*  
Teacher, D. E. BARTLETT.

## II. STANDING.—SEVEN YEARS.

## III. STUDIES.

1. *Geography.* The text book used has been "Olney's Modern Geography," with the Atlas. Questions in the book answered, and the pupil required, from time to time, to render, in his own language, a written account of the subjects studied.

2. *Natural History and Physiology.* "Taylor's Physiology," with reference to the Class Book of Nature. The course pursued in the study and recitation of lessons, has been to throw the pupils as much as possible upon their own efforts, and to lead them into habits of independent thought and examination of subjects, with a view to prepare them for future progress in the acquisition of knowledge.

3. *Composition.* Epistolary, descriptive, narrative, &c.

4. *Grammar.* General principles of Syntax, rather than the minute technicalities of the subject.

5. *Arithmetic.* The book used has been "Smith's Arithmetic." The proficiency of the different members of the class is very various, from the practice of the simple rules to the more complex.

6. *The Bible.* Selected portions of the Sacred Scriptures have been committed to memory in connection with "Newcomb's Scripture Ques-

tions, First Part, on the Gospels in Harmony, The Evidences of Christianity, and the Prophecies and Types in the Old Testament relating to the Messiah."

**NOTE.** As a general remark, it may not be improper to observe, that all lessons committed to memory by the pupils, are first explained by the teacher. At the recitation of the lesson, the questions are written upon the slate, and explained by signs. The pupils are required first to answer the question by signs, and then to give written answers, either in their own words, or in the words of the text. They afterwards write the lessons *verbatim*, or give abstracts of them in language of their own. This process secures a thorough understanding of the lesson, and impresses it more strongly on the mind.

Respectfully submitted,

H. P. PEET,

*President.*

INSTITUTION FOR THE DEAF AND DUMB,  
New-York, July 14th, 1845.

## REPORT OF THE COMMITTEE OF INSTRUCTION.

In the division of labor assigned to the various Committees of the Board, it is made the duty of the Committee of Instruction to "inquire into different methods of instruction, and recommend such alterations and improvements, as they may, from time to time, think necessary."

In the performance of this duty, the Committee beg leave to submit to the Board of Directors the following

### REPORT:

The Committee occupy a position of great interest and responsibility. It is, they are happy to believe, no longer a question whether the deaf and dumb of this State shall be educated. The strong and increasing manifestations of popular favor, and the prompt, repeated and liberal responses of the Legislature to the touching appeals of these children of misfortune, leave no room to doubt that, in future, pecuniary aid will be granted sufficient to meet their educational wants. It becomes, therefore, to the almoners appointed to dispense to the deaf and dumb the means appropriated for their benefit, a most serious and important inquiry, in what manner these means can be applied so as, in the highest degree, to accomplish the good intended.

The mode of education adopted in this Institution, is the same as that which has been pursued hitherto by all similar institutions in this country, and, though it claims not to be perfect, it has been eminently successful, and the Committee believe it to be, for general use, decidedly superior to any other as yet devised. Its distinguishing peculiarity consists in the use of a sign-language based upon the natural signs which every infant uses, and which every uneducated deaf mute necessarily invents as the only possible way for him to indicate to others the operations of his own mind. The sign-language which is used by the teacher embraces not only these natural elementary signs which are intelligible to a pupil on the first day of his admission to the Institution, but such modification and increase of these elements, and such additional arbitrary signs as are adapted to the expan-

sion of the mind and wider range of subjects presented in the course of instruction.

The only other system which has received favor is distinguished, theoretically, by its use of articulation in the place of signs as an instrument of instruction. It is not our purpose to enlarge on the characteristic differences of the two systems and their relative merits. From the days of Heinicke and De l'Epée, the founders of the German and French schools respectively, each system has had its admirers, and it is therefore no novelty at this day to hear that the deaf and dumb can be taught to speak. Indeed it would seem to be most natural for the first attempts in educating a deaf mute, to teach him to use his tongue, and it would be only after the failure of efforts in this way that some other more practicable method would be devised. Hence we find in the history of deaf-mute instruction that almost invariably the earlier instructors tried to teach their pupils an oral language. Even in the seventh century, according to the venerable Bede, (Ecc. Hist., Vol. V, Chap. 2,) John, Bishop of Hagustald, took charge of a deaf mute, and succeeded in teaching him first the sounds of the letters, and then the pronunciation of words and phrases in connected sentences. The first practical treatise on the art of deaf-mute instruction, was published by John Paul Bonet, at Madrid, in 1620. In this work the author gives specific directions upon the manner of teaching a deaf mute to articulate each of the letters of the alphabet and utter words in continuous discourse. Peter Ponce of Spain, who preceded Bonet, also taught articulation. Efforts of the same kind were made by Wallis and Holder in England, Van Helmont and Arman in Holland, Kerger and Arnoldi in Germany, Ernaud and the Abbé Deschamps in France, and many others in later times, especially in Great Britain and Germany. In the countries last mentioned many schools still make use of articulation to a greater or less extent.

But the attempt to restore speech to the deaf and dumb as a class has never been successful. Individuals have received benefit from efforts made to call into exercise their vocal organs. But whenever a substantial gain has resulted to the pupil by such exercises, it will be found either that he was not entirely deaf and dumb, or, if he were, that he had enjoyed better advantages than could be afforded generally to such pupils, or was possessed of superior natural abilities. In the wonderful achievements recorded of some who have been taught to articulate, it has not been stated, as it should have been, that such persons had never lost entirely the use of speech. Their education consisted in improving a faculty which they had never wholly lost. And even when a pupil has ceased to articulate, having in early life begun to use a spoken language, it is a fact well-known to those at all familiar with the practice of deaf-mute instruction, that in the acqui-

sition of a written language the progress of persons of this class is much more rapid than that of one perfectly deaf and dumb.

We have alluded to a distinction which is not always taken into consideration, and which has an important bearing upon the discussion of questions relative to systems of instruction. It is an established fact, that persons are dumb in consequence of their being deaf. If the deafness be entire and have been from birth, the individual without special instruction, will be perfectly dumb. Not being able to hear any sounds, he will not, as other children do, naturally learn to imitate them. But if the deafness be partial, then in proportion as vocal sounds are distinguished, he will copy them, and utter similar sounds with his own voice. There are five degrees of infirmity of hearing, as distinguished by the celebrated Dr. Itard, formerly physician to the Royal Institution at Paris, in his able work on the diseases of the ear and hearing, (*des maladies de l'oreille et de l'audition*) :

1st. That in which articulate sounds are perceptible, when pronounced in an elevated tone of voice.

2d. That in which analogous articulations are liable to be confounded.

3d. In which articulation is lost, and intonation is alone distinguishable.

4th. In which heavy peals, as of artillery or of thunder, only are perceptible, and the human voice no longer produces an impression upon the ear.

5th. Profound deafness.

An institution for the deaf and dumb properly includes persons in each of these various classes, for they are not able to be taught by the ordinary methods of instruction in schools designed only for children who can hear and speak. They require special instruction. But such a difference of condition as appears in these five classes, would suggest some difference in the mode of instruction. Usually from one-fifth to one-eighth of the pupils of a deaf and dumb institution have some ability to articulate at the time of their first admission. The most of these retain some degree of hearing; the others, though entirely deaf, are still able to speak, having learned to use their vocal organs before they lost their hearing.

Some attention has been given to this class of pupils from time to time since the establishment of our Institution. But the efforts on their behalf have been limited to individuals, and no general classification has been effected so that regular instruction could be given them in distinction from others. The desirableness of such an organization has been often a subject of remark and has been alluded to with favor in the Annual Reports of the Institution. In the last report, after referring to the reasons which had appeared to the Board decisive against any attempt to teach articulation to the bulk of our pupils, it is added, p. 15, "The formation of a class, to include those whose attainments, in this accomplishment, were likely to be

of some value, still seemed desirable, but in the way of this, there were, and still are, many grave obstacles; the principal of which are, the increased expense for the favored class, the hindrance to their mechanical instruction, and the invidiousness of making a selection." The Rev. Mr. Day, in his very able and conclusive Report on the Schools for the Deaf and Dumb in Central and Western Europe, expresses the following opinion: "That in spite of the peculiar difficulties, even a deaf mute from birth, by unwearyed pains, and the expenditure of much time, *might*, to a certain extent, be taught to articulate in English, I have no doubt, and where parents have the necessary leisure, I would by no means be understood as dissuading them from the attempt, but, *as a regular part of a system of public education, its introduction into our institutions, I am persuaded, would be a serious misfortune to the cause of deaf and dumb instruction.*"

He then adds—

"That there are a few, usually reckoned among deaf mutes, consisting of those to whom hearing, or the power of speaking, partially remains, to whom instruction in articulation is desirable, is self-evident. These cases are of a peculiar character, and are to be decided on by themselves."

Similar sentiments are expressed by Mr. Weld, the Principal of the American Asylum, in the extended and valuable Report of his visit to the Institutions for the Deaf and Dumb in Europe during the last year. He says—

"I can then recommend no fundamental change in the system pursued in the institution with which I am connected, or in the other American schools. The most faithful use of all the facilities afforded by our present system, it is our constant duty to make, and to devise and adopt every real improvement in our power. Instead of regretting the original adoption of our system by Mr. Gallaudet, I am truly thankful that he was led to its adoption. But I would by no means exclude improvements. Men are neither perfect in their theories, nor in their practice. We have improved on our original system, and we may yet improve, and ought so to do; certainly in practice, if possible, in theory.

"Though then, I cannot recommend the adoption of the German, or any other system, instead of our own, still I do respectfully recommend as an additional means of usefulness, the giving of instruction in articulation and in labial reading, to certain classes of the pupils of the American Asylum. In this number I would include especially those descriptions of deaf and dumb persons, so called, often mentioned in my accounts of the European schools, who retain in a considerable degree the articulation they acquired before becoming deaf, and those who still have some discriminate hearing. These are, on the whole, the classes of persons principally bene-

fited by attention to articulation in the articulating schools I have visited abroad. There is still another class whom I would not exclude from the benefits of a fair experiment. I mean those, few indeed in number, but yet sometimes found, who, possessed of superior natural powers and in all respects under favorable circumstances, are anxious to undertake the labor, and are found so persevering and successful as to warrant its continuance."

In view of the manifest advantages to be derived by a portion of the pupils of our Institution, by affording them facilities for instruction in articulation, and reading upon the lips, the Committee would respectfully recommend that such of the pupils as shall be deemed capable of receiving benefit from the exercise of their organs of speech and practice in labial reading, be provided with the means of regular instruction in these branches. The details of the plan of instruction they would leave for future adjustment. They do not contemplate any change in the general system of instruction. They would only add, to the facilities enjoyed by all, such special advantages for a few as can be afforded consistently with the best division of time in respect to study, exercise and labor. This change is proposed, with the full confidence of the Committee that its adoption would be an improvement, in rendering our system of instruction more perfectly adapted to the different classes of the deaf and dumb, and would thus enable the Institution more widely to extend its benefits to that unfortunate class of persons for whom it was originally established, and to whose interests it is entirely devoted.

Respectfully submitted.

H. P. PEET,

P. M. WETMORE,

HENRY E. DAVIES,

WILLIAM W. CAMPBELL,

BENJ. R. WINTHROP,

G. T. BEDELL,

} Committee of  
Instruction.

New-York, Nov. 11th, 1845.



## CATALOGUE

OR

### BOOKS AND OTHER PUBLICATIONS RELATING TO THE DEAF AND DUMB, ADDED TO THE LIBRARY OF THE INSTITUTION.

PREPARED BY PROFESSOR GARY.

[Continued from the Twenty-Second Annual Report.]

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The following works were principally obtained for the New-York Institution by the Rev. George E. Day, during his recent visit to the institutions for the deaf and dumb in Central and Western Europe. The titles are preceded by the names of the authors, or the places where the institutions are located, arranged in alphabetical order.

#### I. GERMAN.

##### 1. Books.

161. **ALLE, J. L.**, Principal of the Wirtemberg Royal Institution for the Deaf and Dumb.

Anleitung, taubstumme Kinder im Schreiben, Lesen, Rechnen und Reden zu unterrichten, und sie moralisch-gut und bürgerlich brauchbar zu bilden. Von J. L. Alle. *Gmünd*, 1821. 8vo. pp. 175.—A Guide in the instruction of deaf-mute children in writing, reading, arithmetic and articulation, and in training them to be moral and useful citizens.

162. **BECK, CHARLES JOSEPH**, M. D., Professor in the High School at Freiburg, and Member of several of the learned societies.

Die Krankheiten des Gehörorganes. Ein Handbuch zum gebrauchse seiner Vorlesungen. Von Karl Joseph Beck. *Heidelberg und Leipzig*, 1827, 8vo. pp. 296.—The Diseases of the Organs of Hearing. A Manual for his Lectures.

163. **BRUGSMA, B.** and **L. REIMAR**.

Kurze Anweisung über den Gebrauch der Methodischen Bildertafeln für den Anschauungs-Unterricht in Elementar-und Kleinkinderschulen und zum Gebrauch beim Taubstummen-Unterrichte von *Reimar* und *Wölke*, Von B. Brugsma. Aus dem Holländischen übersetzt durch L. Reimar, Lehrer an der Königl. Taubstummen-Anstalt zu Berlin.

**Berlin**, 1840. 8vo. pp. 40.—A Short Guide in the use of Methodical Pictorial Tables for instruction by visible illustrations in Elementary Schools for small children, and also for the use of the Deaf and Dumb. Translated from the Dutch by L. Reimar, Teacher in the Royal Deaf and Dumb Institution at Berlin.

164. **ESCHKE, ERNEST ADOLPHUS**, of Berlin.

Kleine Beobachtungen über Taubstumme. Mit Anmerkungen von dem Herrn D. J. E. Biester, Königl ersten Bibliothekat zu Berlin, und dem Herrn D. J. A. H. Reimarus, Professor der Arzneywissenschaft in Hamburg. Herausgegeben von J. Arneman, der Medicin Professor ordin. zu Göttingen. Erster Theil, *Berlin*, 1799. 8vo. pp. 204.—Brief Observations on the Deaf and Dumb, with notes by Biester and Reimarus. Edited by Prof. J. Arneman of Göttingen.

165. **GRASER, DR. and C. LUDWIG**.

Die Erziehung der Taubstummen in der Kindheit von Dr. Graser.—The Education of the deaf and dumb in Childhood. The last work of Dr. Graser. Completed and a biographical sketch of the author added by Cantor Ludwig. *Nürnberg*, 1843. 8vo. pp. 275.

166. **GRASSHOFF, DR. L.**, Principal of the Royal Institution for the Deaf and Dumb at Berlin.

Dr. Joh. Conr. Amman's Abhandlung von der sprache, und die Taubstumme darin zu unterrichten sind. Nebst zwei Briefen des Dr. Joh. Wallis, Professors der Mathematik zu Oxford, vom unterrichte der Taubstummen. Aus dem Lateinischen übersetzt mit einigen Anmerkungen von Dr. L. Grasshoff, Professor und Director des Königl. Taubstummen-Instituts zu Berlin. *Berlin*, 1828, 8vo. pp. 133.—Amman's Dissertation on Speech, with two Letters of Dr. Wallis. Translated from the Latin with Notes.

167. **HARNISCH, W.**

Das Weissenfelser Schullehrer-Seminar und seine Halfsanstalten. Ein kleiner Beitrag zur Geschichte der Seminarien, der Volksschulen und der Taubstummenanstalten; als ein thatsächliches Lehrbuch herausgegeben von dem Director D. W. Harnisch. *Berlin*, 1838, 8vo. pp. 403.—The Weissenfels Teachers' Seminary and its Auxiliary Institutions. A small contribution to the History of Seminaries, Public Schools, and Deaf and Dumb Institutions; as a practical Manual.

168. **HILL, MORITZ**, Seminary Teacher at Weissenfels.

Leitfaden für den Unterricht der Taubstummen. Von Moritz Hill, Seminarlehrer in Weissenfels. *Essen*, 1838, 8vo. pp. 54.—A Guide in the Instruction of the Deaf and Dumb, by M. Hill.

169.—Vollständige Anleitung zum Unterricht taubstummer Kinder

im mechanischen Sprechen, Absehen, Schreiben und Lesen für Volks-schullehrer. Von Moritz Hill, *Essen*, 1839, 8vo. pp. 112.—A complete Guide in the Instruction of Deaf-mute Children in mechanical articulation, reading upon the lips, writing and reading, for teachers of common schools, by M. Hill.

170.—Anleitung zum Sprachunterricht taubstummer Kinder. Für Pfarrer und Lehrer bearbeitet von M. Hill. *Essen*, 1840, 8vo. pp. 374.—Guide in the instruction of deaf-mute children in language. For Clergymen and Teachers.

171.—Lese-und Sprachbuch für Taubstummen-Schulen. Herausgegeben von M. Hill. *Weissenfels*, 1843, 12mo. pp. 128.—A Manual for deaf-mute schools, by M. Hill.

172. JÄGER, VICTOR AUGUSTUS, Principal of the Royal Württemberg Deaf and Dumb and Blind Institution at Gmünd.

Die biblische Geschichte für taubstumme Kinder, welche einen drei- bis vier-jährigen Sprachunterricht genossen haben, erzählt von V. A. Jäger, Vorsteher des königl. Württemberg Taubstummen-und Blinden-Instituts zu Gmünd. *Stuttgart*, 1834, 12mo. pp. 153.—Biblical History for deaf-mute children who have been under instruction three or four years.

173. JÄGER and RIECKE.

Anleitung zum Unterricht taubstummer Kinder in der Sprache und den andern Schullehrgegenständen, nebst Vorlegeblättern, einer Bildersammlung und einem Lese-und Wörter-Buche. Von Viktor August Jäger, und Gustaph Adolph Riecke,

Zweite Lieferung, *Stuttgart*, 1832, 8vo. pp. 282, 272, 74.

Dritte " " 1834, " " 108, 86, 95.

Vierte " " 1836, " " 285, 15, 130.

A Guide in the instruction of deaf-mute children in language and other branches of study in schools.

174. JÄGER, VICTOR AUGUSTUS, former Principal of the Royal Institution for the Deaf and Dumb and the Blind at Gmünd.

Anleitung zum Unterricht taubstummer Kinder in der Sprache, der Religion und den andern Schullehrgegenständen, nebst den dazu nöthigen Bildern, Lesebüchern und Vorlegeblättern. Von Victor August Jäger, Stiftsprädiger in Oberstenfeld, früher Vorsteher des königl. Taubstummen-und Blinden-Instituts in Gmünd, Zweite, durchaus umgearbeitete Ausgabe. *Stuttgart*, 1842, 8vo. pp. 208, 48, 79.—A Guide in the instruction of deaf-mute children in language, religion and other common branches of study.

175. KNIE, J. G., Principal of the Silesian Institution for the Blind.

Pädagogische Reise durch Deutschland im Sommer 1835, auf der ich Eilf Blinden-, verschiedene Taubstummen-, Armen-, Straf- und Waisenanstalten als Blinder besucht und in den nachfolgenden Blättern beschrieben habe. J. G. Knie, Oberlehrer der schlesischen Blinden-Unterrichtsanstalt. Mit einem Vorwort von Wolfgang Menzel. *Stuttgart* und *Tübingen*, 1837, 8vo. pp. 352.—Pedagogical journey through Germany in the summer of 1835, and Descriptions of eleven Institutions for the Blind, several for the Deaf and Dumb, Almshouses, Penitentiaries and Orphan Asylums.

176. KRAMER, Dr. WILLIAM.

Die Erkenntniss und Heilung der Ohrenkrankheiten. Von Dr. Wilhelm Kramer. *Berlin*, 1836, 8vo. pp. 400.—The Pathology and Cure of Diseases of the Ear.

177. KRUSE, O. FR., Deaf-mute Teacher.

Freimüthige Bemerkungen über den Ursprung der Sprache, oder: Beweis, dass die Sprache nicht menschlichen Ursprung sei. Entworfen von O. F. Kruse, privatisirendem Taubstummenlehrer. *Altona*, 1827, 12mo. pp. 52.—Candid Observations upon the origin of language, or proof that language is not of human origin.

178. —. Elementar- Sprachbildungslehre, das ist: Begründung und genaue Darstellung einer zweckmässigen Verfahrungsart beim Unterrichte im Reden, Schreiben und Lesen, mit besonderer Beziehung auf den Sprachunterricht Taubstummer. In Briefen dargestellt von O. Fr. Kruse, Taubstummenlehrer in Schleswig. *Essen*, 1841, 8vo. pp. 116.—Elementary System of Instruction in Language, that is, an exact statement and proof of a reasonable process of instruction in speaking, writing and reading, with especial reference to the education of the Deaf and Dumb. In a series of letters.

179. LINCKE, CHARLES GUSTAVUS, Physician and Surgeon, and Member of the Leipsic Medical Society.

Sammlung auserlesener Abhandlungen und Beobachtungen aus dem Gebiete der Ohrenheilkunde. Herausgegeben von Dr. C. G. Lincke. Erste Sammlung, *Leipzig*, 1836, 8vo. pp. 184. Zweite Sammlung, 1836, pp. 188. Dritte Sammlung, 1836, pp. 206. Vierte Sammlung, 1840, pp. 206. Fünfte Sammlung, 1841, pp. 242.—A Collection of choice Treatises and Observations not embraced in the Treatment of Diseases of the Ear. 1—5 volumes.

180. —. Handbuch der theoretischen und praktischen Ohrenheilkunde von Dr. Carl Gustav Lincke. Erster Band, Die Anatomie, Physiologie und pathologische Anatomie des Gehörorgans. *Leipzig*, 1837.

8vo. pp. 682. Zweiter Band, 1840, pp. 482.—A theoretical and practical Manual for the cure of diseases of the ear. In two volumes.

181. MARTENS, DR. FRANCIS HENRY.

Bouvyer-Desmortiers Untersuchung über Taubstumme und die Mittel, ihnen das Gehör und die Sprache zu verschaffen. Aus dem Französischen. Mit Anmerkungen übersetzt von Dr. Franz Heinrich Martens. Leipzig, 1801, 8vo. pp. 252.—Bouvyer-Desmortiers' Inquiry respecting the Deaf and Dumb, and the means of supplying for them hearing and speech. Translated from the French with Notes.

182. MUECKE, JOHN.

Anleitung zum Unterrichte der Taubstummen in der Lautsprache nebst einigen Bemerkungen über die Geberdenzeichen der Taubstummen von Johann Mücke. Prag, 1834, 8vo. pp. 120.—A Guide in the instruction of the deaf and dumb in Articulation, with some remarks upon the gesture-signs of the deaf and dumb.

183. NEUMANN, DR. FERDINAND, Principal of the Royal Deaf and Dumb Institution at Koenigsberg in Prussia.

Die Taubstummen-Anstalt zu Paris im Jahre 1822; eine historisch-pedagogische Skizze, als Beitrag zur Kenntniss und Würdigung der französischen Methoden der Taubstummen-Unterrichts; nebst Geschichte und Literatur des Taubstummen-Unterrichtes in Spanien und Frankreich. Von Dr. Ferdinand Neumann, Direktor der königlichen Taubstummen-Anstalt zu Koenigsberg in Preussen. Koenigsberg, 1827, 8vo. pp. 184.—The Deaf and Dumb Institution at Paris in the year 1822; a historic-pedagogical Sketch, as a Contribution to the knowledge and estimation of the French Method of deaf-mute instruction; with the History and Literature of the Instruction of the Deaf and Dumb in Spain and France.

184. NEUMANN, DR. FERDINAND, and C. W. SÆGERT.

Die biblischen Geschichten des alten und neuen Testaments für den ersten Religionsunterricht der Taubstummen von Dr. Ferdinand Neumann, aus seinem Nachlasse vervollständigt herausgegeben von C. W. Sægert, Director der Taubstummen-Anstalt zu Berlin. Magdeburg, 1840, 8vo. pp. 57.—The Biblical History of the Old and New Testaments, for the first religious instruction of the deaf and dumb.

185. —. Die Evangelien ein Cyclus von sonntäglichen Erbauungen für (insbesondere taubstumme) Confirmanden, von Dr. Ferdinand Neumann Magdeburg, 1840, 8vo. pp. 143.—The Gospels, a Cycle of Sabbath Exercises, for (especially deaf-mute,) Candidates for Confirmation.

186. REICH, C. G., Principal of the Deaf and Dumb Institution at Leipsic.

Der erste Unterricht des Taubstummen mit angefügten Declinations-Conjugationstabellen und einer Zeittafel von M. C. G. Reich, Director des Taubstummen-Institutes zu Leipzig. *Leipzig, 1834, 8vo. pp. 436.*

—The first instruction of the Deaf and Dumb, with Declension and Conjugation Tables annexed, and a Chronological Table.

187. REIMAR, L., and C. WILKE.

Grammatische Bildersibel zur Schreib lese-Methode von L. Reimar, und C. Wilke. *Berlin, 1843, 8vo. pp. 104.*

188. REITTER, MICHAEL, Minister at Kallham in Upper Austria.

Methoden-Bueb zum Unterricht für Taubstumme von Michael Reitter, Pfarrer zu Kallham in Ober-Oesterreich. *Wien, 1828, 8vo. pp. 260.*

—Method-Book for the Instruction of the Deaf and Dumb. Vienna, 1828.

189. RIEDEL, Dr. J. C. L.

Ueber die Krankheiten des Ohrs und Gehörs, mit Abbildungen und genauer Beschreibung der Gehörorgane, u. s. w. Von Dr. Johann Christoph Ludwig Riedel. *Leipzig, 1832, 12mo. pp. 161.*—Upon the diseases of the ear, with cuts, and an exact description of the organs of hearing.

190. RIES, Dr. DANIEL CHRISTOPHER, Professor of Theology, etc.

Versuchte Vereinigung zweier entgegengesetzten Meinungen über den Ursprung der Sprache auf Erfahrungen und Beobachtungen an Taubstummen gegründet mit Beziehung auf Zeitmeinungen über Vernunft, Offenbarung und Religion von Daniel Christoph Ries, Dr. und Professor der Theologie an der ehemaligen Mainzer Universität, u. s. w. *Frankfurt am Main, 1806, 8vo. pp. 206.*—An attempted agreement of two opposite opinions respecting the Origin of Language, founded upon Experience and Observation of the Deaf and Dumb, with a reference to the prevailing opinions on Reason, Revelation and Religion.

191. ROSENKRANZ, J. E. C. L., Teacher at Ausbach.

Der Taubstumme, aus dem philanthropischen und pädagogischen Gesichtspunkte betrachtet zur Beherzigung für Aeltern und Lehrer von Joh. Eg. Chr. Leonh. Rosenkranz, Schul- und Taubstummenlehrer in Ausbach. *Nürnberg, 1837, 8vo. pp. 120.*—The Deaf and Dumb regarded in a philanthropic and pedagogic view, for the consideration of Parents and Teachers.

192. SCHERR, J. TH.

Meine Beobachtungen, Bestrebungen und Schicksale während meines Aufenthaltes im Kanton Zurich vom Jahr 1825 bis 1839. Von J. Th.

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Achtzehnter Jahresbericht der Taubstummen-Anstalt des Staates, Ohio, 1844.—An edition of the Eighteenth Annual Report of the Deaf and Dumb Institution of the State of Ohio, in the German language.

**273. HARTFORD, CONN.**

The Twenty-fifth Report of the Directors of the American Asylum, at Hartford, for the Education and Instruction of the Deaf and Dumb. Exhibited to the Asylum May 15, 1841. *Hartford*, 1841. 8vo. pp. 24.

The Twenty-sixth Report of the same. 1842. pp. 34.

The Twenty-seventh Report do. 1843. pp. 36.

The Twenty-eighth Report do. 1844. pp. 48.

The Twenty-ninth Report do. 1845. pp. 132.

**274. INDIANAPOLIS, IA.**

First Annual Report of the Trustees of the Indiana Asylum for the Education of the Deaf and Dumb, to the Legislature of the State of Indiana, for the year 1844. *Indianapolis*, 1844, 8vo. pp. 14.

**275. KNOXVILLE, TENN.**

The First Biennial Report of the Board of Trustees of the Tennessee Institution for the Education of the Deaf and Dumb, to the Legislature of the State of Tennessee, for 1844-5. *Nashville*, 1845, 8vo. pp. 32.

**276. NEW-YORK.**

Twenty-third Annual Report of the Directors of the New-York Institution for the Instruction of the Deaf and Dumb; to the Legislature of the State of New-York, for the year 1841. *New-York*, 1842, 8vo. pp. 58.

Twenty fourth Report for the year 1842, pp. 52.

Twenty-fifth " " " 1843, " 84.

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Report on the Institutions for the Deaf and Dumb in Central and

Western Europe, in the year 1844, to the Board of Directors of the New-York Institution, by Rev. George E. Day, delegate of the Board; and Letter of Instructions, by Harvey P. Peet, Principal of the Institution. [Documents appended to the Twenty-sixth Annual Report.] *New-York, 1845. 8vo. pp. 154.*

By-Laws of the Directors of the New-York Institution for the Instruction of the Deaf and Dumb; with the act of incorporation, and other legislative acts. *New-York, 1845, 8vo. pp. 24.*

277. PHILADELPHIA.

The Annual Report of the Board of Directors of the Pennsylvania Institution for the Deaf and Dumb, for 1840. *Philadelphia, 1841, 8vo. pp. 12.*

The Annual Report of the same for 1841, pp. 8.

" " " " " 1842, " 16.

" " " " " 1843, " 24.

" " " " " 1844, " 16.

278. REVIEW of Mr. MANN's Report. From the *North American Review*. Oct. 1844.

## TERMS OF ADMISSION.

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I. Pupils are provided for by the Institution in all respects, clothing and traveling expenses excepted, at the rate of one hundred and thirty dollars each, per annum. Clothing will also be furnished by the Institution if desired, at an additional annual charge of thirty dollars. Payment is required semi-annually in advance.

II. The regular time of admission is at the close of the vacation, which extends from the second Wednesday of July, to the first Wednesday of September. No pupil will be received at any other time except in very extraordinary cases.

III. No deduction will be made from the annual charge in consequence of absence or on any account whatever, except sickness, nor for the vacation.

IV. Pupils are at liberty to reside during the vacation in the Institution, without extra charge.

V. Applicants for admission, to be educated at the public expense, should be between the ages of twelve and twenty-five years. The Institution will not hold itself bound to receive any not embraced within this rule, but may do so at discretion.

VI. Satisfactory security will be required for the punctual payment of bills, and for the suitable clothing of the pupils.

VII. Applications from a distance, letters of inquiry, &c., must be addressed, post-paid, to the President of the Institution. The selection of pupils to be supported at the public expense, is made by the Secretary of State at Albany, to whom all communications on the subject must be addressed.

VIII. Should objections exist to the admission of any individual, the Board reserve to themselves or their officers a discretionary power to reject the application.

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, for medical attendance, medicines, or other necessary provisions.

It is suggested to the friends of deaf-mute children, that the names of familiar objects may be taught them with comparative ease before their admission, and that the possession of such knowledge in any degree, materially facilitates their subsequent advancement. To be able to write an easy hand, or at least to form letters with a pen, is likewise a qualification very desirable. In reference to this subject, it is recommended that the words which constitute writing lessons, or *copies*, preparatory to admission, should be such as have been previously made intelligible to the learner.

In the case of each pupil entering the Institution, it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested.

1. Was the deafness from birth, and owing to some original constitutional defect; or was it produced by disease or accident? And if so, in what way, and at what time?
2. Are there any cases of deafness in the same family, or among any of the ancestors or collateral branches of kindred; and how, and when produced?
3. Is the deafness total or partial, and have any means been employed to remove it; and what are the results of such efforts?
4. Have any attempts been made to communicate instruction, and is the individual acquainted with any trade or art, or with the mode of forming letters with a pen?
5. Is the individual laboring under any bodily infirmity, such as palsy, nervous trembling, or mal-formation of the limbs; or does he or she show any signs of mental imbecility or idiocy?
6. What are the names, occupation and residence of the parents?
7. If either of the parents is dead, has a second connection been formed by marriage?
8. What are the number and names of their children?

By order of the Board,

HARVEY P. PEET, *President.*

GEORGE S. ROBBINS, *Secretary.*

## ALPHABET OF THE DEAF AND DUMB.

---

**A a**



**B b**



**C c**



**D d**



**E e**



**F f**



**G g**



**H h**



**I i**



**J j**



**K k**



**L l**





P P



Q Q



R r



S s



T t



U u



V v



W w



X x



Y y



Z z



aa



TWENTY-EIGHTH ANNUAL REPORT

AND

DOCUMENTS

OF

THE NEW-YORK INSTITUTION FOR THE INSTRUCTION

OF THE

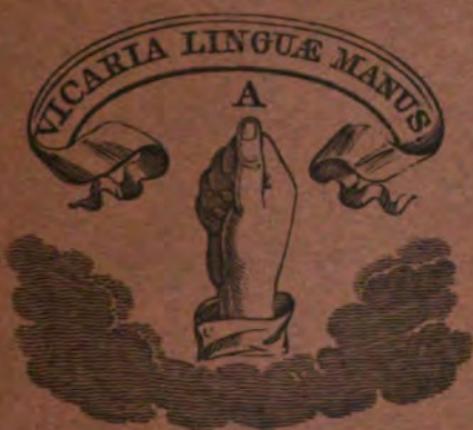
DEAF AND DUMB;

TO THE

LEGISLATURE OF THE STATE OF NEW-YORK.

FOR THE YEAR

M D C C C X L V I



NEW-YORK:

EGBERT, HOVEY & KING,  
PRINTERS TO THE INSTITUTION.

1847.

TWENTY-EIGHTH ANNUAL REPORT

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## OFFICERS AND DIRECTORS.

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HARVEY P. PEET, A. M., PRESIDENT.

PROSPER M. WETMORE, FIRST VICE PRESIDENT.

BRITAIN L. WOOLLEY, SECOND VICE PRESIDENT.

ROBERT D. WEEKS, TREASURER.

GEORGE S. ROBBINS, SECRETARY.

LEWIS SEYMOUR,

TIMOTHY HEDGES,

SHEPHERD KNAPP,

AUGUSTIN AVERILL,

SAMUEL S. HOWLAND,

HENRY E. DAVIES,

WILLIAM W. CAMPBELL,

benjamin R. WINTHROP,

ISRAEL RUSSELL,

JOHN C. GREEN,

MOSES TAYLOR,

ELISHA D. HUBLEY,

ORASMIUS BUSHNELL,

FRANCIS HALL,

JAMES HARPER,

REV. G. T. BEDELL,

GEORGE J. CORNELL,

CHARLES N. TALBOT,

J. J. METCALFE,

J. SMYTH BOONES.

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## STANDING COMMITTEES.

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### *Finance Committee.*

BRITAIN L. WOOLLEY, Chairman.

SHEPHERD KNAPP,

JOHN C. GREEN,

GEORGE J. CORNELL,

MOSES TAYLOR.

### *Committee of Instruction.*

THE PRESIDENT, Chairman *ex-officio.*

PROSPER M. WETMORE,

benjamin R. WINTHROP,

HENRY E. DAVIES,

REV. G. T. BEDELL,

WILLIAM W. CAMPBELL.

### *Executive Committee.\**

SAMUEL S. HOWLAND, Chairman.

MOSES TAYLOR,

CHARLES N. TALBOT.

### *Library Committee.*

THE PRESIDENT, Chairman *ex-officio.*

HENRY E. DAVIES,

benjamin R. WINTHROP,

PROSPER M. WETMORE,

JAMES HARPER.

### *Legacy and Law Committee.*

HENRY E. DAVIES, Chairman.

ORASMIUS BUSHNELL,

WILLIAM W. CAMPBELL.

### *Committee on Buildings and Improvements.*

THE PRESIDENT Chairman *ex-officio.*

GEORGE S. ROBBINS,

BRITAIN L. WOOLLEY,

ROBERT D. WEEKS,

benjamin R. WINTHROP.

AUGUSTIN AVERILL.

\* The Members of this Committee hold their office for three months.

# INSTITUTION FOR ADOPTED CHILDREN

ESTABLISHED IN 1833. A HOME FOR EX-EMANCIPATED CHILDREN.

## INTELLECTUAL DEPARTMENT.

### President of the Institution.

HARVEY PRINDLE PEET, A. M.

### Professors and Teachers.

DAVID ELY BARTLETT, A. M.

JOSIAH ADDISON CARY, A. M.

ORAN WILKINSON MORRIS, A. M.

JACOB VAN NOSTRAND, A. M.

THOMAS GALLAUDET, A. M.

ISAAC LEWIS PEET, A. B.

JEREMIAH WOOD CONKLIN,

GILBERT C. W. GAMAGE,

FISHER AMES SPOFFORD,

ISAAC HOYT BENEDECT.

## DOMESTIC DEPARTMENT.

### Physician.

NICHOLAS MORRELL, M. D.

### Steward.

EDMUND B. PEET.

MRS. HARRIET STONER, *Matron.*

MRS. LOUISA A. FRISBIE, *Assist*

## MECHANICAL DEPARTMENT.

JOHN C. MILLER, *Book Binder.*

WM. M. GENET, *Cabinet Maker.*

JAMES W. TRASK, *Tailor.*

J. L. G. SANGER, *Shoemaker.*

GARRET MEAD, *Gardener.*

## TWENTY-EIGHTH ANNUAL REPORT.

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THE Directors of the New-York Institution for the Instruction of the Deaf and Dumb submit, to the Legislature, their Twenty-Eighth Annual Report, for the year one thousand eight hundred and forty-six.

The present Officers and Directors of the Institution are named in the foregoing list.

There were returned to the Legislature, in the catalogue appended to the last report, the names of two hundred pupils resident in the Institution. Within the past year thirty-seven have been discharged, and forty-five admitted; showing an increase of the former number of eight, and making at present in the Institution the number of two hundred and eight, one hundred and seventeen males and ninety-one females. Of these, one hundred and sixty are beneficiaries of the State; sixteen are provided for by the Corporation of the City; seven by the State of New Jersey; nineteen, in whole or in part by their friends, and the remainder, six, are supported by the Institution.

The receipts of the Society from every source, including the balance of eight hundred and seventy-six dollars and twenty-six cents, on hand at the close of the year, eighteen hundred and forty-five, have amounted to sixty-one thousand and thirty-nine dollars and twenty-three cents; and the disbursements to sixty-seven thousand four hundred and twenty-one dollars and fifty-eight cents; showing a balance due the treasurer of six thousand two hundred and eighty-two dollars and thirty-five cents.

The treasurer's account exhibiting this result, and which is herewith submitted in detail, shows a greater amount of receipts than what have been realized in ordinary years. It embraces the proceeds of a loan of twenty thousand dollars effected for the erection of additional buildings, and also five quarterly payments for State pupils, the one due on the 31st December, 1845, not having been received in season to be credited in the account of that year, and consequently is included in the receipts of the year just closed.

The additions to, and alterations in, the buildings, required for the accommodation of the thirty-two additional State pupils provided for by the Act of 1845, and for an increased number of other pupils, have so far augmented the expenditures of the year, as to make it necessary to anticipate the revenues of the Institution by a large loan secured by mortgage on the premises. A similar measure was resorted to when the original building was erected in 1828-9; and it is anticipated that the present debt will be discharged, as the former was, in a few years, by prudence and economy, from the ordinary resources of the Institution, and from the subscriptions and donations of our benevolent and wealthy citizens.

The most important event of the year is the completion of the additions and alterations just referred to. A brief description of these additions, and of the present appearance and arrangements of the buildings, while it seems proper as a matter of accountability to the Legislature, will form a topic of general interest especially to the friends and connections of the eleven or twelve hundred deaf mutes residing in this State.

After mature deliberation, it was decided that the most eligible mode of enlarging the buildings was by the erection of two wings, not adjoining to, but connected with, the main building. From a desire, as well to make the edifice

creditable in appearance and architectural proportions, and in that respect not unworthy of the City and State, as to obviate the further enlargement which would otherwise not improbably become necessary under less favorable circumstances within a few years more, it was judged best to have the new wings of such dimensions as to ensure accommodations for a considerable future increase of pupils, and at the same time to admit of important improvements in the internal arrangements of the buildings.

The wings are each thirty feet in front, by eighty-five feet deep, parallel with the east and west ends of the central building, with which they have connections on the south front twenty feet each in length and depth. They are less in height than the central building, the latter having five stories including the basement, while the wings present but three.

As seen from the south-west the buildings now present a front of two hundred and ten feet, of which one hundred and ten is the front of the original building, the two wings and their connections extending fifty feet farther on each side. Besides being less in height, the wings recede a few feet from the line of the front; and the otherwise monotonous effect of a long line of windows is farther relieved, by a portico of height and length, proportioned to the other dimensions of the building.

Viewed on the north from Fifth-street, the appearance is that of a centre receding from, and four wings abutting upon, the street, with an open area in front of the centre, and with areas between each pair of wings inclosed by brick walls with gates. These gates and areas, communicating with doors in the basements, form two distinct communications with the street from the male and female departments respectively. The areas last mentioned, besides the connecting building which closes them at the bottom, are

crossed by covered and inclosed galleries for the convenience of the pupils in passing to and from the school-rooms, chapel and dining room.

There are two principal entrances each covered by a porch, one in the centre of the south front, and the other directly opposite, in the north front. The latter is the public entrance from the street; the former gives access to the lawn and grounds. Besides these there are private entrances in the basement, by which the pupils pass from their apartments to the shops, grounds and out buildings. A hall extends through the centre of the building from one public entrance to the other, on each side of which, in front, are parlors for visitors, and at the opposite end, to the left, the office of the steward.

This hall is crossed by another one hundred and fifty feet in length, terminating, to the left, in the boys' sitting room in the new east wing, and to the right, in the girls' sitting room, in the new west wing. On the south side of this long hall, which may be called the principal public thoroughfare of the Institution, are the library and the cabinet where the meetings of the Directors are ordinarily held, and the office of the President, to the left; and to the right, his family apartments. This hall also communicates, by means of staircases, with rooms for the teachers and for occasional visitors, on the second and third floors of the central building. On the same floors are other family apartments, and the hospitals, which last, we are happy to say, are usually for a large part of the year unoccupied. Other passages and staircases running north from the long hall, parallel with the first hall, form the communication from the public rooms and from those of the teachers to the chapel and school rooms. These last, ten of which are now in use, and others can be so used when necessary, are in the inner wings and in the adjoining portion of the main

building. The passages through the galleries before mentioned, by which the pupils pass from their sitting rooms to the chapel and school rooms, are parallel with the long hall and in line with the north portico.

In the centre of the basement is the dining room, a spacious apartment in the form of the letter T, sixty by one hundred and ten feet, in its greatest dimensions, in which the President and his family, and all the teachers and other persons employed, who reside in the Institution, take their meals with the pupils, forming a household of about two hundred and fifty souls. The remainder of the central basements are occupied by the kitchen, bakery and other similar offices, and the rooms for the domestics. The washing rooms for the pupils are in the basements of the new wings, immediately under the sitting rooms.

The lodging rooms of the pupils are over their sitting rooms, in the upper stories of the new wings, and in the corresponding stories of the main building. They are spacious, airy and well ventilated and warmed by heated air from furnaces in the basement.

The governing principle in the plan of the building has been, that of keeping the male and female departments entirely separate and distinct. Each has, at the opposite and remote extremes of the building, its own suite of apartments, comprising washing, sitting, dressing and lodging rooms, and each is connected with the apartments in which the males and females assemble for meals, religious worship and instruction, by separate passages and staircases. This and other similar arrangements have an important influence in forming habits of order and decorum.

It remains only to speak of the new chapel. This beautiful room is on the third floor of the central building, directly over the main entrance and first hall. It has an area of sixty by thirty feet, greater than that of some country

churches. To give the ceiling an elevation in keeping with the size and character of the apartment, and to admit of its being lighted with good effect from above, the two upper stories have here been thrown into one. The height, thus gained, gives fine effect to the dome by which the room is lighted, and to the painted ceiling, and admits of a much better elevation of the seats.

On the east side, under the dome, is a platform elevated sixteen inches, for the officiating teacher, with a small desk in front, and a row of large slates along the wall behind. On these slates the text and heads of the discourse are written, on ordinary occasions; and at public exhibitions, they are used by the exhibiting class. The seats which will accommodate four hundred persons, are arranged on five sides of an octagon, those in front of the platform being ordinarily occupied by the pupils, while the side seats are reserved for visitors and spectators, the number of whom has, on some public occasions, been so great as to make the want of room in the former chapel quite uncomfortably felt. Each seat rises above the one before it, by the height of twelve inches, giving to the last an elevation of eight feet.

The exercises in a chapel for the deaf and dumb are addressed to the eye alone. Hence it is a point of importance that the person of the lecturer should be in the most favorable light, and that the elevation and arrangements of the seats be such, that each member of the congregation may have a direct and unobstructed view of the platform, and if in addition to these advantages, the proportions and general aspect of the room be such as to favor a frame of mind not unsuitable to serious contemplation and to elevation of feeling, the chapel for deaf mutes in which all these merits are combined may be considered a model. Such it

has been the endeavor of the Board to make the present chapel of the Institution under their care.

Though the new wings were ready for occupation at the reassembling of the school, in September, all the internal arrangements and improvements, particularly the fitting up of the chapel, were not completed till the beginning of December. On the second of that month, the completion of the improvements, which have so greatly increased the capacity of the Institution for usefulness, was celebrated by ceremonics partaking of the double character of a religious dedication, and of a family festival. A particular account of the exercises of this interesting occasion has been published in pamphlet form, to which the Legislature is respectfully referred for further information on that head.

The inmates of the Institution, have with a few exceptions, enjoyed good health during the past year. After all the means, which experience and medical skill can suggest, for the prescrvation of health and the alleviation of sickness, have been employed, we can but leave the result to Him in whose hands are the issues of life and death, and in the mysterious course of whose high providence the brightest promise of youth is so often taken away from the hopes and affections of this life.

That the regulations of the Institution are favorable to health we have the satisfaction to find proved, not indeed by total exemption from sickness and death, but by comparing our own experience with that of other communities in proportion to numbers.

The deaths in the Institution, during the past year, have been two ; a young man by congestive fever, and a girl by dysentery. Both cases occurred in the beginning of Autumn, when similar complaints were fatally prevalent in many parts of the country. Three deaths only in the last

three years, in a family of more than two hundred persons, is a decidedly favorable result; certainly far more favorable than the usual rates of mortality in even the most healthy portions of the country.

The proportion of deaths in the Board of Directors has been far greater than among the pupils. In our twenty-sixth annual report is recorded the decease of *two*, and in the twenty-seventh, of *three* of our most experienced and honored associates. Yet another loss has recently been sustained in the sudden death of **SAMUEL DOWNER**, for the past thirteen years an active and useful member of the Board. The Institution has thus, within less than three years, lost by death one-fourth of its Board of Directors, including two Presidents, one Vice-President and three other distinguished members, all of whom were, by the inscrutable decree of Providence, called away while their powers seemed unimpaired, and their usefulness was at its height. A remarkable circumstance in these afflictive bereavements is that four of the six were removed suddenly and unexpectedly.

In the Appendix to this report will be found a paper from the pen of **NICHOLAS MORRELL, M. D.**, the attending physician, on the causes and treatment of deafness, which cannot fail to be regarded as a valuable contribution to the recorded experience of those who have pursued investigations in this branch of human suffering.

In addition to the gratuitous services of Doctors **HAWES** and **BROWN** in dental surgery, the pupils have had the attentions, in this department, of Dr. **CASE**, a young but promising dentist, who came to the Institution and spent several days in ministering to their wants.

Our obligations are due, and cheerfully acknowledged, to the New-York Bible Society for a generous supply of Bibles to those of our pupils who had reached that point in their

education to derive benefit from the perusal and study of the Word of God ; and especially for the presentation of an elegant copy of the Sacred Scriptures for the chapel.

Mr. PORTER, one of the professors, resigned his place, in July last. The vacancy was supplied by the appointment, as teacher, of ISAAC H. BENEDICT, a deaf mute, and a distinguished graduate of the Institution. With this exception, there has been no changes in this department. Most of the present teachers have had several years experience in the instruction of the deaf and dumb, and possess the full confidence of the Board.

The arrangement for the accommodation of the families of the married professors, mentioned in the last report, has been carried into effect. The four dwellings have been completed, and three of them are already occupied in the manner contemplated, the fourth being leased out for the present. Many obvious business and social advantages to the Institution are secured by the permanent neighborhood of its most able and experienced teachers.

The mechanical branches continue, as heretofore, to defray, or nearly so, their own expenses. The book-bindery returns a small cash profit, and the other branches effect a saving in the necessary supplies of clothing for the pupils, and in the repairs of furniture and fixtures, probably at least equal to the expense of superintendence and materials. It is gratifying to find that the important benefits of mechanical instruction can be secured without addition to the annual expenses of the Institution ; but were it otherwise, for reasons fully expressed in former reports, connected with the future comfort and respectability of our pupils, the shops would still be maintained.

The branches taught are the same as heretofore, namely, book-binding, cabinet-making, shoe-making, and tailoring. One or two other branches may doubtless be advantageous-

ly added, when the circumstances of the Institution shall be such as to justify it. The cultivation of the garden and grounds attached to the Institution, and from which no small portion of its comforts and luxuries are derived in their season, affords opportunity of improvement in the theory and practice of cultivation, to several lads who prefer the business of farming.

The increase of pupils, which has rendered an enlargement of the house necessary, has, as might be expected, made the want of room felt in the shops also. Here fortunately the inconvenience is susceptible of an easy remedy. By erecting a separate building for a stable, that part of the range of buildings on Fiftieth-street, now occupied for that purpose, can be added to the shops. This measure has been some time in contemplation, but has been deferred from the more pressing necessity of enlarging the principal edifice.

A township of land was, in 1819, granted by Congress to the Connecticut Asylum for the deaf and dumb, at Hartford, and subsequently, in 1826, a similar grant was made to the Kentucky Asylum. The New-York Institution, in common with some other American Institutions, did not neglect to urge its claim to like favor, and in more than one instance, a bill for this purpose actually passed one House of Congress, failing in the other for the want of time. The justice of making an equal provision for other Institutions, presenting precisely the same claims with the two already provided for, has been generally admitted; and the Directors were encouraged to hope, that a renewal of their application might meet with better success. It was, therefore, decided last winter to send a delegation to the seat of Government. Accordingly in April last the President and a Committee of the Board, with several deaf mutes, proceeded to Washington, held an exhibition in the Hall of the House of Representa-

tives, made personal representations and explanations to influential members, and took such other measures as seemed best calculated to further the objects of the visit. A very favorable impression was made, and many friends secured; but the excitement of an unusually stormy session, in the midst of financial and political changes, and on the eve of a war, prevented our application from receiving sufficient consideration to give it precedence over the multitude of private and public matters pressing upon the attention of Congress. The question is still before that body, and the Directors hope that it may yet meet with that success which its importance demands.

The Board have the satisfaction to announce the publication of a second edition of the volume of Elementary Lessons, by Mr. PEET, the first edition of which, has proved so extensively useful. The new edition, which has been revised with much care, and is illustrated by more than four hundred cuts, will doubtless become a standard work, wherever the English language is to be taught to intellects but partially developed.

Another part of Mr. PEET's Course of Instruction, the volume of Scripture Lessons, has also been published. This valuable little work, on a plan entirely new, and in its execution equally remarkable for clearness and simplicity, brevity and comprehensiveness, though more especially intended for the deaf and dumb, is well adapted to the use of children who hear; and for the benefit of the latter, a large edition has been issued and put into circulation through channels that can hardly fail to render it very extensively accessible to the young.

The system of instruction pursued in the Institution is the fruit of nearly thirty years experience and study. Doubtless still susceptible of further improvement, as it now exists, it produces, in the hands of our present able teachers, results

which, not many years since, would have been deemed incredible, but which have now become so much a matter of course, that they almost cease to surprise us.

For the highly prosperous and gratifying condition of this department, as evinced at the annual examination, in July last, the Board refer to the report, which is annexed, of the Committee appointed to conduct that examination. They would also refer to the testimony of J. WATSON WILLIAMS, Esq., who attended as a visitor on the part of the State, by appointment of the Superintendent of Common Schools.

In our last Report it was stated that the Board had decided to introduce articulation and reading on the lips, as part of the course of instruction, in cases where there seemed a fair prospect of ultimate benefit. The experiment was accordingly commenced with the greater portion of the pupils, though most of them evinced a decided repugnance to this exercise. After a patient trial of several weeks, further efforts were, with the greater number, abandoned as a perfectly useless waste of time. A few cases in each class were found in which, by persevering efforts, and at much expense of time, some benefit may be expected. A more particular account of these cases will be found in the report of the Examining Committee first referred to.

The Board have now brought to a close the record of their labors for another year. For many years past they have had the pleasure of seeing the Institution advance, from year to year, in public estimation, in the confidence of the Legislature, in the means of usefulness, and in all the higher attributes of an Institution by whose influences, the moral and intellectual faculties of hundreds of immortal minds are to be moulded. In reviewing the results of their past labors, they find much to encourage to perseverance in their work of benevolence. It shall be their endeavor

that the Institution shall continue to deserve, as it is their confident hope that it will continue to receive, the support of the Legislature and the confidence of the public.

By order of the Board of Directors,

HARVEY P. PEET, *President.*

GEORGE S. ROBBINS, *Secretary.*

# APPENDIX.

No. 1.

## LIST OF PUPILS

In the New-York Institution for the Instruction of the Deaf and Dumb, Dec. 31st, 1844.

### MALES.

| NAMES.                    | TOWN.                       | COUNTY.                 |
|---------------------------|-----------------------------|-------------------------|
| Acker, John C. . .        | <i>New-York</i> , . . .     | <i>New-York</i> .       |
| Andrews, Asahel . .       | <i>Attica</i> , . . .       | <i>Wyoming</i> .        |
| Archer, George P. . .     | <i>Greenburgh</i> , . . .   | <i>Westchester</i> .    |
| Arnold, Charles H. . .    | <i>Troy</i> , . . .         | <i>Rensselaer</i> .     |
| Brown, James W. . .       | <i>Tioga Centre</i> , . .   | <i>Tioga</i> .          |
| Barton, Ebenezer . .      | <i>New-York</i> , . . .     | <i>New-York</i> .       |
| Bell, John Thomas . .     | " . . .                     | "                       |
| Benedict, Edward, . .     | <i>Victory</i> , . . .      | <i>Cayuga</i> .         |
| Bothwell, Martin . .      | <i>Clayton</i> , . . .      | <i>Jefferson</i> .      |
| Breg, William . . .       | <i>Cohocton</i> , . . .     | <i>Steuben</i> .        |
| Briggs, Abram Lot . .     | <i>Williamson</i> , . .     | <i>Wayne</i> .          |
| Brown, Peter . . .        | <i>New-York</i> , . . .     | <i>New-York</i> .       |
| Brundige, Ananias C. .    | <i>Pittstown</i> , . . .    | <i>Rensselaer</i> .     |
| Bucklen, Simeon D. .      | <i>West Winfield</i> , . .  | <i>Herkimer</i> .       |
| Camp, James M. . .        | <i>Bethany</i> , . . .      | <i>Genesee</i> .        |
| Chapple, Solomon . .      | <i>Stafford</i> , . . .     | "                       |
| Charlon, Henry . . .      | <i>Ausable</i> , . . .      | <i>Clinton</i> .        |
| Chesecbro, Nathaniel H. . | <i>Brookfield</i> , . . .   | <i>Madison</i> .        |
| Chestney, William . .     | <i>Saratoga Springs</i> , . | <i>Saratoga</i> .       |
| Cilly, Benjamin . . .     | <i>Bolton</i> , . . .       | <i>Warren</i> .         |
| Clark, Matthew . . .      | <i>Malone</i> , . . .       | <i>Franklin</i> .       |
| Collin, James E. M. .     | <i>Charleston</i> , . . .   | <i>South Carolina</i> . |
| Cornell, Alvan H. . .     | <i>Jamestown</i> , . . .    | <i>Chautauque</i> .     |
| Cross, Adelmer . . .      | <i>Cherry Valley</i> , . .  | <i>Otsego</i> .         |
| Cross, George . . .       | " . . .                     | "                       |
| Cusfee, Aaron Lee . .     | <i>Sag Harbor</i> , . . .   | <i>Suffolk</i> .        |
| Carter, Moses . . .       | <i>Hopewell</i> , . . .     | <i>Ontario</i> .        |
| Clarkson, James . . .     | <i>Rahway</i> , . . .       | <i>New Jersey</i> .     |

| NAMES.                        | TOWN.                      | COUNTY.                |
|-------------------------------|----------------------------|------------------------|
| Chandler, John . . .          | <i>Mexicoville</i> , . . . | <i>Oswego.</i>         |
| De Hart, Joseph . . .         | <i>New-York</i> , . . .    | <i>New-York.</i>       |
| Donley, William . . .         | " . . .                    | "                      |
| Driscall, George . . .        | <i>Greene</i> , . . .      | <i>Chenango.</i>       |
| Garrybrandt, Zenas . . .      | <i>Havana</i> , . . .      | <i>Chemung.</i>        |
| Getman, Ozias . . .           | <i>Ephratah</i> , . . .    | <i>Fulton.</i>         |
| Gilbert, Gustavus O. . .      | <i>Sparta</i> , . . .      | <i>Livingston.</i>     |
| Golder, John B. . .           | <i>Jamaica</i> , . . .     | <i>Queens.</i>         |
| Grommon, Truman . . .         | <i>Adams</i> , . . .       | <i>Jefferson.</i>      |
| Golden, Peter R. . .          | <i>Hampden</i> , . . .     | <i>Delaware.</i>       |
| Guile, Walter Scott . . .     | <i>Lyme</i> , . . .        | <i>Jefferson.</i>      |
| Grow, Charles M. . .          | <i>Potter</i> , . . .      | <i>Yates.</i>          |
| Hennion, Abraham Willis . . . | <i>Pompton</i> , . . .     | <i>Passaic, N. J.</i>  |
| Harvey, Andrew Kirk . . .     | <i>Binghampton</i> , . . . | <i>Broome.</i>         |
| Hill, David . . .             | <i>Onondaga</i> , . . .    | <i>Onondaga.</i>       |
| Haight, Henry . . .           | <i>New-York</i> , . . .    | <i>New-York.</i>       |
| Harrington, Patrick; . . .    | " . . .                    | "                      |
| Harrison, John . . .          | <i>Elmira</i> , . . .      | <i>Chemung.</i>        |
| Harrison, George W. . .       | <i>Williamson</i> , . . .  | <i>Wayne.</i>          |
| Hatch, Edward . . .           | <i>New-York</i> , . . .    | <i>New-York.</i>       |
| Havens, David . . .           | <i>Plattsburgh</i> , . . . | <i>Clinton.</i>        |
| Hills, Joseph B. . .          | <i>Fabius</i> , . . .      | <i>Onondaga.</i>       |
| Hogenkamp, Daniel . . .       | <i>Haverstraw</i> , . . .  | <i>Rockland.</i>       |
| Houston, Jefferson . . .      | <i>New-York</i> , . . .    | <i>New-York.</i>       |
| Howell, William . . .         | <i>Columbia</i> , . . .    | <i>South Carolina.</i> |
| Hurley, John . . .            | <i>New-York</i> , . . .    | <i>New-York.</i>       |
| Jewell, Ephraim . . .         | <i>Java</i> , . . .        | <i>Wyoming.</i>        |
| Jobes, George W. . .          | <i>Lloyd</i> , . . .       | <i>Ulster.</i>         |
| Jones, Lawrence N. . .        | <i>Richland</i> , . . .    | <i>Oswego.</i>         |
| Jones, Morgan . . .           | <i>New-York</i> , . . .    | <i>New-York.</i>       |
| Kerrigan, John . . .          | " . . .                    | "                      |
| Ketcham, George E. . .        | " . . .                    | "                      |
| Le Duc, Gerard . . .          | <i>Ogdensburg</i> , . . .  | <i>St. Lawrence.</i>   |
| Levy, Isaac . . .             | <i>New-York</i> , . . .    | <i>New-York.</i>       |
| Ling, John Edward . . .       | " . . .                    | "                      |
| Larkin, Charles N. . .        | " . . .                    | "                      |
| Morehouse, Philetus E. . .    | <i>Granville</i> , . . .   | <i>Washington.</i>     |
| Morse, Patrick . . .          | <i>Harford</i> , . . .     | <i>Cortland.</i>       |
| McCoy, Zachariah . . .        | <i>Oswego</i> , . . .      | <i>Oswego.</i>         |
| McLaughlin, Michael . . .     | <i>Greenbush</i> , . . .   | <i>Rensselaer.</i>     |
| Myer, William Henry . . .     | <i>New-York</i> , . . .    | <i>New-York.</i>       |
| Martling, Robert J. . .       | " . . .                    | "                      |
| Matteson, Theodore . . .      | <i>Silverbrook</i> , . . . | <i>Chautauque.</i>     |
| Milmine, John . . .           | <i>Florida</i> , . . .     | <i>Montgomery.</i>     |
| Montfort, Cyrenius . . .      | <i>Groton</i> , . . .      | <i>Tompkins.</i>       |

| NAMES.                      | TOWN.              | COUNTY.        |
|-----------------------------|--------------------|----------------|
| Moore, Hines . . .          | Preston, . . .     | Chenango.      |
| McKean, Platt A. . .        | Ridgeway, . . .    | Orleans.       |
| McVay, John . . .           | Columbus, . . .    | Georgia.       |
| Norton, Albert . . .        | Lansingburgh, . .  | Rensselaer.    |
| Pangburn, Emory . . .       | Cooperstown, . .   | Otsego.        |
| Parker, Charles M. . .      | Sand Lake, . . .   | Rensselaer.    |
| Pickering, John L. . .      | Chateaugay, . . .  | Franklin.      |
| Rice, George R. . .         | Olean, . . .       | Cattaraugus.   |
| Rider, Henry Clarkson. . .  | Caroga, . . .      | Fulton.        |
| O'Hara, Charles . . .       | New-York, . . .    | New-York.      |
| Rider, William Henry . . .  | Brighton, . . .    | Monroe.        |
| Rider, John H. H. . .       | Westerlo, . . .    | Albany.        |
| Risley, Goodrich . . .      | Hamilton, . . .    | Madison.       |
| Rosenkrantz, William . . .  | Bath, . . .        | Steuben.       |
| Shannon, Hugh . . .         | Peekskill, . . .   | Westchester.   |
| Simlar, John . . .          | New-York, . . .    | New-York.      |
| Smith, James O. . .         | Minden, . . .      | Montgomery.    |
| Smith, Wilbur . . .         | Bethany, . . .     | Genesee.       |
| Southwick, John T. . .      | Albany, . . .      | Albany.        |
| Spicer, Devotion W. . .     | Hoosick, . . .     | Rensselaer.    |
| Starin, Robert . . .        | Danube, . . .      | Herkimer.      |
| Stewart, Fletcher . . .     | Malone, . . .      | Franklin.      |
| Stock, John . . .           | New-York, . . .    | New-York.      |
| Sweetman, Joseph . . .      | Homer, . . .       | Cortland.      |
| Taylor, James . . .         | St. Johns, . . .   | New-Brunswick. |
| Taylor, George . . .        | " . . .            | "              |
| Tainter, John . . .         | Stockbridge, . . . | Madison.       |
| Thompson, John . . .        | South Chili, . . . | Monroe.        |
| Vail, Lewis S. . .          | Goshen, . . .      | Orange.        |
| Vine, John . . .            | Rotterdam, . . .   | Schenectady.   |
| Wait, Selah . . .           | Preston, . . .     | Chenango.      |
| Weaver, John . . .          | Ballston Spa, . .  | Saratoga.      |
| Wallace, Orville L. . .     | Stockholm, . . .   | St. Lawrence,  |
| Webster, Ahira G. . .       | Fredonia, . . .    | Chautauque.    |
| Weeks, William Henry . . .  | Yorktown, . . .    | Westchester.   |
| Wells, James S. . .         | New-York, . . .    | New-York.      |
| Whitten, Daniel M. . .      | Sing Sing, . . .   | Westchester.   |
| Wilkins, N. Denton . . .    | Brooklyn, . . .    | Kings.         |
| Williston, Thaddeus . . .   | Ithaca, . . .      | Tompkins.      |
| Winslow, James Harvey . . . | Pierpont, . . .    | St. Lawrence.  |
| Witschief, John . . .       | New-York, . . .    | New-York.      |
| Wright, William . . .       | Boonville, . . .   | Oneida.        |
| Waldron, Warren . . .       | Northumberland, .  | Saratoga.      |
| Vantine, Charles W. . .     | New-York, . . .    | New-York.      |

## F E M A L E S.

| NAMES.                    | TOWN.           | COUNTY.             |
|---------------------------|-----------------|---------------------|
| Abel, Margaret .          | Perryville, .   | Hunterdon, N. J.    |
| Anderson, Cornelia .      | New-York, .     | New-York.           |
| Ashley, Amanda .          | Rochester, .    | Monroe.             |
| Ballou, Lydia Ann .       | Providence, .   | Saratoga.           |
| Barry, Mary .             | Yates, .        | Orleans.            |
| Bentley, Joanna .         | Southport, .    | Chemung.            |
| Blauvelt, Catharine .     | Clarkstown, .   | Rockland.           |
| Bostwick, Elsey C. .      | Owego, .        | Tioga.              |
| Baily, Phebe Ann .        | Spencer, .      | "                   |
| Boughton, Lucy A. .       | New-York, .     | New-York.           |
| Boughton, Augusta G. .    | " .             | "                   |
| Bower, Sally Ann .        | Lansing, .      | Tompkins.           |
| Bower, Maria Louisa .     | " .             | "                   |
| Breg, Olive .             | Cohocton, .     | Steuben.            |
| Brock, Lavinia .          | Danby, .        | Tompkins.           |
| Bronson, Sally .          | Wolcott, .      | Wayne.              |
| Buck, Martha De Witt .    | Orelia, .       | Canada, West.       |
| Casler, Mary .            | Dexter, .       | Jefferson.          |
| Cheesebro, Ariadna P. .   | Darien, .       | Walworth, Wis. Ter. |
| Colvin, Josephine Grace . | Lewistown, .    | Niagara.            |
| Cornell, Meribah .        | Jamestown, .    | Chautauque.         |
| Cornwall, Caroline .      | Athens, .       | Greene.             |
| Craft, Mary E. .          | Mount Pleasant, | Westchester.        |
| Conklin, Charlotte .      | Springfield, .  | Essex Co., N. J.    |
| Cassidy, Ellen .          | New-York, .     | New-York.           |
| Chandler, Helen .         | Mexicoville, .  | Oswego.             |
| Donovan, Ellen .          | New-York, .     | New-York.           |
| Dobbie, Margaret Ann .    | Mamaroneck, .   | Westchester.        |
| Doty, Rebecca .           | Sennet, .       | Cayuga.             |
| Doty, Phebe Ann .         | " .             | "                   |
| Dye, Olive .              | Camillus, .     | Onondaga.           |
| Easton, Elizabeth Ann .   | Roxbury, .      | Morris Co., N. J.   |
| Egleston, Delia Ann .     | Henderson, .    | Jefferson.          |
| Eacker, Margaret .        | Mohawk, .       | Montgomery.         |
| Fearon Matilda .          | New-York, .     | New-York.           |
| Gilbert, Lucy .           | Sparta, .       | Livingston.         |
| Golden, Emeline Louisa .  | Hampden, .      | Delaware.           |
| Green, Fanny Maria .      | Greenfield, .   | Saratoga.           |
| Garratt, Catharine .      | Lyons, .        | Wayne.              |
| Hawley, Julia M. .        | New-York, .     | New-York.           |
| Hilce, Parmelia .         | Depauville, .   | Jefferson.          |
| Harrison, Susan Maria .   | Williamson, .   | Wayne.              |

| NAMES.                        | TOWN.                           | COUNTY.             |
|-------------------------------|---------------------------------|---------------------|
| Hahn, Auguste . . .           | <i>Newark</i> , . . .           | <i>Essex, N. J.</i> |
| Harrington, Margaret . . .    | <i>New-York</i> , . . .         | <i>New-York.</i>    |
| Hawes, Wealthy . . .          | <i>Danby</i> , . . .            | <i>Tompkins.</i>    |
| Hibbard, Martha Ann . . .     | <i>Rochester</i> , . . .        | <i>Monroe.</i>      |
| Hills, Emily A. . .           | <i>Fabius</i> , . . .           | <i>Onondaga.</i>    |
| Hills, Jerusha M. . .         | " . . .                         | "                   |
| Hills, Lucinda E. . .         | " . . .                         | "                   |
| Hogenkamp, Emily . . .        | <i>Haverstraw</i> , . . .       | <i>Rockland.</i>    |
| Holdstock, Sarah Ann . . .    | <i>Schenectady</i> , . . .      | <i>Schenectady.</i> |
| Hunt, Maryette . . .          | <i>Nassau</i> , . . .           | <i>Rensselaer.</i>  |
| Hunter, Helen . . .           | <i>Canandaigua</i> , . . .      | <i>Ontario.</i>     |
| Irwin, Elizabeth . . .        | <i>Rochester</i> , . . .        | <i>Monroe.</i>      |
| Jones, Laura . . .            | <i>Remsen</i> , . . .           | <i>Oneida.</i>      |
| Ireland, Sarah . . .          | <i>Galway</i> , . . .           | <i>Saratoga.</i>    |
| Kellogg, Eliza Jane . . .     | <i>East Constable</i> , . . .   | <i>Franklin.</i>    |
| La Grange, Edith . . .        | <i>New Scotland</i> , . . .     | <i>Albany.</i>      |
| Lewis, Prudence . . .         | <i>Preston</i> , . . .          | <i>Chenango.</i>    |
| Lighthall, Lavinia . . .      | <i>Minden</i> , . . .           | <i>Montgomery.</i>  |
| Lighthall, Eliza . . .        | " . . .                         | "                   |
| Langlois, Eleanor . . .       | <i>Malone</i> , . . .           | <i>Franklin.</i>    |
| Many, Christiana Jane . . .   | <i>Bloominggrove</i> , . . .    | <i>Orange.</i>      |
| Milmine, Helen . . .          | <i>Florida</i> , . . .          | <i>Montgomery.</i>  |
| Mead, Emily . . .             | <i>Northville</i> , . . .       | <i>Fulton.</i>      |
| McKinney, Mary . . .          | <i>York</i> , . . .             | <i>Livingston.</i>  |
| McCarty, Mary . . .           | <i>New-York</i> , . . .         | <i>New-York.</i>    |
| McCoy, Eunice . . .           | <i>Oswego</i> , . . .           | <i>Oswego.</i>      |
| Northrop, Elizabeth Ann . . . | <i>Ontario</i> , . . .          | <i>Wayne.</i>       |
| Overton, Phebe . . .          | <i>Coram</i> , . . .            | <i>Suffolk.</i>     |
| Padmore, Sarah Ann . . .      | <i>Keeseville</i> , . . .       | <i>Essex.</i>       |
| Palmer, Eliza Ann . . .       | <i>Moriah</i> , . . .           | "                   |
| Patten, Hannah M. . .         | <i>Saratoga Springs</i> , . . . | <i>Saratoga.</i>    |
| Persons, Catharine . . .      | <i>Howard</i> , . . .           | <i>Steuben.</i>     |
| Romeyn, Jane Ann . . .        | <i>Glenville</i> , . . .        | <i>Schenectady.</i> |
| Seymour, Hannah . . .         | <i>Vienna</i> , . . .           | <i>Oneida.</i>      |
| Sharot, Ann Elizabeth . . .   | <i>New-York</i> , . . .         | <i>New-York.</i>    |
| Sullivan, Catharine . . .     | " . . .                         | "                   |
| Taber, Silence . . .          | <i>Scipio</i> , . . .           | <i>Cayuga.</i>      |
| Vanderbeck, Elizabeth . . .   | <i>New-York</i> , . . .         | <i>New-York.</i>    |
| Vanderwerken, Margaret . . .  | <i>Cincinnatus</i> , . . .      | <i>Cortland.</i>    |
| Vail, Ann Maria . . .         | <i>Goshen</i> , . . .           | <i>Orange.</i>      |
| Wallace, Jennette . . .       | <i>New-York</i> , . . .         | <i>New-York.</i>    |
| Weyant, Harriet C. . .        | <i>Binghampton</i> , . . .      | <i>Chenango.</i>    |
| White, Ann Eliza . . .        | <i>New-York</i> , . . .         | <i>New-York.</i>    |
| Whitney, Harriet . . .        | <i>Schroon</i> , . . .          | <i>Essex.</i>       |
| Willis, Maria . . .           | <i>Lyons</i> , . . .            | <i>Wayne.</i>       |

|                  |   |            |   |   |             |   |
|------------------|---|------------|---|---|-------------|---|
| Williams, Mary   | . | Orange,    | . | . | New Jersey. | . |
| Wilson, Isabella | . | Newburgh,  | . | . | Orange.     |   |
| Woodford, Almira | . | Sherburne, | . | . | Chenango.   |   |
| Young, Louisa M. | . | Augusta,   | . | . | Georgia.    |   |

|                                            |       |     |
|--------------------------------------------|-------|-----|
| Pupils supported by the State of New-York, | ..... | 160 |
| " " " Corporation,                         | ..... | 16  |
| " " " State of New Jersey,                 | ..... | 7   |
| " " " Institution,                         | ..... | 6   |
| " " " their friends,                       | ..... | 19  |
|                                            |       |     |
| Total,                                     | ..... | 208 |

## DONATIONS AND SUBSCRIPTIONS.

|                                                      |           |
|------------------------------------------------------|-----------|
| From Francis Hall, Esq., life subscription,          | \$30 00   |
| “ Rev. G. T. Bedell, annual ”                        | 3 00      |
| “ P. M. Wetmore, Esq., ”                             | 3 00      |
| “ S. S. Howland, Esq., ”                             | 3 00      |
| “ O. Bushnell, Esq., ”                               | 3 00      |
| “ Geo. J. Cornell, Esq., ”                           | 3 00      |
|                                                      | — \$45 00 |
| “ Mr. Hart, of Troy, donation,                       | 2 00      |
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| “ B. R. Winthrop, Esq., Protestant Churchman,        | 2 50      |

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 “ Hon. Washington Hunt, *Map of the Northern and North Western Boundary*.

## DONATIONS TO THE CABINET.

- By Mr. Joseph Harris, *Specimens of Natural History, &c.*  
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 “ J. W. Trask, *English Farthing, ploughed up at White Plains*.  
 “ B. R. Winthrop, *Constantine Penny*.

- By Messrs. James M. Thorburn & Co., 1 Box Garden & Flower Seeds.  
 “ Mr. Beriah Swift, 1 Coffee Mill.

The New York Institution for the Instruction of the Deaf and Dumb, its accounts current and **MONUMENT B. WRENKES**,  
Treasurer, from January 1st, 1846, to January 1st, 1847.

EXPERIMENTAL IN 1846.

|        |    |
|--------|----|
| 871    | 26 |
| 25,891 | 72 |
| 5,000  | 00 |
| 1,341  | 34 |
| 2,140  | 00 |
| 640    | 00 |
| 1,631  | 10 |
| 30,000 | 00 |
| 932    | 97 |
| 185    | 21 |
| 1,75   | 10 |
| 153    | 10 |
| 981    | 10 |
| 30,000 | 00 |
| 150    | 00 |
| 2,00   | 00 |
| 125    | 00 |
| 121    | 32 |
| 76     | 10 |
| 55     | 00 |
| 50     | 00 |
| 4,362  | 35 |
| 27     | 0  |
| 306    | 75 |
| 56     | 00 |
| 33     | 26 |
| 65     | 50 |
| 20     | 00 |
| 70     | 88 |
| 51     | 15 |

1867, Jan. 1, Balance due the Treasurer. ....

W have examined the above account and compared the entries with the vouchers, and find the same to be correct.

RE P O R T  
OF THE  
ANNUAL EXAMINATION,  
July, 1846,  
SUBMITTED BY MR. WETMORE.

THE Committee of the Board of Directors of "The York Institution for the Instruction of the Deaf and Dumb," to whom was entrusted the Annual Examination of the Institution at the close of the academic year, in July, 1846, beg leave to

R E P O R T :

That, in pursuance of their appointment, they devoted the 7th and 8th days of July, to a general inspection of all the departments of the Institution, and a particular examination of each class of pupils under instruction therein.

The Committee were favored with the presence and assistance of J. WATSON WILLIAMS, Esq., of Utica, who appeared as the visitor on the part of the State, by the appointment of the Superintendent of Common Schools. It was a sensible disappointment at the Institution, that the public engagements of Mr. BENTON prevented his personal attendance at the examination, but in Mr. WILLIAMS he deputed an able and courteous representative, whom the Committee were most happy to welcome as an associate in the discharge of the duties confided to them; and they anticipate, from the report of that gentleman, a candid exposition of the impressions he derived from the examination, together with enlightened suggestions for improvement in any department where deficiencies were detected.

The morning of the first day was devoted to a general tour of inspection. The Committee were conducted by the President through the work-shops, where the pupils were busily engaged at their respective trades, and inspected some creditable specimens of their handicraft. Each branch has a separate room, con-

venient, spacious and well-lighted ; and is placed under the care of a competent master. Judging from the neatness and order manifested, the amount of work done and the proficiency of the apprentices for the short time many of them had been under instruction, the Committee believe that the mechanical department, under the vigilant and efficient supervision of the President, is well managed ; and after a careful inspection, nothing in this branch of the establishment has occurred to them as requiring suggestions for amendment.

In these shops, the one hundred and thirteen male pupils of the Institution, with the exception of one whose circumstances do not render it expedient, are furnished with facilities for acquiring, in the fragments of time that would otherwise be thrown away, the means for securing comfort, independence and usefulness. The choice of trades submitted to the male pupils, whose judgment in this matter is of course guided by the advice of their natural guardians, embracing book-binding, cabinet-making, tailoring, shoe-making, and gardening, is, probably, as extensive as in any similar institution.

The circumstances of such an establishment admit of the successful prosecution of only a small number of trades. In making the selection just mentioned, the object has been to give the preference to those branches in which there is the most steady and certain demand for labor, and, in general, to those which would enable the Institution to find a market, within its own walls, for most of its mechanical products. The book-binding is the only branch in which the steady employment of the apprentices depends on the state of the trade. The making and repairing of furniture and fixtures, for this large establishment, is chiefly done in the cabinet-shop. Much of the clothing of the boys and of the teachers and others employed in the Institution, is made and mended in the tailors-shop. Supplying the wear and tear of two hundred active pair of feet gives plenty of employment in the shoe-shop. The lads, while acquiring the means of future support, have thus the opportunities of becoming immediately useful to themselves, or their friends, and to test practically the goodness of their work.

The shops were never designed as a source of income ; all that was expected or desired was that the avails of the labor of the

pupils should nearly balance the expenses. The advantages were looked for in the manual skill acquired, and still more in the feeling of independence and the habits of industry and regularity on which depend, in so large a measure, the usefulness and happiness of man in society. These advantages have been fully realized.

Several of the girls are receiving instruction in tailoring, and others are employed in folding and stitching books for the bookbinders, but the greater number prefer to practice the more appropriate household duties of their sex. With so many beds to make up, so many rooms to be swept and kept in order, and so many tables to be set and removed, ample opportunities are afforded to all to acquire readiness and neatness in these lighter household duties. Instruction is also given to all in plain sewing, and they generally assist in making their own clothing. A number receive more particular instruction in dress-making with a view to their future independent support. The teaching of a trade is, however, far less important to the girls than to the boys. The happiness of the former will be best promoted by remaining in the family circle and practicing those little arts which make home comfortable and pleasant.

Of the admirable management of the domestic department, under the kind and efficient Matron and her assistant, no better proof is needed than the fact, that though the erection of large additions to the main building was actively going on during the examination, yet neatness, order and comfort were preserved. The personal appearance of the pupils bore very gratifying testimony to the constant maternal care of which they were the objects.

In an establishment so extensive as this, not the least important branch of the internal department, is that of the Steward. To provide the daily supplies necessary for the support and comfort of so large a family, to ensure economy in expenditures and accuracy in accounts, are duties which require not only industry and fidelity, but a familiar acquaintance with the details of business. The Board have been fortunate in their selection of a person to fill this important trust, and the Committee most cheerfully bear testimony to the efficiency and faithfulness with which his duties have been performed.

The health of the pupils has been in general good. Only one

death has occurred during the year, in a family of more than two hundred souls. The variable weather of the last spring and summer has been peculiarly unfavorable to health. There have been, however, but few cases of serious illness, and at the time of our visit, though some few were unwell, none were seriously so. The Committee are happy to say that every possible care and attention is used to prevent sickness, and its consequent sufferings, and that the sick have all the advantages which watchfulness, kindness and tried medical skill can give.

The garden of the Institution is well cultivated. It supplies the large family of more than two hundred and thirty persons with an abundance of the smaller fruits and vegetables in their season, thus furnishing, at little cost, many luxuries the purchase of which would otherwise form a considerable item of annual expense.

The impression left on the minds of the Committee, from their inspection of the minor and incidental departments of the Institution, was highly gratifying. It was evident that under the vigilant supervision of the President, the same spirit had been infused into all the departments, each performing well its appropriate work, and contributing to the harmony of the whole.

The new wings were in a very forward state. The walls and roofs were already up and the floors and partitions rapidly approaching completion. Each wing is eighty-five by thirty feet, with a connection with the original building of twenty by twenty feet. They are one story less in height than the central building, and the architectural appearance of the whole will be neat and creditable. The additional room gained for the accommodation of pupils will be nearly equal to fifty per cent., and it is confidently expected that when the present plans are completed the Institution will be capable of receiving three hundred pupils.

The present chapel is neither large nor convenient enough for its purposes, especially on the occasions of public exhibitions, the crowds attracted to which sometimes occasion inconvenience and even positive discomfort. A new chapel is to be constructed, occupying the two upper stories of the central building, with a breadth of thirty feet, by sixty in length, and lighted from above. In this room, when completed, the friends of the Institution and those who take an interest in its annual examinations, can assem-

ble without fear of suffering, or causing discomfort for want of room, or from an obstructed view of the exercises. The appearance of the room will also be far more worthy of the object to which it is to be dedicated. A large congregation of deaf mutes will here daily assemble to join in the worship of the Most High, and receive instruction in His revealed will, and the spaciousness of the chapel, with its lofty lighted dome and convenient arrangements, while they will enable the assembly to watch the teacher's gestures with less physical effort and hence with more pleasure and benefit, will inspire feelings more in unison with the solemnity of the occasion.

The Committee attended the usual morning worship in the chapel, by which the accustomed duties of each day are commenced. It resembles the Sabbath exercises, but on a smaller scale. A text of Scripture is selected, and explained in the sign language; some appropriate remarks are usually added, and the exercises are concluded in the same silent but eloquent language. On this occasion the exercises were conducted by the President, from Ephesians iv, 22, in his usual expressive manner. It was a very interesting and touching spectacle to see two hundred deaf mutes, to whom, before a kind Providence conducted them to these walls, the worship of the Creator was an incomprehensible mystery, and the Bible a sealed book, now joining intelligibly in that worship and giving evidence by the reverential attention with which they received them, of a proper frame of mind to be benefitted by the truths of the gospel. The seed here sown, the Committee are most happy to be able to say, has, in many cases, by the blessing of God, brought forth good fruit.

The examination of the eleven classes was begun with the least advanced, which had been in the Institution only a few months, several of its members only six or seven months. At their entrance, most of them were incapable of forming a letter, and knew not the meaning of a single word. Now the whole class write rapidly, legibly and neatly with the crayon, and many of them with the pen. Their knowledge of words and phrases is very remarkable for the short time they have been under instruction.

The class was examined in the Elementary Lessons, and here it may be observed, as a general remark, that the mode of examination was, for the examiners, having before them in the Pro-

gramme furnished by the President, hereunto annexed, an outline of the studies of each class, to select one or more topics. As thus neither the teachers nor the class could tell beforehand, on which subject the examination would turn, there could have been no previous preparation with a view to making a display on any given topic; and the conclusion is that the class were equally well prepared on all the points embraced in the programme of studies, as they were found to be on those on which they were examined.

The word, *play*, was given to be embodied in a sentence. The following among others were immediately written.

“That little boy is playing.”

“That pretty kitten is playing.”

“A boy plays with another boy.”

The verb *walk* was next given, and such examples as the following were written.

“Mr. Peet is walking.”

“A man walks on the floor.”

“That man is walking up the hill.”

Mr. Williams proposed the phrase, “The horse is running away,” which the teacher dictated in very expressive signs. The whole class immediately wrote “The horse is running.” The adverb *away* they had not yet reached.

The phrases, *there is*, *there are*, *here is* and *here are*, were given for illustration. The pupils wrote, “There is a cow.” “There are some apples.”

They were desired to illustrate the simple tenses. The teacher gave them as a theme, *green cherries*, and of the examples furnished, the following will serve as specimens.

“The cherries are green, they will be ripe.”

“Those cherries are green, they will have ripe.”

“Those cherries are green, it will be ripe.”

The last example was given by a little boy of only six or seven years. His teacher merely pointed to the word *it*, and to the word *cherries*, and he hastened to correct his mistake.

It may be observed that when the teacher dictated each word of a sentence by signs, the whole class wrote the sentence correctly, but when they were made to rely on their own skill or memories, mistakes like those in the second sentence above on *cherries*, not unfrequently occurred.

The class have committed to memory several of the first lessons in a series of Scripture Lessons, prepared by the President, as part of the Course of Instruction. These lessons supply a want hitherto seriously felt in the instruction of the deaf and dumb, and the Committee are happy to learn that they are soon to be published.

It was gratifying to find pupils, who, only a few months since, were in a darkness as profound as that of the most ignorant of the heathen on all that concerned God and the doctrines of the Bible, now able to answer readily, correctly and with evident intelligence such questions as the following:

What is God? Answer—God is a spirit.

Where is God? Ans. God is in Heaven and everywhere.

An inquiry respecting the future state of the good and bad, was answered in the words of their lesson:

God hates and will punish the wicked.

Other similar questions were satisfactorily answered.

On the whole, the Committee were highly pleased with the improvement of this class. The merit of the teacher, himself a deaf mute, is so much the greater that some of them were very unpromising subjects, and the rest had joined the class at various times after the commencement of the term.

After dinner the examination was resumed with the Tenth Class. This class is composed of pupils who entered last autumn, and is one of fair average capacity, and nearly equal in attainments. The teacher of this class is also a deaf mute and a graduate of the Institution. The hand-writing of the class is remarkable when it is considered that at their admission few or none of them had ever written a word. There was not one pupil in the class, who could not write neatly and legibly, while many of them produced specimens of penmanship which would be creditable to pupils of the best writing masters.

They were desired to give examples of the formation of the plural of nouns. The following examples were given among others:

A man—men.

A lady—ladies.

A boy—boys.

A child—children.

But few errors were noticed in giving the irregular plurals. It would be difficult, as the Committee believe, to find a class of

children in the enjoyment of all their faculties, more correct in giving the inflections of words in a foreign language which they had so lately begun to study.

The transitive verb *drink* was proposed. Each pupil wrote an original sentence. The following are selected at random as specimens:

- “Mr. Spofford has drank some water.”
- “Mr. Peet is drinking some water.”
- “That pretty lady is drinking water.”
- “That young man is drinking some rum.”

The preposition *into* was illustrated as follows:

- “Mr. Benton is walking *into* a house.”
- “Those white ducks have dived *into* the river.”
- “That boy has thrown a cat *into* the river.”
- “A brown dog is running *into* the water.”
- “A careless boy has fallen *into* the river.”

On the verb *fly*:

- “That pretty bird with black eyes is flying through the air.”
- “Those yellow birds are flying through the woods.”
- “That blue bird will fly to a high tree.”

On the perfect tense of the verb *run*:

- “That young boy has run from the church.”
- “A large wolf has run from a man.”
- “That pretty lamb has run to a large sheep.”
- “Those pretty boys have run down a high hill.”

This class has been faithfully instructed, and has made very good progress in the difficult study of written language. In some of the above examples there may seem a want of applicability, as the scenes described, as actually present, were in fact present only in the imagination of the writer, but this results from the pupil being, at this early stage of instruction, restricted to the choice of four forms of the verb. It would be desirable if more of the examples had been in the form of the *habitual present*; such sentences, for instance, as the following in their Elementary Lessons. “A dog chases a rabbit.” “A lady kisses a child.” “A little bird eats ants.” The preference which the pupils displayed for those forms which express actions, as actually present, just completed, or in contemplation, over those which affirm

certain actions to be habitual or customary with certain persons, or animals, doubtless proceeds from their peculiar habits of thought. The mind of a deaf mute is "a sort of *camera obscura*," in which objects and actions pass with the vivid colors and minute delineation of reality. It is only slowly and by many successive efforts, that they learn to think of a class without reference to an individual, of a habit without reference to a single act: in short, to think in those general propositions which prevail in the mental process of those who think by the aid of a language of words.

The class was examined on the Scripture Lessons, and questions asked, both in words and in signs, were answered correctly. The following are specimens in the language of signs:

Ques. What is God? Ans. God is a spirit.

Ques. What will God do to sinners?

Ans. He will not forgive. He will punish.

Ques. What will God do to the good?

Ans. He will approve and take them to Heaven.

Ques. Is God unjust?

Ans. No: He is just and righteous.

The Ninth Class, which was next examined, had been under instruction about as long as the preceding, but being composed of the most promising out of the unusually large number who entered last September, their progress had been much more rapid.

Of the advantages which a large Institution possesses over a small one, it is not the least that the greater number admitted annually permits a division into two or three classes, thus placing together those most nearly alike in quickness of perception and power of memory. Thus the whole class can advance together, and the progress of the brighter part is not hindered by the additional time necessary to explain a lesson to their duller companions. The class now under examination presented a very striking illustration of the truth of this remark. Their progress, as measured by the number of pages they have gone over, has been greater than that of any previous class in their first year, yet the examination showed that all they had learned had been learned thoroughly. The Committee, the members of which have

had opportunities of witnessing several similar examinations in former years, do not recollect anything nearly so interesting and satisfactory from pupils of ten months' standing. Nor is the credit of this solely due to the superior capacity of the pupils. The young teacher, whose class this is, appeared to possess the right qualifications for an efficient and successful instructor of the deaf and dumb. His communications with his class were made with an ease and certainty not often seen in the case of pupils of only one year's standing, and he has evidently succeeded in inspiring the class with the confidence, the enthusiasm and the love of knowledge which make mental labor pleasant, and progress in learning easy and rapid. Much credit is also due to the system of instruction of Mr. PEET, the good effects of which were indeed apparent in all the classes in which it had been used.

It may also be observed in passing, that this, as well as several others of the classes of the Institution, is composed of pupils of remarkably pleasing personal appearance, and graceful deportment. The pupils of the Institution are mostly from the poorer classes of society and from the country. They usually come to us rude, awkward and unpolished. The rapid improvement in their manners and appearance, of the girls especially, in the society of the Institution and under the watchful care of the matron and of the teachers, is very gratifying to those who rightly regard purity and propriety of manners, as not only conducive to social happiness, but as one of the safeguards of purity of morals.

The class was directed to write an original composition on subjects of their own selection. Each pupil accordingly wrote on the large slates, at some length, selecting such subjects as the following: The Chair, The Bird, The Cat, The Table, The Rabbit, The Ox, The Camel, The Zebra. Of these compositions thus written on the spur of the moment, the following may serve as specimens, not perhaps the best, as no pains were taken in making a selection:

### *The Cat.*

“ A cat has four legs and two eyes.  
A yellow cat climbs up a high tree sometimes.  
A pretty black cat sleeps in a soft chair often.

A cat licks some butter and a plate.  
 An angry cat scratched a pretty white kitten many years ago.  
 Two dogs barked at a cross cat climbing up a high tree.  
 A cat sees a brown mouse. She caught it and eat it.  
 A cross cat scratched a dog running away."

*The Table.*

"The table has four legs.  
 The table is not an animal; it is thing.  
 A happy girl sat on a table yesterday afternoon.  
 A cat cannot write on a table."

*The Horse.*

"The horse is an animal. He has four legs. He has four hard hoofs. He has two little ears. He has a neck on a mane. He has a long black tail. He kicks at a careless girl. She cries and barks (i. e. screams) loudly. A boy can ride on a horseback. A careless boy falls from the horse he ran away. Another man catch at a horse, the man leads the horse to the such man who thanks him."

The word *to jump* was proposed for illustration. The following are some of the examples given:

"A little boy loves *to jump* over a small bench."  
 "A horse loves *to jump* over a fence."  
 "A short boy loves *to jump* over his black dog."  
 "Some young kittens *are jumping* over their large black cat."  
 "A girl with black eyes hated *to jump* over a red bench."  
 "A horse *is jumped* a fence."  
 "A cannot old man *is jumping* over a yellow chair."  
 "A happy pretty boy with curly hair *jumps* over a stool often."  
 "A man *has jumped* a large wheelbarrow in the barn."

The class answered correctly various questions on the subject of the divisions of time. One of the answers may serve as a specimen:

"Twelve months are equal to one year."

In the introductory lessons of the series of Scripture Lessons already mentioned, the examination was extended and very satis-

factory. The following questions are specimens, all correctly answered:

What is God?  
 Where is God?  
 Will your soul ever die?  
 Do you wish to go to Heaven when you die?  
 What is our duty?

Several members of this class were examined in articulation, of which mention will be made in a separate part of this Report.

The Eighth Class which was next visited, is composed of pupils of two and three years' standing, who were found too feeble in intellect or too inattentive to keep up with other classes. Of course much was not to be expected from them in the way of improvement in so difficult a study as written language is for deaf mutes, even of good capacity. Still most of the class could answer some simple questions correctly, could write sentences, though not extended compositions, and could solve easy questions in the ground rules of arithmetic. The following sentences were given, on words proposed by the Committee:

*Have.*

“I have some books in the desk.”  
 “I have holy bible.”  
 “Mr. Hall has paper.”  
 “I have a knife. I have some books.”

*Tenses of to write.*

“I am writing now.”  
 “I wrote yesterday.”  
 “I write every day.”  
 “I will write to-day.”

The question was asked, What do cats catch?

*Answers.*

“A cats catch a mouse.”  
 “A cat catches a mouse,” &c.

It may be doubted whether some members of this class will ever acquire the ability to read books, or to use our language.

except in single words and simple phrases of which, aided by their pantomime, they may form a dialect intelligible to their friends, which will probably suffice for all necessary purposes. Even this will be much compared with the state to which they would be condemned without instruction, though it is far short of what we propose to do for those of better minds, or more perseverance in mental effort. But the benefits conferred by the Institution must not be by any means measured by the ability of the pupils to use written language correctly. Many deaf mutes who, from a deficiency of the facility in acquiring language which is eminently possessed by few, or from interruptions of their course of instruction have left the Institution with but a scanty knowledge of our language, are yet happy, useful and respected in all their family and social relations. The knowledge which they here acquire, not only from their teachers, but still more from their fellow pupils through the language of signs, makes clear to them the motives of a multitude of human actions that would else be shrouded in mystery. They know at least the leading events in the history of their own country, and the reasons for celebrating national anniversaries. They have acquired the ability to judge of the value of commodities, of the usual prices of labor, of the fairness of bargains, and are thus relieved from the frequently groundless suspicions of unfair dealing which are so tormenting to the uneducated deaf mute, and at the same time enabled to guard against the dishonesty of those, for such there are, whom no considerations of honor or humanity deter from taking advantage of the ignorance or misfortunes of their fellow men. They have learned to regard the rights of property, to obey the laws and respect the constitutional authorities of their country. In many cases they become heads of families, providing for their children comfortably, and bringing them up in good practices. Finally, even the dullest deaf mute, for whom the acquisition of a language of words is utterly hopeless, can, and does here acquire, through his own language of signs, that knowledge of revealed truth, which, with the blessing of God, *may* give and in many instances, as far as men may judge, *has* given a well founded hope of eternal life.

The Seventh Class, also of two years' standing, being composed of pupils of better minds, and under a skillful and enthusiastic

teacher had far outstripped the class just mentioned. Of this highly interesting class, it may be said, as of the ninth, that if their future progress shall correspond to the past, their attainments will be highly honorable to the Institution. It was evident that the teacher had succeeded in stimulating their mental faculties to full activity, and in making their tasks pleasant, through the consciousness of success, and from the delight which the minds of the young take in the unfolding of their own faculties, and in extending their knowledge of the new, the wonderful, and the beautiful in nature and in art.

It would be impossible for the Committee to give, in detail, all the exercises of this class. In making a selection, they can give not the best, or most interesting, but merely such as caught their attention, and which they had time to transcribe.

The Committee observed that any proposed direction or question, or any given idea, was communicated to the class by the graceful and expressive signs of the teacher, with as much ease and certainty as it could have been by words to scholars who hear.

Instead of the Committee proposing words to be combined into a sentence, each pupil was desired to select nouns and form sentences on them. The following are specimens:

“Those pictures are on the wall of the room.”

“That desk is long.”

“God made the sun a great many years ago.”

“God can destroy the wicked of Earth and people but he is very merciful.”

“The sun is very bright, we look at the sun a long time but it hurts our eyes.”

“The slate is black.”

“A pretty little child sits on the chair.”

“That table is white, it is small.”

“A girl milks a red cow every morning and evening.”

“An old woman boils the currants and sugar and water in a kettle. She takes the currants out of the kettle with her large spoon, (ladle.) She puts the currants in a jar.”

They were directed to write each a few adjectives. Among the adjectives written, were several of rather difficult comprehension for pupils so young; such as *omniscient*, *humble*, *holy*,

*almighty, true, patient, sincere.* They were, however illustrated in a manner to leave no doubt that their meaning was correctly understood. Some small mistakes were observed. In one instance, a pupil seemed to have confounded the words *blood* and *red*, the signs for which are very similar. Another seemed too prone to generalize. Having observed that the termination *ful* was added to form adjectives of certain words, he applied it to others on his own responsibility, and caused some amusement by writing:

"A *saucyful* boy fights *quarrelly* a young man. The fine young man catches him and whip him with his rod."

Errors like the above, however, demonstrate independence of thought and originality of language.

A number of verbs, as *love, hate, see, look, throw*, were written on the slates, and explained by the pupils in very intelligible and expressive signs. They also illustrated verbs in written sentences as;

"A cat is watching the mouse. She catches the him and eat it."

"I think that Mr. Peet cannot dance on the floor of the parlors."

"A polite Director smiles at us."

"A young girl sews her new apron."

"The boys often run on the lawn."

"The sun rises in the east every morning."

"Some years ago I saw a bad boy mocking at an old lame man."

"I love to pray to God every morning and evening."

"I love Mr. Peet who is President of this great Institution."

They were examined on the divisions of time, and gave signs for the different portions of time, as *a day, an hour, a week, a month, a year, a minute*. They likewise gratified the Committee by making signs for various animals, and by describing in pantomime the habits of those animals. These exhibitions of the sign language in several of the classes, formed some of the most pleasant and interesting portions of the examination, on which the Committee would willingly have dwelt longer, if it had not been their object rather to test the pupils' ability to convey ideas by writing than by signs. In some cases, however, when the examination was directed to test the acquisitions of the pupils in other branches of knowledge than written lan-

guage, it was not only made more pleasant but much time was saved by giving questions and answers in the sign language. The answers were often so expressive and intelligible, that the Committee, small as was their skill in this language, did not need to ask for a translation.

With the present class, the examination on the Scripture Lessons was conducted by signs, and was highly satisfactory, from the evident knowledge of the leading truths of the Bible displayed, and from the reverential manner in which their answers were given. At the conclusion of this examination, each pupil wrote out his ideas of the character and attributes of God. The following are examples.

(a.) God is a Spirit. He is very good. He is almighty.

(b.) God is a great holy Spirit. God has never been young. God is eternal.

(c.) God is almighty, is all-wise and omniscient. He is holy. He never sleeps. He never changes.

(d.) God is a great spirit. He is in Heaven and every where. He is all-wise and omniscient. He never sleeps. He made the earth.

(e.) God is a great Spirit. He is almighty, omniscient and immutable. He is our creator of the universe. He is our Father in heaven. He is the maker of the world. He knows all we do. He does never forget all we think. He always does right. I do not know how God. He does never wrong. He does never create mistake the world. He does always give us food, clothes, health, happiness, and the Holy Bible. We should fear to offend God.

(f.) God is a great Spirit. He is very good and kind. He always sees us. He often gives food and clothes. He lives in the heavens. I think that the angels are talking with God. We must trust in God every night. God is very happy and cheerful. I love him very much. God knows all words and sentences.

Compositions like the above speak for themselves, and render unnecessary any further expression of the surprise and gratification of the Committee in view of the remarkable attainments made by this class in two short years. Some of their more deliberate but uncorrected compositions will be given in the appendix to this Report.

The examination in articulation will be noticed hereafter.

The Sixth Class is composed for the most part of the least promising portion of those who entered in the autumn of 1843. This fact taken into consideration, their attainments were remarkable and highly creditable to their teacher, a deaf-mute and graduate of the Institution. The class has used the Elementary Lessons of Mr. Peet from the first, and their progress is a striking illustration of what may be done in three years, with a good system and a faithful and competent teacher, even with pupils of inferior capacity.

The notice of the examination of this class must necessarily be brief. The following sentences were written by them, some to illustrate given words, others on subjects selected by themselves. Their compositions were remarkably free from grammatical errors.

“*Flies* are very troublesome.”

“People commonly *hear* a good minister, who preaches to them of the truth of God.”

“I *hear* some good gentlemen will come here.”

“The wolf howls and yells so loudly that people can *hear* him.”

“General Washington was a *splendid* man and governed the people.”

“The sun is very *brilliant*.”

“The eye and the ear are *wonderfully* made.”

“General Washington was a *wonderful* man.”

“Many men build a large steamboat, which is called *splendid*.”

“Some of the stars are very *bright*.”

### *A Lion.*

“A lion is a very courageous animal, and he is very strong. Master B. informed me that a lion once saw a little boy who ran fast, and he chased him, but the boy stumbled and fell down on the ground, and the lion jumped over the boy. He was ashamed, and dropped his tail between his legs and he ran away.”

This class passed a satisfactory examination in simple Arith-

metic. A portion of each day has been devoted to this study, and their knowledge of the powers and relations of numbers, is already enough for the common purposes of life. In another year or two they will probably without any sensible interruption of their other studies, have acquired the ability to cast up bills, and keep their own accounts. They were examined in Scripture History, both in signs and in writing, and answered satisfactorily such questions as the following:

- Who was the first man created?
- How was Eve formed?
- What was the character of Abel?
- Where did Lot live?
- How long ago was the creation of the world?

The readiness and correctness with which questions on the Bible were answered in every class, was one of the most gratifying features of the examination.

The Fifth Class is of the same standing as that last mentioned, but composed of pupils of better minds, and more uniform in attainment. As the studies of each of these classes have been in general the same, it is to be presumed that either would have been prepared on all the points on which the one and not the other were examined. Thus though the Sixth Class were not examined on the degrees of comparison, or on the conjunctions, yet they have studied both subjects, and probably are not much behind the Fifth on these as on other points.

The following are specimens of the exercises of the Fifth Class:

“We are happy to see Mr. Williams, Gen. Wetmore and Mr. Hall.”

Ques. What does a widow do on the death of her husband?

Ans. “A widow wears a mourning dress for some months.”

#### *On the Degrees of Comparison.*

“The cane is longer than the rod.”

(The whole class wrote this sentence, the cane and rod being merely shown to them.)

“An orange is sweeter than a rotten potato.”

“A peach is sweeter than an apple.”

“Raspberries are sweeter than currants.”

“The rose is sweeter than the poppy.”

(These examples were selected by themselves.)

They were examined in Natural History, and illustrated the manner in which the negroes get nuts, by throwing stones at the monkeys on the trees, whereupon, the latter in revenge hurl the nuts down at their tormentors.

*On the Conjunctions IF and BECAUSE.*

“If a farmer tries to catch a fat pig it will squeal.”

“If a boy picks at a horse (i. e. picks hair out of his tail) he kicks him.”

“If some pupils hope that their friends will not come here, they will have to stay here.”

“The ignorant pupils come here *because* they must study the hard book.”

“Why does not a boy throw a stone against a house? *Because* he would break the windows.”

“We wish to study the books *because* we improve. We wish to be wise.”

“Three gentlemen came here *because* they wish to know how the pupils are improved.”

“We write in copy-books *because* these gentlemen come here to examine the pupils.”

“We will go home two days hence *because* we wish to see our friends, sisters &c.”

“A poor boy works in a garden all day *because* he can earn money.”

The originality of the above sentences is sufficiently evident from the fact that hardly any two wrote the same sentence, and then only by accident. It was evident that the class had acquired, in a good degree, the ability to express their own ideas by writing. This was still farther displayed in some little narratives written down during the examination. The following is subjoined as a specimen.

*“The Farmer.”*

“The farmer went to his field to see if his hired men work in the field, and found them lying under a large tree to rest themselves. He asked them who was the laziest of them and he should give him four shillings. They all rose up immediately except one of them who did not rise up. Then the farmer found

him and gave four shillings to him. The hired man who laid on the grass under the large tree was so lazy, that he could not rise up to take the money, but told the farmer to put the money in his pocket."

They were examined in all the fundamental rules of arithmetic, both simple and compound, and showed good proficiency.

The hour being late their examination in Scripture History was necessarily brief. Each wrote an account of Noah.

This is an excellent class, under careful discipline, and having the advantages of the regular and philosophical System of Instruction furnished by the President, and a faithful and intelligent teacher to carry it out, they are likely to acquire a very respectable education. The proficiency already attained is honorable in a high degree to their instructor.

The general standing of the Fourth Class is four years, but a few of them have been five years in school. It was late in the afternoon when this class was reached, and the examination was somewhat brief. They were first examined in Natural History, which they have studied during the past year in the Second Part of the Course of Instruction.

They were requested to define animals, and answered:

"Animals live, move, feel and eat."

To the question, why do they die young? They answered in signs, "Some from accidents, some from hunger, &c."

Ques. What animal lives the longest?

Ans. "The elephant lives longest, one hundred years."

Ques. What quadruped runs fastest?

Ans. "The deer."

Ques. What animal is the most useful to man?

Some said the *horse*, others the *ox*.

Ques. What countries does the lion inhabit?

Ans. "Chiefly in Africa; some in Asia."

The following were copied as specimens of sentences and narratives written during the examination to illustrate verbs:

### *Helping.*

"A good kind mother is *helping* her little babe, and loves to take care of it, and when it is asleep puts it in the cradle."

*Shooting.*

"On July 4th, 1846, many people of the United States were *shooting* in the light of victors, because they were independent to conquer the English, who were taken them prisoners, every year.

*Cradle.*

"In the country it is very warm. Many weary farmers like to walk with their sharp cradles upon the hill near the beautiful forests, in the morning. Then they are very industrious to *cradle* much wheat, rye and oats, &c., to finish it in about three weeks for hot sun is shining on them dry. They rakes the long swath' on the ground in the large fields; then they carry many sheaves with a pair of strong red oxen into the barn, which a man pitches them upon the scaffold. They are very glad and shout with their straw hats and handkerchiefs with pleasure. When they are happy to often read different good newspapers to sit on the bench under the high tree every day.

"G. P. A."

*Drag.*

"In winter I saw some boys who *dragged* a sled which carried one of them while they walked up the hill to arrive at the top of it, after they pushed the sled down swiftly, when they were in the enjoyment of their health.

"E. P."

*Fetch.*

"Some boys wish to go to pick berries, blackberries, raspberries, &c. They ask their parents to let them go to pick. So she pleases to permit them go out. They are very glad to take baskets and carry them to the bushes near the wood. They are glad to look at many berries, blackberries and raspberries. Then they pick them in their baskets for a long time, while they pick them full of their baskets, so they cannot *fetch* them to their home, but they try to *fetch* them to their home and arrive at it. They give them to their mother. She wonders at them and so she is very glad that she makes them for some pies and sweetmeats. There are good pies and sweetmeats.

"L. L."

*Torment.*

"A bad boy used to take a long stick and *torment* poor small animals; when he sees a frog, toad and other small animals, he struck them and killed them. One day he was walking along by a tree, he saw the bird's nest, he tried to climb the tree, and reached the branch, he was exceedingly glad and stole all the eggs, and was caught by the branch through his coat at his left arm; he cried so loudly and a man came at a distance and climbed the tree; he took him down and inquired of him, why he went up that tree? He said to him, he meant to get the eggs, so the man made fun of him, and said, you must not go up there again; if you do, the tree will hang you, as you did so before. And the boy said to him, I will never do so again, because I was hung on it. So the man said to him, go to your home now, and he bade him adieu.

"J. M. H."

This class passed a satisfactory examination on the divisions of time, on arithmetic, on geography and on Scripture History.

One of the best specimens of articulation was found in this class.

The Committee were favorably impressed with the proficiency of this class. The pupils appear to be quick and intelligent, to have displayed considerable diligence and to have been faithfully instructed. Their attainments would doubtless now be greater if, during the first year or two, they could have had the advantages of Mr. Peet's Course of Instruction.

On the morning of the second day, the examination was resumed with the Third Class, the members of which have been for the most part, five years in school, but some of them a year or two longer, and two a less time.

By the desire of Mr. WILLIAMS, to whom the sign language was new, a considerable part of the examination was conducted in that language. Questions proposed by the Examining Committee were put by the teacher, and the answers were sometimes written down, but oftener given in signs, and translated by the teacher when necessary. Part of the examination on Astronomy and Natural Philosophy, (from the Class Book of Nature) was

conducted, before the arrival of the Committee of the Board, by Mr. Williams, who expressed himself highly gratified by the readiness and correctness of the replies.

The following are specimens of the written exercises of this class:

Ques. What is the universe?

Ans. "We understand by the word universe the entire system of things which God has created."

Ans. "It is the entire system of things which God has created."

Ans. "It means all things."

*Dews.*

"When the sun shines by day, the watery particles arise, and when they are condensed at night by means of the cold, fall upon the sleepy plants and refresh them. How grateful we must be to God for this."

Ques. What is the ocean?

(a.) "The ocean is the largest extent of water."

(b.) "The ocean is a great extent of water."

(c.) "The ocean is a large body of salt water very extensive."

That the answers to these and similar questions were not merely efforts of the memory, but true tests of the knowledge of the pupils and of their ability to express their own ideas by writing, is sufficiently evinced by the fact that while, as far as the Committee observed, all the answers were correct, hardly any two were given in the same words.

Some of the sentences written by the pupils to illustrate verbs, besides being grammatically correct, had the additional merit of being appropriate to actually existing circumstances. The following are specimens:

"Mr. W. came too late to the examination."

"I thought that Mr. B. was one of the Committee, but I was mistaken." [Mr. B. was a former teacher present at the examination.]

They were examined on Arithmetic and on Book-keeping, and the Committee were satisfied that most of them possessed the ability to make all the calculations necessary in the ordinary business of life, and to keep their own accounts. In Bible History also they passed a very satisfactory examination.

One of the members of this class, a lad of the name of Burwell, has displayed a good talent for drawing. The specimens shown

to the Committee, were, for his opportunities of improvement, very creditable, and the Committee think that, with perseverance, and good instruction, young Burwell may become a very respectable artist.

The class has been well and carefully instructed, and their proficiency is creditable to the Institution. Those members of it who are State pupils have been recommended to the Superintendent of Common Schools for an additional year's instruction.

The Second Class is the same which has been so favorably noticed in several former reports,—last year as the third class, the two preceding years as the fourth. This class was originally composed of promising pupils, and having continued from the first under the care of a most able and faithful instructor, their progress has been steady and rapid. In all the common branches of a good English education, they were found proficient, and answered with a readiness and intelligence that would do credit to children in the full possession of all their faculties.

The following are only a few specimens of numerous questions put to them in the language of signs, and answered correctly by nearly the whole class at once, by the manual alphabet and by natural signs.

What is the capital of Persia? of Austria? of Prussia?

Give an account of Greece?

Describe the amusements of the Spaniards? [Here the pupils gave an account of a bull-fight.]

What country do you prefer?

They answered; our own; and gave intelligent reasons for this patriotic preference.

In reply to other questions, they gave an account of Wallace, the hero of Scotland.

They were then examined in Grammar, and parsed the sentence, "Greece is famous in history."

Each wrote a few examples to illustrate the uses of the auxiliary verbs. The following are specimens:

"Miss N. thought that she *could* sew more neatly than her eldest sister."

"Mr. Peet informed me that I *ought* to be civil and respectful to strangers when they come to visit here."

"Mrs. E. G. *must* now be my dear cousin."

Returning to the language of signs, they were examined in Natural History, and gave an account of the bee, the elephant and various animals.

They have paid some attention to Botany, and have made good progress in Arithmetic. In this branch their proficiency is greater than is usual among deaf mutes.

In Scripture History, and in the fundamental doctrines of the Bible, they were found well versed. The following are specimens of sentences written to illustrate *repentance*:

"*Repentance* is a godly sorrow for sin."

"The Bible tells us that all men must *repent* of their sins and confess them to God."

"The people often go to the church in order to attend to the minister who speaks to them about the Gospel, and they advise them to *repent* of their sins."

They were questioned concerning the divinity of Christ, and answered intelligibly. Being asked whether the words save and savior had any other applications than to Christ, one replied that Washington was the Savior of his country; another that Pocahontas saved the life of Captain Smith: and related the story in very graceful and intelligible pantomime.

They were questioned as to the legal rate of interest, and answered that it was seven per cent. in New-York, but only six per cent. in some other States, as in Massachusetts.

The uncorrected original compositions of this class, on various subjects, domestic, familiar, historical and scientific, gave a very favorable idea of the extent and accuracy of their knowledge. Some of these are inserted in the Appendix.

In forming a judgment on the written compositions of educated deaf mutes, it must be borne in mind that the English language, at the commencement of their instruction, is to them as much a foreign language as the German or the Greek. It is to be considered also that from the slowness and inconvenience of written conversation, and still more from their inability to hear what is spoken in their presence, deaf mutes are deprived of much of the benefits which they would otherwise derive from daily practice in our language. Hence it is that they are much longer in acquiring propriety, facility and grace of style, than in attaining just ideas of the meaning of words, and grammatical correctness

in their use. Their compositions appear to us stiff and sometimes inelegant, but we must recollect that very few even of the best educated who hear ever acquire the ability to write with perfect ease and propriety in any other language than their own vernacular. The Committee do not recollect any thing from the pens of deaf-mute pupils, more creditable in thought and expression than some of the compositions of the two most advanced classes examined on this occasion.

The examination of the First Class, taught during the past term by the President, was made to take the popular form of an exhibition, and was highly interesting and gratifying to the Committee, and to a large number of the friends of the Institution, assembled by invitation on the afternoon of Wednesday. It would be impossible for the Committee, from brief notes hastily taken at the time, to do justice to the exercises of the class. Only a few specimens can be given.

The word *imaginary* was proposed to be embodied in a sentence, as a test of the ability of the pupils to comprehend and use abstract terms. The following are some of the examples given:

“The equator is an *imaginary* circle round the earth.”

“I often made my relatives and friends an *imaginary* visit to Syracuse.”

#### *The Zodiac.*

“The zodiac is an *imaginary* belt surrounding the heavens, sixteen degrees wide, in the middle of which runs the ecliptic; it is divided into twelve equal parts, called signs, thirty degrees in length. In this space, all the primary planets revolve about the sun with the exception of three asteroids.

“Jacob had an *imaginary* dream.”

The last example shows a slight misapprehension of the meaning and application of the word, which, for a class of deaf mutes, is perhaps as difficult a one as could well be selected. The following example, however, is entirely satisfactory. It was furnished by a young lady who acquired a considerable knowledge of language before the loss of her hearing, but who could not, when she joined the Institution, write at all. She has been only three years under instruction and her progress has been remarkably rapid.

"Imagination is schemes formed in the mind. When I was a little girl, I used to form great imaginations of what I would do when I became a woman, but now that this long-looked for and long-wished for period has arrived, all my *imaginary* happiness has fled, and proved that imagining a thing is so, or will be so, does not make it so."

Each of the class wrote a description of the Institution, of which the following will serve as an illustration.

*The Institution for the Deaf and Dumb.*

"This Institution, well sustained by appropriations made by the Legislature of this State, by the city government of New-York, and by private munificence, is pleasantly situated on Fifth-street between the Fourth and Fifth Avenues, about three and-a-half miles from the City Hall. It fronting south, stands on a beautiful eminence, and commands a fine view of the North River, and adjacent country. It occupies ten acres of land of lease; one of which has been granted to this Institution by the Corporation of the City of New-York. The value of the buildings and grounds is estimated at about thirty thousand dollars.

"The Institution is entirely built of brick and stuccoed in imitation of marble; the principal edifice is one hundred and ten feet long and ninety wide, and four stories high including the basement. Two northern wings were added to the buildings in eighteen hundred and thirty-nine, and a new piazza is on the northerly back of the Institution between the above mentioned wings. In eighteen hundred and forty-six, two other additional wings to be connected with the Institution were erected; one on the eastern and the other on the western side of it. When these wings are finished the entire buildings will accommodate three hundred pupils. It has large and commodious rooms, a chapel, a library, a dining room, twelve schools, four lodging rooms for the accommodation of the pupils. The library has a valuable collection of volumes presented to the Institution by citizens. The annual reports of the Institutions for the Deaf and Dumb in Europe were collected by Rev. Mr. Day, while he was taking his tour therein.

"It was incorporated in eighteen hundred and seventeen, and opened for the Deaf and Dumb in April, eighteen hundred and eighteen, which it was removed to Fifth-street from the City Hall in eighteen hundred and twenty-eight.

"It is subject to a Board of Directors, composed of the President, two Vice Presidents, Treasurer and Secretary.

"The President of the Institution is Mr. Harvey P. Peet, and the Secretary, Mr. George S. Robbins.

"There are but three departments: as Intellectual, Domestic and Mechanical. Mr. Peet, the President, is assisted by six professors, and four assistant teachers. There are ten classes under the instruction of the same number of teachers.

"The Domestic department is under the care of Mrs. Harriet Stoner, the Matron, who is assisted by Mrs. Frisbie, a deaf and dumb lady. The Physician is Nicholas Morrell, A. M., and the Steward, Mr. Edmund B. Peet.

"In the Mechanical department, the boys are instructed in five trades, such as book-binding, cabinet-making, shoe-making, tailoring and gardening."

They were then requested to describe the manner in which the deaf and dumb are instructed. Their replies were all remarkably well written, concise, clear and intelligible. It were to be wished, in justice to the class, that all could be embodied in the Report, but the necessary limits of such a paper, restrict us to the two following selected almost at random:

"Deaf and Dumb children are not taught as children in general are who can hear and speak, because God has deprived them of these great blessings which he has conferred upon most of our fellow men. When entering the Institution the pupil is perfectly ignorant of language. They do not even know their own names. They are first taught the manual alphabet, then to form letters with a pen. Next they are taught the names of the most simple objects, such as *cat, dog, hat*. A language of signs prevails among the deaf and dumb. The new comers soon become acquainted with this language, and are able to express themselves by signs before they are capable of framing a sentence. They are then taught to connect words and name objects, their qualities, &c. They form simple sentences, as 'a black hat,' 'a white cuff,' &c. As their minds expand, their sentences are lengthened, and they go on so till they obtain a knowledge of language."

*Answer by another pupil.*

"When a pupil enters the Institution, a teacher takes him in the school. The teacher endeavors to establish some kind of

intercourse with him by showing objects by signs, and asking him their meanings and uses. He commences by forming letters with a pen. He is taught the manual alphabet representing the letters on the different positions of the hand. The teacher writes the names of objects and draws their illustrations on a large slate. He points his finger to them and asks the pupil what they are. Words are combined in simple sentences. The pupil writes as follows: 'A man cannot fly in the air.' He is taught the inflections of nouns and verbs. He writes the qualities and properties of objects on his slate. By-and-by phrases are combined into compound sentences. The sentences are lengthened till they become narratives. The pupil can write as well as the speaking person, and his mind becomes independent. When he has completed his education, he leaves the school and goes home, and his parents and friends are very happy to converse with him by writing on his small slate."

One of the Committee now related the anecdote of the "Coat Thief," which Mr. Peet communicated to the class by signs. These being natural signs, the translations written by the pupils on their slates, differed nearly as much from each other, as if each had written the story from his own personal knowledge of the facts. One of these is subjoined:

"Gen. Wetmore has just related to Mr. Peet the following story, which we were about to translate into our written language. There is a laborers' boarding house in New-York, where it is customary for the laborers to take off their coats, and hang them up in the entry, during the sultry days, before meals. The laborers, who have just been working hard, came into the boarding house, took off their coats and hung them up in the entry. While they were at dinner, a certain thief took it into his head to come and reconnoitre some rooms, and went to the entry, in which he saw a good variety of coats and gathered them into his arms. While he was just crossing the threshhold, he met the master of the establishment, who saw that his arms were covered with many coats, and asked him, 'What are you doing with them?' and the thief answered, 'I am now going to carry them to my tailoring shop.' The master again asked him, 'For what?' and the thief replied, 'Sir, the laborers want me to scour them; and

the master said, 'Well, if that is all I believe my dirty coat wants to be scoured also.' He gave it to the thief, who took it and went away. The master went to dine and the laborers came to the entry in order to put their coats on again, but they were greatly surprised to see that they were not there. Perhaps they said to themselves, Where are they? The master came from dinner and the laborers told him that they were missing. He explained the above mentioned story with great confusion, while the laborers were laughing hard, and said to him, 'The thief is wiser than you are.'

The exhibition of this highly interesting and remarkably well instructed class here closed; but, for the gratification of the numerous and respectable assembly, several deaf mutes were called forward, and gave specimens of the beautiful and expressive language of pantomime. Much interest was awakened by a dialogue between two graceful and intelligent girls, showing that kind greeting and mutual inquiries, interesting incidents and playful thoughts could be exchanged, with a rapidity and clearness not inferior to those of speech, merely by a few slight and neither ungraceful nor unpleasing motions of the hands and changes of the countenance. Mr. Gamage, one of the deaf-mute teachers, then gave some of his striking and inimitable representations of the passions and emotions, and related in pantomime, with great comic effect, a story of a clergyman whose monkey followed him to church, and, perched over the pulpit, mimicked his master's manner and gestures, till to the astonishment of the preacher, he saw, in the most pathetic part of his sermon, his whole audience convulsed with laughter.

At a late hour in the afternoon, the exhibition closed, and the chair was taken by the President, who presented after an impressive and paternal address, the usual certificates of scholarship and good conduct to the following members of the retiring class, who had passed with credit through the whole course of instruction:

John W. Ackley,  
Isaac H. Benedict,  
Clark Thomas,  
John S. Webster,  
Frederick Groesbeck,

Hannah Augusta Avery,  
Fidelia M. Morgan,  
Elizabeth Sherlock,  
Isabella M'Dougal,  
Louisa M. Young.

The following pupils of five years' standing also received honorary certificates.

Selah Wait,  
Samuel Allen Taber,  
Cornelius Cuddeback,  
John Asahel Hall,  
Jerome Risley,  
Emory Pangburn,  
Martin Bothwell,  
William Donley,  
Peter Brown,  
John Godfrey,

William Henry Weeks,  
George N. Burwell,  
Joseph B. Hills,  
Ann Eliza White,  
Elizabeth Kleckler,  
Eliza Jane Kellogg,  
Sarah Ann Holdstock,  
Margaret Vanderwerken,  
Phebe Ann Covert,  
Caroline Brown.

The Chairman of the Committee next announced the following names of pupils recommended for re-selection, for an additional year's instruction.

*Of five years' standing.*

- |                        |                            |
|------------------------|----------------------------|
| 1. Selah Wait,         | 10. Wm. Henry Weeks,       |
| 2. Jerome Risley,      | 11. Eliza Jane Kellogg,    |
| 3. Samuel Allen Taber, | 12. Edith Lagrange,        |
| 4. Emory Pangburn,     | 13. Sarah Ann Holdstock,   |
| 5. Martin Bothwell,    | 14. Margaret Vanderwerken, |
| 6. William Donley,     | 15. Phebe Ann Covert,      |
| 7. Ann Eliza White,    | 16. Joseph Benjamin Hills, |
| 8. Elizabeth Kleckler, | 17. Ebenezer Barton,       |
| 9. Peter Brown,        | 18. George N. Burwell.     |

*Of six years' standing.*

- |                          |                             |
|--------------------------|-----------------------------|
| 1. Isaac Levy,           | 10. George Erastus Ketcham, |
| 2. Elizabeth Austin,     | 11. John Harrison,          |
| 3. Anna Maria Vail,      | 12. John L. Pickering,      |
| 4. Emily A. Hills,       | 13. Christiana Jane Many,   |
| 5. Elizabeth Mather,     | 14. Prudence Lewis,         |
| 6. John T. Southwick,    | 15. Elizabeth Craft,        |
| 7. Charlotte H. Webster, | 16. Olive Breg,             |
| 8. Emily Stanton,        | 17. Lavinia Brock,          |
| 9. John C. Acker,        | 18. Wealthy Hawes.          |

Mr. Williams then made a few brief, neat and pertinent remarks which, for the benefit of the deaf-mute portion of the auditory, were translated by Mr. Peet, the peculiar nature of the sign language permitting the address and the translation to go on together. Mr. W. said that though he had been long acquainted with Common Schools, and had taken part in their government as a Commissioner, he had never until this visit, had the pleasure of attending an examination of deaf-mute pupils. True he had felt some fatigue in consequence of the heat and labor of the last two days, yet he must confess that what he had seen, during the examination, had been to him a source of gratification far surpassing his expectations when honored with his appointment. He had seen instances of higher attainments in learning than was generally the case in schools where the pupils were blessed with hearing and articulation. He paid a deserved compliment to the professors, and expressed himself gratified with every thing he had seen.

The interesting ceremonies were closed by the President with a solemn and appropriate benediction in the sign language.

#### ARTICULATION.

The Committee have reserved to this place a notice of the experiments in teaching articulation, made during the past year in most of the classes. In November last, the Committee of Instruction, in a report, which will be found annexed to the last annual report of the Institution, (page 79 etc.,) recommended that articulation and reading on the lips should be introduced into the course of instruction, in the case of those pupils who should give good promise of receiving benefit from these exercises. This recommendation was adopted by the Board, and a regulation made, devoting twenty minutes daily to this branch of instruction.

In obedience to this regulation the teachers of all the classes except the sixth, eighth, tenth and eleventh, have made patient experiments, the result of which after only eight months' time, have not been very decisive. A brief mention of the more notable cases will enable the Board to judge what has thus far been accomplished.

In the Ninth Class, after a patient experiment with all the pupils, six were selected for further trial. One or two of these

can hear sufficiently to distinguish words pronounced in a full tone of voice, if addressed directly to them. They had by means of this imperfect hearing acquired a sufficient knowledge of articulation to answer purposes of necessary communication at home. With patient and judicious exercise the hearing of each may possibly become more discriminating, and their articulation, as a consequence, more distinct. One of them has some facility in reading on the lips. Another case was that of a little boy profoundly deaf but who possessed uncommon quickness of perception, and had been taught to articulate under private instruction in France. His articulations, however, were so indistinct that the Committee could not make out a word, and judging from this instance they should suppose that an ability to articulate, which has not been originally acquired through the ear, can be of very little worth. The other cases in this class presented nothing to call for special notice.

Eight pupils of the Seventh Class have been practiced in articulation, most of whom could utter simple language so as to be understood, at least by those accustomed to hear them. One of these possesses a degree of hearing which enables him to comprehend, without any aid from the eye, what is spoken directly to him at some distance. Hearing, however, indistinctly, he speaks also indistinctly, confounding analogous articulations; and most persons would find it far more easy and pleasant to converse with him by signs or by writing. In his case the previous knowledge of spoken language has been found of decided advantage in the study of written language, and his teacher thinks that there is an encouraging prospect of improvement in his power of utterance.

In the other cases there is no remnant of hearing that can be of any assistance in understanding spoken words, but two or three had acquired, at home, some facility, in reading simple language on the lips. Some of these may receive benefit. Others will not probably gain any thing to compensate for the time and labor expended.

The experiments made in the Fifth Class have had no beneficial results except in the case of two, a brother and sister, who, having learned to speak before they became deaf, still retain a power of utterance which practice may improve.

In the Fourth Class fourteen of the twenty pupils we found

able to utter articulate sounds more or less distinctly, but this ability was so very slight with many of them, that after a few weeks trial further experiments were discontinued with all but four. One of these speaks intelligibly, though not very pleasantly, and has made considerable improvement during the short time the experiment has been continued. The articulations of the other three are far from distinct or agreeable, and it is doubtful whether they can gain any thing to compensate for the loss of time abstracted from their other studies,

In the Third Class, after a patient trial with the whole, four were found to read with some facility. The teacher expressed the opinion that the short time, which could be devoted in the school room to each case, would have little or no appreciable effect, and that they would best learn to speak more distinctly, and **read** on the lips, at home, under the teaching of that mother of invention, necessity, and with the patient assistance of a mother, sister or other companion.

In the Second Class, after a trial with the whole, continued as long as there was any hope of success, five of the pupils have been selected as capable of receiving some degree of benefit. The teacher observed that these were too far advanced in years to make much improvement in articulation—their organs of speech having become rigid from disuse. On the whole his experience had satisfied him that the time spent in articulation to the majority of deaf mutes is well-nigh thrown away, and that but little good can be effected in any case unless a beginning is made when the pupil is quite young.

In the First Class, one young lady was found able to speak with remarkable distinctness.

It seems proper to observe that the exercises in articulation, irksome and wearisome as they are to the teachers, are found, in most cases, very disagreeable to the pupils, who, conscious, that their utterance is imperfect and unpleasant, naturally prefer to communicate by signs, or by writing.

That the ability to articulate a few words is valuable to a deaf mute, there can be no doubt; but the experiments made so far, seem to show that this ability is best acquired at home, while the organs of speech are flexible and in circumstances that compel its exercise. The cases have been found comparatively few in

which there seemed any prospect that the utmost labor and perseverance would enable the pupil to articulate and read on the lips so as to hold a conversation with persons not familiar with his pronunciation and dialect. To attain this result, in most of the cases, would demand an expenditure of time to the very serious detriment of the whole class. There remains then, only a few who will probably be benefitted by the portion of time daily devoted to this exercise, and in each case it must be left to the teacher to judge whether there is a prospect of benefit that will compensate for the loss of time.

Upon the whole, therefore, after a careful examination of the results thus far attained, the Committee can find but little to encourage, in any general sense, a continuance of this branch of instruction. They fully agree in the opinion expressed by the President, that little real utility is to be expected from the efforts to teach articulation, except in those cases where the pupils "retain a remembrance of vocal sounds or a remnant of hearing."

For many years past, the course of the Institution has been steadily onward. Eighteen years ago, after ten years of doubtful struggles for existence, it was but an obscure and inferior school, badly and inconveniently located, with fifty or sixty pupils, ill supplied with teachers, and deficient in the apparatus of instruction. Now it stands in the very foremost rank of similar institutions on either side of the Atlantic; second to but one in the world in point of numbers,—second, we believe, to few or none in the convenience of its location, the excellence of its internal arrangements and accommodations, the qualifications of its instructors, and its facilities for imparting a thorough education. We can hardly doubt that it is destined to reach a yet higher eminence of reputation and usefulness. The zeal, and industry and talent that have raised it thus far, are still at work, and, if aid and encouragement are not withheld, will raise it still higher. When the additions to the buildings of the Institution, now in progress, shall be completed, it will be capable of accommodating three hundred pupils, and if the number of deaf-mute children, as experience uniformly shows, increases with the increase of population, the period is not very remote, when this State alone will furnish that number of deaf-mute pupils. The happiness and usefulness of many hundreds depend on the measures we shall

adopt. Moreover, an institution so liberally endowed and in such favorable circumstances for testing the best modes of instruction, will be looked to with interest by institutions for deaf mutes throughout the world. Our example and our publications will naturally exercise an influence on the theory and practice of deaf-mute instruction, probably a controlling influence on many of the smaller and younger institutions springing up at the south and west. This influence will be felt long after our own labors have ceased. How important, then, that we should set a good example to others, and that we should give those at a distance interested in the common cause, through our publications, the benefits of our improvements, the results of our experience, the means of judging correctly on the principles, the practical application, and the results of our system.

The Committee are happy to say that the President of the Institution, and his assistant instructors, are men to whom this great responsibility may safely be committed, and who are worthy of the hearty support and co-operation of the Board. The evidence of their zeal and success presented in the preceding pages, though highly honorable to them, necessarily falls short of conveying the favorable impression made on the minds of the Committee in the presence of the reality. The Board may congratulate itself on the success which has attended its endeavors to obtain the services of men eminently qualified for their responsible task.

May our future labors in behalf of the deaf and dumb be inspired with a zeal worthy of the cause, directed by the light that flows from accumulated experience, and favored with that divine blessing which has so signally crowned our efforts, and without which the toil and wisdom of man are vain.

Respectfully submitted,

PROSPER M. WETMORE,  
HENRY E. DAVIES, }  
FRANCIS HALL, } Committee.

*Institution for the Deaf and Dumb,  
New-York, September 16, 1846.*

## COMPOSITIONS.

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NOTE.—The compositions furnished the Committee, if presented entire, would swell this Report to an unreasonable size. Only a specimen or two are given from the elementary, and the most advanced classes.

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### NINTH CLASS. ONE YEAR'S STANDING.

#### *The Elephant.*

“AN elephant is large and strong. He is a quadruped. He has large eyes. He has large ears. His ears are hung down. He is large and tall. He can carry twenty men on his back. I saw an elephant in the menagerie. He carried some deaf and dumb pupils on his back. Miss Bower rode on an elephant. She said to me that she did not fear him. Some years ago an elephant went to the window of a house and put his trunk in the window near the tailor. The tailor pricked his trunk, and he pulled his trunk out of the window and went to a brook and drew out dirty water and returned again to the window and squirted it on the poor tailor. Many years ago a good boy gave an elephant an apple. He ate the apple. A bad boy gave him tobacco and ran away and returned again, and the elephant saw him and struck him with his trunk. Some years ago a foolish boy laughed at an elephant and the elephant struck him and knocked him down, and he was almost dead.

“L. M. H.”

#### *The Butterfly.*

“A butterfly is an insect. It is very beautiful. It has four wings. It has six little legs. It has two eyes. A cruel little boy caught a poor butterfly. He pulled the butterfly's wings and broke them. It was dead. It lay on the ground. He laughed at it. He carried it to a pond and threw it into the water. He was very bad.

“Last summer a little boy saw many beautiful butterflies on

flowers. He caught one of them. He was very glad of it. He held it in his hand, but it did not live a long time. It died. He was very sorry for the butterfly.

"Last summer a pretty little girl went to the garden. She walked on the ground and saw a green butterfly eating a sweet rose. She was happy to look at it. She caught the poor butterfly. She carried it home in her bonnet. She put it on a red table, but a bad black cat took it off the table and ate it. She was very angry. She struck the cat with her shoe.

"A wicked boy saw many little white butterflies crawling on flowers and caught one of them. He cut off the butterfly's wings with a pair of scissors.

"Last July a short girl went to pick blackberries. She walked among the bushes and saw some green, red, yellow and black butterflies eating blackberries. They were wonderful. She came from the bushes to her red house. She told her mother about the butterflies.

"E. L."

SEVENTH CLASS. TWO YEARS' STANDING.

*The Cat.*

"A cat is a small animal that has four legs. I think that the cat wishes to sleep on the bed a long time. It rises from the bed. It jumps down from the bed. It yawns and walks on a floor. It licks its paw with its tongue. It washes its face with its paw a long time. It walks on the floor to a door. It does not reach a latch of the door, because it has short paw. It is small. It walks on the floor to the door. It stands on it near the door. It wishes to go through the door, but it cannot, because the door is shut. The cat sees a woman. She is sewing her new frock with her fine thread. While she stops thinking about her father, and hears the cat mews and calls her. Kind mother rises from a chair. She walks on the floor to the door. She raises the latch of the door. It opens. The cat goes out of the door. It seems to thank mother. The cat walks in a meadow. Many heaps of stones in it. The cat looks for a mouse a long time. Other mouse hides under a heap of stones. The cat turns its head fast and looks at the mouse in a heap of stones. It looks up through a heap of stones. It does not see the cat. The mouse comes from it, but the cat catches at the mouse. It seizes it. It dies.

The cat carries it with its mouth for its young kittens. They sleep in a basket a long time. The cat runs from a barn to a house. It lies on the floor near a stove. The kittens rise up from the basket. They see and run to the cat. It licks the faces of the kittens with its tongue. They love it very much. The kind cat keeps its young kittens in the basket. They play on the floor. The cat does not afraid a strong dog, but the kittens are very afraid of a dog. It moves its tail. They see it moves its tail. They run after its tail. It mews them. It tells them do not run after its tail, because its tail hurt."

### *Goose, Gander and Goslings.*

"A **goose** is a female fowl. She has a long neck. She has a broad bill. She has two sharp eyes. She has two webbed feet. She has rather fine feathers. Her webbed feet are very dirty. She has two wings. A **gander** has a white breast. He has a little tail. He is very easy to swim and dive in the water. He waddles to swim across the water. He waddles to walk about the shore. The **goose** puts her head into the water. She draws the water into her broad bill. She raises the water in her bill. She puts the water into her throat. She walks into the water. She swims to dive in the water to make her feathers clean. She swims in the water while she looks through the water. She puts her head into the water fast. She catches the smelt between her bill. She swallows the smelt into her throat. She yawns her bill openedly. She again drinks the water. She shakes to sprinkle her wings. A good boy speaks a small noise to the **goose**. She hisses at him. He sends his straw hat at her. The **goose** has some eggs in the nest near the yew-tree. In four weeks the **goose** hatches the eggs. The young **goslings** break the shell of the eggs. They please to waddle in the grass. The **goose** opens her bill and hisses at the boy. She runs against him. The **gander** runs to hiss against him. He catches the pair of the boy's pantaloons. The boy endeavors to escape from the **gander**. The **gander** hisses away the boy. The **goslings** play to swim and dive in the water. The **goslings** follow the **goose** along the grass. The old **goose** leads them to the nearest brook or pond. The **goose** swim about and seem to be happy on the water. They eat grass and insects. The **goose** takes good care of the **goslings**.

The goslings never play with the rattle-box. But the goslings often play to pick the cherries with their bills. The goose strives to eat the cherries. The goslings fly to run to the goose. The goslings strive to pick the cherries playingly. The goslings strive to wash their bill with their little webbed feet like a man painting. The goose scratches under her wings with her bill, because the fleas bite in her wings. The goslings move to shake their wings, because the little fleas bite in their bodies. The goose can fly over my head.

“J. S. W.”

SECOND CLASS. SIX YEARS' STANDING.

*Natural Philosophy.*

“NATURAL PHILOSOPHY is a description of the causes and reasons of things, general laws or principles of science. I had formed no very agreeable idea of philosophy or philosophers. The air is a very fine, invisible elastic fluid, surrounding the earth and extending some miles above its surface. It is expanded by heat and contracted by cold; and these changes put it in motion, the warm air ascending and the cold air rushing in to supply its place. If I endeavor to fill a phial with some water, the phial plunges into the basin of water and the air rushes out of the phial in bubbles, in order to make way for the water. The water and air cannot exist together in the same place. The water compresses or squeezes the air into a small space in the upper part of the glass; but as long as it remains there, no other body can occupy the same place. Nature has assigned regular forms to the production in general. The natural form of mineral substances is that of crystals, and there is a great variety. Many of them are very beautiful, and no less remarkable for their transparency or color than the perfect regularity of their forms, as the various museums and collections of natural history will show. The vegetable and animal creations appear less symmetrical. All other properties of bodies are called accidental, because they depend on the relation or connexion of one body to another. Color and weight do not arise from their connexion with each other, but exist in bodies themselves; these, therefore, cannot be accidental qualities. These properties do not exist in bodies independently of their connexion with other bodies. Weight is an effect of the

power of attraction, without it the table and the book would have no weight. The attraction of gravity is proportionate to the quantity of matter in bodies. The same cause then which occasions the fall of bodies, produces also their weight; but the idea that bodies were not really heavy of themselves appears to some incomprehensible. It is true that a mutual attraction takes place between the earth and the stone. The hills attract the houses and churches towards them. The people suspect that the bricklayers and carpenters could give but little stability to their buildings without the aid of attraction. It is certainly the cohesive attraction between the brick and mortar which enables them to build the walls. They are so strongly attracted by the earth as to resist every other impulse. They would necessarily move towards the hills and the mountains. There are some circumstances in which the attraction of a large body has sensibly counteracted that of the earth. I suppose the earth attracts it more strongly. The attraction of the sun is the centripetal force, the centrifugal impels the earth to quit the sun and fly off in a tangent. Thus situated, the right angle will represent both the centripetal and centrifugal forces. The direction of the centrifugal force varies, constantly forming a tangent to the circle in which the earth moves, as it is constantly at a right angle with the centripetal force. If we should have approached too near the sun, we would have been burnt. The earth is above three millions of miles nearer the sun in winter than summer, but it is generally about ninety-five millions of miles distance from the sun. The revolution of all the planets round the sun is the result of the same causes, and is performed in the same manner as that of the earth.

“W. H.”

### *Botany.*

“It is most interesting to me, abounding in numerous and curious kinds of wild flowers, and it is a description of various classes of natural wonderful flowers. Can any one make the features of these living flowers? No: but only God spreads a beautiful green carpet all over the world, and flowers of many colors and shapes appear to smile upon us. Oh, how kind and good our heavenly Father is to make all these flowers with his entire might. We should be grateful to Him for them, and we

are taught by our teacher to learn some names of them. One of the most useful things, is the way in which the different plants are classified, so that when you find a new flower, you can tell what class and order it belongs to, and what name to give it. If you would have acquired a knowledge of every flower and plant, you would be called an excellent Botanist. This knowledge of flowers is called "Botany." I cannot tell you all of them, except the pink, the lily, the rose, the morning glory, and the butter cup. What an exquisite pink represents its colored petals! I feel a deeper interest to smell it very sweetly than any other fragrant flowers. It is entirely covered with redness, and its delicate petals are much finer than the large petals of the white lily, though the lily is one of the queens of the garden: Even, Solomon in all his glory was not arrayed like one of these. The pink has a round pretty corolla, five petals, ten stamens, ten filaments, ten anthers or heads of the filaments, two pistils and two little stigmas.

"A rose is a splendid flower, that is one of the most beautiful of all, growing up with pride of itself, and is filled with many divisions or petals, I think it is called "the majestic queen of flowers." No body can hate to see this very fragrant and delicious rose. The lily has a great variety of colors, very long stamens, six petals, the anthers are all yellow, and the pistil is hidden in the tube of the corolla. The head of its pistil is called a stigma. The pistil has no pollen but the anthers have them as you often see them. Its germ grows at the bottom of the corolla. I suppose it is much more admired for its beauty and elegance than the morning glory is, which is yet a beautiful flower, twining around a cord, and climbing up to the windows and also to the doors. Its petals are delicate, of blue and white colors, composed of one single petal, having stamens, pistils, germ, and other organs, and the butter cup is a small yellow flower among grass, where we frequently see it, when we walk out in a garden or pasture. There a great many flowers of brilliant and exquisitely beautiful forms, growing out of the ground. I heard of the Bell Flower, a sweet little thing in all its beauty, on the tall cliffs of Montmorency, near Quebec, in Canada, and smiling as its delicate face was kissed by the spray from the thundering cataract. This beauteous plant, my dear friend sees in very wild places, often

hanging from the cliffs of high rocks. It has a delicate blue flower, and is bell shaped. When at home I am always fond of putting some roses, pinks, and any others in a large pitcher which is filled with water upon a table.

Here is a garden filled with various flowers growing fast in July. I saw them and much admired their splendor and beauty in very gay and ostentatious forms. The wild flowers are usually seen in a perfectly pure nature made by the Great Being. It is evident that he shows us his sublime and entire wisdom. We must learn from their example to be neat and tasteful because they are all obedient and beautiful in order. Adieu.

C. J. M.

FIRST CLASS, SEVEN YEARS' STANDING.

*Biographical Sketch of Ruth.*

Ruth, a native of Moab, was distinguished as a virtuous woman, and as an affectionate daughter-in-law. She was married to the son of Naomi, named Chilion. His parents and brother removed from Bethlehem Judah to Moab, where they dwelt ten years. Elimeleeh, the husband of Naomi, died, leaving her a helpless and afflicted widow with her sons. These sons both died. Naomi left Moab for Judah to see how the Lord had visited his people, and given them bread, and told each of her daughters-in-law to return to their own mother's house where they lived before they were married, and gave them a farewell kiss. They lifted up their voice and wept, and told her that they would certainly go with her. But Naomi answered them saying, "Turn again my daughters-in-law. Why will ye go with me. Are there yet any more sons in my womb that they may be your husbands. Turn again my daughters, go your way." They again lifted up their voice and wept with an aching heart. Orpah gave Naomi a parting kiss and went to her own mother's home, but Ruth clave to her. When Naomi had gone on her journey to Judah, she was surprised to see that Ruth followed her. Ruth said that she would not be alone without her dear mother-in-law, and would follow wherever she should go, dwell where she should dwell, and die where she should die. Naomi saw that Ruth had a strong mind to go with her, and stopped speaking to her, and then

they went together and arrived at Bethlehem in the season of the barley harvest. The people were struck with much gladness to see them again—and asked, Is this Naomi? and she told them not to call her Naomi (a very pleasant one) but *Mara*, “that is bitter,” for the Almighty hath dealt very bitterly with me. I went out full and the Lord hath brought me home again empty. Why then call ye me Naomi seeing the Lord hath testified against me, and the Almighty hath afflicted me?” She was a relative to a very mighty man of wealth, whose name was Boaz, of whom Ruth had heard before. Ruth asked Naomi if she might go to a field belonging to Boaz and glean ears of corn after him, that she might find grace in his sight, and her mother-in-law permitted her saying, “Go, my daughter,” and then Ruth went with her glad heart to the field where the reapers were reaping, and gleaned ears of corn. Soon Boaz came to the field to take an usual supervision over his reapers, and bade them a good morning, and was so much interested in the damsel that he asked his reapers, “What is the name of the woman gleaning with you?” and they said her name was Ruth the Moabite who had lately returned with Naomi from Moab. Then he told them to treat her very kindly, and let her glean stalks as much as she wished. She went back home full of the stalks, which astonished her mother-in-law. She told Naomi what she did in the field, and told about Boaz. She was again married to Boaz, and they lived together in harmony of love and friendship. Naomi lived with them. Ruth bore a son called Obed, and Obed was the father of Jesse, who was the father of David. Ruth was the Great Grandmother of David, the Psalmist.

#### *Difference of the Human Races.*

Naturalists commonly reckon five varieties of the human species; viz. the Polar race; the Asiatic race; the African race; the American race; and the European race. These are very various in complexion, structure, and modes of life. The difference of complexion and features of the varieties in the human species is supposed to be caused by living under the differences of climate, and by subsisting on particular kinds of food.

Notwithstanding these differences, the Sacred Scriptures inform us that the Almighty Maker has made of one blood all nations of

men to dwell on the earth—that they are the offspring of one human pair—that the whole earth was, after the deluge, overspread by the descendants of three sons of Noah, the preacher of righteousness.

The colors in the varieties of the human races are very various. I will describe the coloring of the skin. The external skin being so elastic and transparent a membrane contains numberless pores through which the perspiration exudes. The internal skin under the above skin is a pulpy or jelly-like matter which is the principal seat of color in man. In the African, this pulpy substance is black; in the Asiatic, yellow; in the American, copper or red colored; and in the European, white.

The Arctic dwarfs in the northern hemisphere form the Polar Race, to which the Laplander in Europe; Siberian tribes and Nova Zemblans in Asia; Greenlanders and Esquimaux Indians in America belong. They are thick in form, and extremely short in stature. They have a dark complexion with large features—coarse, straight, black hair, and black eyes, and generally a weak, and effeminate voice. They live under a severe climate, and subsist on the flesh of seals, rein deer, and other arctic animals. They are dressed in the skins of those animals. They live in their snow houses, in form of hemispherical ovens, with an opening on the top for both chimney and window, and a door at the bottom through which the people creep. They enjoy their long ride in sleighs drawn by dogs, and sometimes by rein deer instead of horses.

The Asiatic Race includes the inhabitants of Malacca, Independent Tartary, and the Asiatic Islands. They have a short, flat nose; high cheek bones; small, oblique eyes; wide mouth; and long braided hair. Their principal food is the flesh of rats, horses, and unclean animals. They love putrid meat, rotten eggs, and old vegetables as we cannot do.

Numberless idols being made of gold, silver, iron, wood and other materials, are worshipped by the superstitious people.

The negroes forming the African Race, have a jet black complexion, woolly hair, thick lips, flat nose, and high cheek-bones. They are, in many instances, brought from Africa to America in ships and sold as slaves.

The Indians, the aboriginal inhabitants of America, form the

Red or Copper-colored Race. They have a short, crooked nose; small, deep black eyes; coarse, straight, black hair; and stout masculine limbs. They live in huts formed of poles covered with the skins of buffaloes, or with bark and leaves, plastered with clay. They subsist principally by hunting and fishing. They possess but little knowledge of agriculture, and of the mechanic arts.

The European Race has an oval face; pointed nose; and regular features; fair complexion; long, fine hair; and globular eyes, like those of Adam and Eve. It comprehends the inhabitants of Arabia, Persia, Hindoostan, and the eastern coast of America.

This Race is distinguished for its strength, intelligence and enterprise, and has made great proficiency in the arts and sciences.

## PROGRAME.

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To HON. NATHANIEL S. BENTON,

*Superintendent of Common Schools, and Ex-Officio Visiter on  
the part of the State.*

PROSPER M. WETMORE, Esq.,

FRANCIS HALL, Esq.,

HENRY E. DAVIES, Esq.,

*Committee of Examination on the part of the Board.*

*Gentlemen:*—I submit the following statement, embracing in detail the number of classes, the names of the pupils, teacher, standing and course of study of each class, for the guidance of the Committee in conducting the examination.

The condition of the domestic department, will best be learned from a personal inspection. No apology, I trust, will be needed for any apparent want of neatness which may be observed, the additions to, and alterations in, the main building interfering unavoidably, to some extent, with the order and cleanliness which would otherwise be preserved.

The teaching of mechanic trades, although a feature incidental in our system of education is too important to be overlooked. The experience of every year increases the evidence of the wisdom of the arrangement, which secures to the skillful artisan an entire exemption from that state of dependence to which his misfortune would otherwise consign him, and renders him a useful member of the body politic.

The male pupils, in accordance with the wishes of their friends, or their own, are employed in the intervals of study and relaxation, at the following trades:

|                                        |   |   |   |   |   |    |
|----------------------------------------|---|---|---|---|---|----|
| In the Book-bindery, under Mr. Miller, | - | - | - | - | - | 38 |
| “ Cabinet Shop, “ Mr. Genet,           | - | - | - | - | - | 20 |
| “ Tailor’s Shop, “ Mr. Trask,          | - | - | - | - | - | 20 |

|                                        |   |   |   |   |   |     |
|----------------------------------------|---|---|---|---|---|-----|
| In the Shoe Shop, under Mr. Sanger,    | - | - | - | - | - | 32  |
| "    Garden,            "    Mr. Mead, | - | - | - | - | - | 2   |
| "    Unemployed,                       | - | - | - | - | - | 1   |
|                                        |   |   |   |   |   | 113 |

Plain sewing, tailoring and dress-making are taught to such of the females as prefer these occupations; specimens of handcraft will be shown the Committee.

For the purpose of instruction in the school room, the pupils are divided into eleven classes, which are indicated in the reverse order of their standing, as follows:—

#### ELEVENTH CLASS.

##### I. NAMES.

###### *Males.*

Adelmer Cross,  
Zenas Garrybrandt,  
James Clarkson,  
Theron Jennings,  
Daniel Hogenkamp,  
John McVay,  
Henry Charlon,  
Robert Starin,  
John Witschief,  
George R. Rice,  
Gerard Le Duc,  
Henry Haight.

*Males, 12.*

###### *Females.*

Rebecca Doty,  
Phebe A. Doty,  
Margaret A. Dobbie,  
Mary Barry,  
Eliza A. Palmer,  
Mary McCarty,  
Cornelia Anderson.

*Females, 7. Total, 19.*

*Teacher, F. A. SPOFFORD.*

##### II. STANDING.

This class is composed for the most part of those pupils who entered after the commencement of the session, and have been under instruction from six to ten months.

##### III. STUDIES.

1. *The Alphabet*, both manual and written.
2. *Penmanship*. Writing with crayons on the slate, and frequent exercises in the use of the pen.

3. "*Elementary Lessons.*" This class have gone over and reviewed one hundred and seventy-three lessons of this book, embracing a vocabulary of the different parts of speech, the inflections of nouns, the use of the transitive verbs, of the prepositions, the present, perfect and future tenses of the verb and the present participle, the definite article, the pronouns and miscellaneous questions and answers.

## TENTH CLASS.

## I. NAMES.

*Males.*

John Thompson,  
George W. Jobes,  
Thaddeus Williston,  
Joseph Pinney,  
Edward Hatch,  
Joseph De Hart,  
Theodore Matteson,  
Charles M. Parker,  
George Cross,  
Ozias Getman,  
William Chestney.

*Males, 11.*

*Females.*

Emily Hogenkamp,  
Sarah Ann Padmore,  
Olive Dye,  
Helen Hunter,  
Margaret Hunt,  
Ann Elizabeth Sharot,  
Phebe Overton.

*Females, 7. Total 18.*

*Teacher, J. W. CONKLIN.*

## II. STANDING.—ONE YEAR.

## III. STUDIES.

1. *The Alphabet*, both manual and written.
2. *Penmanship*. Writing with crayons on the slate, and frequent exercises in the use of the pen.
3. "*Elementary Lessons.*" This class have gone over and reviewed one hundred and seventy-three lessons of this book, embracing a vocabulary of the different parts of speech, the inflections of nouns, the use of the transitive verbs, of the preposition, the present, perfect and future tenses of the verb and present participle, the pronouns and miscellaneous questions and answers.
4. *Scripture Lessons*. This class have gone over and reviewed eleven lessons.

## NINTH CLASS.

## I. NAMES.

*Males.*

Orville L. Wallace,  
 Nathaniel H. Chesebro,  
 Ahira G. Webster,  
 N. Denton Wilkins,  
 William Breg,  
 Devotion W. Spicer,  
 Matthew Clark,  
 John B. Golder,  
 James E. M. Coffin.

*Males, 9.**Females.*

Eunice McCoy,  
 Eleanor Langlois,  
 Ariadna P. Chesebro,  
 Sally Ann Bower,  
 Elizabeth A. Easton,  
 Catharine Biauvelt,  
 Delia Ann Eggleston,  
 Lucinda Emeline Hills,  
 Jane Ann Romeyn,  
 Mary F. Casler,  
 Maria Louisa Bower.

*Females, 11. Total, 20.*

*Teacher, ISAAC LEWIS PEET.*

## II. STANDING.—ONE YEAR.

## III. STUDIES.

1. *The Alphabet*, both manual and written.
2. *Penmanship*. Writing with crayons on the slate, and frequent exercises in the use of the pen.
3. “*Elementary Lessons*.” The class have learned two hundred and twelve lessons in this book, embracing a vocabulary of nouns, verbs and adjectives, the formation of the plural, the inflections of verbs in the actual present, in the habitual present, in the perfect and future, and in the preterite, or imperfect tenses,—the government of the present of the infinitive by the verbs *love*, *hate*, *wish* and *hope*; the use of the definite article, the pronouns and their declensions, the uses of the preposition, both in connecting an intransitive verb with an objective and in connecting two nouns; the conjunction *and*, the preposition *of*, the verb *have* as the mark of property, or of possession, the possessives of nouns, numbers as far as one thousand, both in words, figures and in the Roman letters, and tables of the divisions of time with the use of those divisions in marking the time of events and determining the tenses of verbs.
4. “*Scripture Lessons*.” Three Sections, treating of the nature

and attributes of God, moral and social duties, and the immortality of the soul.

5. *Articulation.* The ability of each member of the class to pronounce articulate sounds has been subjected to a patient test. Some found it difficult, or impossible to utter a single elementary sound, while others could pronounce but one or two. Of the whole number six have been selected whose partial hearing, or flexibility of the organs of speech have rendered it advisable to give them instruction in this branch.

## EIGHTH CLASS.

### I. NAMES.

#### *Males.*

James Miller,  
David Havens,  
John Weaver,  
Hines Moore,  
John Kerrigan,  
Ananias C. Brundige,  
Wm. Rosenkrantz,  
John Vine,  
Platt A. McKean,  
Aaron Lee Cuffee,  
John Simlar,  
John Hurley,

*Males, 12.*

#### *Females.*

Maria Willis,  
Harriet C. Weyant,  
Laura Jones,  
Caroline Cornwall,  
Emeline L. Golden.

*Females, 5. Total, 17.*  
*Teacher, SAMUEL PORTER.*

### II. STANDING.—TWO YEARS.

### III. STUDIES.

1. "*Elementary Lessons.*" The class have proceeded from Lesson 122 to 231, and have reviewed portions of the same repeatedly.

2. *Arithmetic.* Frequent exercises in writing numbers, in counting, and in Addition, Multiplication and Subtraction.

3. *Sabbath Lessons.* Scripture History till the latter part of January, and since that time the "*Scripture Lessons*" as far as to the second lesson of Section iv.

## SEVENTH CLASS.

## I. NAMES.

| <i>Males.</i>        | <i>Females.</i>                 |
|----------------------|---------------------------------|
| John Edward Ling,    | Catharine Sullivan,             |
| George Driscall,     | Auguste Hahn,                   |
| James S. Wells,      | Lucy Adelaide Boughton,         |
| Charles M. Grow,     | Lucy Gilbert,                   |
| James M. Camp,       | Hannah Seymour,                 |
| John Stock,          | Joanna Bentley,                 |
| Wilbur Smith,        | Martha D. Buck,                 |
| William Wright,      | Lydia A. Ballou,                |
| Gustavus O. Gilbert, | Elizabeth Irwin,                |
| Abram L. Briggs.     | Amanda E. Ashley.               |
| <i>Males, 10.</i>    | <i>Females, 10. Total, 20.</i>  |
|                      | <i>Teacher, D. E. BARTLETT.</i> |

## II. STANDING.—TWO YEARS.

## III. STUDIES.

1. "*Elementary Lessons*," finished from page 130, and reviewed—embracing the inflections of verbs in the present, past and future tenses indicative, the active and passive form of the verb, the use of prepositions, a few adverbs, various forms of interrogation and the syntax of simple sentences in general.

2. *Original Composition.* Writing from model sentences, forming sentences upon given words, letter writing, short narratives, descriptions of objects, question and answer.

3. *Arithmetic.* Numeration, Addition, Subtraction, Multiplication and Division.

4. "*Scripture Lessons*." The class have proceeded as far as the seventeenth lesson.

5. *Articulation.* Instruction has been given with some success to eight members of this class who were deemed capable of being benefited by this exercise, all of whom have been accustomed from early childhood to utter a number of words, and, by efforts to speak to their friends. They have been led to exercise their vocal organs, so as to render them somewhat active, although only one of them retains sufficient power of hearing to aid in any degree the use of speech.

## SIXTH CLASS.

## I. NAMES.

*Males.*

Benjamin Cilly,  
George Risley,  
Milton A. Jones,  
Jerome Risley,  
Peter Brown,  
John Milmine,  
Goodrich Risley,  
Asahel Andrews,  
Daniel M. Whitten,  
Fletcher Stewart,  
Cyrenius Montfort,  
William H. Rider,  
Robert J. Martling,  
James H. Winslow,  
Jefferson Houston.

*Males, 15**Females.*

Sarah Ann Holdstock,  
Helen E. Milmine,  
Elsey C. Bostwick,  
Eliza Lighthall.

*Females, 4. Total, 19.*  
*Teacher, G. C. W. GAMAGE.*

## II. STANDING.—THREE YEARS.

## III. STUDIES.

1. *“Course of Instruction, Part II.”* The class have gone over and reviewed ninety pages of this book, embracing the history of man, the chapter on comparison and the Natural History of Quadrupeds.

2. *Original Compositions.* Simple narratives and letter-writing, question and answer.

3. *Arithmetic.* Four rules, viz.: Addition, Subtraction, Multiplication and Division, and some of the tables of moneys and weights.

4. *Scripture Lessons.* The class have gone as far as the Third Section of Part II.

## FIFTH CLASS.

## I. NAMES.

*Males.*

William H. Mills,  
Alvan H. Cornell,  
John H. H. Rider,

*Females.*

Meribah Cornell,  
Harriet Whitney,  
Silence Taber,

| <i>Males.</i>       | <i>Females.</i>          |
|---------------------|--------------------------|
| Hugh Shannon,       | Janette Wallace,         |
| Lewis S. Vail,      | Margaret Harrington,     |
| George W. Harrison, | Matilda Fearon,          |
| John Harrison,      | Josephine G. Colvin,     |
| Edward Benedict,    | Elizabeth A. Vanderbeck. |
| Truman Grommon,     |                          |
| Lawrence N. Jones,  |                          |
| Patrick Harrington. |                          |

*Males, 11.*

*Females, 8. Total, 19.*

*Teacher, THOMAS GALLAUDET.*

## II. STANDING.—THREE YEARS.

### III. STUDIES.

1. "*Course of Instruction, Part II.*" Embracing in addition to the subjects of the preceding class the Natural History of Birds.
2. "*Elementary Lessons in Arithmetic.*"
3. *A weekly exercise* of writing down the events of the week in the form of a Journal.
4. *Original Compositions.*
5. *Instructions in letter-writing.*
6. "*Scripture Lessons.*" This comprises a description of the character and attributes of the Deity, together with short notices of the more important personages of Sacred History. It also teaches the pupil his relations to God and his fellow creatures, and gives him some ideas respecting the future state.

The class have gone as far as Section VIII.

7. *Articulation.* Experiments were made with the whole class immediately after the regulation was fixed devoting twenty minutes each day to the exercise of articulation. The majority of them were able to sound the individual letters of the alphabet; seven could utter quite a number of sounds, and two could read tolerably well from a book. It was soon found that only seven or eight could be practically benefited, and these only to a very limited extent. Two pupils, a brother and sister, who became deaf in early childhood, and consequently still retain much recollection of spoken language, with sufficient time and perseverance might be made to converse with considerable fluency.

## FOURTH CLASS.

## I. NAMES.

| <i>Males.</i>      | <i>Females.</i>                |
|--------------------|--------------------------------|
| George P. Archer,  | Elizabeth Austin,              |
| John T. Bell,      | Sally Bronson,                 |
| Martin Bothwell,   | Caroline E. Brown,             |
| Simeon D. Bucklen, | Rosalia Finch,                 |
| Ephraim Jewell,    | Eliza J. Kellogg,              |
| Isaac Levy,        | Lavinia Lighthall,             |
| Emory Pangburn,    | Hannah M. Patten,              |
| James O. Smith,    | Catharine Persons,             |
| Joseph Sweetman.   | Eliza Ann White,               |
|                    | Jerusha M. Hills,              |
|                    | Margaret Vanderwerken,         |
| <i>Males, 9.</i>   | <i>Females, 11. Total, 20.</i> |
|                    | <i>Teacher, O. W. MORRIS.</i>  |

## II. STANDING.—FOUR YEARS.

## III. STUDIES.

1. "*Course of Instruction, Part II.*" through eighty-four pages.
2. "*Mitchell's Primary Geography.*" Twenty-eight lessons, with the use of the maps.
3. "*Smith's Arithmetic.*" The simple rules and Federal money with practical examples.
4. *Reading.* Books from the library weekly and newspapers have been read with interest and advantage.
5. *Chirography.*
6. *The Bible.* Abstracts of the lives of the principal persons mentioned in the Sacred Record, and a few chapters of the Acts of the Apostles, have been studied on the Sabbath.
7. *Articulation.* A trial was made with nearly all the members of the class, and continued till it became evident that no success was likely to be realized by farther efforts. Since then instruction has been given to only four, and of but one of these can the expectation be indulged that the results will be permanently beneficial.

## THIRD CLASS.

## I. NAMES.

| <i>Males.</i>        | <i>Females.</i>     |
|----------------------|---------------------|
| John A. Hall,        | Edith La Grange,    |
| John Godfrey,        | Elizabeth Kleckler, |
| William Donley.      | Olive Breg,         |
| Samuel A. Taber,     | Mary E. Craft,      |
| Frederick Groesbeck, | Phebe A. D. Covert, |
| George N. Burwell,   | Louisa M. Young,    |
| Selah Wait,          | Martha A. Hibbard.  |
| William H. Weeks,    |                     |
| Solomon Chapple.     |                     |

*Males, 9.**Females, 7. Total, 16.**Teacher, JACOB VAN NOSTRAND.*

## II. STANDING.—FIVE YEARS.

## III. STUDIES.

1. *Natural Philosophy.* Class Book of Nature, one hundred pages, comprising the lessons on the Universe and the structure of man.
2. *Geography.* Morse's Geography, definitions and explanations. General and comparative views.
3. *Composition.* Exercises on words, idiomatic phrases, abstract of lessons, journal, letters, &c.
4. *Grammar.* This science is illustrated and explained in connexion with the daily exercises of the school-room, and by lessons selected from the second part of the Course of Instruction.
5. *Arithmetic.* "Smith's Arithmetic," Through the Compound rules, Fractions and Interest.
6. *Book-keeping* and mercantile forms explained and illustrated practically.
7. *Reading.* Newspapers, Books, &c., with the use of the dictionary.
8. *Sabbath Lessons.* Selected portions of the Scriptures studied with the Union Questions. Compositions on subjects selected from the Bible, generally historical. Sabbath Lectures copied.
9. *Articulation.* For the purpose of ascertaining what members of the class were fit subjects for instruction in this branch, a

series of exercises was commenced embracing all. After a few weeks of laborious effort, it was apparent that only four of the class could be instructed in Articulation to any available extent. With respect to these four, there has been no very perceptible improvement. As all of them are able to read with more or less facility, the exercises have chiefly consisted in reading with such particular instruction as each case appeared to demand.

## SECOND CLASS.

## I. NAMES.

*Males.*

John Condit Acker,  
Charles H. Arnold,  
Ebenezer S. Barton,  
Joseph Benjamin Hills,  
George Erastus Ketcham,  
John White Mumby,  
John Leslie Pickering,  
John Fenton Rapp,  
John Telfair Southwick,  
John S. Webster.

*Males, 10.*

*Females.*

Lavinia Brock,  
Wealthy Hawes,  
Emily A. Hills,  
Prudence Lewis,  
Christiana Jane Many,  
Elizabeth Mather,  
Isabella McDougal,  
Emily Stanton,  
Anna Maria Vail,  
Charlotte H. Webster.

*Females, 10. Total, 20.*

*Teacher, J. A. CARY.*

## II. STANDING.—SIX YEARS.

## III. STUDIES.

1. *Geography.* “Morse’s Geography” has been used as the text book. Portions of this work have been committed to memory and accurately recited, and the rest from time to time carefully read preparatory to examination each week. Geographical compositions have been required in connection with the lessons.

2. *Grammar.* The “Development of Verbs” in the Course of Instruction. Also daily illustrations of the principles of Grammar in written exercises and explanations of printed lessons, together with a review of definitions and frequent parsing exercises.

3. *Arithmetic.* “Smith’s Arithmetic” has been used, the class having proceeded as far as the 182d page, and original sums have also been given particularly in Reduction, Fractions and Simple and Compound Interest.

4. *Natural History.* The portion of the "Course of Instruction" which relates to this subject has been thoroughly studied. In connection with the printed lessons, facts collected from various sources have been communicated by signs, and the pupils have been required to embody the information thus given in evening compositions.

5. *The Dictionary.* Lessons have been given in Webster's Dictionary, and constant use of the dictionary has been insisted on in the daily reading of books.

6. *Lectures.* These have been of a varied character. The design of some has been to impart a knowledge of the common sense views of the world; of others, to give suitable hints on education, business pursuits and other practical subjects. A course embracing familiar lectures on some of the sciences and reading to the class by signs select portions of scientific works has awakened much interest.

7. *Original Compositions.* On subjects connected with their studies, a weekly journal, letters, etc.

8. "The Bible." The twelfth volume of Union Questions has been used each Saturday in the preparation of the Bible lesson for the Sabbath. The lessons have embraced a summary view of the Old Testament.

9. *Articulation.* Five of the members of this class so far retain their hearing and speech as to justify some attention to the improvement of their articulation. A portion of each day has been devoted to them, and with some benefit.

## FIRST CLASS.

### I. NAMES.

#### *Males.*

John W. Ackley,  
Isaac H. Benedict,  
Cornelius Cuddeback,  
Clark Thomas.

*Males, 4.*

#### *Females.*

Hannah A. Avery,  
Delia Bliss,  
Marion Lyndes,  
Fidelia M. Morgan,  
Elizabeth Sherlock.

*Females, 5. Total, 9.*

*Taught by the PRESIDENT.*

### II. STANDING.—SEVEN YEARS.

## III. STUDIES.

1. *Alphabetic Language.* The chief object of a teacher's effort is to impart to his pupils a knowledge of written language. Without reference to particular text books, it may be sufficient to state that the aim with this class has been during the year to improve their style of writing, rather than the acquisition of specific facts. The means employed have been constructing original sentences on given words and peculiar idioms, the writing of narratives, definitions and compositions on subjects selected by themselves or suggested by their teacher.

2. *Geography.* "Morse's Geography," comprising British America, the United States, the West Indies and South America.

3. *Journal*—in which have been recorded the more important incidents of daily occurrence.

4. *Arithmetic.* The ground rules have been reviewed and Reduction and Interest have been attended to, and practical examples illustrating given rules have been furnished.

5. *The Bible.* The use made of this sacred book has been to require condensed views of the historical portions and biographical sketches of the most prominent personages whose lives are recorded in the text. Specimens will be furnished the Committee.

6. *Articulation.* The attention of the teacher has been confined to a single individual, who retains to a remarkable degree the recollection of articulate sounds and ability to utter them in a clear and distinct tone of voice.

NOTE.—The Committee will perceive that in addition to the usual subjects of study, heretofore enumerated, that of articulation is now included in the programme. With regard to the practical benefits to be hoped for from this branch of instruction, it may be premature, from the trial of only eight months, to express a decided opinion. The experience of the Institution thus far, however, has led to no change of views from those hitherto entertained and recorded in some of our annual reports—that little real utility is to be expected except in those cases that retain a remembrance of vocal sounds or a remnant of hearing.

Respectfully submitted.

H. P. PEET,

*President.*

INSTITUTION FOR THE DEAF AND DUMB,  
New-York, July 7th, 1846.



RE P O R T  
OF THE  
ATTENDING PHYSICIAN.

*Submitted January, 13th, 1847.*

THE undersigned, Physician to the New-York Institution for the Instruction of the Deaf and Dumb, has the honor to submit to the Board of Directors the following

R E P O R T :

For the past year the health of the Institution has been generally good, though it has in a measure suffered from the causes of disease which have prevailed in the neighborhood. About the commencement of the vacation, a number of the pupils were attacked with dysentery. Later, in the beginning of autumn, several had intermittent fever and two had a severe form of congestive fever. One of these died.—After this a pupil who had not been ill during the prevalence of dysentery, was attacked with this disease, which proving hemorrhagic, terminated fatally. At present, all the pupils enjoy excellent health.

In the Eighteenth Annual Report of this Institution is the best digest of statistical matter yet published concerning the deaf and dumb. From this digest there results the conclusion, that more than one-half of deaf and dumb persons who have been admitted for instruction, were born deaf; and that more than one-half of the remainder, became deaf at a very early age—thus leaving but a very few cases likely to be benefited by medical treatment. This conclusion was digested with great care by Mr. Peet, from materials furnished by nearly all the institutions of Europe and America, and can therefore be relied on as a guide as well for the future as the present. Besides the writer's casual observation at

the Institution for ten years and his experience in it for a year and-a-half, added to the experience of Dr. Itard, Physician to the Institution of Paris, confirms the accuracy of the foregoing conclusion. Still some cases remain susceptible of relief or cure and for this reason the writer submits his experience. During his connection for twelve years with a hospital of over eighty children, on the Long Island Farms, he had many opportunities of witnessing the progress of disease in the organ of hearing, and of examining, after death, many cases where deafness obtained during life, a detail of which may not prove wholly uninteresting.

In twenty-five cases of death from scarletina wherein deafness had been a prominent symptom, the lining membrane of the eustachian tubes on being examined, presented a character similar to the throat and nostrils, being more or less changed, probably very red during life, but after death pale and thickened or softened, and uniformly covered with a thin glary secretion, in which floated a great number of ash colored shreds, probably changed coagulable lymph, certainly not the natural mucous secretion of these membranes. This state extended uniformly through the eustachian tubes quite into the tympanum, in which some of this changed secretion was always discoverable. The membranes lining the external meatus partook of the state of the skin, the natural secretion of wax seemed to have been nearly or quite suspended, and the membrane covered with many minute points, from which issued, appeared to have issued, or to have been about to issue a sero purulent secretion instead of wax.

In fifteen cases of death from measles where symptoms of deafness occurred during their progress, the membranes of the eustachian tube and tympanum exhibited on examination traces of red vessels ramifying in every direction together with a remarkable dryness, as if the mucous secretion had been suspended some time before death. The membrane of the external meatus showed that the secretion of wax had been interrupted also. So the exanthemata affect every portion of the tegumentary system. The lining membranes of the auditory passages, of the vagina, uterus and bladder, suffer alike with the skin.

Proceeding from that derangement which occurs throughout the tegumentary system, deafness becomes a common symptom, connected with all the exanthemata, and should it continue after re-convalescence

very from scarletina or measles, or small-pox, or eruptive typhus, the membranes lining the auditory passages have not resumed their natural secretion, pari passu with the skin and intestinal mucous membranes; the eustachian tube is partially closed, ulceration is likely to take place in the external meatus, abscess to form within the tympanum, and deafness become permanent. Besides, in many such cases there has lain dormant, a serofulous vice, which excited by either of the foregoing diseases, forms a new element to demand serious consideration; likely to render ulceration unmanageable should it occur, or to form a serious obstacle to a returning state of health in the membranes of the auditory passages.

Children of the age of one year or under, become deaf from the effect of simple forms of fever, because the head at this age is large in proportion to the whole body, and because the auditory apparatus is not yet perfected. The temporal bone has not yet become petrous, and being still penetrated with vessels of a considerable size, exposes the auditory nerve to disorganization, from the great quantity of blood propelled toward it when the action of the heart is violent. Besides, fever at this age often terminates in abscess of one or both ears, and if the abscess form within the tympanum, deafness becomes permanent.

To cure deafness two indications present—first, to prevent ulceration; second, to restore the membranes to a healthy secretion.

For the first alteratives succeed; and for the second, alteratives are preferable.

Syrup of sarsaparilla made after the old formula, to which may advantageously be added the root of *rumex crispus* and the tinctures of the bark of *prinos verticillatus* and *chymaphilla umbellata* is a remedy of the first importance. Next, the muriate of lime, an old remedy, now much neglected, and lastly, iodine and its preparations, make up the chapter of internal remedies. Blisters kept perpetually discharging placed behind the ears or on the arms, alternately form the remedies to be applied externally. The fauces must be well rubbed with a smooth piece of alum twice a week, to be occasionally alternated with a solution of nitrate of silver, or when the tonsils are prominent, with the solid caustic, not too heavily applied. Lastly, the external meatus

must be cleansed once a day with warm brandy, or warm brandy and water, or a solution of iodine, or a decoction of the bark of *prinos verticillatus*. Perseverance in the course for months, sometimes for more than a year, finally ends with complete success, provided the treatment have commenced before disorganization of the external or internal ear, and this admits of illustration by cases in detail.

A child aged ten years, scrofulous diathesis, with both ears in a state of ulceration, said to have been induced by scarlet fever, was brought to the Farms in June, 1833. The lining membranes of both the external auditory passages were destroyed and the ears discharged a bloody sanguineous, the bones were in progress of ulceration, and the child totally deaf. In one ear the ulceration could not be checked, the cochlea came away, ulceration progressed, one side of the face became paralyzed, and the child died six months after admission.

On examination post mortem, ulceration was found to have extended through the temporal bone to the dura mater and thence to the brain. In progress of ulceration the canal of the seventh nerve where it crosses the tympanum had become penetrated and the nerve destroyed at that place. This accounted for the paralysis. Two other cases terminated in the same way from unmanageable scrofulous ulceration of the ear extending through the bone to the brain.

A girl aged five years, red hair, fair complexion, apparently robust, had scarletina in May, 1833. On the third day she became deaf and remained so after recovery. The ears soon began to discharge a sanguineous ichor extremely offensive, and the child complained of pain. On examination the whole external auditory passages were in a state of ulceration—ordered the ears to be cleansed with a solution of iodine, a course of sarsaparilla internally with nitric acid, occasionally a little sulphate of quinine, and a blister to be applied behind the ears every fourteen days. After a month one ear began to improve, the other grew worse, the tympanum became ulcerated and finally destroyed. This ear was washed with weak brandy and water, and occasionally with a weak solution of chloride of lime. The child occasionally suffered great pain. After four months the small bones came away, and lastly after six months, the cochlea more perfect than it could have been dissected. The child now suffered less pain.

the discharge diminished daily, and finally after two years of treatment constantly pursued of blistering behind the ears, sarsaparilla and nitric acid, with occasionally sulphate of quinine, and occasional attention to the bowels, the child was pronounced cured, hearing perfectly with one ear and some with the other, though the cochlea had come away. The cure remained permanent and the child was bound out three years after.

A girl aged eight years, dark hair, dark complexion, thick upper lip, had scarletina in June, 1833. She exhibited no symptoms of deafness for the first five days. When the eruption began to desquamate she grew deaf, and the ears soon after began to discharge. They were cleansed with a weak solution of chloride of lime, and occasionally with brandy and water. Blisters were applied over the mastoid processes—sarsaparilla and nitric acid, with occasionally a little quinine, to be alternated with Lugol's solution, and attention to the digestive organs. In four months the ears were apparently cured. Two weeks after the eyes began to suffer a genuine serofulous inflammation. They remained bad two months, then became apparently well, but then the ears had commenced their old discharge and the child was deaf again. One ear now grew rapidly worse, the tympanum ulcerated, the small bones came away, and finally the cochlea. After this the discharge ceased from both ears. Another attack of ophthalmia now came on, but the child finally recovered from both and was pronounced well after two years and six months of constant treatment, taking unceasingly sarsaparilla and Lugol's solution alternated with nitric acid, and having blisters applied every two weeks, to the nape of the neck, or behind the ears. The writer remarks that few parents would persevere so long, but rather letting the disease have its course, be content with a child either blind, or deaf, or lament over a child's deafness when too late to hope for a cure.

With regard to cases less tedious and difficult the writer followed the one rule. As soon as he ascertained that deafness endured after an attack, he ordered blisters to be applied immediately, and repeated them once in two weeks with unfailing regularity, gave the syrup of sarsaparilla, with Lugol's solution, and nitric or muriatic acid, and occasionally sulphate of quinine. attended every morning to the state of the child's digestive organs, and finally had the gratification to know that he had succeeded.

For six years, during which the writer followed the above course, he observed on several occasions that children under treatment, broke out with varied cutaneous eruptions, not allied either to itch or to exanthemata; and that when after a period of treatment without much success, these eruptions appeared, the ears ceased discharging, the throat recovered its natural condition, and the hearing became perfectly restored. He could not always refer these eruptions to previously described heads, he can only say that they were mostly of a pustular character. He then began to view some of these cases as either proceeding from an eruption previously repelled by the attack of exanthemata, or from an eruption, excited into fermentation by the same attack. He looked around for a remedy to increase and develope the latent eruption, and in his search became acquainted with the bark of *prinos verticillatus*.

As in regard to the exanthemata, if the eruption cannot be produced upon the skin, the patient must die, so as to other cutaneous affections, many of which are inherited, if the eruption do not appear at the proper period, there will follow not indeed death, but a less serious derangement of the system—ophthalmia, or deafness, or convulsions, or diarrhoea in children; and dyspnoea, or sneezing, or cramps, or fever in adults; and when such a state is suspected, a decoction of the bark of *prinos verticillatus* can be relied on, or the sarsaparilla, with a strong tincture of the bark.

A little girl, aged four years, had been for a year occasionally subject to pain in the ear, followed by deafness. There had been no discharge from the ear, nor any apparent external change, nor any swelling of the tonsils, nor inflammation of the throat. The writer had treated the mother ten years before for strumous ophthalmia occasionally accompanied with an evanescent eruption, and therefore, suspected that the child might inherit some form of eruptive disease. He gave it the tincture of *prinos verticillatus* in the syrup of sarsaparilla. In three weeks an eruption of a pustular character appeared on the skin and the hearing was soon restored. After three weeks the eruption disappeared. In the following spring the child again became deaf and the same treatment was pursued. He saw nothing more of the eruption, but a scrofulous abscess formed on the right cheek bone, which abscess was not healed till six months after. The

sarsaparilla was continued, and before the abscess healed the hearing again became perfect, and remained so. May, 1846, there has been no relapse.

A boy, aged fourteen, engaged in an apothecary shop at making Seidlitz powders, and other marketable articles—dark hair, with fair skin, after having experienced several attacks of effusion within the knee joints, following severe attacks of tonsillitis, was seized with acute pain in the ear, followed by a dullness of hearing. These attacks succeeded each other repeatedly, the membrane of the external auditory passages became ulcerated. There was an offensive discharge from the ears, and an occasional sense of bursting or ringing, followed by an improvement in hearing for a short period after each sensation of bursting. In this condition he came under treatment, too deaf to distinguish ordinary conversation.

Diagnosis—probable thickening of the membrane of the eustachian tube, and certainly a considerable change in the mucous secreted, which partially closes the tube, pustular ulceration of the external meatus extending over the tympanum which is perfect. Cause—an undeveloped eruption.

He was told that his case was not hopeless, and that if he would persevere he might expect to be cured in about eighteen months. The treatment commenced in September, 1841. Syrup of sarsaparilla with tincture of prinos verticillatus—a blister behind each ear every fourteenth day—the throat to be touched twice a week with the nitrate of silver—to alternate with a piece of alum well applied—the ears to be cleansed with warm brandy. He attended to his business constantly. Applied the blisters on Saturday nights, and on Monday morning pursued his labor. After several applications of the blisters a copious crop of pustules appeared over and in the vicinity of the blistered surface. The blisters were not repeated till the pustules had healed. After eighteen months he had greatly improved, he had experienced several sensations of bursting followed by permanent improvement. He persevered till August, 1844—nearly three years, when the cure had become complete. March, 1845—there has been no relapse of deafness, though he has experienced several severe colds during the past winter. He hears so well that no person can detect the least deafness, nor can he detect it himself. The case has been shown to Mr. Peet, President of the Institution, as a proof of what perseverance can effect with common means.

A boy, aged five years, red hair, fair complexion, thick upper lip, had been subject to a pustular eruption of the scalp and face. The eruption appeared a few months after birth and from that time had not wholly disappeared. There were several children in the family, none of whom were affected with eruptions except this one who was the third child. The father had contracted syphilis in his youth, and from that time had been occasionally teased with an eruption, appearing on the face, and body. The mother was also subject to an eruption appearing on the face. In their anxiety to have the child cured, they applied a secret remedy, which to their great satisfaction repelled the eruption. Three weeks after the cure they began to observe that the child appeared stupid, and soon after discovered that he was growing deaf. They now consulted the writer. They were told that the deafness was unquestionably connected with the eruption which had not been thoroughly evolved, and that to restore the child to hearing the eruption must re-appear or must be imitated by blisters or issues. The child was put on a course of decoction of prinos verticillatus with muriate of lime. After four weeks the eruption began to re-appear and the hearing to improve pari passu; the eruption very soon assumed its former character and the discharge became offensive. To moderate this, the ointment of hyd. sub. muriat and arsenic was occasionally applied. The treatment was pursued for a year, when the eruption had gradually decreased and finally disappeared, while the child continued to hear perfectly.

In the case of persons born deaf, we find occasionally malformation of the throat and mechanical apparatus for hearing, but the greater number present no appreciable change in the mechanism of the organs, and the cause of deafness in these lies in the nervous system and like amaurosis cannot often be treated with success. Yet deafness may proceed from derangement of the nervous system coming on after birth, and sometimes admits of cure.

A boy, about five years of age, extremely mobile, and apparently liable to St. Vitus's dance, was observed to become dull of hearing occasionally, after his third year. He had a slight fever in the winter of eighteen hundred and forty-five and six, and afterward became still more dull of hearing.

His parents were both healthy. There was no traceable hereditariness and no appreciable change in the organs of hearing, nor yet any apparent probability of a latent eruption. But the child had been subject to frequent attacks of ear-ache, and after each attack his mother thought his deafness increased. A small blister was ordered on the arm, to be applied every two weeks, first on the one arm and then on the other, and sarsaparilla with *Prinos verticillatus* and the ears to be occasionally cleansed with warm brandy. The fever returned; the child's pulse became quite frequent (one hundred and twenty,) and the hearing quite restored. When the fever had abated, deafness returned; the child was now more excitable than before. He was put on a course of Fowler's solution with muriate of lime, and after a month the excitability had greatly diminished and the hearing almost perfectly restored. Whether he will continue to hear well, sufficient time has not elapsed for decision.

December 12th this child remains cured.

In conclusion, the causes of deafness lie sometimes exclusively in the nervous apparatus, and to this class are referable most of the cases born deaf together with some others, connected with St. Vitus's dance, epilepsy, drunkenness, &c.; this class of cases is for the most part hopeless.

Sometimes from an inflammation and consequent thickening and altered secretion of the membranes of the auditory passages, connected with scarletina, measles, tonsillitis, &c.; this class of cases admits of cure by care and perseverance.

Lastly, deafness proceeds in a great number of cases from eruptions repelled or latent, and in this class the membranes of the auditory passages are not inflamed, but their usual healthy secretion becomes suspended and their surfaces become erected. This class of cases also admits of cure by causing the eruption to appear, or by arresting the tendency of an eruption, to be produced while it is imitated by blisters.

N. MORRELL,

*Physician to the Institution for the Deaf and Dumb.*

INSTITUTION FOR THE DEAF AND DUMB,

New-York, January 12th, 1847.



## BIBLIOGRAPHICAL NOTICES.

[Continued from the last Annual Report.]

BY PROF. J. ADDISON CARY.



The following publications on deaf-mute instruction have been added to the Library of the Institution.

### I. FOREIGN.

#### 1. *Belgium.*

279. CARTON, C., Principal of the Deaf and Dumb Institution at Bruges.

Anna ou l'Aveugle Sourde-Muette de l'Institut des Sourds-Muets de Bruges par l'Abbé C. Carton. *Gand*, 1843, 8vo. pp. 94.—Anna or the Blind Deaf-mute of the Institution for the Deaf and Dumb at Bruges, by the Abbé Carton. Presented by the Author.

This work gives an account of the education and moral development of Anna Temmermans, and includes a notice of other blind deaf-mutes, with the theory and method of their instruction. This class of persons is more numerous than it was formerly supposed. According to the census of 1810 there were, in Sweden, ninety persons afflicted with this triple infirmity.

#### 2. *France.*

280. MOREL, EDWARD, Professor of the Royal Institution for Deaf-mutes at Paris.

Annales de l'Education des Sourds-Muets et des Aveugles. Revue des Institutions qui leur sont consacrées en France et à l'Etranger, Publiée par M. Edouard Morel, *Paris*. 1846, Troisème Volume, 8vo. pp. 320.—Annals of the Education of the Deaf and Dumb and the Blind; Review of the Institutions devoted to them in France and other countries. Vol. III. Published quarterly by Prof. Morel.

A work of this description was much needed, and the three volumes already issued have, in a good degree, fulfilled the original design. It is very desirable that instructors of the deaf and dumb, in Europe and America, should more generally make this periodical the medium of communicating to others their respective systems of instruction, and whatever may be of interest in connection with their own institutions.

281. **NANCY.** Institut des Sourds-Muets de Nancy (18e Année). Distribution des prix du 25 Aout, 1845. 8vo. pp. 32.—Institution for the Deaf and Dumb at Nancy, 18th year. Distribution of prizes on the 25th of August, 1845. Rewards of merit are presented annually in this institution and other similar institutions in France, to those pupils who have distinguished themselves by their scholarship and good deportment.

### 3. *England.*

282. **EXETER.** West of England Institution for the Instruction of Deaf and Dumb children of the counties of Devon, Cornwall, Somerset and Dorset. Twelfth Report. 1846. *Exeter.* 12mo. pp. 24.

This institution is designed to be a “school of Industry as well as Religious Education.” It is supported by “Donations and Annual Subscriptions, and by payments on behalf of the children.” No pupils are received under seven or above twelve years of age. The total number admitted into the institution since its commencement in 1827, is one hundred and sixty-three, of whom forty-six still remain. The expenses for the year 1845 were £1,607, and the receipts were £1,579. Dr. W. R. Scott is the Master, with two assistants and a drawing master.

283. **MANCHESTER.** Report of the Manchester School for the Deaf and Dumb. MDCCXLV. *Manchester.* 8vo. pp. 48.

This is the Twenty-First Annual Report. The number of pupils in the school in April, 1845, was eighty-five. Circulars had been issued for the purpose of obtaining information respecting the “present position and conduct and usefulness” of the former pupils. It is stated that returns from most of the circulars had been received, and with one or two exceptions, the results of the inquiries were of the most satisfactory and encouraging nature. The committee make an earnest appeal to the public to assist “in

apprenticing or obtaining useful employment for the pupils who have finished their education, and whose friends, through want of influence or means, have not the power to place them in situations where they may be profitably employed both for themselves and others." The receipts for the year ending March 25th, 1845, were £1,766, and the disbursements £1,744. Mr. Andrew Patterson is the Master. He has five assistants.

#### 4. *Ireland.*

**284. BELFAST.** Fifth Report of the Ulster Society, for promoting the education of the Deaf and Dumb, and the Blind. For the year ending December 31st, 1841. *Belfast.* 1842. 8vo. pp. 40.

Sixth Report for the year 1842, pp. 54.

Ninth do for the year 1845, " 104.

In Art. II of the Rules of the Society it is stated:—

"The objects of this Society shall be, to afford to Deaf and Dumb, and to Blind children, whose parents reside in the province of Ulster, a literary and also a religious education, in accordance with the doctrinal standards of the Churches of England and Scotland; and likewise to teach them some useful trade, by which they may be enabled to earn their own livelihood." The income of the Society is derived mainly from Auxiliary Societies, eighty-one of which have been formed in the Province. The amount received in the year 1845, exclusive of the building fund, was £1600. The number of pupils in attendance, Dec. 31, 1845, was fifty-seven; namely thirty-four deaf and dumb, and twenty-three blind, of whom forty-two were boarders.

—Some Information respecting the Origin, Constitution, Object, and Operations of the Ulster Society for promoting the Education of the Deaf and Dumb, and the Blind; especially designed for the use of the Society's Auxiliaries. *Belfast,* 1846, 8vo. pp. 32.

This pamphlet contains a lithographic view of the new Institution, which was opened for the reception of pupils, September 24th, 1845. This edifice, built in the Tudor style, presents a very beautiful appearance. It has a frontage of two hundred and twenty-two feet, and the wings at each end extend one hundred and sixty-four feet to the rear. It can accommodate one hundred pupils, and the plan admits of an economical extension so as to provide

for two hundred. The Ulster Society was formed in April, 1831, and the School was first opened in the following month. In 1836, the Rev. John Martin was appointed Principal. He was subsequently induced to take charge of the National Institution at Dublin, but has recently been called to resume his labors in the Ulster Institution.

285. CLAREMONT, DUBLIN. Twenty-seventh Report (viz. for 1842-43) of the National Institution for the Education of Deaf and Dumb Children of the Poor, in Ireland, established in Dublin, 18th of May, 1816, and now situated at Claremont, near Glasnevin, and supported solely by voluntary contributions; with an abstract of the cash account, lists of subscribers and donors, &c. *Dublin, 1843, 12mo. pp. 48.*

Twenty-eighth Report, for 1843-44, pp. 48.

Twenty-ninth do for 1844-45, " 48.

Thirtieth do for 1845-46, " 48.

In the Twentieth Report, the Committee state that "the object which they have in view is threefold:—

1st. To lead those placed under their care to the knowledge of the only true God and Jesus Christ, whom He hath sent, whom to know is life eternal.

2d. To render them useful and beneficial members of society; and

3d. To give them such an education as may enable them to earn an honest and independent livelihood by their own exertions and industry."

In May, 1846, the number of scholars was eighty-nine.

## II. AMERICAN.

286. CHAPIN, WILLIAM, late Superintendent of the Ohio Institution for the Education of the Blind.

Report on the Benevolent Institutions of Great Britain and Paris, including the Schools and Asylums for the Blind, Deaf and Dumb, and the Insane: being supplementary to the Ninth Annual Report of the Ohio Institution for the Education of the Blind. By William Chapin, Superintendent. *Columbus, 1846, 8vo. pp. 61.*

Mr. Chapin visited the Institutions for the Deaf and Dumb at

Liverpool, Manchester, Glasgow, Edinburgh, Newcastle-upon-Tyne, London, Dublin, and Paris. After a particular notice of each of these Institutions, he concludes as follows:—

*“General Remarks on the Deaf and Dumb Schools of Great Britain—*

“I. The general system of instruction is the same as in this country—the object being to give the pupils a knowledge of *written language*. The manual alphabet and the sign language are the *means* relied on.

“II. Articulation is taught to some extent, but, except in the London School, it is very little relied on, and generally condemned as requiring more labor than the results will ever justify.

“III. All the Schools, with the exception of the London, are smaller than the Institutions at Hartford and New-York; and, excepting the London and Dublin, smaller than the Ohio Asylum.

“IV. The pupils are generally taught in a single school-room; in this respect differing from the French and United States Schools, where each teacher and class have a separate room.

“V. More use is made of engraved pictures, maps, and school apparatus, than in the United States.

“VI. There are fewer teachers—some who are noticed as such being young assistants on small pay. The constant presence of the head-master is supposed to render a higher grade of assistants unnecessary.

“VII. Assistant teachers are usually taken young, as apprentices to the deaf and dumb system. Their Principals prefer this plan to that which prevails in the United States, of selecting young men for their literary education particularly.

“VIII. The pupils are not taught trades. These are learned of other mechanics; with whom they are placed as apprentices, after their time of instruction is expired.

“IX. The *two-handed* manual alphabet is everywhere used in Great Britain. The single hand is used in Paris, which our Schools have followed. And finally,

“X. The Deaf and Dumb Schools in the United States are generally superior to those in Great Britain.”

287. PEET, HARVEY P., A. M., President of the New-York Institution for the Instruction of the Deaf and Dumb.

Elementary Lessons: being a Course of Instruction for the Deaf and Dumb. Part First. Second Edition. *New-York*, 1846, 18mo. pp. 308.

In this edition the work has been enlarged and improved. Verbs have been introduced earlier than in the previous edition, and reading lessons in much greater number and variety have been interspersed. About one hundred and fifty additional cuts have been procured. It is undoubtedly the best elementary work for the deaf and dumb which has yet appeared.

—Scripture Lessons for the Deaf and Dumb. *New-York*, 1846, 18mo. pp. 122.

These Lessons are divided into two parts. The first treats, in the simplest language, of the works and attributes of God, and of the nature and operations of the human soul; the second comprises, in twenty-six sections, brief and comprehensive narratives of the prominent events recorded in the Bible. It is fully illustrated with cuts, and is admirably adapted to interest and instruct speaking children, as well as those for whom it was originally prepared.

—Address delivered at the New-York Institution for the Instruction of the Deaf and Dumb, December 2d, 1846. With an Appendix containing the proceedings at the dedication of the Chapel. *New-York*, 1847, 8vo. pp. 40.

This Address was listened to with deep interest. It is mainly devoted to the history of the art of instructing deaf mutes, the origin, progress, and present condition of the New-York Institution, and an exposition of the system of instruction here pursued. The Appendix contains a notice of the interesting exercises which preceded and followed the address,—the statement of Henry E. Davies, Esq., on behalf of the Committee on buildings and improvements; and the Selections of Scripture read by the Rev. Stephen H. Tyng, D. D.

288. COLUMBUS, OHIO,—Neunzehnter Jahresbericht der Curatoren und des Vorstehers der Taubstummen-Anstalt des Staates Ohio, fur des Jahr 1845. *Columbus*, 1845, 8vo. pp. 37.—Nineteenth Annual Report of the Trustees and Superintendent of the Deaf

and Dumb Asylum of the State of Ohio, for the year 1845. German Edition.

Twentieth Annual Report, do. 1846, pp. 37.

The Report of Mr. Hubbell, the Superintendent, embodies the facts of special interest connected with the early history of the Ohio Institution. The main building has been enlarged by the addition of one wing, which was first occupied in October last. The number of pupils is one hundred and three, divided into six classes, under the same number of teachers. They have no mechanical business for the older male pupils, at present, though the Superintendent justly regards it as important that the pupils out of school-hours should be furnished with some regular employment.

289. DANVILLE, KENTUCKY.—Annual Report of the Kentucky Institution for the Deaf and Dumb. 1846, 8vo. pp. 6.

Do. 1847, pp. 6.

“The whole number of pupils, during the past year, has been fifty-three; present number, forty-four. These numbers are nearly double what they were a few years ago, and exhibit a highly gratifying degree of prosperity.” Mr. J. A. Jacobs is the Principal and has one assistant teacher.

290. HARTFORD, CONN.—The Thirtieth Annual Report of the Directors of the American Asylum, at Hartford, for the Education and Instruction of the Deaf and Dumb Exhibited to the Asylum, May 16th, 1846. *Hartford*, 1846, 8vo. pp. 45.

The members of the school within the year had amounted to one hundred and eighty-two of all ages from eight to thirty-one years. The Instructors are Lewis Weld, A. M., Principal, nine Assistants and one Monitor. The Report gives a detailed account of the experiments made during the year in teaching articulation. No attempts were made with those entirely deaf and dumb, but with those only who have retained, in part, their hearing or speech. About thirty pupils received daily special instruction in this branch, and with various success. The results, upon the whole, were encouraging, though it is not expected by the Board to change their general method of instruction, or to teach articulation to the majority of their pupils.

291. INDIANAPOLIS, Ia.—Second Annual Report of the Trustees of the Indiana Asylum for the education of the Deaf and Dumb, to which is appended a Report and Correspondence on the loca-

tion of the same, submitted to the Senate by the Committee on Education, December 26, 1845. *Indianapolis*, 1846, 8vo. pp. 22.

Third Annual Report do. for the year 1846, pp. 21.

This Institution has commenced under favorable auspices. It contains already fifty-four pupils. Mr. James S. Brown is the Principal. He has two Assistants. A farm of eighty acres has been purchased, on which it is proposed soon to erect suitable buildings.

292. JACKSONVILLE, ILL.—Biennial Report of the Directors of the Illinois Asylum, at Jacksonville, for the education of the Deaf and Dumb. For the year 1846. *Springfield*, 1847. 8vo. pp. 16.

A building for this Institution was commenced more than two years since, and, in 1845, Mr. Thomas Officer was appointed Principal, but the school was not opened until January 26, 1846. The number of pupils at the close of the year, was fourteen. One assistant teacher is employed. The number of deaf mutes in the state of Illinois is believed to be not less than four hundred, of whom two hundred and forty are of suitable age to be under instruction.

293. NEW-YORK.—Twenty-seventh Annual Report and Documents of the New-York Institution for the Instruction of the Deaf and Dumb: to the Legislature of the State of New-York for the year 1845. *New-York*, 1846, 8vo. pp. 107.

—Specifications of work and materials for two brick wing buildings and a portico, to be erected for the New-York Institution for the Deaf and Dumb. By R. G. Hatfield, Architect. *New-York*, 1846, 8vo. pp. 16.

294. PHILADELPHIA, PA.—The Annual Report of the Board of Directors of the Pennsylvania Institution for the Deaf and Dumb, for 1845. *Philadelphia*, 1846, 8vo. pp. 12.

The Annual Report of the same for 1846, pp. 12.

The Legislatures of Pennsylvania, New-Jersey, Maryland, and Delaware make appropriations to this Institution for the support of pupils from these states respectively. The number of pupils in the Pennsylvania Institution, January 1, 1847, was one hundred and fifteen. A. B. Hutton, A. M., is the Principal. There are six additional Instructors.

295. REVIEW.—Education of the Deaf and Dumb: A Review of Messrs. Weld's and Day's Reports. [From the American Review.] *New-York*, May, 1846, 8vo. pp. 20.

In the language of Mr. Chapin, whose Report is noticed above, the Reports of Messrs. Weld and Day "form, perhaps, the most valuable contribution that has ever been made to the science of deaf-mute instruction, since the time of Sicard." The Review is an able and philosophical exposition of the views and principles contained in those two Reports.



## TERMS OF ADMISSION.

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I. PUPILS are provided for by the Institution in all respects, clothing and traveling expenses excepted, at the rate of one hundred and thirty dollars each, per annum. Clothing will also be furnished by the Institution if desired, at an additional annual charge of thirty dollars. Payment is required semi-annually in advance.

II. The regular time of admission is at the close of the vacation, which extends from the second Wednesday of July, to the first Wednesday of September. No pupil will be received at any other time except in very extraordinary cases.

III. No deduction will be made from the annual charge in consequence of absence or on any account whatever, except sickness, nor for the vacation.

IV. Pupils are at liberty to reside during the vacation in the Institution, without extra charge.

V. Applicants for admission, to be educated at the public expense, should be between the ages of twelve and twenty-five years. The Institution will not hold itself bound to receive any not embraced within this rule, but may do so at discretion.

VI. Satisfactory security will be required for the punctual payment of bills, and for the suitable clothing of the pupils.

VII. Applications from a distance, letters of inquiry, &c., must be addressed, post-paid, to the President of the Institution. The selection of pupils to be supported at the public expense, is made by the Secretary of State at Albany, to whom all communications on the subject must be addressed.

VIII. Should objections exist to the admission of any individual, the Board reserve to themselves or their officers a discretionary power to reject the application.

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, for medical attendance, medicines, or other necessary provisions.

It is suggested to the friends of deaf-mute children, that the names of familiar objects may be taught them with comparative ease before their admission, and that the possession of such knowledge in any degree, materially facilitates their subsequent advancement. To be able to write an easy hand, or at least to form letters with a pen, is likewise a qualification very desirable. In reference to this subject, it is recommended that the words which constitute writing lessons, or *copies*, preparatory to admission, should be such as have been previously made intelligible to the learner.

In the case of each pupil entering the Institution, it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested.

1. Was the deafness from birth, and owing to some original constitutional defect; or was it produced by disease or accident? And if so, in what way, and at what time.
2. Are there any cases of deafness in the same family, or among any of the ancestors or collateral branches of kindred; and how, and when produced?
3. Is the deafness total or partial, and have any means been employed to remove it; and what are the results of such efforts?
4. Have any attempts been made to communicate instruction, and is the individual acquainted with any trade or art, or with the mode of forming letters with a pen?
5. Is the individual laboring under any bodily infirmity, such as palsy, nervous trembling, or mal-formation of the limbs; or does he or she show any signs of mental imbecility or idiocy?
6. What are the names, occupation and residence of the parents?
7. If either of the parents is dead, has a second connection been formed by marriage?
8. What are the number and names of their children?

By order of the Board.

HARVEY P. PEET, *President.*

GEORGE S. ROBBINS, *Secretary.*

## ALPHABET OF THE DEAF AND DUMB.

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**A a**



**B b**



**C c**



**D d**



**E e**



**F f**



**G g**



**H h**



**I i**



**J j**



**K k**



**L l**



M m



N n



O o



P p



Q q



R r



S s



T t



U u



V v



W w



X x



Y y



Z z



&amp;c



# TWENTY-NINTH ANNUAL REPORT

AND

## DOCUMENTS

OF

THE NEW-YORK INSTITUTION FOR THE INSTRUCTION

OF THE

## DEAF AND DUMB;

TO THE

LEGISLATURE OF THE STATE OF NEW-YORK,

FOR THE YEAR

M D C C C X L V I I .



NEW-YORK:  
EGBERT, HOVEY & KING, 374 PEARL-STREET,  
PRINTERS TO THE INSTITUTION.

1848

CSRC

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## TWENTY-NINTH ANNUAL REPORT.

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THE Directors of the New-York Institution for the Instruction of the Deaf and Dumb present, to the Legislature, their Twenty-Ninth Annual Report, for the year one thousand eight hundred and forty-seven.

The present Directors and Officers are named in the foregoing list.

By the Treasurer's Account, a copy of which is herewith submitted, it will be seen, that the receipts of the Institution, from every source, during the year just closed, have amounted to forty-one thousand four hundred and eighty-five dollars and thirty-eight cents, and the disbursements, including the large balance of six thousand three hundred and eighty-two dollars and thirty-five cents, due the Treasurer on last year's account, have been, forty-one thousand two hundred and eighty-nine dollars and one cent, leaving a balance in the treasury of one hundred and ninety-six dollars and thirty-seven cents.

It was stated in the last report that the Institution had contracted a debt for the erection of additional buildings, of twenty thousand dollars, which it still owes, the income for the year not having been sufficient to pay any portion of it.

The number of pupils returned, in the catalogue appended to the last report, was two hundred and eight. During the year, thirty-seven have been dismissed, and fifty-four admitted, of whom four were former pupils re-admitted. The present number, as will appear by the accompanying catalogue, is two hundred and twenty-five. Of the dismissals, a few were

children removed after a year's trial, by direction of the Superintendent of Common Schools, as unsuitable subjects.

Such cases not unfrequently occur. Children are sometimes sent to us, whom, on trial, we find to be dumb, not from deafness, but from defective intellect, while a few, who are actually deaf, have other infirmities superadded, that make their stay in the Institution detrimental to it, without benefit to themselves. When these cases are really deserving of the public charity, they are appropriately transferred to some of those benevolent institutions founded for the relief of other classes of sufferers. The appropriate object of our Institution is, to develop and cultivate the minds of those who, by the congenital, or accidental loss of hearing, and by that loss alone, have been cut off from the ordinary sources of knowledge. Derangements of the mental functions, or of the nervous system, are entirely out of our province.

Of the present number of pupils, one hundred and sixty-one are beneficiaries of the State, sixteen of the City of New-York, and eight of the State of New Jersey. The expenses of twenty-one are defrayed by their friends, and the remainder, nineteen, are, for the present academical year, boarded and instructed by the Institution gratuitously, most of them having been designated by the Superintendent of Common Schools to fill anticipated vacancies in the State list.

Of the whole number, thirty-three are from the City of New-York, and one hundred and seventy-one from the remaining counties of the State, twelve from other States, and nine from the British Provinces.

It is a matter of high gratification, that the number of deaf mutes from this State, now under instruction, is so large, so nearly approaching to the whole number in the State who ought to be under instruction. Still, we have

reason to believe, that there yet remain, especially in the more remote parts of the State, many deaf mutes of suitable age and capacity, who are withheld from the precious boon of education, by the ignorance, apathy, or mistaken fondness of their relatives. Not a few of our present pupils have, unfortunately, been kept at home, to an age so advanced as to render their progress slow and difficult, and we have reason to fear, that many others have also been kept back, till their chance of instruction has gone by forever. According to the census of 1845, there were, in the State, five hundred and seventy-three deaf mutes, between the ages of twelve and twenty-five, and supposing an average continuance under instruction of only five years, (many continue seven), at least five-thirtieths of that number, or two hundred and twenty, should be constantly under instruction from this State alone, to say nothing of an almost certain future increase of the number of deaf mutes, in the State, proportioned to the increase of population. The average number of pupils from this State, during the last thirteen years, has been only one hundred and fifty-five.

The object of the good men who founded the Institution, and of those who have since labored to build it up, was the ultimate education, not merely of a part, but of all; the elevation to social, intellectual and religious privileges not of a favored few, but of every deaf mute in our borders. To this end it is not enough that an Institution, ranking with the first in the world, in its facilities for imparting a thorough education, has been built up, or that liberal legislative appropriations for the indigent have been made; it is further equally requisite, that there should be an enlightened and pervading public sentiment, which will not permit these unfortunate children to be left at home, in ignorance, after the suitable age of instruction has arrived. We trust that this happy state of things is now not far distant, and as the num-

ber of educated deaf mutes, who have left us to return to their homes, in the remote parts of the State, is, year by year, increasing, each becomes a missionary testifying to the benefits of education to the deaf and dumb, and prompting others, hitherto incredulous, or careless, to send their children to share in the same benefits.

Owing in part to the cause just referred to, and to the efforts made by the Directors and Officers of the Institution, by public exhibitions, by printed pamphlets, and through the newspapers, to excite attention and diffuse information throughout the State, the number of applications for admission into the Institution has greatly increased of late years, and if it shall continue to increase, it will become the duty of the Board to ask for additional legislative appropriations, which, they cannot doubt, will, when found necessary, be cheerfully granted.

The general good health with which our pupils have been favored, during the year just closed, as for several years past, while it calls for renewed expressions of gratitude to Him, at whose bidding diseases come and go, testifies that the situation of the Institution is salubrious, and that the regulations of the family, and the treatment of the pupils, are in accordance with those laws which the Creator has established as the conditions of health. Among more than two hundred children and youth, many of them with constitutions more than ordinarily susceptible of disease, we have to record but two cases of fatal illness, during the year, but in addition, we have to regret the death of a promising lad, by one of those casualties which human wisdom can neither foresee, nor prevent.

Deaf persons would seem to be peculiarly exposed to accidents, especially in the crowded thoroughfares of a great city; but in the case of those who are deaf from infancy, a wariness, proportioned to the danger, usually becomes

habitual, and even instinctive. Hence it is that serious accidents to our pupils have been very rare, and only one other fatal case has occurred, since the foundation of the Institution, among eight or nine hundred deaf children and youth who have, at different times, been under our care.

During the past year, the finishing hand has been put to the additions to, and alterations in, the main building of the Institution, which were particularly described, in our last annual report. It is believed that the building is now as complete, as neat and creditable in architectural finish, and as convenient and comfortable in its internal arrangements, as it can well admit of.

Reference was made, in our last report, to the application to Congress, for the grant of a township of land. The Select Committee of the House of Representatives, to which the memorial was referred, brought in an able report and bill, in accordance with the prayer of the petition, but we regret to say, that from the shortness of the session, and the press of other business, it failed to receive the consideration of the House. Under present circumstances, while the country is engaged in an expensive war, it may not be deemed advisable to renew it. A more auspicious period for its renewal, we yet hope, may arrive. In the meantime, the munificence of the Legislature of our own State will, no doubt, as it has hitherto done, enable the Institution to go on prosperously, in its career of beneficence.

Annexed to this Report, will be found the Report of the Committee of the Board, by whom the usual annual examination, at the close of the academical year, was conducted. In this paper, are contained the minutes of a thorough examination into all the departments of the Institution, and the evidence, thus presented, will enable the Legislature to judge, how far the Institution has fulfilled the objects for which it was founded, and has been so liberally supported.

From this document, it will be seen, that the teaching of trades is successfully prosecuted, in the intervals of study ; the articles manufactured, except in the book-binding branch, being mostly for the consumption of the Institution, with its community of two hundred and fifty souls. In this way, there can hardly be any want of employment from a temporary stagnation of trade ; and the shops are thus more uniformly and certainly made to return to the Institution the cost of superintendence and materials. We have the satisfaction to know, also, that those mechanical branches, for which the wants of the small community of the Institution afford the most steady employment, are also, in general, those for whose products, in all large civilized communities, there will be the most uniform demand.

The importance of mechanical instruction in an institution for the deaf and dumb is, at least, in this country, universally admitted ; and the best evidence of the good effects of our system is found, in the good conduct and success in life, of hundreds of our former pupils.

To this Report of the Committee of Examination, and to the specimens of composition annexed, the Board would likewise refer, for full and satisfactory evidence of the progress of the different classes in written language, and in the other branches of a good English education. There has been no change of instructors, during the year ; and the Board have the satisfaction to believe, that the present faculty of the Institution, as a body, is not inferior to what it has been, at any former period. Four of the instructors are well educated deaf mutes, whose zeal in their employment, and skill in the vernacular language of the deaf and dumb, have rendered them highly efficient and successful, in the instruction of the younger classes. The other seven (including the President who, with praiseworthy devotion to the interests of the Institution, in addition to his many other

onerous duties, teaches a class personally,) are gentlemen of collegiate education, and peculiarly qualified for their employment, by extensive knowledge, long experience and warm enthusiasm in the cause of the deaf and dumb. With a regular and philosophical system, in the printed works of the President, and such men to carry it out, results are attained with the greater number of the pupils, which, a few years ago, were realized only in the case of those few, endowed by nature with uncommon aptitude for mental cultivation.

Like all other arts and sciences, the art and science of deaf-mute instruction are progressive. Our own system is the fruit of many years' experience and study, and its results have been highly satisfactory. It is doubtless susceptible of, and in the hands of our present instructors, will receive farther improvement. The series of elementary works, the publication of which has been commenced, by the President, and which has been so highly useful, in our own and many other institutions, is yet in process of preparation, and its completion will be an era in the history of the art. A work that shall embody the many improvements, in the processes of the school-room, made during the last quarter of a century, is still a desideratum. For want of such a work, the preservation of many valuable processes and expedients, for abridging the labor of teacher and pupil, is necessarily trusted to the uncertain keeping of tradition.

It is now twenty-nine years and eight months since the Institution was opened for the reception of pupils. During the first fourteen years and eight months, three hundred and seven pupils, (an average of twenty-one annually,) were received; and during the last fifteen years, six hundred and twenty-nine were admitted, the annual average being forty-two.

Many of the admissions recorded, during each period, were, however, re-admissions. Deducting these, we find that

the actual number of admissions, during the first period, averaged a fraction more than eighteen annually, and during the second period, a fraction more than thirty-seven.

Taking the whole period in one view, we find the total of admissions into the Institution, since its foundation, has been nine hundred and thirty-five. Of these not far from one hundred and ten were re-admissions. Two hundred and twenty-five remain in school, and six hundred have left. To this number should be added sixty-six former pupils of the school at Canajoharie, who have not also been at New-York; but as about an equal number of those who have been members of one or the other school were from other States, or from foreign countries, the number of deaf mutes from our own State, who have been under instruction, remains not far from six hundred.

Many interesting statistical facts, relating to this large number of deaf mutes, have been preserved in our records, and a portion of them was embodied in some of our reports, particularly the eighteenth. Our information is, however, in many cases, not nearly as complete and accurate as we could wish, and efforts are now being made to supply the deficiencies in our statistical tables, with a view to their publication in a regularly digested form, in connection with the next annual report. If the facts can be collected in a sufficient number of cases, these tables will possess, not merely for those personally concerned in the instruction of the deaf and dumb, but for all friends of the human race, and for all lovers of accurate statistical knowledge, an interest proportioned to the number of cases from which the general results are deduced.

To obtain the facts in cases, in which our present information is deficient, and more especially to ascertain what has been the character and success in life of our large number of dismissed pupils; to obtain data also for instituting

comparisons between educated and uneducated deaf mutes, and for judging of the propriety of encouraging marriages among the deaf and dumb, a printed circular has been sent to our former pupils, or their connections, and to intelligent persons in the vicinity of their residences, embracing questions, with blanks for written answers, with a request to fill the blanks and return the paper by mail. The object of this circular may be promoted by a few words of explanation in this place, concerning the various subjects of enquiry embraced in it.

The first query relates to the cause of deafness, and the age at which hearing was lost. About one-half of our former pupils are supposed to have been born with the sense of hearing, the loss of which has been ascribed to an almost endless variety of the diseases and accidents of childhood. The particular mode of operation, by which this melancholy effect is produced, is, in most cases, involved in mystery, and to this difficulty of ascertaining the nature of the affections which have deranged the organs of hearing, it is probably to be ascribed, that medical treatment is so rarely successful, in cases of profound deafness.

In this view, all the accurate information that can be collected concerning the causes of deafness becomes valuable. Such information *may* suggest to medical men remedies that may be beneficial in some cases of deafness. Though, on this point, indeed, our expectations are not very sanguine, we think it probable that precautionary measures may be devised, by which parents may often prevent a misfortune which, when it has taken place, is usually beyond remedy.

Under this head it would be desirable, also, to have stated the causes which, in some cases of congenital deafness, are supposed to have operated before birth. This point was overlooked in preparing the printed circular. Many mothers, of children born deaf, have ascribed this misfortune to frights,

accidents, or maternal anxiety. While we admit that the connection, between the supposed cause and the effect, is probably, in many cases, a mere coincidence, we are not prepared to say that it is so in all. The matter is certainly worthy of investigation, and if it shall finally be decided, that the imagination or nervous system of the mother has no such influence on the offspring, the mental anxiety of many mothers will be relieved.

Another cause supposed by many to produce a tendency to organic, or constitutional defects in the offspring, such as imbecility in some cases, scrofula in others, deafness in others, is the marriage of near relatives. The number of cases which have come to our knowledge, in which the parents of our pupils were cousins, is quite large in proportion to the number in which this point has been inquired into. We wait, however, for further facts, before expressing

- a decided opinion on this point.

It is desirable to ascertain what proportion of the deaf and dumb are totally deaf; what proportion can hear acute noises, as the sound of a bell, or of musical instruments, and what proportion are sensible to the loudest efforts of the human voice. Of these last, a very few can learn to distinguish words shouted into their ears, the degree of hearing of the great majority not enabling them to distinguish one word from another.

Quite a number of our former pupils were accustomed to rely on their ability to articulate, more or less correctly, a few words, as a means of necessary intercourse with their friends at home. As, while in the society of the Institution, they have no occasion for this mode of communication, it has been supposed that the faculty would be lost or diminished by disuse. It is believed, however, that this is not the case with those whose ability to articulate is of any practical value. Some, on returning home, have found signs

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and writing a more pleasant and convenient mode of intercourse, while those who, at their admission, could speak fluently, have continued to speak, and often more intelligibly by a better choice and arrangement of words, if not by a better pronunciation.

Within a year or two, experiments have been made, in most of the classes of the Institution, to determine how far the articulation of those who retain some ability to speak, or some power of distinguishing spoken words can be improved by regular and judicious exercise. The information, which we may obtain on the points indicated above, will assist in deciding on the expediency of extending this branch of instruction.

Another interesting point of inquiry is the number, names, degree of relationship, and other particulars respecting deaf mutes in the same family, or connected lineally, or collaterally. It is not a little remarkable that, while in the community at large, not more than one child in fifteen hundred is deaf, there should be in certain families, as many as four, five, six, even seven or eight deaf-mute children, and that too, in most cases, without any known hereditary tendency to this infirmity. In many cases also, deaf mutes have deaf-mute cousins, and in others, deaf-mute nephews or nieces.

When there are several cases of deaf mutes in the same family, of which our records furnish more than one hundred instances, we are disposed to consider them as the development of constitutional tendencies derived from one, or both of the parents, and, in some cases, even developed by causes operating after birth. It is remarkable, however, that this tendency to deafness most usually appears in one generation, and disappears in the next. Still, instances are not wanting, in which its effects are traceable through two or three successive generations. We hope, through the re-

searches now on foot, in conjunction with the facts already collected by this and other institutions, to be able to state, with probability, at least, the laws by which this family tendency to deafness is governed, and the proportion of cases in which deaf-mute parents may be expected to have deaf-mute children. This last proportion we know to be much smaller than is generally supposed. It has been estimated that, even when both parents are deaf mutes, ninety-nine, in a hundred of the children, are born in the full possession of all their faculties.

The other queries relate to the character, conduct and circumstances of our dismissed pupils, such as the facility with which they can hold intercourse by writing; their estimation for general intelligence, as compared with the average of persons in their sphere of life; their ability to support themselves; to transact their own affairs, and keep their own accounts; their moral character and estimation in society, and whether they have made and consistently sustained, (as many of them have) a profession of religion. One important branch of inquiry concerns those who have entered the marriage relation, how many of them have married hearing persons, and how many deaf mutes; whether any of their children are also deaf mutes, and whether the children of such marriages give evidence, in point of intelligence, morals and deportment, of proper and judicious parental care.

The answers to these inquiries will enable us to judge, whether our system of education has been productive of all the good results for which we have hoped and labored. In those of our former pupils who have become heads of families, we feel more than usual interest, since their success, in discharging well the responsible duties of their position, is the strongest possible evidence of the value of the education they have received.

Finally, we wish to collect as many facts as we can, bear-

ing on the moral and intellectual development and social position of deaf mutes who have never been instructed, thus enabling us to show the benefits of education more strikingly by contrast.

When we would measure the degree of success attained in the instruction of the deaf and dumb, we must bear in mind the peculiar difficulties in the way of the early mental development of these unfortunate children. Placed, for the most part, in the course of Providence, in families ignorant of the mode of communication with the deaf by a language addressed to the eye, the majority of deaf-mute children have, before they come to us, no medium of communication, save such instinctive gestures as may suffice to explain the simplest wants, to make intelligible the simplest movements of the soul. Some of more than common mental activity, and blessed with kind and attentive companions, have gone farther than this, and established, with their associates, a dialect of signs, rude and scanty, indeed, but sufficient for necessary communications, and even for affording some social enjoyment. Still, as a general rule, the mental powers of uneducated deaf mutes lie nearly dormant, and the faculties of the mind, particularly the memory and judgment remain almost wholly undeveloped. This results not from any original inferiority of faculties, but from the want of hearing, which shuts them out from the commerce of mind, from the acquisition, through the natural channel, the ear, of a language perfected by the successive labors of all the higher minds of the race, and the mere possession of which implies much development of ideas, and furnishes a powerful instrument of thought,—from the stores of traditional knowledge accumulating for uncounted generations, of which that language is the repository; and more, even, than all this, from the emulative play and struggle of thought and intellect, that so powerfully sharpens the faculties and stimulates the men-

tal development of children who hear. Minds thus isolated from other minds may be compared to the individual plates of a voltaic pile—they require to be put in communication before the electric current of thought can flow.

Children who hear, when their systematic education begins, are already possessed of the great instrument of thought, and communication, language. They have, moreover, acquired a very considerable amount of that traditional knowledge from which the deaf and dumb are excluded. For the latter, a language must be constructed, piece by piece, not such a language as is most easy for them to remember and use, but one by which they may with comparative slowness and difficulty converse with other men. In teaching the simplest terms of this language, additional labor is often required to explain the ideas which they represent to minds accustomed only to dwell on sensible perceptions.

Hence it is that several years of study and labor, on the part of teacher and pupil, are often required to advance the deaf-mute pupil only to the point at which the school education of a child who hears is begun. With such an immense advantage in the outset, it would be strange indeed, if the latter did not, in general, make greater progress in an equal term of instruction.

Very different from this is the condition of the blind child. It is a great, though prevalent mistake, that this class of unfortunates have stronger or even equal claims on public sympathy. Physically, it is true, the deaf and dumb have many advantages, but intellectually the advantages of the blind are immense. To them come the voices of kindred and friends cheering their material darkness with intellectual and moral light. Education will doubtless increase their comforts, their means of subsistence, but without special education, they already possess the language of their fellow

men, can hear others read, can take part in public meetings, whether social, scientific, or political, and above all, the religious privileges, save private study, which the most favored of their fellow men enjoy.

With these remarks the Board conclude the record of their labors for another year. Relying on the Divine blessing which has hitherto so signally crowned their efforts, they trust that the Institution under their care will continue to advance in usefulness, and in the confidence of the public and of the Legislature.

HARVEY P. PEET, *President.*

GEORGE S. ROBBINS, *Secretary.*

**LIST OF PUPILS**  
**IN**  
**THE NEW-YORK INSTITUTION FOR THE INSTRUCTION**  
**OF**  
**THE DEAF AND DUMB.**

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**MALES.**

| NAMES.                 | TOWN.                          | COUNTY.              |
|------------------------|--------------------------------|----------------------|
| Aldridge, John         | <i>Chauteaugay,</i>            | <i>Franklin.</i>     |
| Andrews, Asahel        | <i>Attica, . . .</i>           | <i>Wyoming.</i>      |
| Arnold, Charles H.     | <i>Troy, . . .</i>             | <i>Rensselaer.</i>   |
| Barnhart, Jacob        | <i>Potsdam, . . .</i>          | <i>St. Lawrence.</i> |
| Barry, Nathaniel       | <i>Yates, . . .</i>            | <i>Orleans.</i>      |
| Bell, John Thomas      | <i>New-York, . . .</i>         | <i>New-York.</i>     |
| Benedict, Edward       | <i>Victory, . . .</i>          | <i>Cayuga.</i>       |
| Bothwell, Martin       | <i>Clayton, . . .</i>          | <i>Jefferson.</i>    |
| Bracy, Thomas          | <i>New-Haven, . . .</i>        | <i>Oswego.</i>       |
| Breg, William          | <i>Cohocton, . . .</i>         | <i>Steuben.</i>      |
| Briggs, Abraham Lot    | <i>Williamson, . . .</i>       | <i>Wayne.</i>        |
| Brown, Charles         | <i>Ellisburgh, . . .</i>       | <i>Jefferson.</i>    |
| Brown, James W.        | <i>Tioga Centre, . . .</i>     | <i>Tioga.</i>        |
| Brundige, Ananias C.   | <i>Pittstown, . . .</i>        | <i>Rensselaer.</i>   |
| Bucklen, Simeon D.     | <i>West Winfield, . . .</i>    | <i>Herkimer.</i>     |
| Burwell, George N.     | <i>Perrysburgh, . . .</i>      | <i>Cattaraugus.</i>  |
| Camp, James M.         | <i>Bethany, . . .</i>          | <i>Genesee.</i>      |
| Carmer, Moses          | <i>Hopewell, . . .</i>         | <i>Ontario.</i>      |
| Chandler, John         | <i>Mexicoville, . . .</i>      | <i>Oswego.</i>       |
| Chapple, Solomon       | <i>Stafford, . . .</i>         | <i>Genesee.</i>      |
| Charlon, Henry         | <i>Ausable, . . .</i>          | <i>Clinton.</i>      |
| Chesebro, Nathaniel H. | <i>Brookfield, . . .</i>       | <i>Madison.</i>      |
| Chestney, William      | <i>Saratoga Springs, . . .</i> | <i>Saratoga.</i>     |
| Cilley, Benjamin       | <i>Bolton, . . .</i>           | <i>Warren.</i>       |

| NAMES.               | TOWN.                | COUNTY.                |
|----------------------|----------------------|------------------------|
| Clark, Matthew       | <i>Malone</i>        | <i>Franklin.</i>       |
| Clarkson, James W.   | <i>Rahway</i>        | <i>New-Jersey.</i>     |
| Coffin, James E. M.  | <i>Charleston</i>    | <i>South Carolina.</i> |
| Cornell, Alvan H.    | <i>Jamestown</i>     | <i>Chautauque.</i>     |
| Craft, William       | <i>New-York</i>      | <i>New-York.</i>       |
| Cross, Adelmer       | <i>Cherry Valley</i> | <i>Olsego.</i>         |
| Cross, George M.     | "                    | "                      |
| Cross, Joseph        | <i>Isle of Man</i>   | <i>England.</i>        |
| Cuffee, Aaron Lee    | <i>Sag Harbor</i>    | <i>Suffolk.</i>        |
| De Hart, Joseph      | <i>New-York</i>      | <i>New-York.</i>       |
| Donnelly, William    | "                    | "                      |
| Driscall, George     | <i>Greene</i>        | <i>Chenango.</i>       |
| Emmons, Jacobus      | <i>Gravesend</i>     | <i>Kings.</i>          |
| Evans, Owen W.       | <i>Western</i>       | <i>Oneida.</i>         |
| Ferris, Charles      | <i>West Farms</i>    | <i>West Chester.</i>   |
| Fitch, Harrison E.   | <i>Vernon</i>        | <i>Oneida.</i>         |
| Garlock, Simeon T.   | <i>Canajoharie</i>   | <i>Montgomery.</i>     |
| Garrybrandt, Zenas   | <i>Havana</i>        | <i>Chemung.</i>        |
| Getman, Ozias        | <i>Ephratah</i>      | <i>Fulton.</i>         |
| Gilbert, Gustavus O. | <i>Sparta</i>        | <i>Livingston.</i>     |
| Gilbert, William L.  | <i>Avon</i>          | <i>Ontario.</i>        |
| Golden, Peter R.     | <i>Hampden</i>       | <i>Delaware.</i>       |
| Golder, John B.      | <i>Jamaica</i>       | <i>Queens.</i>         |
| Graham, George       | <i>Greece</i>        | <i>Monroe.</i>         |
| Gravellin, Henry     | <i>Essex</i>         | <i>Essex.</i>          |
| Green, Peter         | <i>Greenville</i>    | <i>Greene.</i>         |
| Grommon, Truman      | <i>Adams</i>         | <i>Jefferson.</i>      |
| Grow, Charles M.     | <i>Potter</i>        | <i>Yates.</i>          |
| Haight, Henry        | <i>New-York</i>      | <i>New-York.</i>       |
| Harrington, Patrick  | "                    | "                      |
| Harrison, George W.  | <i>Williamson</i>    | <i>Wayne.</i>          |
| Harvey, Andrew Kirk  | <i>Binghampton</i>   | <i>Broome.</i>         |
| Hatch, Edward        | <i>New-York</i>      | <i>New-York.</i>       |
| Havens, David H.     | <i>Plattsburg</i>    | <i>Clinton.</i>        |
| Henderson, Sylvanus  | <i>Champion</i>      | <i>Jefferson.</i>      |
| Hennion, Abraham W.  | <i>Pompton</i>       | <i>Passaic, N. J.</i>  |
| Hertwick, Francis C. | <i>Brooklyn</i>      | <i>Kings.</i>          |
| Hill, David          | <i>Onondaga</i>      | <i>Onondaga.</i>       |
| Hills, Joseph B.     | <i>Fabius</i>        | "                      |
| Hogenkamp, Daniel    | <i>Haverstraw</i>    | <i>Rockland.</i>       |
| Houston, Jefferson   | <i>New-York</i>      | <i>New-York.</i>       |
| Howell, William      | <i>Columbia</i>      | <i>South Carolina.</i> |
| Jewell, Ephraim      | <i>Java</i>          | <i>Wyoming.</i>        |
| Jobes, George W.     | <i>Lloyd</i>         | <i>Ulster.</i>         |
| Jones, Lawrence N.   | <i>Richland</i>      | <i>Oswego.</i>         |

| NAMES.                 | TOWN.           | COUNTY.        |
|------------------------|-----------------|----------------|
| Ketcham, Chauncey      | Brookhaven, .   | Suffolk.       |
| Ketcham, George E.     | New-York, .     | New-York.      |
| Larkin, Charles N.     | " .             | "              |
| Le Duc, Gerard         | Ogdensburgh, .  | St. Lawrence.  |
| Ling, John Edward      | New-York, .     | New-York.      |
| Litts, William         | Florence, .     | Oneida.        |
| Martling, Robert J.    | New-York, .     | New-York.      |
| Matteson, Theodore     | Silverbrook, .  | Chautauque.    |
| Mc Cormick, Robert     | Williamsburg, . | Kings.         |
| Mc Coy, Zachariah      | Oswego, .       | Oswego.        |
| Mc Donald, John        | Gray's Creek, . | Canada West.   |
| Mc Kean, Platt A.      | Middleport, .   | Niagara.       |
| Mc Laughlin, Michael   | Greenbush, .    | Rensselaer.    |
| Mc Vav, John           | Columbus, .     | Georgia.       |
| Miles, Wallace         | Hopewell, .     | Ontario.       |
| Milmine, John          | Florida, .      | Montgomery.    |
| Monfort, Cyrenius      | Groton, .       | Tompkins.      |
| Morehouse, Philetus E. | Granville, .    | Washington.    |
| Myers, William Henry   | New-York, .     | New-York.      |
| O'Hara, Charles        | " .             | "              |
| Pangburn, Emory        | Cooperstown, .  | Otsego.        |
| Parker, Charles M.     | Sand Lake, .    | Rensselaer.    |
| Patterson, Andrew      | Streetsville, . | Canada West.   |
| Pitt, Charles          | Quebec, .       | Canada East.   |
| Rider, Henry C.        | Caroga, .       | Fulton.        |
| Rider, John H. H.      | Westerlo, .     | Albany.        |
| Rider, William Henry   | Brighton, .     | Monroe.        |
| Risley, George         | Hamilton, .     | Madison.       |
| Risley, Goodrich       | " .             | "              |
| Rosenkrantz, William   | Bath, .         | Steuben.       |
| Ross, Hubbard W.       | Litchfield, .   | Herkimer.      |
| Ryan, John             | New-York, .     | New-York.      |
| Shannon, Hugh          | Peekskill, .    | Westchester.   |
| Simlar, John           | New-York, .     | New-York.      |
| Smith, James O         | Minden, .       | Montgomery.    |
| Smith, Sylvanus B.     | Brooklyn, .     | Kings.         |
| Smith, Wilbur          | Bethany, .      | Genesee.       |
| Southwick, Edwin       | Albany, .       | Albany.        |
| Spicer, Devotion W.    | Hoosick, .      | Rensselaer.    |
| Stauring, Robert       | Danube, .       | Herkimer.      |
| Stewart, Fletcher      | Malone, .       | Franklin.      |
| Stock, John            | New-York, .     | New-York.      |
| Sweetman, Joseph       | Homer, .        | Cortland.      |
| Tainter, John          | Stockbridge, .  | Madison.       |
| Taylor, James          | St. Johns, .    | New-Brunswick. |

| NAMES.                      | TOWN.                 | COUNTY.        |
|-----------------------------|-----------------------|----------------|
| Taylor, George . . .        | St. Johns, . . .      | New-Brunswick. |
| Thompson, John . . .        | South Chili, . . .    | Monroe.        |
| Vail, Lewis S. . . .        | Goshen, . . .         | Orange.        |
| Vine, John . . . .          | Rotterdam, . . .      | Schenectady.   |
| Wait, Selah . . . .         | Preston, . . .        | Chenango.      |
| Waldron, Warren . . .       | Northumberland, . . . | Saratoga.      |
| Wallace, Orville L. . .     | Stockholm, . . .      | St. Lawrence.  |
| Weaver, John . . . .        | Ballston Spa, . . .   | Saratoga.      |
| Webster, Ahira G. . . .     | Fredonia, . . .       | Chautauque.    |
| Weeks, William Henry . . .  | Yorktown, . . .       | Westchester.   |
| Wells, James S. . . .       | New-York, . . .       | New-York.      |
| Whitten, Daniel M. . . .    | Sing Sing, . . .      | Westchester.   |
| Wilder, Austin M. . . .     | Alabama, . . .        | Genesee.       |
| Wilkins, N. Denton . . .    | Brooklyn, . . .       | Kings.         |
| Williamson, Jaques S. . .   | Gravesend, . . .      | "              |
| Willis, Silas . . . .       | Wells, . . .          | Hamilton.      |
| Williston, Thaddeus . . .   | Ithaca, . . .         | Tompkins.      |
| Willson, David . . . .      | Southport, . . .      | Chemung.       |
| Winslow, James Harvey . . . | Pierrepont, . . .     | St. Lawrence.  |
| Witschief, John . . . .     | New-York, . . .       | New-York.      |
| Works, William S. . . .     | Hannibal, . . .       | Oswego.        |
| Wright, William . . . .     | Boonville, . . .      | Oneida.        |

## F E M A L E S .

| NAMES.                       | TOWN.              | COUNTY.          |
|------------------------------|--------------------|------------------|
| Abel, Margaret . . .         | Perryville, . . .  | Hunterdon, N. J. |
| Anderson, Cornelia . . .     | New-York, . . .    | New-York.        |
| Ashley, Amanda . . .         | Rochester, . . .   | Monroe.          |
| Ballou, Lydia Ann . . .      | Providence, . . .  | Saratoga.        |
| Baily, Phebe Ann . . .       | Spencer, . . .     | Tioga.           |
| Barnes, Frances Marion . . . | Utica, . . .       | Oneida.          |
| Bentley, Joanna . . .        | Southport, . . .   | Chemung.         |
| Blauvelt, Catharine . . .    | Clarkstown, . . .  | Rockland.        |
| Boughton, Lucy A. . .        | New-York, . . .    | New-York.        |
| Boughton, Augusta G. . .     | " . . .            | "                |
| Bower, Sally Ann . . .       | Lansing, . . .     | Tompkins.        |
| Bower, Maria Louisa . . .    | " . . .            | "                |
| Bower, Margaret M. . .       | " . . .            | "                |
| Bradford, Charlotte Z. . .   | Crown Point, . . . | Essex.           |
| Brady, Fanny . . . .         | Orange, . . .      | New Jersey.      |
| Bronson, Sally . . . .       | Wolcott, . . .     | Wayne.           |

| NAMES.                        | TOWN.              | COUNTY.             |
|-------------------------------|--------------------|---------------------|
| Buck, Martha DeWitt           | Orelia, . . .      | Canada West.        |
| Casler, Mary . . .            | Dexter, . . .      | Jefferson.          |
| Cassidy, Ellen . . .          | New-York, . . .    | New-York.           |
| Chandler, Helen A. . .        | Mexicoville, . . . | Oswego.             |
| Chesebro. Ariadna P. . .      | Darien, . . .      | Walworth, Wis. Ter. |
| Colvin, Josephine Grace . . . | Buffalo, . . .     | Eric.               |
| Conklin, Charlotte . . .      | Springfield, . . . | Essex, N. J.        |
| Cornell, Meribah . . .        | Jamesstown, . . .  | Chautauque.         |
| Cornwall, Caroline . . .      | Athens, . . .      | Greene.             |
| Cutting, Laura S. . .         | Gerry.. . .        | Chautauque.         |
| Dobbie, Margaret Ann . . .    | Mamaroneck . . .   | Westchester.        |
| Dodge, Susan . . .            | Charleston, . . .  | Montgomery.         |
| Donovan, Ellen . . .          | New-York, . . .    | New-York.           |
| Doty, Rebecca . . .           | Sennet, . . .      | Cayuga.             |
| Doty, Phebe Ann . . .         | " . . .            | "                   |
| Dye, Olive . . .              | Camillus, . . .    | Onondaga.           |
| Eacker, Margaret . . .        | Mohawk, . . .      | Montgomery.         |
| Easton, Elizabeth Ann . . .   | Roxbury, . . .     | Morris, N. J.       |
| Eggleson, Delia Ann . . .     | Henderson, . . .   | Jefferson.          |
| Fearon, Matilda . . .         | Brooklyn, . . .    | Kings.              |
| Foord, Esther Ann . . .       | Stanstead, . . .   | Canada East.        |
| Garratt, Catharine . . .      | Lyons, . . .       | Wayne.              |
| Gilbert, Lucy . . .           | Sparta, . . .      | Livingston.         |
| Golden, Emeline L. . .        | Hampden, . . .     | Delaware.           |
| Green, Fanny Maria . . .      | Greenfield, . . .  | Saratoga.           |
| Hahn, Auguste . . .           | Newark, . . .      | Essex, N. J.        |
| Harrington, Margaret . . .    | New-York, . . .    | New-York.           |
| Harrison, Susan M. . .        | Williamson, . . .  | Wayne.              |
| Herrington, Hulda             | Pittsfield, . . .  | Otsego.             |
| Hibbard, Martha A. . .        | Rochester, . . .   | Monroe.             |
| Hilts, Pamelia . . .          | Depauville, . . .  | Jefferson.          |
| Hills, Jerusha M. . .         | Fabius, . . .      | Onondaga.           |
| Hills, Lucinda E. . .         | " . . .            | "                   |
| Hogenkamp, Emily . . .        | Haverstraw . . .   | Rockland.           |
| Hunt, Maryette . . .          | Nassau, . . .      | Rensselauer.        |
| Hunter, Helen . . .           | Canandaigua, . . . | Ontario.            |
| Ireland, Sarah . . .          | Gulway, . . .      | Saratoga.           |
| Jones, Laura . . .            | Remsen, . . .      | Oneida.             |
| Langlois, Eleanor . . .       | Malone, . . .      | Franklin.           |
| Lathrop, Cornelia A. . .      | Rochester, . . .   | Monroe.             |
| Lighthall, Lavinia . . .      | Minden, . . .      | Montgomery.         |
| Lighthall, Eliza . . .        | " . . .            | "                   |
| Mallinson, Mary J. . .        | Haverstraw, . . .  | Rockland.           |
| McKinney, Mary A. . .         | York, . . .        | Livingston.         |
| McCoy, Eunice . . .           | Oswego, . . .      | Oswego.             |

| NAMES.                   | TOWN.             | COUNTY.      |
|--------------------------|-------------------|--------------|
| McCarty, Mary . . .      | New-York, . . .   | New-York.    |
| Mead, Emily . . .        | Northville, . . . | Fulton.      |
| Milmine, Helen . . .     | Florida, . . .    | Montgomery,  |
| Munson, Sarah E. . .     | New-York, . . .   | New-York.    |
| Northrop, Elizabeth A.   | Ontario, . . .    | Wayne.       |
| Overheiser, Hannah . .   | Bigflats, . . .   | Chemung.     |
| Overton, Phebe . . .     | Coram, . . .      | Suffolk.     |
| Padmore, Sarah Ann .     | Keeseville, . . . | Essex.       |
| Palmer, Eliza Ann .      | Moriah, . . .     | "            |
| Patten, Hannah M. . .    | Saratoga Springs, | Saratoga.    |
| Perry, Ann Maria . .     | Coburg, . . .     | Canada West. |
| Romeyn, Jane Ann ,       | Glenville, . . .  | Schenectady. |
| Seymour, Hannah . .      | Vienna, . . .     | Oncida.      |
| Sharot, Ann Elizabeth .  | New-York, . . .   | New-York.    |
| Sullivan, Catharine .    | " . . .           | "            |
| Taber, Silence . . .     | Scipio, . . .     | Cayuga.      |
| Tompkins, Ellen Maria .  | Auburn, . . .     | "            |
| Vanderbeck, Elizabeth A. | New-York, . . .   | New-York.    |
| Van Zandt, Elizabeth .   | Watervliet, . . . | Albany.      |
| Warts, Louisa Ann .      | New-York, . . .   | New-York.    |
| Wallace, Janette . .     | " . . .           | "            |
| Weyant, Harriet C. .     | Binghampton, . .  | Chenango.    |
| White, Ann Eliza . .     | New-York, . . .   | New-York.    |
| Wilder, Zeruah D. . .    | Alabama, . . .    | Genesee.     |
| Williams, Mary . . .     | Orange, . . .     | New Jersey.  |
| Willis, Maria . . .      | Lyons, . . .      | Wayne.       |
| Wilson, Catharine B. .   | Fishkill, . . .   | Dutchess.    |
| Woodford, Almira . .     | Sherburn, . . .   | Chenango.    |

|                                                    |         |
|----------------------------------------------------|---------|
| Pupils supported by the State of New-York, . . . . | 161     |
| "    "    "    Corporation of New-York, . . . .    | 16      |
| "    "    "    State of New Jersey, . . . .        | 8       |
| "    "    "    their friends, . . . . .            | 21      |
| "    "    "    Institution, . . . . .              | 19      |
| <br>Total, . . . .                                 | <br>225 |

## DONATIONS AND SUBSCRIPTIONS.

|                                     |              |                                       |             |
|-------------------------------------|--------------|---------------------------------------|-------------|
| <b>John Johnston,</b>               | <b>\$250</b> | <b>P. M. Wetmore,</b>                 | <b>\$30</b> |
| <b>E. D. Hurlbut,</b>               | <b>150</b>   | <b>James N. Cobb,</b>                 | <b>30</b>   |
| <b>Moses Taylor,</b>                | <b>100</b>   | <b>Edmund Penfold,</b>                | <b>30</b>   |
| <b>John Bridge,</b>                 | <b>100</b>   | <b>N. H. Wolfe,</b>                   | <b>30</b>   |
| <b>W. S. Wetmore,</b>               | <b>100</b>   | <b>Clark Durant,</b>                  | <b>30</b>   |
| <b>Thomas Tileson,</b>              | <b>100</b>   | <b>Valentine G. Hall,</b>             | <b>30</b>   |
| <b>R. B. Minturn,</b>               | <b>100</b>   | <b>George F. Adee,</b>                | <b>30</b>   |
| <b>Paul Spofford,</b>               | <b>100</b>   | <b>W. N. Seymour,</b>                 | <b>30</b>   |
| <b>Daniel Lord,</b>                 | <b>100</b>   | <b>Caleb S. Benedict,</b>             | <b>30</b>   |
| <b>William E. Wilmerding,</b>       | <b>100</b>   | <b>James Y. Watkins,</b>              | <b>30</b>   |
| <b>David Austin,</b>                | <b>100</b>   | <b>E. W. Clark, Dodge &amp; Co.,</b>  | <b>30</b>   |
| <b>William M. Halsted,</b>          | <b>100</b>   | <b>John Oothout,</b>                  | <b>30</b>   |
| <b>Joshua Brookes,</b>              | <b>50</b>    | <b>R. H. Nevins,</b>                  | <b>30</b>   |
| <b>Augustin Averill,</b>            | <b>50</b>    | <b>David H. Nevins,</b>               | <b>30</b>   |
| <b>Thomas H. Faile,</b>             | <b>50</b>    | <b>Henry G. Stebbins,</b>             | <b>30</b>   |
| <b>R. L. &amp; A. Stuart,</b>       | <b>50</b>    | <b>J. Smyth Rogers,</b>               | <b>30</b>   |
| <b>Henry Chauncey,</b>              | <b>50</b>    | <b>Orsamus Bushnell,</b>              | <b>30</b>   |
| <b>Edwin Bartlett,</b>              | <b>50</b>    | <b>George W. Strong,</b>              | <b>25</b>   |
| <b>E. K. Collins,</b>               | <b>50</b>    | <b>William Whitlock, Jr.,</b>         | <b>25</b>   |
| <b>Henry W. Hicks,</b>              | <b>50</b>    | <b>Sidney Mason,</b>                  | <b>25</b>   |
| <b>Moses H. Grinnell,</b>           | <b>50</b>    | <b>Richard Sands Tucker,</b>          | <b>25</b>   |
| <b>D. F. Maurice,</b>               | <b>50</b>    | <b>Andrew Foster, Jr.,</b>            | <b>25</b>   |
| <b>Jonathan Thorne,</b>             | <b>50</b>    | <b>Robert A. Williams,</b>            | <b>25</b>   |
| <b>John Ward,</b>                   | <b>50</b>    | <b>Josiah Macy &amp; Son,</b>         | <b>25</b>   |
| <b>Robert Kelly,</b>                | <b>50</b>    | <b>Ferdinand Suydam,</b>              | <b>25</b>   |
| <b>Rawdon, Groesbeck &amp; Co.,</b> | <b>50</b>    | <b>Charles H. Marshall,</b>           | <b>20</b>   |
| <b>William Nelson,</b>              | <b>50</b>    | <b>M. L. Hoffman,</b>                 | <b>20</b>   |
| <b>Joshua Underhill,</b>            | <b>50</b>    | <b>Stephen Allen,</b>                 | <b>20</b>   |
| <b>Joseph Kernochan,</b>            | <b>50</b>    | <b>Edward A. B. Graves,</b>           | <b>20</b>   |
| <b>Joseph W. Alsop,</b>             | <b>30</b>    | <b>Robert Kermit,</b>                 | <b>20</b>   |
| <b>Walter R. Jones,</b>             | <b>30</b>    | <b>David D. Colden,</b>               | <b>20</b>   |
| <b>Benjamin L. Swan,</b>            | <b>30</b>    | <b>Caleb Swan,</b>                    | <b>20</b>   |
| <b>Ezra Wheeler,</b>                | <b>30</b>    | <b>Henry G. Storer,</b>               | <b>20</b>   |
| <b>Jonathan Sturges,</b>            | <b>30</b>    | <b>B Aymar,</b>                       | <b>20</b>   |
| <b>Henry Hoit,</b>                  | <b>30</b>    | <b>Samuel J. Beebee,</b>              | <b>15</b>   |
| <b>Ruel Smith,</b>                  | <b>30</b>    | <b>Mrs Caspar Meir,</b>               | <b>10</b>   |
| <b>Caleb Barstow,</b>               | <b>30</b>    | <b>William A. Booth,</b>              | <b>10</b>   |
| <b>John L. Brower,</b>              | <b>30</b>    | <b>F. C. Tucker,</b>                  | <b>10</b>   |
| <b>Charles M. Leupp,</b>            | <b>30</b>    | <b>Samuel Willets,</b>                | <b>10</b>   |
| <b>Wisner &amp; Gale,</b>           | <b>30</b>    | <b>A. Kingsland,</b>                  | <b>10</b>   |
| <b>Benjamin H. Field,</b>           | <b>30</b>    | <b>Walden Pell,</b>                   | <b>10</b>   |
| <b>F. H. Delano,</b>                | <b>30</b>    | <b>Cash,</b>                          | <b>10</b>   |
| <b>James Wotherspoon,</b>           | <b>30</b>    | <b>do.</b>                            | <b>10</b>   |
| <b>Drake Mills,</b>                 | <b>30</b>    | <b>do.</b>                            | <b>10</b>   |
| <b>William Chamberlain,</b>         | <b>30</b>    | <b>Benjamin Poultney,</b>             | <b>5</b>    |
| <b>James McCullough,</b>            | <b>30</b>    | <b>J. T. Metcalfe, annual subscr.</b> | <b>3</b>    |

From Editors of the Commercial Advertiser, their paper, daily.

- " " " Courier and Enquirer, " "
- " " " Churchman, " weekly.
- " " " New-York Evangelist, " "
- " " " " Recorder, " "
- " " " Christian Intelligencer, " "
- " " " " Adv. and Jour. " "
- " " " Sentinel of Freedom, Newark, "
- " " " Canajoharie Radii, " "
- " " " Morning Star, Dover, N. H., "
- " " " Sabbath School Advocate, " semi-monthly.
- " B. R. Winthrop, Esq., Protestant Churchman, weekly.

DONATIONS TO THE LIBRARY.

From B. L. Woolley, Esq. 31st Report of the American Bible Society, elegant copy.

- " Charles Burdett, Esq., copy of his works, 8 vols.

DONATIONS TO THE CABINET.

From Cyrus Curtis, Esq., a pair of Indian snow shoes, from Lake Superior.

- " David Leavitt, Esq., a pair of Prairie hens, mounted.
- " Dudley Allen, M. D., Kinsman, Ohio, a box of shells and fossils from the coal region, Ohio.
- " P. M. Wetmore, Esq., copper ore, &c., from Lake Superior.
- " C. T. Jackson, Boston, Native Copper, " " "
- " Joseph Delafield, Esq. a collection of rare Minerals.
- " Messrs. N. & G. Howell, Sag Harbor, Harpoon.

*The New-York Institution for the Instruction of the Deaf and Dumb, to account current with HON. H. D. WHALEY,*  
*Treasurer, from January 1<sup>st</sup>, 1847, to January 1<sup>st</sup>, 1848.*

**EXPENDITURES IN 1847.**

|                                                              |             |
|--------------------------------------------------------------|-------------|
| 1847, Jan. 1. Balance due the Treasurer,.....                | \$ 6,382.35 |
| Paid superintendence, professors, steward and servants,..... | 10,572.78   |
| Groceries and provisions,.....                               | 9,517.30    |
| Dry goods for clothing, and cash advanced pupils,.....       | 1,532.88    |
| Building and repairs—                                        |             |
| Erection of cottage on 50th street,.....                     | 749.24      |
| Succession portraits, &c., of Main Building,.....            | 507.32      |
| Repairs of                                                   |             |
| Fuel and light,.....                                         | 1,274.09    |
| Table Linen, beds, Bedding, Crockery, &c.,.....              | 1,656.54    |
| Hay, straw, oats, corn, ground feed, &c.,.....               | 815.57      |
| Smith's hills, repairing harness, &c.,.....                  | 720.82      |
| Stock, tools, and wagons for book bindery,.....              | 97.57       |
| " " " " shop, cabinet shop,.....                             | 1,154.69    |
| Tailor's wages and trimmings for tailor's shop,.....         | 72.60       |
| Gardener's wages, seeds, tools, &c.,.....                    | 466.05      |
| Soup, starch and labor for washing,.....                     | 462.14      |
| Medicines and professional attendants,.....                  | 374.30      |
| Books, slate, crayon, and stationery for schools,.....       | 665.21      |
| Printing annual reports, Notices, &c.,.....                  | 277.31      |
| Binding former reports, 48 vols.,.....                       | 348.10      |
| Interest on loan,.....                                       | 16.93       |
| Interest on loan,.....                                       | 1,400.00    |
| Railroad fare, \$57.94; Postage, \$61.56,.....               | 240.23      |
| Stationery, \$34.85; Directory and Register, \$24.76,.....   | 118.89      |
| Funeral expenses of Mary Barry and W. S. Gaffey,.....        | 37.13       |
| Expenses of delegation to Albany,.....                       | 31.00       |
| Impressions, last. Seal, 100, \$3; Discount, \$2.16,.....    | 10.55       |
| Balance on hand,.....                                        | 5.15        |
|                                                              | 198.37      |

**RECEIPTS IN 1847.**

|                                                                    |             |
|--------------------------------------------------------------------|-------------|
| From Comptroller of State for State Pupils,.....                   | \$20,770.03 |
| " " David Hill, a draft made of the Oneonta Tribe of Indians,..... | 140.00      |
| " " per act of April 3d, 1844,.....                                | 5,000.00    |
| " " Report of the University of New-York,.....                     | 594.36      |
| " " Corporation of the city of New-York,.....                      | 2,300.00    |
| " " Treasurer of the State of New-Jersey,.....                     | 1,100.00    |
| " " Paying Pupils,.....                                            | 3,110.81    |
| " " Donations and subscriptions,.....                              | 3,713.00    |
| " " Sales of clothing, and cash advanced pupils,.....              | 2,144.36    |
| " " Sales of articles manufactured in cabinet shop,.....           | 249.97      |
| " " Work done in book bindery,.....                                | 1,517.75    |
| " " " " shop, tailor shop,.....                                    | 142.53      |
| " " Rent of dwelling in use,.....                                  | 61.91       |
| " " Borders,.....                                                  | 229.00      |
| " " Sales of logs, cows, and keeping horses,.....                  | 54.00       |
| " " Flour barrels, \$57.90; oil casks, \$10.91,.....               | 221.43      |
| " " soap grease, \$2.75; vegetables, \$1; molasses cask, 62 c.,    | 68.81       |
| " " 7.37                                                           |             |

1848, January 1, Balance on hand,.....

|             |
|-------------|
| \$41,485.38 |
| \$196.37    |

We have examined the above account and compared the entries with the vouchers, and find the same to be correct.

**R. L. WOOLLEY, } Finance Committee.**  
**B. C. GREEN, } Finance Committee.**

## PROGRAME.

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To HON. NATHANIEL S. BENTON,

*Superintendent of Common Schools, and Ex-Officio Visitor on  
the part of the State.*

REV. GREGORY T. BEDELL,  
JOHN T. METCALFE, M. D.  
AUGUSTIN AVERILL, Esq.

*Committee of Examination on the part of the Board.*

*Gentlemen:*—The following paper is herewith submitted in order to facilitate the labors of the Committee to ascertain the condition of the intellectual department of the Institution, and the progress which has been made during the past year.

In the other departments to which your attention will be invited, and which will form the proper objects of your examination, there have been no changes deserving of specific mention. The same system of government and discipline, of instruction in the mechanic arts, of domestic supervision and financial accountability, the fruit of much reflection and no inconsiderable experience in practical details, remains without any material modification. It is the object of the Institution to educate the whole man, and the portions of time set apart to the development of the moral, intellectual and physical powers, correspond to the relative importance which these hold in the constitution of his being, and the sphere of duty in which he may hereafter be called to move. These general remarks, the Committee, in the prosecution of their inquiries, will find exemplified in the different departments to which they are applicable, which will, therefore, supersede the necessity of going into minute particulars.

## TENTH CLASS.

## I. NAMES.

| <i>Males.</i>         | <i>Females.</i>      |
|-----------------------|----------------------|
| Patrick Morse,        | Margaret Eacker,     |
| Warren Waldron,       | Sarah Ireland,       |
| John Tainter,         | Mary McKinney,       |
| James Taylor,         | Fanny Maria Green,   |
| Michael McLaughlin,   | Pamelia Hilts,       |
| Peter R. Golden,      | Emily Mead,          |
| Charles Henry Larkin, | Mary Williams,       |
| David Hill,           | Augusta G. Boughton, |
| George Taylor,        |                      |
| George Rice,          |                      |
| Moses Carmer,         |                      |
| William Vantine,      |                      |
| Albert Norton,        |                      |

*Males, 13.**Females, 8. Total, 21.*

Taught by ISAAC H. BENEDICT.

## II. STANDING.

This class is composed, for the most part, of those pupils who entered after the commencement of the session, and, with one exception, have been under instruction from six to ten months.

## III. STUDIES.

1. *The Alphabet*, both manual and written.
2. *Penmanship*. Writing with the crayon on the slate, and special exercises on Monday and Thursday.
3. "*Elementary Lessons*." This class has gone over and reviewed one hundred and fourteen lessons of this book, embracing a vocabulary of the different parts of speech, the plural of substantives, the inflections of verbs in the actual and habitual present tenses, the use of the preposition, the article, the conjunction, *and*, the pronoun, and miscellaneous questions and answers.
4. *Numbers*, in figures and words from one to one hundred.
5. "*Scripture Lessons*." This class has learned seven lessons in Section, 1. treating of the nature and attributes of God.

## NINTH CLASS.

## I. NAMES.

*Males.*

Zachariah McCoy,  
 Robert Stauring,  
 Andrew Kirk Harvey,  
 Walter Scott Guile,  
 Abraham Willis Hennion,  
 Henry Clawson Rider,  
 John James Brown,  
 Gerard Le Duc,  
 Charles O'Hara,

*Males, 9.**Females.*

Elizabeth Ann Northrop,  
 Margaret Abel,  
 Charlotte Conklin,  
 Susan Maria Harrison,  
 Ellen Cassidy,  
 Cornelia Anderson,  
 Ellen Donovan,  
 Almira Woodford,  
 Catharine Garratt,  
 Phebe Ann Baily,

*Females, 10. Total, 19.*

Taught by JACOB VAN NOSTRAND.

## II. STANDING.—ONE YEAR.

## III. STUDIES.

1. *The Alphabet*, both manual and written.
2. *Penmanship*. Writing with the crayon on the slate, and also on paper with the pen.
3. *“Elementary Lessons.”* The class has gone over, and reviewed, one hundred and fifty lessons in this book. In addition to the subjects enumerated under this head, in the studies of the preceding class, they have learned the perfect and future tenses of the verb intransitive, and the use of the definite article, and to combine the different parts of speech, in sentences, according to the laws of construction.
4. *Numbers* in figures and words, some of them to one thousand.
5. *“Scripture Lessons.”* Four sections, including the being and attributes of God, the moral and social duties, the immortality of the soul, and God, the Creator of all things.

## EIGHTH CLASS.

## I. NAMES.

| <i>Males.</i>        | <i>Females.</i>      |
|----------------------|----------------------|
| Adelmer Cross,       | Rebecca Doty,        |
| Zenas Garrybrandt,   | Phebe A. Doty,       |
| James W. Clarkson,   | Mary Barry,†         |
| Daniel Hogenkamp,    | Eliza A. Palmer,     |
| John McVay,          | Mary McCarty,        |
| Henry Charlton,      | Maria Willis,        |
| John Witschief,      | Harriet C. Weyant,   |
| Hines Moore,         | Laura Jones,         |
| Ananias C. Brundige, | Caroline Cornwall,   |
| William Rosenkrantz, | Emeline L. Golden,   |
| John Vine,           | Margaret Ann Dobbie. |
| Platt A. McKean,     |                      |
| Aaron L. Cuffee,     |                      |
| John Hurley,*        |                      |
| Henry Haight.        |                      |

*Males, 15.**Females, 11. Total, 26.*

Taught by FISHER A. SPOFFORD.

## II. STANDING.

In the order of classification, this class holds the rank of **two years**, but one-half is composed of those who, by reason of feeble health, or physical, or mental imbecility have fallen into it from higher classes. Though in respect to this portion of the class, the teacher's toil has not been crowned with promising results, still much credit is due him for his cheerful assiduity and perseverance under many discouragements.

## III. STUDIES.

1. "*Elementary Lessons*," finished from page 167 and reviewed. It will scarcely be necessary to instance specific laws of construction which have been the subjects of attention, as the text can be easily referred to.

2. *Numbers*, in figures and words. Addition.

\* Absent.

† Deceased.

3. *Examples*, dictated and original, illustrative of the principles, have been, in part, the daily exercises of the school-room.

4. "Scripture Lessons" to Section VI.

### SEVENTH CLASS.

#### I. NAMES.

##### *Males.*

John Thompson,  
David H. Havens,  
George W. Jobes,  
Thaddeus Williston,  
Theodore Matteson,  
Edward Hatch,  
Charles M. Parker,  
William H. Myers,  
Ozias Getman,  
John W. Chandler,  
William Chestney,  
Joseph De Hart.

*Males, 12.*

##### *Females.*

Sarah Ann Padmore,  
Helen Hunter,  
Emily Hogenkamp,  
Olive Dye,  
Maryette Hunt.  
Ann Elizabeth Sharot,  
Phebe Overton.

*Females, 7. Total, 19.*  
Taught by J. W. CONKLIN.

#### II. STANDING.—TWO YEARS.

#### III. STUDIES.

1. "Elementary Lessons," finished from 173, and reviewed.

2. *Composition.* Descriptions of objects, short stories, and letter-writing, in addition to the daily written exercises of the school-room.

3. *Arithmetic.* Addition and Subtraction.

4. "Scripture Lessons." The class has proceeded as far as Section VII.—"Jacob meeting Rachel."

## SIXTH CLASS.

## I. NAMES.

*Males.*

Orville L. Wallace,  
 Nathaniel H. Chesebro,  
 Ahira G. Webster,  
 N. Denton Wilkins,  
 William Breg,  
 Devotion W. Spicer,  
 Matthew Clark,  
 James E. M. Coffin,  
 George M. Cross,  
 John B. Golder.

*Males, 10.*

Eunice McCoy,  
 Eleanor Langlois,  
 Sally Ann Bower,  
 Ariadna P. Chesebro,  
 Elizabeth A. Easton,  
 Catharine Blauvelt,  
 Delia Ann Eggleston,  
 Lucinda Emeline Hills,  
 Jane Ann Romeyn,  
 Mary Casler,  
 Maria Louisa Bower.

*Females, 11. Total, 21.*

Taught by ISAAC LEWIS PEET.

## II. STANDING.—TWO YEARS.

## III. STUDIES.

1. "*Elementary Lessons*," finished from page 153, and reviewed from the beginning.
2. "*Course of Instruction, Part II.*" Chapters 1 and 2, embracing "*The History of Man*," the illustration of words and phrases, and the comparison of adjectives.
3. *Composition.* Exercises illustrating the correct use of the words occurring in the text. Connected thoughts on given topics. Description of objects, letters, &c.
4. *Arithmetic.* Numeration, Addition, Subtraction, Multiplication and Division.
5. "*Scripture Lessons.*" Part I, finished and reviewed. Part II, to the history of Joshua.
6. *Articulation.* Instruction in this branch has been given to three of this class.

## FIFTH CLASS.

## I. NAMES.

| <i>Males.</i>        | <i>Females.</i>                |
|----------------------|--------------------------------|
| John Edward Ling,    | Catharine Sullivan,            |
| George Driscall,     | Auguste Hahn,                  |
| James S. Wells,      | Lucy Adelaide Boughton,        |
| Charles M. Grow,     | Helen A. Chandler,             |
| James M. Camp,       | Lucy Gilbert,                  |
| John Stock,          | Hannah Seymour,                |
| Wilbur Smith,        | Joanna Bentley,                |
| William P. Wright,   | Martha D. Buck,                |
| Gustavus O. Gilbert, | Lydia A. Ballou,               |
| Abraham L. Briggs.   | Elizabeth Irwin,               |
| <i>Males, 10.</i>    | Amanda E. Ashley.              |
|                      | <i>Females, 11. Total, 21.</i> |
|                      | Taught by D. E. BARTLETT.      |

## II. STANDING.—THREE YEARS.

## III. STUDIES.

1. "*Course of Instruction, Part II,*" to page 133, including "*The History of Man,*" the chapter on Comparison, and the Natural History of Animals.
2. *Composition.* Descriptions of objects, letter-writing, exercises daily in forming sentences upon given words, narratives.
3. *Arithmetic.* Elementary exercises with, and without, the use of the slate,—Notation, Numeration, Addition, Subtraction, Multiplication and Division.
4. "*Scripture Lessons,*" to Section XX, through the Old Testament.

## FOURTH CLASS.

## I. NAMES.

*Males.*

Benjamin Cilley,  
 John Weaver,  
 John Kerrigan,  
 Goodrich Risley,  
 John Milmine,  
 Peter Brown,  
 Fletcher Stewart,  
 Asahel Andrews,  
 Daniel M. Whitten,  
 William H. Rider,  
 Cyrenius Monfort,  
 James H. Winslow,  
 Robert J. Martling,  
 Jefferson Houston,  
 John Simlar.

*Males, 15.**Females.*

Sarah A. Holdstock,  
 Helen E. Milmine,  
 Elsey C. Bostwick,  
 Eliza Lighthall.

*Females, 4. Total, 19.*  
*Taught by G. C. W. GAMAGE.*

## II. STANDING.—FOUR YEARS.

## III. STUDIES.

1. *Course of Instruction, Part II.* The class has gone over, and reviewed, from page 92 to 175.
2. *Composition*, embracing descriptions of simple objects, narratives and letter-writing.
3. *Geography*. "Smith's Quarto Geography," through 18 pages.
4. *Arithmetic. Elementary Lessons.*
5. *"Scripture Lessons,"* finished and reviewed.

## THIRD CLASS.

## I. NAMES.

| <i>Males.</i>          | <i>Females.</i>          |
|------------------------|--------------------------|
| John H. H. Rider,      | Meribah Cornell,         |
| Hugh Shannon,          | Silence Taber            |
| Alvan H. Cornell,      | Harriet Whitney,         |
| Lewis S. Vail,         | Janette Wallace,         |
| John Harrison,         | Matilda Fearon,          |
| George W. Harrison,    | Margaret Harrington,     |
| Edward Benedict,       | Grace J. Colvin,         |
| Lawrence N. Jones,     | Elizabeth A. Vanderbeck, |
| Truman Grommon,        |                          |
| Patrick Harrington,    |                          |
| Philetus E. Morehouse. | Julia M. Hawley.*        |

*Males, 11.**Females, 9. Total, 20.*

Taught by THOMAS GALLAUDET.

\* Absent.

## II. STANDING.—FOUR YEARS.

## III. STUDIES.

1. "*Course of Instruction, Part II.*" Finished and reviewed.
2. "*Smith's Arithmetic,*" to Addition of Federal Money.
3. "*Smith's Quarto Geography,*" to the Southern States.
4. *Journal Writing,* composition and letters.
5. "*Scripture Lessons.*" Finished and reviewed.
6. *Articulation.* The same experiments have been continued.

## SECOND CLASS.

## I. NAMES.

*Males.*

George P. Archer,  
 John T. Bell,  
 Simeon D. Bucklen,  
 Martin Bothwell,  
 William Donnelly,  
 Ephraim Jewell,  
 Isaac Levy,  
 Emory Pangburn,  
 James O. Smith,  
 Joseph Sweetman.

*Males, 10.**Females.*

Olive Breg,  
 Sally Bronson,  
 Jerusha M. Hills,  
 Eliza J. Kellogg,  
 Edith Lagrange,  
 Lavinia Lighthall,  
 Hannah M. Patten,  
 Catharine Persons,  
 Margaret Vanderwerken,  
 Eliza A. White.

*Females, 10. Total, 20.*

Taught by O. W. MORRIS.

## II. STANDING.—FIVE YEARS.

## III. STUDIES.

1. *Course of Instruction, Part II.* Nearly finished.
2. *Geography.* Smith's Second Book in Geography, through twelve lessons.
3. *Arithmetic.* Smith's Arithmetic has been studied through Reduction, with practical examples, and the ground rules reviewed.
4. *Grammar.* The definitions of the parts of speech, with examples in parsing.
5. *Composition.* Examples illustrating words and idiomatic phrases given by the teacher, a weekly journal, letter-writing, etc.
6. *The Bible.* In addition to the "Scripture Lessons," a few chapters of the Book of Acts have been committed to memory, on the Sabbath.
7. *Articulation.* This branch has been taught to only one of the class, who is able to read select portions from newspapers and books, with tolerable fluency.

## FIRST CLASS.

## I. NAMES.

*Males.*  
 John C. Acker,  
 Charles H. Arnold,  
 Ebenezer S. Barton,  
 Solomon Chapple,  
 Joseph B. Hills,  
 George E. Ketcham,  
 John L. Pickering,  
 John T. Southwick,  
 Selah Wait,  
 William H. Weeks.

*Males, 10.*

*Females.*  
 Lavinia Brock,  
 Mary E. Craft,  
 Wealthy Hawes,  
 Martha A. Hibbard,  
 Emily A. Hills,  
 Prudence Lewis,  
 Christiana J. Many,  
 Anna M. Vail,  
 Isabella Wilson,  
 Louisa M. Young.

*Females, 10. Total, 20.*

Taught by J. ADDISON CARY.

## II. STANDING.—SEVEN YEARS.

## III. STUDIES.

1. *Physiology.* Griscom's First Lessons in Human Physiology. Portions of this work have been committed to memory, and the remainder explained and thoroughly examined.

2. *Arithmetic.* Smith's Arithmetic has been used, with such original exercises as would impart a more practical knowledge of the science.

3. "*Course of Instruction, Part II.*" Pages 9 to 28, 221 to 241, committed to memory, together with selections from other parts which have been reviewed.

4. *Geography.* Morse's Geography has been reviewed.

5. *History.* Barber's Elements of General History—select paragraphs committed to memory; the remaining portions read and explained.

6. *The Dictionary.* Lessons in Webster's Dictionary, embracing definitions and sentences illustrative of the signification and use of words.

7. *The Bible.* The passages explained daily in the Chapel have been read, with the context, in the school room by each of the class, with the assistance of the teacher. The lessons for the Sabbath have been in the New Testament, a few verses being committed to memory at each lesson, and answers written to questions in the twelfth volume of the Union Questions.

8. *Composition.* Daily written exercises on their various studies, a weekly journal, letters, conversations, &c.

9. *Articulation.* Five of the class have attended to articulation.

10. *Miscellaneous.* Instruction on incidental topics, referring to literature, science, modes of doing business, etc., with a view to enlarge their circle of knowledge, and prepare them for the active duties of life.

**NOTE.**—It will be perceived by reference to the foregoing Programme, that the subject of Penmanship is not embraced in the list of studies taught in the respective classes. The omission is not owing to the fact that it has not been attended to, but it has been reserved for a more specific notice. More than ordinary attention has been paid to it, a portion of each day having been set apart for the instruction of the classes, in turn, under the direction of Mr. J. ORVILLE OLDS, who, for the last few months, has devoted two or three hours daily to the teaching of this necessary and useful branch of education, more from the love of it, than from the hope of pecuniary reward. The system of Mr. Olds is philosophical in its arrangement, readily comprehended and of easy acquisition. I would respectfully refer the Committee to the writing books and other specimens of chirography of the pupils, for an illustration of the principles of the system, and for evidence of the success which has followed the efforts made to impart instruction, in this branch so essential to their intercommunication with the speaking world, and to the transaction of business. This arrangement with Mr. Olds is only a temporary one; for after the teachers shall have become familiar with the principles of this system, it will be left to them to put it in practice.

Should this system be introduced into our primary schools, I cannot doubt that it would effect a great saving of time, and lead to the formation of correct habits, and an easy and rapid style of writing.

All which is respectfully submitted.

H. PRINDLE PEET,  
*President.*

INSTITUTION FOR THE DEAF AND DUMB.

New-York, July 14th, 1847.

RE P O R T  
OF THE  
COMMITTEE OF EXAMINATION  
OF THE  
NEW-YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB,  
SUBMITTED BY DR. METCALFE.

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THE Committee of the Board of Directors of "The New-York Institution for the Instruction of the Deaf and Dumb," appointed to conduct its annual Examination, for the academic year, ending July 14th, 1847, beg leave to

R E P O R T:

That, in fulfilment of the pleasant duty assigned to them, they occupied the 13th and 14th days of July, in inspecting, generally, the various departments of the Institution, and in examining, as minutely, as their time allowed, each class of pupils, under instruction.

The Committee cannot refrain from expressing the great disappointment caused by the absence of the Hon. N. S. BENTON, Secretary of State, whose illness deprived them of his valuable aid and co-operation. It was understood that Mr. BENTON intended to be present, until within so short a period, before the Committee entered upon the discharge of their duties, as to prevent the appointment of a representative in his stead.

The Committee commenced their tour of inspection, by a visit to the work-shops, in which the pupils were occupied in the various useful pursuits, to an acquaintance with which, so many of them will be indebted for the means of procuring a livelihood, when thrown upon their own resources. On entering the cabinet-

making department, several articles were exhibited, the work of the young men, which reflected great credit on their skill, and taste. The Committee would especially notice a secretary, veneered with mahogany, which would have done credit to older and more experienced hands. We were also shown tables, bureaux, inlaid boxes and pieces of furniture, remarkable for their neatness and workman like execution. From this branch of the industrial department, the Institution is partly supplied with such furniture and fixtures as come properly within its province; and here, at a trifling expense, the necessary repairs for the same, are made. Here, too, as in the other work-shops, the visitor cannot fail to be struck with the earnest, happy, cheerful countenances of the pupils. Their work seems to be a pleasant recreation, rather than a laborious toil and all appear to be animated by the consciousness, that they are securing to themselves, in improving the advantages and opportunities placed within their reach,

"The glorious privilege  
Of being independent."

This, will be seen by reference to some of the appended pieces of composition, in which, as in many others, written on the spur of the moment, themselves choosing the subject, the pupils have shown the liveliest sense of gratitude to their benefactors, for an education which enables them, manfully and hopefully to enter upon that part of existence, in which reliance must be placed, mainly on their own unaided exertions.

The book-bindery, the shoemaker's and tailor's shops, were next visited. Each of them is a large, comfortable apartment, in which due regard is paid to the hygienic requirements of space, light and ventilation. In all these, were observed the same evidences of industry, skill and order which so justly demanded the tribute of admiration, in the cabinet-making department; and from them, the Institution receives efficient aid, as makers and menders. From the fact that many of the pupils present were clothed, and shod by the work of the hands which were so actively employed, during the Committee's visit, ample proof was afforded that the articles presented for inspection were in no way different from those ordinarily turned out by the young work-men, and that nothing was made for show, merely.

The scrupulously neat and tidy appearance of the male and female dormitories next claimed the Committee's attention and bore witness to the good habits of order and cleanliness, which the excellent Matron of the Institution—Mrs. STONER—is so assiduous in inculcating. The beds and bedding are all that could be desired. Every care is taken, by properly regulated ventilation, to secure a full supply of fresh air, during the hours of rest; and thus, notwithstanding the large number accommodated in the sleeping apartments, the practice of respiring the same atmosphere, many times over—not less common than prejudicial to health, is avoided. Within the last year, but one death has occurred. This was the case of a young lady who fell a victim to one of those constitutional affections, to arrest which is, with scarcely an exception, beyond the reach of human art.

It gives great pleasure to the Committee to state, that during the illness of the pupil referred to, frequent opportunities were given to witness the motherly kindness shown towards the unfortunate sufferer by the matron and her assistants, the anxious solicitude and attention of the Principal and the untiring efforts of the attending Physician, who left untried no remedial means which skill and professional experience could suggest. The tender and devoted care with which the pupils are treated, during illness, should be made generally known; as it cannot fail to have the effect of imparting comfort and consolation to those parents and friends who reside at such a distance, as to render frequent intercourse with the inmates of the Institution difficult or impossible.

The remarkable exemption enjoyed by the pupils from the ordinary ills to which the flesh is heir, has been, to strangers and, indeed, to those who have had frequent opportunities of observing and contrasting their condition with that of equally numerous bodies of young people apparently similarly situated, a frequent source of comment and surprise. The Committee think this is owing, partly, to the salubrious position of the Institution, high, dry and exposed to every breeze that blows, but much more would they attribute it to the habits of industry, of order, of temperance—to their education in, and appreciation of, the rules of

Hygiene, and to the admirable course of mental and moral instruction, under the direction of the accomplished Superintendent, which has already acquired for him, a reputation so wide and so well deserved. The influence of the mind over the body is one so universally recognized, as to require no demonstration, at the present day. Were it otherwise, we could scarcely have a stronger proof of its reality, than that afforded by an intimate acquaintance with the pupils of this Institution.

The Steward's Department, store-rooms, kitchen and garden were visited, in turn. They gave proofs that the same system which has produced such excellent results, in other parts of the establishment extends its influence to these, also. In the garden, which is well supplied with fruit and vegetables, a small number of male pupils is employed, in learning the art of horticulture; thus making themselves presently useful, at the same time that they secure the means of gaining an honest and creditable livelihood, in future. By reference to the character of the trades to which preference is given, in the education of the deaf and dumb, it will be observed that those are selected which promise the most steady and reliable chances for employment, to citizens of the world without; whilst the Institution benefits and is benefited, by affording a market for their products, during the apprenticeship of the producers. Their own experience thus serves them to judge of the quality of their work, whilst opportunities for comparison stimulate them to a rivalry of the proper sort.

Since the last annual examination, the deficiencies of space and comfort in the apartment devoted to public worship and to the quarterly meetings, of visitors, directors and pupils, have been supplied, by the completion of the Chapel. This has been finished in a style of elegant simplicity and answers, admirably, the purposes of its construction. It affords ample room to seat, very comfortably, all who may attend the annual and quarterly gatherings, within its walls, and is so arranged as to present, from every point, an unobstructed view of the platform, on which the religious and academical exercises are conducted. The Chapel is placed in the centre building, the upper two stories of which it occupies, in part. In length, it is 60 feet, in breadth, 30, and from the floor to the dome, 23. Light is admitted

from this latter, which would most effectually complete the proper ventilation of the room, were the windows, below, and in rear of the seats so constructed as to open into the chapel itself. This would be an improvement highly appreciated during the summer months, when the heat is occasionally found oppressive, owing to the defect alluded to, by which the air is prevented from circulating freely. This room was completed in the latter part of November 1846, and was consecrated to the service of Almighty God, on the second of December, following, by appropriate and impressive exercises, in which Rev. Stephen H. Tyng, Rev. Doctor Adams and the President took part.

During the present Summer, the alterations and additions contemplated last year, have been carried into effect. The wings and connections with the main buildings have been finished, giving an increased front of one hundred feet, and adding fifty per cent. to the former means of accommodation. The exterior is handsomely stuccoed, in imitation of free stone, and the whole edifice, as it now appears, may be considered one of New-York's most striking and beautiful embellishments.

It is customary to commence the duties of each day by assembling in the Chapel, where morning worship is performed. A passage of Scripture is written on one of the large slates, in such distinct characters, as to enable every pupil to read it, from his seat. This answers as the text for a short discourse or sermon, by the President and Professors in turn, and the services are closed by a prayer, in the same eloquent, impressive, silent language of signs, which had been used in their exposition and comments. The devotional services of this morning were conducted by the President. The strictly decorous behavior and reverential attention of this congregation of unfortunates, testified to the deep interest with which the explanation of the passage quoted, (John iv. 24) inspired them, and deserve the Committee's warmest commendation. The minute acquaintance of the higher classes with all parts of the Scriptures, and of the lower with such portions as they have studied, is surprising to an extraordinary degree. Many and varied questions were proposed by the Committee, the answers to which showed a familiarity with the contents of the sacred volume, no less gratifying than unlooked for. Religion

seems to be the star which guides their steps along the dark and doubtful path of life, and whose promises of hope and Heaven are to lend charms to the comparative solitudes of those after-days, which will be passed among the busy haunts of men, in the toils and struggles of man's earthly career. They know and feel that there will, then, be ever at hand, to counsel, direct and comfort them, no such kind and friendly companions, as their preceptors of early days and pleasant memory. Their trust must then be reposed in that God whose attributes they have here learned, and whose kind guardianship will never forsake those who do not forsake Him.

After the morning exercises, the Committee proceeded to the examination of the different classes, commencing with the least advanced.

#### CLASS X.

The members of this class have been under instruction for various lengths of time, between six and ten months.

Most of these pupils were seen by the Committee at the date of their admission. At that time, they might be said, without exaggeration, to be in utter ignorance, in many cases, even of their own names. Under the judicious instruction of Mr. BENEDICT, himself a deaf mute and a graduate of the Institution, they have, with a few exceptions, learned to write with perfect distinctness—know the names of many objects and qualities, which they readily write on the slate, when indicated in sign-language—write numbers, in words and figures, from one to one hundred, and show a most gratifying knowledge of the nature and attributes of God. Such questions as the following were readily answered, by request, in the vernacular of the pupils:

- Where is God ? All around. Everywhere.
- What is God ? God is a spirit.
- Does God love us ? Yes, very much.
- Is God ever seen ? No ; can't see a spirit.
- What does God do to bad people ? Punishes them.
- Does he punish every one ? No, not the good.

When it is considered that written English is to them as much a foreign language, as Arabic is to ourselves, no one can fail to be struck with admiration at the proficiency exhibited by the majority of this class, account being taken of the incredibly short time that has elapsed since they knew, literally, nothing. Forming the plural of regular and irregular nouns, the use of the present tense of the verb, of the article, pronoun, etc., were satisfactorily demonstrated to be well understood by them.

Several pupils, of this class, struck the Committee, as being inappropriate objects of the State's bounty. To the common infirmities, under which all the beneficiaries of the Institution labor, there is superadded in the above-mentioned cases, an intellectual darkness which nature has placed beyond the reach of enlightenment. They might, with propriety, be transferred to another of New-York's great charities, as they here receive no educational benefit, and interfere with the prospects of others, whose faculties only need cultivation, to ensure their development.\*

#### CLASS IX,

Next in order of examination, contains twenty members, and is of one year's standing. Mr. JACOB VAN NOSTRAND, for nine or ten years past connected with the Institution as a Professor, has been their instructor.

This class had learned the use of the perfect and future tenses of the verb, both transitive and intransitive, and of the definite article; and was able to construct sentences, in writing, with great facility. The subjoined compositions, given without corrections, will serve to show how successfully they have mastered the rudiments of their new language, and will speak more for their attainments than words of the Committee could do.

{ INSTITUTION FOR THE DEAF AND DUMB,  
New-York, June 11, 1847.

MY DEAR PARENTS;

I am well. I am happy here in the Institution. I am not home-sick. I like to talk with the deaf and dumb boys. I often

\* The Committee have been lately informed by the President, that the removal of the pupils referred to, has taken place, in virtue of instructions received from the Superintendent of Common Schools.

play with the pupils. I like Mr. Peet. I like my teacher. Mr. Van Nostrand is my teacher. I can write on the slate with a crayon. I wish to see my parents, brothers and sister very much. I hope to see them again. I think Smith does not know me. I like to work in the cabinet shop. I can make some things. David has been in the Institution. I hear our folks are all well. I wish to see Smith again. I can study many words. I shall to go home next vacation. Eunice is well. She is not home-sick. She wishes to talk with her sister. I will play with my brothers next vacation. I wish to see Miss E. McNeil. She has often talked with me.

Your affectionate son,

Z. McC.

Mr. J. S. McC.

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{ INSTITUTION FOR THE DEAF AND DUMB.  
New-York, June 11, 1847.

MY DEAR PARENTS;

I am well. I am learning my book. I like Mr. Peet. I can write on the large slate with a crayon. I am very happy. I am talking with my teacher. Mr. Van Nostrand is my teacher. I like Mr. Van Nostrand. Mr. Peet is old. He has been young. Those monkeys are comical. I have seen two large elephants. Master Guile and Master Rider have gone to the city. Many boys play on the lawn. A strong horse can carry two men. Many boys and girls have ridden in the rail-cars. I like the Institutions. I am happy here. I am folding books. I wish to go home. I have seen my father. I am careful of my clothes. I wish to see my brothers. Four horses are drawing a stage. That little child is playing with a kitten. Some ladies are sitting on a sofa in the sitting-room. Some ladies are not deaf and dumb. Many ladies and children are walking on the street. I have seen animals. Many boys and girls are learning books. I can write on paper with a pen. I can play with a ball. Many people are riding in the locomotive and cars.

Your affectionate son,

H. C. R.

Mr. L. R.

{ INSTITUTION FOR THE DEAF AND DUMB.  
New-York, June 12, 1847.

MY DEAR PARENTS;

I am well. I am happy here. I am learning my book. I can write on the slate with a crayon. I can write with a pen. I like the Institution. I like Mr. Peet. I like my teacher. Mr. J. Van Nostrand is my teacher. I am folding books. I will be a shoemaker next Fall. I received a letter from you that Peter was married last week to Miss Ann E. Wouster, in Oswego. I am sorry, for he has left us alone. Chas. E. Johnson has sold out the looms to father. Peter and Chas. both have gone away.

Father and mother were alone. You have got another horse and wagon since I left. Grand-mother was very sick when I left. I have not heard from her. I want to hear very much. Father, I try and write as often as I can, and you must try and write as often as you can. No more at present.

Your affectionate son,

A. K. H.

Mr. J. R. H and Mrs. E. H.

The pupils evinced very creditable advancement in numeration; many of them being able to write, in words and figures any number between one and a thousand.

Their examination in the first four sections of the Scripture Lessons, met with the entire approbation of the Committee. In all their exercises, they manifested the same absorbing interest in the subject before them and the same eager desire to excel, which pervades the whole body scholastic of the Institution. Praise is due for the general excellence of the penmanship.

#### CLASS VIII,

The next examined, consisted of twenty-six members at the commencement of the academic year. At the time of the examination its number was reduced to twenty-four, three of whom were absent from the exercises, one being the case of fatal illness referred to, in the early part of the report. In the language of

the Programme, prepared for facilitating the Committee's labors, and for which they feel themselves much obliged to the President, "This class holds the rank of two years, in the order of classification, but one-half is composed of those, who by reason of feeble health or mental imbecility, have fallen into it from higher classes. Though in respect to this portion of the class, the teacher's toil has not been crowned with promising results, still, much credit is due him for his cheerful assiduity and perseverance, under many discouragements."

As a matter of course, it is not to be expected that, in soils of different fertility, even with equally good husbandry, the yield should be in the same degree abundant. The Committee feel assured, however, that the energetic talent and persevering industry of Mr. SPOFFORD, himself a deaf mute, have accomplished everything that lay in a teacher's power. Even with the comparatively small amount of knowledge possessed by the least advanced, they find no difficulty, by a combination of such words and simple sentences as they have learned, in holding all necessary intercourse with their friends. How happy a state, when compared with the degraded and absolute ignorance of their former condition! . Although, at their separation from the Institution, some few may not be able to read or to form connected sentences of any length, in ordinary language, they will, nevertheless, have gained much practical information, useful and necessary in the actual concerns of life. They will have learned to take care of themselves, to know their own rights and to respect those of others. More than all, by the instruction given in sign-language, which the least mentally gifted are enabled to receive, they will have acquired those ideas of the great scheme of Revelation, of which they could have never had the most obscure conception, but for their education here; and from which, they derived happiness in this life and hopes of the one to come. Surely, the Christian philanthropist must look with deep pleasure on the attainment of such a result.

At the request of the teacher, one of the Committee related the following story, which was translated into sign-language, and afterwards written out on the slates by the pupils:—

A man wearing a red cloak was seen by a bull, which ran after him and tossed him into the air with his horns.

Literally translated from the language of signs it would have read thus:—

A man cloak red wore; bull man saw; ran towards man; threw man up.

It was written as follows on one of the slates:—

“A bull saw a man wearing a red cloak. He ran after the man and threw him up in the air.”

The pupils were given the names of several animals, with a request that they would write descriptions of them. How well they succeeded will be seen by the accompanying pieces:—

*A Horse* is an animal. He has four legs, and two ears. He has eyes to see with. He has a tail to drive away flies with. He has a nose and a head. He has legs to walk with. He has teeth to eat with. He eats grass, hay, oats and straw. He loves to drink water. He is large and strong. He can carry two men. He can jump, or walk, or run, or kick. He lies down and sleeps at night. He does not give us milk.

*A Puppy* is an animal. It has ears and legs. It has a tail and eyes. It has teeth to bite with. It plays near a house. It eats meat, potatoes, or cheese. It licks milk with its tongue. It will be a dog. It barks at a cow. It lies in a large kennel, and sleeps at night. It bites a pig's ear with its teeth. It cannot climb up a tree.

*A Pigeon* is an animal. She has soft feathers. She has a bill and two wings. She has two legs and two eyes. She has a bill to eat with. She can hop and fly. She walks about the barn often. She eats grain and worms. She built a nest in a box. She lies eggs and sets on the eggs. Soon she has some young pigeons. She teaches them fly about. She takes care of them. She *feeds* them with grain and worms.

Next on the schedule, for examination, was

## CLASS VII.

This class was composed of nineteen pupils—had a standing of two years, and had been under the instruction of Mr. J. W. CONKLIN, another graduate of the Institution, to whom the same praise for duty faithfully performed should be given, that was awarded to the preceptor of the preceding class. There were fewer inequalities of mind among these pupils than in the division last spoken of; and an agreeable surprise was afforded the Committee, in witnessing the rapid progress they had made, during their brief term of pupilage.

The following piece will exemplify the facility with which this class translated into our language, what had been told them in that of signs.

One of the Committee was requested by the teacher to relate some story, which the deaf mutes would write out on their slates.

“A man was walking along the road with a scythe over his shoulder. He saw a snake in the road, which he tried to kill with the scythe handle, but he cut off his own head instead.”

In literal sign-language the words would thus be placed:

“Man road walking continually, scythe shoulder on, snake ground on saw, snake try kill scythe, head off.”

The following was copied from a slate:—

“A man was walking on the road. He carried the scythe on his shoulder. He saw a snake on the ground. He tried to kill the snake with the scythe, and cut off his own head.”

On *hearing* the above story related, the pupils, by their faces and gestures, gave ample evidence that the point of the joke was fully appreciated by them.

In addition and subtraction, nearly all the questions and problems were promptly and properly answered and solved. Their knowledge of the Scripture Lessons, up to the eighth section, was, as might have been expected—from their general intellectual acuteness and proficiency—most satisfactory to the Committee. The story of Jacob and Esau was given by them in their own language, with great expression and correctness. Again they

subjoin the following uncorrected exercises, to give specimens of the facility with which the Deaf mutes compose, in English.

As in the former class, each pupil was given the name of some animal to incorporate in a descriptive sentence:

*An Elephant* is an animal. He has large legs and a short tail. He is very large and strong. He has no soul. He has a trunk. He has two tusks. He lifts a man with his tusks. He can carry a man on his back. He can crush to death a man or a lion with his legs. He draws water into his trunk. He eats grass, hay, salt, corn stalks. He cannot run fast. He drinks water. His body is covered with his rough skin. He lies down and sleeps, at night.

*A Deer* is an animal. He has four legs and a tail. He has two eyes and a tongue. He has horns. He has eyes to see with. He has a tail to drive away flies with. He is large and strong. His body is covered with hair. He loves to eat green grass. He does not work for a man. He lives in the wood. He lies down and chews the cud. He lies down and sleeps at night. He can fight with another deer. He can see in the dark. He can jump over a high fence.

*A Hen* is an animal. She has two legs and a bill. She has soft feathers. She is very smart. She fights with her wings and bill. She has two legs to walk or run or jump with. She scratches the ground with her claws. She eats corn, grain, berries and worms. She loves to drink water. She will never swim in the water.

#### CLASS VI

Next occupied the Committee's attention. This numbered 21 pupils, and had a standing of two years. Mr. I. L. Peet had been the Instructor.

The Committee would but repeat their former remarks, were they to enter into details, in expressing the favorable impression made by the majority of this class. Their performances satisfactorily evinced that the assiduity and tact of the instructor had

been seconded by the eagerness of the pupils to acquire information.

The following questions were correctly and without hesitation, answered :—

- Who was the first man ?
- Who was the first woman ?
- How long since the creation of Adam and Eve ?
- What did God forbid them to do ?
- Who was sent to save repentant sinners ?
- Who led the Israelites after Moses' death ?
- What command did Joshua give the sun ?
- What character had the people of Canaan ?
- How did God treat them ?

The class were requested to show that they understood the inflection of verbs and the meaning of *buy*, *sell* and *gain*, and their power to compose.

“ Two years ago, a wise man in Fredonia *bought* seventy poor sheep, of another man, for sixty-five dollars. He sent his servant to feed them with meal, oats and corn for a few months, to make them fat. When he *sold* them to a butcher for one hundred dollars. He *gained* thirty-five dollars. He was very proud, because he was a rich man.”

Some were requested to give accounts of themselves—It was thus done, by two, whose autobiographies were chosen, at random.

“ I am 14 years old. When I was an ignorant girl at home, I saw my father make boots, shoes and slippers &c. I could not read any books when I was an ignorant girl, but when I came here to the Institution to learn to read. My teacher often teaches me in this class. He is a good man. When I came here I wondered, because the deaf and dumb pupils improved fast and I was willing to improve also.

“ L. E. H.”

“ I live in Cohocton, Steuben Co. N. Y. I am 14 years old. My mother lives in Steuben and she is well. A few years ago, my father died and I was very sorry for him. My mother is a

widow. My mother is a tailoress. I have never heard and spoken. I am a deaf and dumb boy, but I am not sorry. I will leave this school room. I will go home and work in a cabinet shop, or meadow, or corn-field, or dig potatoes.'

"W. B."

Appended, are several specimens of compositions as they came from the pupils' hands.

#### CLASS V

Numbered twenty-one pupils and had a standing of three years.

After a few preliminary questions, put with a view to test their knowledge of the different parts of speech, each pupil was requested to write some adjective which might be applicable to the bit of chalk shown them by their teacher. The following was the result, and a moment's consideration will show that the task was by no means an easy one, as no time was given for reflection. There were twenty-one pupils, only one of whom, who had not an adjective different from the others:—"dry, cheap, useful, light, white, visible, square, oblong, material, cruel, (because it sometimes hurts the fingers,) good, hard, nice, fine, broken, smooth, insensible, mineral, inactive, bad, (because it scratches.)" It was next desired that a verb should be written by each one, having chalk for the subject:—without hesitation, they wrote thus:

"It rubs. It writes. It falls down. It spoils by scratching. It is used. It breaks. It was brought from France. It hurts my fingers. It was bought in the city by Mr. Peet. It was cut off before it is used. It is not intelligent. It is held in our hands. It lies in the box. It helps us write. It rolls on the desk."

*A preposition* of their own selection was thus incorporated.

"We put the crayons *between* our thumbs and fingers."

"Boys often eat breakfast, after they like to play *on* the lawn."

"Mothers hem their handkerchiefs, by pulling *through* their needles and thread, or twist thread."

"I saw a large eel swimming rather crookedly *through* the brook *by* its fins."

“Some girls walk *upon* the ground.”

They were asked what part of speech *when* is. To this they replied correctly, and showed, as follows, their power to embody it in a sentence of their own constructing.

“*When* my teacher’s pupils are going home this vacation, they will be glad to see their parents.”

“Some boys drive their father’s oxen home *when* they find them in the field.”

“I guess Mr. Bartlett feels happy *when* those gentlemen say his pupils are improving.”

“An old man laughs *when* the women scold the babies.”

“Some wicked boys mock, *when* a drunkard lies in the gutter like a hog.”

In Arithmetic, and in the exercises on the Scripture Lessons, equally gratifying results were shown to have been attained. Questions on Natural History were answered with such truth and expression, in the beautiful pantomime of the deaf and dumb, wherein two pupils of this section are particularly excellent, as to render the interpretation of Mr. Bartlett nearly unnecessary.

The accompanying original compositions struck the Committee as well worthy of attention. They are given, precisely as they were when handed in by the pupils, and bear internal evidence of originality too strong to be mistaken.

“The Soul.” “The Angel in Heaven.”

#### CLASS IV.

Of four years’ standing, was examined by the Committee, with the assistance of its preceptor, Mr. G. C. W. GAMAGE, a deaf-mute graduate of the Institution, whose beautiful pantomimic representations of the passions, and graphic descriptions of events, have so often elicited praise on former occasions. The results of the examination fully justify the Committee in adding their testimony to that of their predecessors, as regards the patience, skill and flattering success of this gentleman.

To illustrate the proficiency of this class, in general information, the Committee proposed a variety of questions in Arithmetic, Geography, Grammar, etc., which were answered in a highly satisfactory manner. For particular specimens of the exercises reference is made to the following transcripts from the slates, and to the accompanying compositions.

The phrases, "about to," "on the point of," "for the sake of," were given them, to be used in constructing any sentence they chose.

"I think, perhaps, it is *about to* rain this evening."

"A boy was *about to* fall from a high tree."

"The Americans were *on the point of* taking Santa Anna."

"A rich gentleman was *about to* marry a lady."

"The Indians were *on the point of* killing Capt. Smith."

"The pupils will proceed to the city *for the sake of* their health."

"Many men often go to the west to shoot deer and beavers, and then they cut off their skins *for the sake of* selling them, because they are very valuable."

"Some gentlemen were picking some beautiful flowers *for the sake of* presenting them to their beautiful ladies."

The Committee take pleasure in bearing witness to the accurate manner in which the pupils answered questions on the different races of man, the forms of government, the varieties of climate, of productions, &c. The equator was defined to be "a line round the middle of the earth, where it is hottest."

The following compositions are by members of this class:

"The Life of Jesus." "The Sting-ray."

### CLASS III.

Was the first submitted for examination on the morning of Wednesday, the 14th July. It numbered nineteen members, eighteen of whom were present, under the able superintendence and tuition of Mr. GALLAUDET.

In all the studies to which they had attended, highly commend-

able progress had been made. In Arithmetic, the problems prepared by the Committee met for the most part with ready solutions, and showed perfect competency in the pupils to transact such business affairs as would require a knowledge of elementary mathematics. In Geography, especial attention was given to questions concerning the soil, climate, inhabitants and productions of our own country; the course of rivers traced, and the boundaries of different states told with great correctness. Instances of false grammar were given to be corrected. This was a new exercise, but the promptness with which the majority of the class performed what was required of them, served clearly to demonstrate that the principles of our language had been well impressed on them. Equally deserving the Committee's approbation was the manner in which the questions on Scripture history were answered.

Subjoined are specimens of compositions by the third class:  
"Gen. Zachary Taylor." "Schroon Lake."

## CLASS II.

Instructed by Mr. O. W. MORRIS, had a standing of five years. Of the twenty pupils composing this class, three were absent.

The text which had formed the subject of discourse at morning worship in the Chapel, was by request written on the slates. The exactness with which this was done, and the intelligent explanation of its different parts by the class, gave the Committee a pleasing proof of their habitual attention to religious service, and of their fully comprehending the exposition of the President, Mr. Peet, who had conducted the exercises.

The same course was pursued with this class that had been adopted with the others. In showing their power to use the verb in its various inflections; in parsing; in their mathematical and geographical studies, and in their corrections of false grammar, they evinced so much cleverness as to merit a repetition of the praise which had, on previous occasions, been justly and cheerfully bestowed on themselves and the talented gentleman who has so successfully trained their minds during the past year.

The following pieces will attest their powers of original composition :

“Letter to Hon. S. Young.” “Letter to Hon. N. S. Benton.”  
“Birds.”

### CLASS I.

Taught by Mr. J. ADDISON CARY, contained twenty pupils.

Part of the examination was conducted in the class room, and part in the Chapel, before the Board of Directors and visitors.

They were required to correct false grammar. For this purpose, the following sentences were given :

“A Dutchman is fatter as a Frenchman.”

“The pupils writes good on their slaits.”

“Their progress is rapidly in there studys.”

These were corrected, both in orthography and syntax, without difficulty, although the exercise was a novel one for them, and involves more difficulty than would, at first, be apparent.

In Physiology, their knowledge was satisfactorily attested by answers to the following questions :

What are the nerves? What is the use of the bones?

What is the use of the skin? How do we see? How do we hear?

This question was replied to by the pupil describing, very graphically, the air thrown into vibration, striking on the tympanum, agitating the small bones of the internal ear, and communicating the impression to the brain through the auditory nerve.

What is Physiology?

“Physiology treats of the functions of organs and parts of the body. It is useful to teach us the rules we should attend to in the care of our bodies, dress, breathing and health.”

What is Respiration?

“Respiration consists of two important actions; one, inspiration, the other, expiration. Inspiration is the breathing in the

air; expiration is the breathing out the air. The cause of the warmth of the body is breathing."

Another answer:

"It is the process by which the air is taken into the lungs and acts upon the dark blood which it changes to a bright red color. It is very important, as it is concerned in maintaining life, so that if we shut our mouths for a little while, we can no longer live, in consequence of suffocation; whether we are awake or asleep, the breathing continues all the days of our life."

What is Vitality?

To this there were three answers:

1. "An elephant has vitality; it can work and do other things."
2. "Hard matters have no vitality, but all the animals have it."
3. "When a man dies he is deprived of his vitality, and he cannot work or talk with his friends."

In Arithmetic, the class was examined on the ground rules, reduction, interest, etc. They are competent to keep their accounts, with ease and correctness, and have an ample supply of mathematical knowledge for all the ordinary transactions in which they will be engaged.

In Geography, the class gave complete satisfaction. In History, they were no less proficient. The following will serve as examples of their answers to questions proposed by the Committee and by visitors:

What is History?

*Ans.* History is the record of past events.

How is it different from Biography?

*Ans.* Biography is the description of the life of any person.

The pupils were asked, what interests you most in English history?

*Ans.* "Lord Bacon's great learning." *Ans.* "The story of King Alfred going as a harper into the Danish camp." *Ans.* "The Spectator and Addison's works." *Ans.* "The tax on tea and coffee by Geo. III." *Ans.* "The gunpowder plot."

What is the date of creation ?  
When was the town of Babel built ?  
When was Mahomet born ? When did Socrates live ?  
By whom was Rome destroyed ?  
To whom did the United States belong ?  
When and how were we separated ?  
Who was President of Congress at the time ?  
What remarkable paper was drawn up, and by whom ?  
When was Washington killed ? Ans. Death killed him.  
When were the Crusades ?  
Who was the first Christian emperor ?

The replies to these interrogatories were given properly and unhesitatingly, without an exception.

So, also, were those to the following :

Where do we first see the Christian name ? Antioch.  
Who was emperor of Rome at the time ? Cæsar.  
Was it Julius Cæsar ? Ans. No ; Augustus Cæsar.  
Who was governor of Judea ? Pilate.  
Who was the author of the first gospel ? Matthew.  
Who was the author of the fourth ? The beloved disciple.  
Who wrote the Acts ? Luke.  
Who wrote the Epistle to the Colossians ? Paul.  
Name the epistles of Paul.  
Who wrote the Revelation ? John. Where ? In Patmos.  
Where is Patmos ? In the Mediterranean.

For the remainder of the usual evidences of skill in composition, etc., reference is made to the accompanying original pieces. The first was written before the Board of Directors, in the Chapel, and was copied from the young lady's slate, word for word :

“ Human Physiology.” “ The Captive Boy.”  
“ A Dream.” “ Alfred the Great.”

This class being about to terminate its connection with the Institution, the Committee felt naturally anxious to see how well they had prepared themselves for entering upon the duties of

independent life. The examination was confined to no particular subject, but made as general as possible, with a view to determine, in a satisfactory manner, whether the objects for which the Institution was founded and has since been supported, had been attained. To reclaim from the lowest depths of mental and moral ignorance, and to place in positions of social usefulness and honor, those of our kind, on whom the light of life's blessings seems to have shone but dimly—those who, in days not very far remote, were scarcely considered as entitled to the rights of human beings—is truly a great and glorious triumph of genius and benevolence.

That this object has been attained, in such a manner, as, could it have been foreseen, would have filled with delight and noble satisfaction the hearts of those noble old pioneers, who sacrificed so much and encountered so many obstacles, in exploring what was, to them, the wilderness of the deaf and dumb world, the Committee have the fullest assurance. Not with more exultation would Fulton look upon the floating palaces on our Hudson, or the splendid specimens of naval architecture, which, by the power of steam, binds us so closely to the eastern world—not more proudly would Franklin view the wonders of the lightning telegraph, than would De L'Epée and Sicard, could they be restored for a brief season, to life, behold the proximity to perfection, which the science of deaf-mute instruction has reached, as exemplified by such an examination as furnishes the subject of this report.

To God, to society and themselves, have hundreds and thousands of our fellow beings been restored, by the heritage of the great Frenchman administered with zealous fidelity, talent and piety, such as the Committee have so often and so heartily had occasion to commend and admire, in the officers of this Institution.

Let us hope, then, that enlightenment on this subject may be widely diffused abroad, among legislators and among the people. Nothing more than a knowledge of these beneficent effects can be wanting to ensure the continuance and multiplication of Asylums and homes for the unfortunates, whose ears hear not, and whose tongues cannot speak.

On the afternoon of Wednesday, the 14th, the examination of the classes having been completed, the Directors, officers and pupils, more than one hundred visitors, among whom were several members of the Common Council of New-York, and other distinguished citizens, assembled in the chapel to witness the closing exercises.

Mr. Peet, the President, having taken the chair, certificates of good conduct and creditable progress in studies, were awarded to the following pupils, who have been under instruction five years:

|                    |                    |
|--------------------|--------------------|
| George P. Archer,  | John Kerrigan,     |
| John T. Bell,      | John Milmine,      |
| Simeon D. Bucklen, | Sally Bronson,     |
| Ephraim Jewell,    | Jerusha M. Hills,  |
| James O. Smith,    | Lavinia Lighthall, |
| Joseph Sweetman,   | Hannah M. Patten.  |

To the pupils who had completed the term of seven year's study, diplomas were granted.

|                     |                       |
|---------------------|-----------------------|
| Isaac Levy,         | Edith Lagrange,       |
| John Harrison,      | Lavinia Brock,        |
| John Condit Acker,  | Mary E. Craft,        |
| George E. Ketcham,  | Wealthy Hawes,        |
| John L. Pickering,  | Emily Ann Hills,      |
| John T. Southwick,  | Prudence Lewis,       |
| Ebenezer S. Barton, | Christiana Jane Many. |
| Anna Maria Vail,    |                       |

The following pupils were next recommended by the Committee, for re-selection, to be continued one year longer in the Institution:

*Of Five Years Standing.*

|                    |                    |
|--------------------|--------------------|
| George P. Archer,  | James O. Smith,    |
| John T. Bell,      | Sally Bronson,     |
| Simeon D. Bucklen, | Jerusha M. Hills,  |
| Ephraim Jewell,    | Lavinia Lighthall, |
| John Milmine,      | Hannah M. Patten.  |
| Joseph Sweetman,   |                    |

*Of Six Years Standing.*

|                   |                        |
|-------------------|------------------------|
| Martin Bothwell,  | Selah Wait,            |
| William Donnelly, | Emory Pangburn,        |
| Peter Brown,      | Margaret Vanderwerken, |
| William H. Weeks, | Eliza Ann White.       |
| Joseph B. Hills,  |                        |

With each diploma a farewell letter,\* addressed to the members of the graduating class by the President, was furnished. Its sentiments of friendship and paternal affection, will not be new to the Board of Directors, who, from the accumulated evidence of years, and from constant intercourse with the writer, have reason to recognize, in the principles and feelings there set forth, those which have constantly guided him in the discharge of his laborious and responsible duties.

The following original valedictory address, by John T. Southwick, a member of the graduating class, delivered by him in the language of signs, and interpreted to the audience by Professor Cary, is but an exponent of the love for one another, the strong attachment to the home they were about to leave, and their gratitude towards those who had watched over and protected them, by which every pupil of the New-York Institution for the Deaf and Dumb is animated.

"This Institution has been erected for a liberal purpose, and its improvements will yet be completed next autumn. It is not designed for the poor speaking persons, but only for the unfortunate, deprived both of the faculties of hearing and speech, to remain in for a term of years, to obtain a good education.

"In 1817, a building, which stands opposite the City Hall, was occupied by the deaf mutes. A few years afterwards, for the reason that it was inconvenient to those who had been admitted in it, Dr. Milnor, the late President of the Board of Directors, with a number of respectable and benevolent people and directors, laid the corner-stone of a new building, for the benefit of the deaf and dumb, on Fiftieth street. The building was constructed, and two

\* Letter to the pupils, on leaving the New-York Institution for the Instruction of the Deaf and Dumb, by Harvey Prindle Peet, M. A. President of the Institution.

new wings have been added to it. It is a great blessing to the state of New York, which manifests a profound interest in the education of the unfortunate.

“The deaf mutes are, by nature, in a state of ignorance, and spend most of their time in wickedness and lonesomeness. They are often despised, especially by their parents, who feel sorry, and sometimes despair of having them get learning. Having done nothing to displease their parents, nor committed any crime, yet they are, in some cases, miserably shut out from the presence of other people, so as to deprive them of their knowledge, and in their mental darkness they seem idiotic. This, some parents do in a most cruel manner, and appear like the savages, thrusting their pitiless daggers through the bosoms of little innocent children crying out for mercy.

“Some think the deaf mutes no better than the beasts, as the Roman and Greek philosophers, though remarkable for their erudition, thought that they had no souls. They ill-treat them as well as ridicule them, when they have done them injustice. They must not punish them, because they do not know that anything that they do, contrary to the will of God, is wrong. By the influence of ignorance, they are miserable in their life, and lose many moments of happiness without having gained the knowledge of the Bible. Before I came here to be educated, I had a bad temper, and was the cause of great trouble to my parents. My ardent passion was disobedience. But now I love them.

“Some people consider the deaf and dumb as idiots. Poor blind persons! I wish they would come to the Institution to see the exercises of the pupils, and they could find them well educated and learning their trades.

“When many good citizens acquired a thorough knowledge of the deaf mutes, they have been aroused to a warm interest in the welfare of this Institution. They display their zeal to support them. The Legislature of the Empire State sends to this literary Institution a number of ignorant deaf and dumb persons, for whom they appropriate money annually, for their instruction. They know well that they can improve in learning and writing compositions.

“Every deaf mute in this state, who is cut off from the other

sources of knowledge, should be sent here to be under tuition, at a proper age, for they would be unable to pursue their studies if they should be advanced in years. Education raises them from the grave of ignorance, and enlightens their minds. They become wise, and can converse well.

"Had this Institution not been founded, the pupils would still have been deprived of the means of education. They would not only have led a miserable course of life, but also lost the precepts of God. We wish this Institution to stand as long as the earth remains, and the deaf mutes all to be educated.

*"To the Board of Directors:*

"I begin to make an address to you this afternoon. The vacation will take place to-morrow, and some of the scholars will go home to visit their friends. You know that most of my senior classmates, and some others, are about to leave this Institution soon, and shall never return here to acquire more knowledge, as we have done usually. It is a solemn departure of those whose term expires, from their dear home, the advantages of which you have with great kindness, provided for them. We feel so. You came here every month to transact the affairs of this Institution, and promote our improvement, which we have pursued with diligence; and after transacting your business, gave us a warm greeting. To-day we shall be cut off from the advantages of this place and means of education, and leap over the threshold of the world. We ought to be thankful to you for your kind attention which you have bestowed upon us for seven years, and promise to remember you till death. Adieu.

*"To the President of this Institution:*

"We have, sir, generally been under your care for seven years. We have sometimes given you trouble, and probably made you dissatisfied with our conduct, and you have corrected us. We wish our past evils to be erased and forgiven. We hope this institution will be prosperous under your superintendence. May God bless you, and give you grace while you conduct it. We will no longer continue to be your pupils, and advance in learning

here. We feel it very solemn to leave such a good and excellent President, and we regret it is our duty to depart from such an useful literary Institution, in which you know that we have received the benefit of education without charge. You will be remembered by us with gratitude. We bid you farewell.

*“ To our Professors and Teachers :*

“ We came here wholly ignorant, and could not learn for ourselves. Being placed under your care, you became our experienced and efficient instructors. You taught us to devote our time to study and compositions, and by patience and perseverance corrected our habits we had learned from bad company. We assure you that you have daily endeavored to teach the studies that are very useful, and you have explained to us the difficulties we met with. We would have remained in ignorance but for your efforts to lead us to wisdom. It is now our last time to meet you. We, this day, discontinue our studies with you as our teachers, but we are in hopes that our time will be carefully employed, in reading and learning, and we will remember what you have taught us, while we have been at school. We feel sad at our departure from you. We shall always truly remember you with affection and gratitude. Beloved instructors, we bid you an affectionate farewell.

*“ To my dear Classmates :*

“ To-day we will resign our places in this Institution, where we have staid for the purpose of obtaining an education, until our term expires, and where we have enjoyed the advantages of manual labor, and taken exercise for health. We shall not remain here longer, but leave to support ourselves in the places which we may choose for our residence. Before our coming here, we were ignorant and lonesome, but under the wise providence of God, we have been placed in this Institution to be educated. We can read books, and engage in conversation. When we go wherever we prefer, we ought not to waste our precious time in idleness. This vice should be avoided, because it always leads to laziness, and perhaps to intemperance. We must overcome various difficulties,

and soon become masters of them. In order to increase in wisdom, we will take pains to treasure up, in our mind, phrases and words from books, and when we have the time to spare, we should diligently improve a good opportunity of reading them. That would be of good value to us, and we must accomplish these future purposes, and strive after the higher attainments of wisdom. Be not idle, nor indolent and extravagant citizens. One most important and true advice is, that we should not only avoid company that is irreligious and shunned by good people, but also avoid imitating the examples of some others notoriously known for their wickedness, and for their being the despisers of the Bible. We ought to be careful to follow the examples of good persons. This lesson, that we keep in this life, will ensure our happiness. My sincere friends, don't forget this, and I trust you will bear it in mind. Our term having to-day expired, I will feel truly sorry to separate from you, and will probably never see you all in this world. I hope I will meet you in heaven, if we are penitent sinners, and live with God forever.

"Let us shake hands with each other before we start for home, and forgive each other our late faults committed here by ourselves. We may remember ourselves in harmony and true affection, and look for good prospects in future. In the midst of trouble and trials, we will always put our trust in God, our kind supporter, who promises to supply our wants when he hearkens to our silent prayer. After death, through faith, he will take us into paradise and we will obtain everlasting life. Farewell."

The exercises were closed by prayer from the President in the language of signs. The Committee cannot, in justice to their own feelings, terminate this report, without returning thanks to the President and officers of the Institution, for the kind and courteous assistance afforded them in their labors of examination; nor would they feel more justified in omitting to congratulate the public and private supporters of this noble charity, in having secured the services of men so eminently adapted to the stations filled by them, as members of its academic staff.

The performances of the past enable us to promise well for the future, and inspire the well grounded hope that, under Divine Su-

perintendence, the Institution will continue to fulfil the just expectations of the public, and be second to none of its kind, in usefulness, and in honor.

Respectfully submitted,

JOHN T. METCALFE,  
GREGORY T. BEDELL,  
AUGUSTIN AVERILL.

*Committee.*

INSTITUTION FOR THE DEAF AND DUMB,

*New-York September, 1847.*

## COMPOSITIONS.

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NOTE.—The compositions furnished the Committee, if presented entire, would swell this Report to an unreasonable size. Only a specimen or two are given from the respective classes.

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### CLASS VI.

*Mr. Polk.*

A FEW days ago Mr. Polk, the President of the United States, and the Board of Directors of the Institution, and many gentlemen and ladies came to visit the Institution and went to the Chapel and sat. All the pupils stood on the floor and saw Mr. Polk coming to the Chapel. They respected him. They felt much joyed because they saw him. They were very much pleased with him. He liked to see them. Mr. H. P. Peet stood near him and told him about the deaf and dumb pupils. He finished speaking. Mr. Polk was much pleased to hear Mr. Peet speaking, and then Mr. Polk began to speak. But the pupils could not hear Mr. Polk speaking, but they saw him bow many times. They wondered at him. When I was a little girl I never saw him, but a few weeks ago I saw Mr. Polk. When Mr. Polk finished speaking, Mr. Cary called his class to come and write on their large slates. Mr. Polk told Mr. Peet that he wondered how they improved so fast. Many deaf and dumb girls with beautiful white frocks sat on the stools near the desks. Mrs. Stoner told some young little girls to give some beautiful flowers to Mr. Polk. Mr. Peet led Mr. Polk and the people to the girls' sitting-room. Some of the girls went to give the beautiful flowers to Mr. Polk. He thanked them very much. The large girls went to pay him respect. Miss Lewis went to him. She shook hands with Mr. Polk. He wrote his name in a page of her album. She was glad and thanked him very much. She remembered it.

E. L.

*Books.*

THOUGH some children often like to look at the pictures of their small books, and do not learn them, many others love to study their large books and improve fast. Some men have many large books. They study very hard for some years, and become the wisest men. They become lawyers, or teachers, or ministers, or writers, or doctors.

The Bible is the best of books. A rich man pitied many ignorant Chinese. He went to the city of New-York and bought many Bibles for many dollars. He carried the Bibles from the city to a ship. He put them in the ship, and the ship sailed on the ocean several months. Some sailors and the captain and he travelled to Asia. They met many Chinese and the Chinese were afraid of them. They told them that they must not be afraid of them. They gave the Bibles to the Chinese. They were glad and loved them. The teachers taught three Chinese to study the Bibles. They were sorry, and were often disobedient and worshipped idols. They became pious. God blessed the three Chinese, and they will be happy and prosperous. I think many Chinese will become to pray to God, and will obey and love God.

W. B.

*Visit to the Institution for the Blind.*

SEVERAL weeks ago, Mr. Bartlett's class and the girls in my teacher's class, went to the Institution for the Blind, and we saw the blind boys and girls. Some worked at their trades, and very few blind girls played on the piano, and some other girls sang with them. It was beautiful singing, and then we went and looked at the dormitories, and then we went and looked at the chapel. It appeared beautiful. One little blind boy came in the chapel to play on the organ, and another blind boy came in the chapel to help the little blind boy. He did not play on the organ when we were there. The organ was beautiful. It made a great noise. And then we went in the show-room and saw many baskets and the things that the girls made. The things were beautiful. I wondered how the blind pupils could do anything

without eyes. They cannot see, but they are smart. Then I went to the North River with Mr. Bartlett's class and the girls in my teacher's class. I saw the steamboats pass away. I thought they went to Albany or Troy. It was pleasant, and the grass was green. It was beautiful. I wondered that my kind Father in heaven made the earth. And we walked along the road to the Reservoir and saw the water and we came home. I was very warm because the day was so hot.

L. E. H.

CLASS V.

*The Soul.*

THE soul is the spirit of a person. It is in all parts of the body. We can know where our souls are, but we cannot see them, because they are immaterial. If the soul is separated from the body, the body suddenly dies and becomes hard. A person touches it with his finger, but it is insensible.

The soul is with the body. The body feels hunger, cold, disease and heat. The body can move, swim, dive, jump, leap. The soul hates and loves and feels. It with its mind forgets, thinks, begins to recollect and knows. It with its heart loves to play, hates to fight and is sorry and glad. The body runs on foot, slips and hurts itself. Its eyes can see, weep, defend and examine with its soul.

The soul, with its ears listens, hears and perceives the voice of any person. The soul gets much rich language and knowledge, in its mind. The person sleeps all the night in his bed while the soul tells him sleep sweetly, but the soul does not sleep. He dreams when the soul dances in its mind. The soul with its eyes reads books while its mind understands them. The soul with its mind grows rich. The soul does never lose its remembrance when the body dies. It is immortal. If the soul is penitent and believes in Jesus Christ, when the body dies, the soul leaves it and goes to Jesus Christ to be judged. It meets David, Solomon, and prophets and angels to talk with them forever. It is happy in heaven. It increases to learn wisdom more than it did in this life. It will be

everlasting. Heaven is never disturbed, sorry, crazy, dangerous and diseased. Heaven is always sweet in happiness, joy, glory and easiness.

J. S. W.

*The Angel in Heaven.*

The angel is a holy being. He is innocent in Heaven. He is an intelligent being. He has very great happiness. He is a soft hearted being in Heaven forever with other angels. He is a creature of God. People know that God is eternal because God created first the universe a great many years ago, God made the first all angels. The angels are always obedient to God, but the wicked angels are always disobedient to God. The angels are very useful because they will live eternally. The angel is singing to God. He is God's kind friend. He had a body on the earth while he prepared to be pious in the life. He became an angel in Heaven when the body died. He prevailed over the devil or Satan because he is trusting in his Heavenly Father eternally. He has great wisdom. He has great intelligence and happiness. He has great knowledge. We must try to do right like the angels. We must endeavor to be industrious to learn the knowledge in the Holy Bible so that we hope to go into Heaven after death with the happy angels. I am thankful to God for giving to me wisdom that I write about the angels. I hope that God will lead all the people on the earth to become pious and faithful so that they will become angels.

C. M. G.

CLASS. IV.

*Life of Jesus Christ.*

Before the coming of Jesus into the world, the prophets often foretold that Jesus should be born in Bethlehem until an angel Gabriel came from Heaven and told Mary that she should be the mother of Jesus, and he was the son of God. He had no father, but many people supposed that Joseph was his father because he married Mary. Then they were obliged to go to a stable and entered it and as soon as Jesus was born and laid in a manger, the angels announced to the shepherds that Jesus was born. The shepherds saw a bright light and heard a multitude of angels sing-

ing and giving glory to God because Jesus was born. They went to Bethlehem and found the infant lying in the manger and worshipped him. Then the king Herod heard of him, and he sent his soldiers to kill all the male children in Bethlehem and he thought that the infant Jesus could not escape, but God warned Joseph in a dream, and he set Mary and the infant on an ass and escaped to Egypt at midnight and dwelt till Herod was dead, then they returned from there to Nazareth and dwelt there. The infant was always obedient to his parents and grew in stature and in wisdom. God blessed him till he was about thirty years old. John the Baptist came preaching the gospel in the wilderness and saying, "Repent for the kingdom of Heaven is at hand." Many people repented for their sins and were baptized by John and also Jesus was so, the heavens opened and the Spirit of God came like a dove and rested on his head and said, "This is my beloved son in whom I am well pleased." Then he preached the gospel about four years while he lived and performed many miracles and after his resurrection he remained on the earth forty days. He commanded his disciples and apostles to go into all the world and preach the gospel to every creature and then he called them together and led them to the mountain. He blessed them and ascended up to Heaven. After his ascension, the disciples and apostles obeyed his order and preached the gospel through many cities and countries and performed many miracles till the Roman army came and destroyed the city of Jerusalem.

E. L.

*The Sting-ray.*

Two years ago, I saw five men catching fishes and eels with a long net on the shore. I saw three sting-rays in the long net. One of the men drew one of the sting-rays out of the net. Then one of them stung the palm of his hand. Now he began to cut off the skin of the palm but his hand was poisonous and he died in a few minutes. Two of the men killed the sting-rays and they cut their bodies in many pieces. Many sting-rays live in the Hudson River. They are not good for food.

D. M. W.

## CLASS III.

*Schroon Lake.*

A lake is large in Schroon which is beautiful. It has many trees which are very pleasant. The lake is deep and the fishes swim into the water. I looked at the surface of the lake by the window or door often. My uncle sailed in the boat to the woods to have them, while I could look at him who chopped down the trees. They burned because he wished to have land for potatoes, rye, corn, &c. He often went and sailed in the boat to it. My house was about one mile from the lake. In the woods the hunters shot the deer, foxes, &c., and killed them. The store and village are near the lake for the gentlemen and ladies going to it to see the pleasant lake which made them beautiful. The boys went to catch the fishes in the evening often, and got them home. Last year I arrived at my home. A few weeks afterwards my friend Miss Tripp wished me to go and visit my uncle Eseck Whitney's house. His daughter Sophia told me that we would go to the lake in the afternoon, but one said to me that my uncle Mr. Foster and his wife and four children would be pleased to visit me. I did not know the stranger who said to my mother that he wished her daughter Mary, because she was a teacher who talked with him about the school in Charley Hill. While my friends came to see me for going with me to the pleasant lake in the afternoon. The boat sailed full of my friends and the other boat passed it. One of them went up to cut off the branches of tree and put them in it like the tree for it made them very pleasant. They were about to reach the island and visited the new house in the trees. The gentlemen and ladies came from the city of New-York because it was very hot. They lived near Schroon Lake, and they did not stay at it in the fall. They came to it every year. Their house was near the lake. My friends and my sister and I sailed away to the village but Miss Rawson wished to go with me to it. She said to me that she had her brother and cousins. She called me and they shook hands with me. They were acquainted with me and conversed with me. I wished them good-bye. My friends sailed away again home in the night. I was happy to sail away

but they would like to have me visit them soon before I must come to the Institution in the fall.

H. W.

*Gen. Zachary Taylor.*

ZACHARY TAYLOR was born in Virginia in the year 1790, of respectable parents. In 1812 his father moved to Kentucky, where he began to learn the military arts and became a soldier. He fought in the army against England and the Indians. The government sent him to take command of Fort Harrison, which was a strong hold. One night he was alarmed by the yell of Indians near the pickets of the fort but Capt. Taylor was a bold man and refused to surrender. His soldiers begged him to give up the fort to the Indians for more than half of their number were sick and the fort was crowded with women and children. Suddenly the block house of the fort took fire, and the soldiers were afraid, but Capt. Taylor was not afraid, and immediately took some water and put out the fire himself amidst a shower of bullets, and thus saved the fort and its inmates from a horrible butchery, which is the Indian mode of torture. When the government heard of the gallantry of Capt. Taylor, he was promoted to the rank of Colonel in the army. Col. Taylor having conquered Black Hawk, the Indian Chief, and secured peace with the Indians of Florida, he returned home and soon after married a respectable lady, and staid at his home until President Polk sent him to take command of the U. S. Army in Mexico, where he was called Gen. Taylor. He fought the battles of Palo Alto, Resaca de la Palma, Monterey, Buena Vista, and other small battles against the hostile enemies around him. He is called Rough and Ready, because he was always rough in battle and ready to begin it. At the battle of Buena Vista he showed great courage. He was seated on the pummel of his saddle with his spy-glass in his hand, while bullets were flying in every direction. The gallant Capt. Lincoln was killed while in the discharge of his duties as assistant, and Col. Clay, Hardin, Yell, McKee, fell also on that honorable day. The United States mourned at the loss of such gallant officers.

P. E. M.

## CLASS II.

*Institution for the Deaf and Dumb,* {  
*New-York, July 14th, 1847.* }

**Dear Mr. Benton—**

I AM very happy to have some moments to write to you now. I am much pleased to see you come and examine the deaf mute pupils. I hope you are happy and healthful now. I am very happy to stay here and learn the different kinds of books in the school. I am very glad that God led me to come here and learn for my improvement. I should be very thankful to him for his kindness and goodness. I have enjoyed myself very much here, because it is a great pleasure for me to learn and obtain wisdom and improvement. I know that this Institution is useful, for many pupils learn in the school-rooms which are very pleasant and excellent. All the pupils seem to be very happy and healthful to stay here and learn in the school. I have learned the first Geography, second part, and some books; but I am studying Quarto Geography, Arithmetic, Grammar, Union Question book, &c., which I am much pleased to learn. I shall go home to-morrow afternoon, and meet my dear parents, relations and friends again gladly. I hope that I shall obtain the pleasure to stay there during a few weeks, and make my dear parents and friends a very pleasant and happy visit. I wish you happiness and health. May God bless you.

Your grateful friend,

H. M. P.

To Col. Benton.

*Birds.*

MANY birds always fly to South Carolina, in the autumn, and live there till the spring. They fly from South Carolina to some countries again, because it is warm weather, but some kinds of them often stay in the winter. They feel not very cold, they love to eat some seeds on the snow. They often hop about the snow. I think how wise God is! He created them in the world. He made every one of them to have two legs, two wings, two eyes and one bill. But the birds have no souls, which cannot go to heaven when they die. They are called small animals. They often

build their nests on trees, bushes, or barns. They build them with mud, straws, and feathers. When they have some eggs in their nests, they sit on them warming some days. Then they hatch their young ones. They take very good care of them. Sometimes a boy finds the young ones in their nests. They are troubled when he often comes to them in the nests. He loves to be cruel to them. I pity them, because they are troubled by the boys. He is very bad and cruel. Also I was a little girl at home. I was sometimes cruel to the young birds. My dear mother often scolded me.

*Institution for the Deaf and Dumb,*  
New-York, July 14th, 1847. }

*Hon. S. Young:*

I AM sitting down by my desk thinking to write some accounts to you for the gratification of my education, and comfort under the care of Mr. Peet, and my term of education is five years. In my ignorance, I felt happy though I did not know how to read, nor can I hear the preaching of the gospel, or the preparation for Eternity, but Oh, how grateful I am to you, who wrote a letter to my father, and sent me to school, as you was Secretary, I saw the letter and your name, and thought with happiness that I am not left in ignorance, where the Lord guides me out of the dark path into light; for many years will I thank him even to old age or death.

The fourteenth of July the Examination is held, and though you did not come, many pupils are very desirous to see you, because they never saw you, but heard of you very often, during many times. Please to come and visit the Institution, and see how they will be glad to see you. I know that you will be more happy to see us on the 14th of July, but we fear to fail in seeing you.

The Institution is more flourishing than some years ago, and appeared somewhat grand, it is profitable for the deaf and dumb for their excellent education. We have improved some during some years, now we are caused to joy for our minds are increased in wisdom, but not pride. We thank God daily and pray for all people. We are desirous that the Institution will remain in a considerable time. We are in much anxiety to see you, we saw

Mr. J. K. Polk two weeks ago, and were highly pleased to see him. My time is very short, so very soon I must close. In many times I will not turn my face from lifting thanks to my Heavenly Father, who has guided the deaf and dumb to the excellent Institution, for obtaining wisdom, to which you selected many of them to the Institution. I bid you farewell.

From your grateful friend,

J. M. H.

Samuel Young, Esq.

CLASS I.

*Human Physiology.*

We enjoy the study of Human Physiology for a year, as long as we love to study diligently before our last farewell. I cannot doubt it is the most profitable branch of learning in the subject of natural curiosity, in every part of the human body, which is said to be more wonderful than any other thing, for our Lord is the wisest to have created Adam and Eve. Even our bodies can be created by no man. O, what a wonderful thought, the breathing in the body! We must be very careful of our good bodies, avoiding any evil, and continuing to wash them every morning; if so, the diseases cannot be produced, and good health is pleasant to ourselves. Especially we must avoid to take a drink of wine or brandy, for these are the causes of great misery, shame, poverty and cruelty to our families; or will make bodies too weak and feeble that we cannot live to old age. But if we avoid to take some, we would enjoy the pleasure of good health, and live long to work daily, to get money, to be able to support ourselves, and to give some to the poor, or to the heathen, who may be saved by faith in the Lord.

C. J. M.

*The Captive Boy.—A Story written from Signs.*

MANY years ago, during the settlements of the Whites, the Indians, or aborigines infested the Whites very much, even as flies infest us.

It happened on one occasion that these villains robbed the Whites of their clothing and property, and brought the Whites captives in the woods. They killed some; and among them was a man by the name of Mr. Bird, who, with his wife and child, was almost to receive a total destruction. But the Indians finding persons not enough to help them carry off the plunderings, chose Mr. and Mrs. Bird to be their servants. Now the things ready to be carried off, they put on their backs and went off; and the woman being an expert individual, put her babe under the bundle. As they walked in the woods with the Indians, they fainted on their way, and their keepers were obliged to let them rest.

The night coming on, these villains lay down and slept, after they had chosen guards for the night, and it came to pass on the same night, that, when they fell sound asleep, the two got up and walked off very softly. But the morning approaching, they grew tired and sat down to rest, and, considering their situation, they left the child in a bed of flowers, near a small brook, and hastened to their house, as fast as they could. In the morning they got to their own house; their friends were glad and shook hands with them, and Mr. Bird, a fugitive from the captivity of the savages, set out with his companions as soldiers, and then marched off to the spot where the infant lay. But all in vain, the child was stolen, and then the body returned and dispersed to their homes.

About fifteen years after this event, a treaty was formed by the commissioners, in order to make peace. Then a boy about fifteen years old, was brought before the magistrates with some other captives. As the boy belonged to Mr. and Mrs. Bird, he was unknown by them, but at last recognized by a scar on his right hand, which was done by an axe. He had a tomahawk and a blanket on himself, but he was ordered by his parents to put on pantaloons and a jacket. Nevertheless, his discontentment increased, and it happened one night, when his parents, sisters and brothers were fast asleep, that he stole out of the house and ran off to the tribe of the aborigines. In the morning, the parents not knowing of that fugitive son, waited for him to eat breakfast, but he not coming, his parents sent one to call him, and he was found

gone away. The parents were very sorry, but they gave themselves to Divine Providence, and were happy again.

Twenty years having passed, the family moved away. They remained in an old house, for there was no new one. The next day after having a new house, Mr. Bird received a call from the Whites to assist them at a raising. After he had gone, leaving his family alone, while the wife was doing house duties, a tribe of Indians was in sight, and Mrs. Bird, fearing that they would do great damage, put up the ladder, went upon it with her children up through the trap-door, drew up the ladder, and shut the door. But when the savages came, finding nobody in the house, they searched for a ladder, but all in vain, there was none. Then one of the Indians got on their shoulders, opened the trap-door, and the others shot at the family with their rifles, although the bullets pierced through the roof and did no damage to them. After this, one of the members lifted up his right hand, and meant to get up through that door, but, alas! the poor Indian had his hand amputated by a woman up that door. For this bad event, and fearing the Whites would come, they ran off yelling.

By and by, her husband, after helping the Whites at a raising, arrived at home, and as he saw blood in his house, he was anxious, thinking that his family were killed, but a little while after, he looked up stairs and called to see if they were there. A reply, "Yes," was proclaimed. His wife and children gladly came down, and the husband finding a hand cut off, fell in a sober condition, believing it was his son, for it had a scar like him.

This shows that habits and education make great difference among mankind.

W. H. W.

### *A Dream.*

AN account of a strange thing which once happened to me. When the sun had almost set, I stood at the outside of the door and my brothers stood around my mother, who looked naturally cheerful. They only conversed with her, but I looked above towards the sky. It appeared like a black cloud around me. So I thought why were they not deaf, but I only was mute. In a few

minutes I was afraid of the cloud ; so I retired and entered into a chamber. Then my mother came to kiss me, saying, I must be a good girl. When it made me sleep very soundly. I observed that the chamber was filled with a white cloud, in which a strange spirit stood near my head, and another was standing near my feet. They were truly clothed with white long garments like snow. They had rosy cheeks, blue eyes, which were very keen. Besides they had handsome curls, so they seemed very natural and sweet. They had no feet, but they had only wings very beautiful. They would not fly above, so they were still standing. However they looked cheerfully at me. I cannot describe it so that you could understand how very handsome they were. After some moments they awoke me, so I was much frightened to cry, "Ma, ma." So she came to wake me, till I saw her asking me, but I did not answer her. Then I slept again till a nurse called me to rise early in the morning. I did so, and came to see my dear mother. She asked me why I looked sad, then I said that two strangers came to stand, one near my head, and the other near my feet ; they were clothed with white long garments, like snow. By this she understood it, and she said, they were angels who came from heaven. I was much astonished at it, that she guessed, they advised me to pray to God, so that they wished me to live with Jesus Christ. So I feared him, and told her that I would not sleep alone. Then I wished to sleep with her. She inquired, where was my dear father ? I answered, he was now in heaven, and lived with Jesus.

W. H.

*Alfred the Great.*

A long while ago, England was separated into a number of small provinces, each of which retained its independent government, but now this separation was changed to the combination of a kingdom under Egbert. In the act of uniting, the inhabitants of England took measures to manifest an increasing degree of prosperity, which continued but for a short space of time. The prosperity was interrupted for about fifty years. The savage Danes, who infested the coasts of the kingdom of England, became

more piratical. The Danes were in the countries bordering on the Baltic Sea, and had been driven into Denmark by the strong force of Charlemagne, the most distinguished conqueror and most able sovereign. At length the Danish pirates became so formidable and unconquerable, that they succeeded in taking, without any rights, possession of some of the principal places in England to make their settlements, and were still extending their predatory excursions over the country. Thus it received much trouble and was reduced to a distressing state.

Among the English were some of the officers of distinguished merit, in an order of succession, who made their efforts to repulse the Danish settlers, over whom some of their victories were gained. All this was over, and one brave last successor raised again his native country from the brink of ruin to its prosperity better than before. Who was he? He was Alfred the Great, who had given proofs of virtue and spirit of war, which had raised him to a high distinction of reputation. Before the subject I have just mentioned, when Alfred was young, he listened attentively to the poems read, containing the account of the distinguished merits of heroes, and this excited his desire that he might obtain a crown of glory, like the heroes. So he, by the application of his mind to his study, gained a knowledge of the poetical compositions, and thus he became distinguished by his genius.

On one occasion, he being compelled to suppress the Danish incursions, assembled a few troops, with whom he marched against them. Eight of his advantages were successful in one year, but a new mighty irruption of the Danes overwhelmed England with their innumerable numbers, burning and destroying the churches and monasteries. Alfred, with his efforts, fought a battle with the enemy, but the English were defeated. The followers of Alfred therefore were disbanded, some fleeing to Wales to take refuge, and others surrendering themselves to the conquerors. When all Alfred's attempts to resist the invaders and encourage his army against them had been in vain, he was obliged to propose terms of peace, which the conquerors gave their consent to. But instead of consenting to the treaty for peace, the conquerors imposed dreadful hostilities and damages upon the country under subjection.

Having disbanded his subjects and abandoned the ensigns of his dignity, Alfred ran away to the gloomy place, the name of which I do not know, where he put on the common appearance of a peasant, and resided, for some time, in the small house or cottage of a herdsman, who intrusted him with the care of his cattle. The peasant, however, planned secretly a great deal for obtaining again a crown of dignity. He always played on a harp for his amusement, and became possessed of his musical talents. According to historians, on one occasion, a wife of the herdsman told Alfred, whose qualities she had no knowledge of, to keep attentively the cakes which were baking by the fire. He, however, forgot his trust and let them burn, because, probably, a crowd of thoughts wandered abroad before his mind, thus depriving him of his remembrance. When the wife perceived the cakes burning, for this she scolded him severely, saying, "You would be ready enough to eat them, though you would not take the pains to turn them."

Before Alfred left the place of his retreat, after planning a great deal, he had collected a few troops of his friends, whom he sent into the forests and marshes, in order to lay in wait for wandering parties of the Danish enemy and destroy them. They effected some of their purposes in the proceedings. They were influential by their successes, in inducing more troops to join their society, till, to their sufficiently large numbers, they were all ready to fight with the Danes.

Alfred wished to spy the state of the Danish camps in England. So he disguised himself in the dress of a shepherd, with a harp in his hand, and entered into the Danish establishments. He exerted his arts of music, by which he was so admired by the enemies, that he was presented before Guthrum, the Danish prince. This prince manifested his interest in the tones of music, and allowed the harper to stay with him for some days. Having observed the carelessness of the Danes, and the unguarded state of their camps, he retired from the camps and returned to his followers, declaring the subject above-mentioned. Being encouraged, they marched, under his direction, against the enemy, while the Danes, surprised to find an army of English coming against them,

had but little time for resistance,—this time was scarcely nothing. A bloody battle ensued, and the Danes were defeated with great slaughter, till Guthrum and his nobility offered their surrender to the English conquerors. The prisoners were not disinclined to accept the proposal of Alfred, that they should hold to Christianity. So they were baptized and added to the English forces for defending the country against the Danish incursions.

S. W.

## BIBLIOGRAPHICAL NOTICES.

[Continued from the last Annual Report.]

BY PROF. J. ADDISON GARY.

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THE following publications on deaf-mute instruction have been added to the Library of the Institution :

### I. FOREIGN.

#### 1. Germany.

296. EMDEN.—Erster Jahresbericht ueber das Bestehen und die Wirksamkeit der am 1 November, 1844, eroeffneten Taubstummen-Anstalt zu Emden, 1845, 8vo. pp. 16.—First Annual Report of the Deaf and Dumb Institution of Emden, opened November 1, 1844.

Zweiter Jahresbericht, u. s. w. *Emden*, 1846. 8vo. pp. 16.—Second Annual Report, etc.

Emden is in the kingdom of Hanover. The Institution from which the above reports have been received, is supported by the contributions of the benevolent. The first year it contained five pupils, the second year eleven, under the instruction of Z. Edzards. The first report embraces several distinct topics: 1. Notices of individual pupils. 2. Regard to the health of the pupils. 3. Increase of their happiness. 4. Efforts to extend the usefulness of the Institution. To the second report is appended the address which was delivered at the first anniversary of the Institution, by Rev. Mr. Vietor.

297. HAMBURG.—Neunter Bericht des Verwaltungs-Ausschusses der am 28sten Mai 1827 gestifteten Taubstummen-Schule fur Hamburg und das Hamburger Gebeit. *Hamburg*, 1847. 8vo. pp. 168.—Ninth Report of the Deaf and Dumb Institution at Hamburg, founded May 28th, 1827.

This voluminous and able report, by Mr. Behrmann, the Principal of the Institution, relates to the years 1844, 1845, 1846, and is mainly occupied with special notices of the pupils and extracts from their journals. The writer, however, treats, at some length, upon the condition of uneducated deaf mutes, and cites several instances where such persons have been convicted of crime. On the other hand, he names a large number of educated deaf mutes who have been highly respected, and have distinguished themselves in various arts and professions. The report also refers to the education of the blind and of idiots, to the history of the art of instructing the deaf and dumb, the establishment of deaf and dumb institutions in various countries, and to the causes of deafness, with important statistical information. The present number of pupils in the Hamburg Institution is sixteen. The number of institutions for the deaf and dumb in Germany, according to the above report, is eighty.

### 2. France.

298. PARIS.—*Annales de l'Education des Sourds-Muets et des Aveugles: Revue des Institutions qui leur sont consacrées en France et à l'Etranger*, Publiée par M. Edouard Morel. *Paris*, 1847. Quatrième Volume, 8vo. pp. 320.—Annals of the Education of the Deaf and Dumb and the Blind: Review of the Institutions devoted to them in France and other countries. Vol. IV. Published quarterly, by Prof. Edward Morel.

The interest of this work is fully sustained in the fourth volume. It contains original articles from instructors, both male and female, on subjects pertaining to the instruction of the deaf and dumb and the blind, addresses delivered on public occasions, biographical notices, letters of correspondents, items of intelligence, announcements of new works and critical notices of those most important.

### 3. England.

299. BAKER, CHARLES, Headmaster of the Yorkshire Institution for the Deaf and Dumb.

The Book of Bible History for Schools. *London*, pp. 260.

The Book of Bible Characters. *London*, pp. 100.

C A T A L O G U E .

Exercises on the Tabular View of the Old Testament. *London*, pp. 95.

These books are designed for school and family instruction, and seem well adapted to interest and instruct the youthful mind.

300. FOWLER, R., M. D., F. R. S.—Some Observations on the Mental State of the Blind, and Deaf, and Dumb, suggested by the Case of Jane Sullivan, both Blind, Deaf, and Dumb, and Uneducated. *Salisbury*, 1843. 12mo. pp. 100.

The substance of this work was communicated to the Medical Section of the British Association at Manchester, in the year 1841 and 1842. Jane Sullivan, at that time, was about twenty years of age, and an inmate of the Rotherhithe workhouse. She was deaf from birth, and consequently dumb, but her blindness was occasioned by the small pox, when she was three years old. Her hearing and sight had slightly improved under medical treatment, but no efforts had been made to educate her.

Other similar cases are referred to. From all the facts given the writer infers,

“ 1. That the intelligence is not in anything like a direct ratio to the perfection of the organs of sense, and that the privations even of a Laura (Bridgman) have not occasioned any proportional destitution of knowledge, enjoyments of life, or interest in the welfare of others.

“ 2. That the desire of knowledge and of personal consideration is even stronger in the deaf or the blind than in others; and,

3. That “ they are naturally more attentive,” and are “ more anxious than others to retain what it may have cost them much solicitude to acquire.”

301. DONCASTER.—Sixteenth Report of the Yorkshire Institution for the Deaf and Dumb, 1845. *Doncaster*. Printed by the pupils of the Institution. 12mo. pp. 36.

Seventeenth Report, for 1846.

Eighteenth do 1847.

This Institution contains eighty-four pupils. The Headmaster, Mr. Baker, has been connected with this Institution since its first establishment in 1829. He has two Assistant Teachers. Five of

his former assistants are now Headmasters of the Institutions at Edinburgh, Dublin, Exeter, Newcastle on Tyne, and Brighton.

—. Results of an Inquiry respecting the former pupils of the Yorkshire Institution for the Deaf and Dumb. Ordered by the Committee, February, 1844. Reprinted with additions, March, 1847. *Doncaster*, 12mo. pp. 94.

These results are, in general, of a very satisfactory character, and establish the fact of the permanent benefits of education to the deaf and dumb. The institutions for the deaf and dumb at Birmingham, Manchester, Liverpool, Dublin and New-York, have also commenced a course of inquiries respecting their former pupils.

302. NEWCASTLE-UPON-TYNE.—The Report of the Northern Asylum for the Blind, and the Deaf and Dumb, for the Counties of Northumberland, Durham, Cumberland, Westmoreland, and the town of Berwick-upon-Tweed. 1846. *Newcastle-upon-Tyne*, 1847. 8vo. pp. 32.

This Institution was commenced in 1839, and now contains thirty-four pupils, two of whom are blind, and thirty-two deaf and dumb.

## II. AMERICAN.

303. COLUMBUS, Ohio. The Twenty-first Annual Report of the Trustees and Superintendent of the Deaf and Dumb Asylum of the State of Ohio, for the year 1847. *Columbus*, 8vo. pp. 45.

The number of pupils is one hundred and twenty-one, being an increase of twenty during the year, but it is estimated that "there are now in the State of Ohio not fewer than two hundred, including those already received, who ought to be in this school." No death by disease or accident has occurred within the year. One hour each day to a class of sixteen is devoted to exercises in articulation. Drawing is recommended as a permanent branch of instruction. The corps of instructors consists of Mr. H. N. Hubbell, Superintendent, and six Assistant Teachers.

—. Ein und Zwanzigster Jahresbericht, u. s. w.—The Twenty-first Annual Report, etc.

This is a translation in the German language of the Report noticed above, for the benefit of the German population of Ohio.

304. HARTFORD, CONN.—The Thirty-first Annual Report of the directors of the American Asylum at Hartford, for the Education and Instruction of the Deaf and Dumb. Exhibited to the Asylum, May 15, 1847. *Hartford*, 1847. 8vo. pp. 40.

The only important change noticed in the report is the resignation of the steward of the Asylum, Rev. W. W. Turner, who had held the office for sixteen years in connection with his duties as instructor, and the appointment of the Rev. A. C. Baldwin to the new office of family guardian and steward. The number of pupils during the year was one hundred and ninety-eight, of whom twenty-seven were paying pupils, and the remainder beneficiaries of each of the New-England States and South Carolina. The Principal is Lewis Weld, A. M. The Assistant Instructors are ten in number. Articulation has been taught to a few pupils "who once heard and spoke, and those who still retain imperfect hearing." These have received some benefit, but the directors express themselves "satisfied from experience, that the extension of this kind of instruction to our pupils who have never heard would not be beneficial, but would serve to retard their progress in general knowledge."

—American Annals of the Deaf and Dumb. Conducted by the Instructors of the American Asylum. Vol. I. No. 1. October, 1847. *Hartford*, 8vo. pp. 68. No. 2. January, 1848. pp. 64.

The establishment in this country of a Quarterly Periodical devoted to the interests of the deaf and dumb, affords gratifying evidence of the advancement of the cause of deaf-mute education. The two numbers of the Annals which have been issued, give promise of a work of interest and permanent value, especially to instructors of the deaf and dumb, the parents and friends of deaf mutes and the educated deaf and dumb.

305. INDIANAPOLIS, IND.—Report of the Trustees and Principal of the Indiana Asylum for the Education of the Deaf and Dumb, with an exhibit of expenditures. Presented to the General Assembly, December 6, 1847. *Indianapolis*, 1847. 8vo. pp. 44.

This is the Fourth Annual Report. The number of pupils is eighty, having quadrupled since October, 1845. The Institution derives an income of fifteen thousand dollars annually, from a tax

of fifteen mills levied on each hundred dollars of taxable property in that State. Mr. James S. Brown is the Principal. There are two Assistant Teachers and one Monitor. The extended and able report of the Principal treats of the situation of deaf mutes previous to education, the attempts which have been made to educate them, and the process and results of their education. A succinct account of the past history of the Institution is also given, and some suggestions made in respect to future operations.

306. KNOXVILLE, TENN.—The Second Biennial Report of the Board of Trustees of the Tennessee Institution for the Education of the Deaf and Dumb, to the Legislature of the State of Tennessee, for 1846-7. *Nashville*, 1847. 8vo. pp. 37. This Institution after a temporary suspension was re-opened in Oct. 1846, and is now advancing under favorable auspices. The Rev. Thomas McIntire is the Principal, and Mr. W. C. Myers, Assistant Teacher. The Legislature appropriate annually two thousand and five hundred dollars toward the support of this Institution, but a larger sum is urgently demanded, as there are supposed to be over five hundred deaf mutes resident in that State.

307. NEW-YORK.—Twenty-eighth Annual Report and Documents of the New-York Institution for the Instruction of the Deaf and Dumb, to the Legislature of the State of New-York, for the year 1846. *New-York*, 1847. 8vo. pp. 110.

—Circular. 8vo. pp. 7. The number of deaf mutes who have been educated in this State is about six hundred. To these, so far as their places of residence were known, Circulars have recently been sent, in order to ascertain their present condition, and obtain from them and others valuable statistical information respecting the causes of deafness and other similar topics. The returns are anticipated with much interest.

308. PHILADELPHIA, PA.—The Annual Report of the Board of Directors of the Pennsylvania Institution for the Deaf and Dumb, for 1847. *Philadelphia*, 1848. 8vo. pp. 12.

The number of pupils in this Institution is one hundred and twelve. There are upwards of twenty applicants for admission for whom no means of support are provided. The Directors, therefore, appeal to the State Legislature to increase the annual

appropriation to the Institution to thirteen thousand dollars. The State of Delaware has extended the term for the instruction of her beneficiaries in this Institution from five to six years, and the State of Maryland from five to seven years. The Principal is A. B. Hutton, A. M. The additional Instructors are seven in number.

## TERMS OF ADMISSION.

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I. PUPILS are provided for by the Institution in all respects, clothing and travelling expenses excepted, at the rate of one hundred and thirty dollars each, per annum. Clothing will also be furnished by the Institution if desired, at an additional annual charge of thirty dollars. Payment is required semi-annually, in advance.

II. The regular time of admission is at the close of the vacation, which extends from the second Wednesday of July, to the first Wednesday of September. No pupil will be received at any other time, except in very extraordinary cases.

III. No deduction will be made from the annual charge in consequence of absence, or on any account whatever, except sickness, nor for the vacation.

IV. Pupils are at liberty to reside during the vacation in the Institution, without extra charge.

V. Applicants for admission, to be educated at the public expense, should be between the ages of twelve and twenty-five years. The Institution will not hold itself bound to receive any not embraced within this rule, but may do so at discretion.

VI. Satisfactory security will be required for the punctual payment of bills, and for the suitable clothing of the pupils.

VII. Applications from a distance, letters of inquiry, &c., must be addressed, post-paid, to the President of the Institution. The selection of pupils to be supported at the public expense, is made by the Secretary of State at Albany, to whom all communications on the subject must be addressed.

VIII. Should objections exist to the admission of any individual, the Board reserve to themselves or their officers a discretionary power to reject the application.

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, for medical attendance, medicines, or other necessary provisions.

It is suggested to the friends of deaf-mute children, that the names of familiar objects may be taught them with comparative ease before their admission, and that the possession of such knowledge in any degree, materially facilitates their subsequent advancement. To be able to write an easy hand, or at least to form letters with a pen, is likewise a qualification very desirable. In reference to this subject, it is recommended that the words which constitute writing lessons, or *copies*, preparatory to admission, should be such as have been previously made intelligible to the learner.

In the case of each pupil entering the Institution, it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested :

1. Was the deafness from birth, and owing to some original constitutional defect; or was it produced by disease or accident? And if so, in what way, and at what time?
2. Are there any cases of deafness in the same family, or among any of the ancestors or collateral branches of kindred; and how, and when produced?
3. Is the deafness total or partial, and have any means been employed to remove it; and what are the results of such efforts?
4. Have any attempts been made to communicate instruction, and is the individual acquainted with any trade or art, or with the mode of forming letters with a pen?
5. Is the individual laboring under any bodily infirmity, such as palsy, nervous trembling, or mal-formation of the limbs; or does he or she show any signs of mental imbecility or idiocy?
6. What are the names, occupation and residence of the parents?
7. If either of the parents is dead, has a second connection been formed by marriage?
8. What are the number and names of their children?

By order of the Board.

HARVEY P. PEET, *President.*

GEORGE S. ROBBINS, *Secretary.*

## ALPHABET OF THE DEAF AND DUMB.

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**A a**



**B b**



**C c**



**D d**



**E e**



**F f**



**G g**



**H h**



**I i**



**J j**



**K k**



**L l**



