Mt. Airy Institution, as typical of the growth of the Education of the Deaf.

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Mr. Any Institution, as typical of the growth of the Education of the Deaf.

I am taking up a subject like this one of the first things to attract one's attention is the rapid progress which takes place in the growth of such institutions. Although their origin in this country is of very recent date, still, when once they take firm hold, you can see them grow at such a pace that they cannot be stopped out. It is not the sentiment of the present period that they should be. The will of the people demands such institutions.

It is the above mentioned desire that places the American people far in advance of their ancestors. In ancient and medieval times, the idea of erecting institutions for the aged, the blind, the crippled, the deaf, etc., was something foreign to the minds of the people.
They thought that people became afflicted with age or any incurable disease, it was best for the world that such people should die. Consequently we find during those few years prior to the American Civil War, the number of deaf people and their families increased.

In order to understand more fully the development of deaf and dumb institutions in this country, a hasty glance at the work of a few men in the old country will pay us. Such men as De l'Epee, Hanf, and Siebold exerted great influence on starting such institutions in this country. These men carried on the education of the deaf very successfully in Europe many years before there was any idea of starting such work in this country.

De l'Epee was a Frenchman and it was through his efforts that the present sign language was developed. He thought that spoken
words were unnecessary and that sign language enabled them to learn much faster than the practice of reading lips. His ideas seem to have taken time and effort on the part of Americans than those of Heimlich whose ideas form the present standpoint, however, seem far from advanced of the Frenchman. Heimlich believed in lip reading. He claimed: Without an acquaintance with the spoken language a deaf-smart child can never become more than a writing machine, or have anything beyond a succession of images passing through his mind." This cannot be accepted absolutely, for we know of many intelligent deaf-mutes who have been taught wholly by means of the sign language.

Each of these beliefs, however, had many followers in America. And it was for the
purpose of visiting among them. That Dr. Gallaudet
visited in Europe in 1815. He visited first of all Great Britain. The principal of the schools
in England and Scotland would not give
him any information; and he was about to
return home when he met in England Abbe
Scéard, the successor of Abbe de l'Eple. Scéard
upon finding out his mission, invited him to
visit France. Gallaudet, accordingly accepted
the invitation and obtained the needed informa-
tion. He returned to this country bringing
with him one of Scéard's famous pupils, Mr. Eileen.

Although Dr. Gallaudet and Mr. Eileen are the
first men who carried the idea of instructing
the deaf in anything like a successful conclu-
sion, we can find earlier men not unlike
displayed an interest in that direction. The
first institutions in this country was Francis Green
a treatise. In 1783, he published a book called "Voy Oudet's Subject," which was a treatise in behalf of the deaf. A tablet has been placed on the walls of the famous Manna School in Boston to commemorate his efforts in the interests of the deaf and dumb.

Although the school at Hartford, Connecticut, founded in 1817, is generally considered the first of its kind in America, the first school was really established near Petersburg, Virginia. In 1812, Colonel William Bolling, with the assistance of John Bradward of Edinburgh, founded a school at that place (Petersburg), which met with great success for a short time but in 1815 owing to the dissatisfaction of Bradward the school failed.

During all this time, the deaf in this country were obliged to go abroad to obtain an edu-
cabin. And it was owing to this as much as anything else that Dr. Gallaudet decided to found an institution for that purpose in this country. Accordingly, Dr. Gallaudet and Mr. Israe1 L. Hare founded at Hartford, an asylum for the deaf, the first one to have permanent existence in America. The school

opened April 15, 1817, with seven pupils. Owing

to Dr. Gallaudet's reception in England and
his friend Secord, the French manual method

was adopted by this school.

While Dr. Gallaudet was in France

learning this method, a certain Mr. Gard

of Bordeaux was given considerable encour-

agement by many distinguished citizens of

Philadelphia to cross the ocean and establish

a school in that city. But the one at Hartford

having just been started, it was upheld
by many that matters one was started, both would suffer. Therefore through the influence of Jonah Thompson, it was decided to drop the matter. This was the first attempt to establish a school in Philadelphia, and, although it failed, it sowed the seed from which we shortly to sprang one of the greatest institutions in this county, for the education of the deaf.

Dr. Gallaudet and Laurent Clerc also attempted to start a school in Philadelphia. On December 7, 1816, they addressed a meeting held in interests of the deaf, in Washington Hall on South Third Street. Great interest was shown by those present, and a committee was appointed to solicit contributions for the desired work. But nothing resulted apparently, for we have no further work.
of their wars. The reasons why these previous attempts to establish a school in Philadelphia were unsuccessful may best be given by citing a letter by Sarah Thompson during that time. We will give the letter in full. As an individual whose feelings have for some time past been considerably interested in the instruction of the deaf and dumb, I could not but regret the publication of Mr. Gard's letter in a morning paper, and beg leave to submit a few observations on the remarks accompanying it.

This letter was enclosed some months since by Mr. Lee, the American Consul at Bordeaux, to a number of respectable gentlemen in different parts of the United States; and several individuals on their own responsibility contemplated giving Mr. Gard every encour-
agement to emigrate to this city. The measure, however, abandoned by information of Mr.
Gallaudet's progress in the necessary arrangements for forming a school in Connecticut, uniting the advan-
tages of the English and French modes of tuition, and thereby promoting a uniform system in the
United States.

The principles of education are entirely different in these several countries. Indeed, almost as
much dissimilarity prevails as exists in their respective languages. This has been occasioned by
national prejudices, and has prevented Mr.
Braidwood and the Abbé Sicard, with
their adherents in each system, from realizing
the advantages which each might have de-
rived from the other. By the French method,
attention is absolutely given to the improve-
ment of the mind of the pupil, and standing-
his mental conceptions to the highest degree of expansion and communication by signs as well as writing. From the necessary abstraction from other subjects, except the one immediately sitting at hand, we may reasonably conclude that from minds thus improved great perfection in science will be attained. Indeed it is questionable whether more sublime ideas have ever been expressed than those communicated in writing by the pupils of the able Seigneur, particularly by those, Massin and Bellon.

According to the Wallis and Bradward's plan the deaf are taught to speak, which is always preferable when the powers of hearing are alone suspended; and when they have sufficient intellect to receive instruction. But this is extremely difficult. It requires great labor, and, with the most perfect voice it is very disagreeable and monotonous. The pupil
is taught to understand sound, and to know when
he utters it, but as he cannot hear, this long before he
can ascertain the meaning of his teacher.

After acquiring the power of uttering sound, he
is taught that each letter produces a different motion
of the muscular organs of speech, which is communicated
to the lips, and by steadily observing a speaker, he
is able to comprehend in this way what is expressed.

As the art is still in its infancy and the different sys-
tems are conceptions of but a few individuals, letters now
promote a language combining the advantage of each,
such opportunity will be forever lost of establishing
a uniform system of communication, without which
these taught by different tutors will all be unintelligible
to each other. No individuals are better calculated
for this purpose than Mr. Gallaudet and Mr. Clarke
as the first and only establishment in the United
States let persons be established, to promote the imp-
salut. object. With this view, I should decidedly
consider any attempts at introducing Mr. Godd would
be inexpedient and premature." This letter already
but it exerted a great influence at that time.
Although we cannot agree with Mr. Thompson
in every particular, the people of that time fol-
lowed its advice, and were content with giving
their undivided support to the school at
Hartford.

The all good movements, considerable
time was necessary before the people could see
the necessity of such an institution. All the
harm is not immediately, and deserved to pass
while the benefits to be derived were always
passed over.

But, as said before, the germ was soon
and a school, destined to be the greatest of
its kind in America, was soon to be started.
in an entirely unlooked-for manner. And one of the despairing race was to be the founder. A certain humble Jew, David G. Seixas who kept a little confectionary store on Market Street, between Sixteenth and Seventeenth Streets, Philadelphia, was deeply moved by seeing a number of deaf children wandering about the streets. These children presented a very pitiful appearance and were mocked and ridiculed by the thoughtless and hard-hearted children. Sometimes very early in 1820, this David G. Seixas collected eleven of these children—six girls and five boys—and started a little school. His methods of instruction are not certainly known, but it is very probable that he used the sign method for he was acquainted with Laurent Clerc and he had also attended the convention...
in Washington Hall. He also probably knew the methods used at Hartford. However his beginning proved successful, and the fame of the teacher and the school spread rapidly and called forth the sympathy and support of all the philanthropic citizens of Philadelphia. As a result of the work of this humble desultor, many prominent citizens, including Roberts Vaux, Horace Binney, Dr. Chapman, and Joseph Conrad, Sena, the Portuguese Minister, and others met Mr. Seipas at the house of Mr. Vaux and, after a long session, decided to call a public meeting, April 12, in the hall of the Philosophical Society, to consider the question of establishing an institution for educating the deaf and dumb. The results of this meeting—namely to raise funds and paper—indicated below, in printed form, as taken from Olmsted Allen's Brief History of the School.
The meeting was held in the hall of the Philosophical Society, on South Third Street, on Wednesday evening, April 12. Rt. Rev. William White presided and William Meredith acted as secretary. Mr. Vaux made an address, in which he submitted a plan for organizing an institution. This plan was referred to a committee, of which Mr. Vaux was chairman. The report of this committee was submitted at a meeting held on Saturday evening, April 15. The constitution presented by the committee was adopted with some amendment, and was signed by those present. The constitution was as follows:

**ARTICLE I.** The Institution shall be located in Philadelphia, and supported by the annual and life subscriptions of its members, by the donations and legacies of the charitable, by such aid as the Legislature may be pleased to afford, and by the money to be received for the education of children whose parents, guardians or friends are of ability to pay.

**ARTICLE II.** The officers of the Institution shall be a president, four vice-presidents, a treasurer and recording secretary. They shall be ex-officio members of the Board of Directors, and their duties shall be such as are implied in their titles, or shall be prescribed by the by-laws. And said officers shall not receive any fee or compensation for their service in performing their several duties, either directly or indirectly, excepting the treasurer and secretary.

**ARTICLE III.** There shall be a board of twenty-four directors, members of the Institution, who shall annually, at the meeting next succeeding their election, appoint one of their number to act as corresponding secretary. Their duties shall be such as shall be defined by the by-laws. There shall also be a committee of twelve ladies selected annually by the Board of Directors at their first meeting, to aid in the management of the asylum under such provisions as may from time to time be prescribed by the by-laws.

**ARTICLE IV.** Any person shall be entitled to become a member by paying annually, or in gross, the sum which shall be required by the by-laws for an annual or life subscription.

**ARTICLE V.** The members of the Institution shall meet annually on the first Wednesday in May, in the city of Philadelphia, (at such hour as the directors may prescribe) for the election of officers and directors and the transaction of other business, and to receive the annual report of the directors. Adjourned and special meetings may be held as shall be provided by the by-laws.

**ARTICLE VI.** The right of membership may be relinquished, and the resignation addressed in writing to the Board of Directors shall be accepted by them; Provided, the member shall have discharged all demands due by him or her to the Institution.

**ARTICLE VII.** The funds of the Institution shall be at the disposal and under the management of the Board of Directors, subject, however, so far as relates to that part derived from the life subscriptions, to such restrictions as may be imposed by the by-laws, and subject also to such restrictions as
may accompany the grant of aid by the Legislature. And it shall be the duty of the directors for the time being to present to the speaker of the Senate and of the House of Representatives, respectively, in the month of December, annually, a statement of the funds and expenses of the Institution, and of the number of children received and educated therein during the year immediately preceding, and of the parts of the State whence they have come, distinguishing between those who have been supported and educated gratuitously, and others.

ARTICLE VIII. Indigent children, resident anywhere within the State, shall be received into the school and asylum, maintained and educated gratuitously so far as the funds of the Institution will admit; Provided, that when more children shall be offered for the benefit of this Institution than can be received at any one time, the president and directors shall apportion their number among the several Counties of this Commonwealth, according to their representation (when application shall be made) that every County may equally receive the benefits of the same.

ARTICLE IX. The number of officers and directors may be increased or diminished, as convenience shall require, at any annual meeting of the members of the Institution, notice of the intended alteration being previously given, and twenty members, being a majority of the members present, consenting; and any general meeting shall be competent to make, alter or repeal by-laws, rules and regulations, twenty one members being present at the same.

A third meeting was held on Wednesday evening, April 26 when the following officers and directors were elected: President, Rt. Rev. William White; Vice-Presidents, Robert Patterson, Horace Binney, Roberts Vaux, Dr. N. Chapman; Secretary, Henry J. Williams; Treasurer, John Bacon; Directors, William Meredith, John Vaughan, Clement C. Biddle, Jacob Gratz, J. N. Barker, General T. Cadwalader, William J. Duane, Samuel Archer, Paul Beck, R. Walsh, Jr., Alexander Henry, Rev. P. F Mayer, Dr. William Price, Calander Irwin, Reuben Haines, Dr. Franklin Bache, Samuel B. Morris, W. W. Fisher, Benjamin Tilghman, Caleb Cresson, William McIlvaine, Joseph Gratz, Samuel Canby and Samuel R. Wood.

It is worthy of note, as illustrative of the abiding interest which the members of the original Board took in the welfare of the school, that most of them continued to take an active part in the management of the Institution to the time of their deaths, and that many of them are represented on the present board by descendants in the third generation.

The Board of Directors appointed a committee to confer with Mr. Seixas, with a view of securing his services as teacher, and another committee to prepare an address to the inhabitants of Pennsylvania, setting forth the objects of the Institution and soliciting pecuniary aid. At the next meeting of the Board, held May 6, it was announced that Mr. Seixas had been engaged at a salary of $1000 per annum.
Oh, Seixas was made principal of the school on May 15, 1820. In the summer of the same year, he visited the school at Hartford, Conn., associated with their methods of instruction. He became convinced, with the superiority of the manual method.

In the fall of the same year, he opened his school in a house on High-street Market-Street near seventeen. In 1821 owing to an epidemic given by two pupils of the school before the legislature at Hanover, the school was unanimously incorporated by both houses, and an appropriation was made of $800.

The result of this was a rapid growth of the school, and in 1821, many obliged to seek larger quarters moved to eleventh and Market streets. The site was occupied by the Brigham House. On this year Mr. Seixas...
HOUSE OF THE WIDOWS' SOCIETY ON MARKET STREET,
Occupied by the Institution in 1821.

THE INSTITUTION IN 1837.
retired from the principalship. This placed the school in very bad position, but, finally, with great difficulty Emmet Cleve was induced to leave Hartford for six months and take charge of the school. He gave the teachers some much-needed instruction and drilled them thoroughly in the manual method of instruction.

At the expiration of his term, Lewis Weld was elected principal. In 1835 larger apartments were necessary, and consequently the school was moved to the northwest corner of Broad and Pine Streets. Further enlargements were made in 1837 and 1875. In 1859 the appropriation of the State was increased. In 1870 Mr. Hitchcock, who had succeeded Mr. Weld, died. In 1881 it was thought advisable to open a day school for the benefit of pupils residing in the vicinity of the Institution, and at the same time relieve
THE INSTITUTION AT BROAD AND PINE STREETS IN 1824.

SCHOOL BUILDING, CORNER OF PINE AND FIFTEENTH STREETS, 1897.
The overcrowded condition. Before the close of
the year, this school was placed under Miss
Emma Garrett a Teacher. The "Pure Oral" method
of instruction was adopted. This was really
the beginning of oral teaching in this institution.
At the main institution likewise a class was
formed for pure oral instruction. But as the
oral students mixed largely with the manual
students, they readily carried on these methods
of instruction, namely, the oral, manual and
the combined method. This we shall see
The ultimate adoption of the oral method was
really by its own experiment. Begin and
growth of these methods will be discussed later.
This pure oral school, however, did not
fulfill anticipations, and was changed to a
boarding school in 1885. It was then known as
The Branch for Oral Instruction. In 1889.
Mr. Fortier, who had succeeded Mr. Godefroy as principal, retired and Mr. H. E. Coutts, the present principal, was chosen to fill his place. Under Mr. Coutts' management, the institution grew rapidly and created a demand for more and larger buildings, which were unattainable from lack of finance. But in 1889 James and Mary Shields subscribed $20,000 to the school.

With money thus given, the institution decided to build a school on the outskirts of the city. On account of its elegant position, a tract of 62 acres in 1897, this was chosen, and erection of buildings began.

In the plan for the buildings, four important questions were considered. First, there must be a division of vocal and manual departments. Second, the older pupils must be separated from the younger. Third, the boys must be divided
from the girls. And the interior of the buildings should be so divided as to have the pupils divided into groups of families, in order to make supervision easier.

On the basis of the three large buildings now standing—Wingate Hall, Weimoming, and Cresheim Hall—were erected. A power house was also built at the same time. Each one of the halls is complete school in itself. Each one has its own dining room, assembly-hall, portrait-room, billiard-room, bed rooms, kitchen, etc. There are two wings to each building, one for the males and the other for the females. Cresheim Hall is really the primary department and contains the younger pupils. Wingate Hall is the intermediate department but contains some from both primary and advanced grades. Weimoming contains some but the older pupils. These buildings and the
ground cost $1,125,000. But the value has increased greatly since that time.

On October 8, 1892 these buildings were formally opened. Speeches were made by the principal, Mr. Croxton, and many other distinguished people interested in the work. This day was made the more memorable by the fact that John J. Morris made a gift of $25,000 for the erection of an industrial building. This has since been erected and is one of the great branches of the institution. Its description will be taken up later.

The institution as has been said, is located at Mt. Airy a suburb of Philadelphia and can be reached by two railroads on which trains run every half-hour. The distance is about 12 miles and the round trip June 204. A trolley line also runs close by the institution. The location is on elevated ground and the buildings are
arranged in a semi-circle. Entering the gate
neared to Philadelphia, you first meet Waverly-
ing Hall. Buck up this to the left is Wingshocking
Hall. Continuing around the circle, you see
Czechin Hall, Industrial Hall, and the Power House
in the order named. A little to the left and
some distance back of Waverly Hall is the
Hospital. This has only been built within the
last few years and is up to date in every respect.
Here sick pupils are cared for by trained nurses
and the best medical attendance. So carefully
are the students watched, that during the year
1894-95 but one pupil died and that was-
through his own carelessness. In the past two
years, the deaths have been very few compared
with other such institutions. Besides the natural
conditions of the place, all kinds of sports and
athletics are encouraged.
Perhaps the most important fact about the instruction is the development of oral method of instruction. Although the manual method is taught under certain conditions, the oral method is the chief one. A pupil is placed in the manual department only after he has failed to learn in the oral department. Some of the deaf students can never learn to make themselves heard by their mouths. Perhaps a few remarks as to growth of the oral method would make the case clear.

Both the oral and manual methods were used in Europe for a long time, but when the deaf schools originated in this country in 1817, for reasons stated above, the manual method was adopted. This method was the only one used for upwards of 20 years.
County was in 1867 when two schools were started on that basis. One was in Northampton, Mass., the other in New York City. The number of these schools increased rapidly, and were well attended, especially in New England. In 1868, 12% of pupils in New England (statistics of the whole United States for that time not known) were attending oral schools. But this method was not used in Willing Institution until 1881 when it was taught by Miss Park in the day school. The teachers and managers were gradually convinced of the superiority of this method, and slowly brought it to the front until at the present time it is the method of the institution. In 1896 fully 75% of the 570 pupils were taught by that method. Considering the short tenure it has had to develop and the fact that 75% of pupils at Willing
and 25% of the people in whole United States are being taught by it, one may safely conclude that
the oral method must be stronger and give more satisfactory results than the manual
method.

Another method called the combined system has also a place in some institutions, but not
in W.T. King. It is expressing whole ideas by means of signs. It is really an accomplishment.
But it has been a help to the oral method for in the institutions where it has been taught
it has always replaced the manual method.

The followers of course, from the nature of the method.

The oral method is a great advancement upon the manual. For instance, a man taught
by the latter can only talk to people who can spell their words on their fingers, while the
former can carry on conversation with anybody.
even with the manual pupils, for every deaf
pupil early learns to express himself through
signs.

However, to use the application these methods
we might take, for example, a child going through
the institution. At entrance, all that is re-
quired is deafness. If he can pay, he is expected
to do it. But if he is unable to do it, his education
is paid for by the State. For this purpose the
state appropriate legislature every year in
1895, $47,000 was given to the institution
for the education, clothing and maintenance of
175 pupils. That shows how few students
pay their own expenses. The whole amount
contributed by the state since 1875 is over
$200,000. The institution is non-denominational.
Therefore, there is no charge for deaf children
not receiving an education. A person to
enter must be between seven and twenty-one years old. Until very recently the student upon entering could take whatever course he desired, but now all students are required to enter the oral department. Advantage of a child entering at seven years is very great indeed. Formerly the deaf child could enter such schools at about ten or twelve years. But that has been overcome by having the schools conducted on home-like basis. A common opinion is becoming deaf through an attack of scarlet fever when he was three years old, did not go to any school until he was thirteen. He looks back upon that period with horror, he says he could not write at that time, but he didn't know the meaning of any words, scarcely. Surely this child is with all his great advantage over that.

When the child enters the institution, he
or she is examined by competent otolaryngologists, and if any relief can be afforded for the condition it is done. It is also found out whether the child has become deaf congenitally or otherwise. Over 80% of students at Dr. King have been born deaf, while large portion of the remainder have become deaf through some kind of fever while very young. Three or four have become deaf due to cataract and ecdys.

As stated above, all pupils in the instructional department. Only those who are unable to develop under this department are transferred to the manual department. That itself is insufficient to show superiority of oral over manual methods.

During the first year the pupil is taught to say ordinary words as man, ship, house.
cost, dues by watching the mouth of the teacher and saying it after him.

I attended one of these beginning classes, and was very much impressed. The teacher would repeat some simple word, and call upon some one in the class to repeat it. Then the pupil would write it on the blackboard to obtain practice in spelling and writing. The teacher—then being a boy full of various wooden images in the morning—would say to one of the pupils, "Bring me a sheep," which the child would do. At first, they do not always bring the right one, but they soon learn. In one of these primary classes, the teacher drew on the blackboard a representation of the mouth and chin while saying a certain letter, and the pupils from torturing at it could give the letter. In this same class, one boy
was rather slow in grasping a certain word. He came up to the teacher, before him on her mouth, and the other on her chest while she repeated the word. He then placed them over his own mouth and chest and tried to say the word by making his hands feel the same vibrations. After two or three trials he could say the word perfectly.

But the next class-room we visited was the most interesting one of all. The pupils there averaged about 14 years. The room was under the instruction of Miss Kate E. Barm. She is one of her teachers in the oral department and is very well known and respected among deaf circles. She introduced into the work here what is known as the five-column method of composition. That means one word to a column, similar to the squares
of a Telegraph Blank. First, Tasure, then the verb, the direct object, the preposition, and the indirect object. For instance, "He gave the pencil to her." This gives the child some idea of grammatical sequence, and germinates a clear and distinct style of writing. It also results in their speaking correctly. For they are taught to say "I saw him go into the room, and not in the room." They even say "He stuck a flower behind the band of his hat," not "into his hat." Although structure is gained at the expense of time, no doubt, it is best in the end.

When entered Miss Bang's room, the scholars were writing stories from their own imaginations or else writing letters to their parents. One child, writing home, was telling her parents something that was supposed to
Happen before she was born. He expressed it "when I was no years old." This shows what queer ideas the State of things generally. Another one wrote "fell and broke my leg." When no such accident occurred. Read a few of the letters written by some of the boys, and their work as a composition seemed as good as the work of a child often in the public schools. One of the girls in this room carried on conversation with me. She was as deaf as a door nail, nevertheless we understood each other perfectly. The only difficulty is that the voice of a deaf child was not like an unnatural boy. It was so with this girl. She asked me my name, residence, where I went to school etc. To prove that she understood. Although she wrote my replies on the blackboard. This brought up some difficulties.
inspelling. When I said Iowa from Des Moines she could not tell from mostips whether it contained one s or two. As she had never seen the word before she wanted to spell it with one s.

After leaving this classroom, in which I was much surprised, realizing more fully than ever that we should be more distinct in our conversations, I went to a few classes in the Advanced Oral Department. First one was an arithemetic class. Here one could realize more than ever how much the ordinary pupils they became. They would discuss the problems with the teacher in such a manner that upon would hardly think they were deaf. The question under discussion was something like this, as near as I can recall it. "A man bought 20 cwt. of sugar for 10.}
heard 8 cent of it. 80 cents was spoiled and
heard the remainder counts neither gain nor
loss. At what price did he sell it? They went
along very well until they came to the part
nether game on line. They didn't seem to un-
derstand that at all. From that you might con-
clude that they were dumber than other students.
But when it comes to arithmetic, there are
plenty of students who know a less things than
that. It isn't really a fair test. The professor
kept repeating the phrase, but they evidently
had not seen it before. The professor tried
to explain it, once by saying it was all the
class he had. This was the only room of all
visited where there was any chance to understand
the progress the pupils as taught by the oral
method. But as said before, an arithmetic
class is a poor place to judge.
The last room I visited was a classic English Literature. This was interesting because of the fact that deaf pupils were taught orally by a deaf teacher. They were writing in prose. The story of Snowbound. I conferred with the teacher and, if I had not been told previously, I would not have known that he was deaf. Besides, he had a mustache and a beard. I don't really see how the pupils understand him at all. I talked with a few of the pupils in this room. One of boys asked me why we wouldn't play them in foot-ball. I was obliged to hush up some speeches, but they did not seem to quit him. This shows their sensitive nature. They feel insulted at the slightest offense. They wish to acquiesce to their desires.

This sufficiently shows the development...
If the pupils in the oral department, in the manual department, their studies are precisely the same, except they use their hands instead of their mouths to express themselves. And as I could not talk with my hands, their work did not seem as interesting.

The course of both departments extends over 12 years. When a student leaves the institution, he has a general knowledge, and a good one. Of preparatory courses except language, otherwise he is up to the grade of any preparatory school except beyond him. They could easily enter most any college, but they have gradually trouble sometimes following the lecture.

On this account, a deaf mute college has been established at Washington, D.C. Where the mute can continue his education.
under whatever method he desires and train an advanced degree.

The daily routine in each of the departments—primary, intermediate, and advanced—is about the same. The pupils rise at 6.00 A.M. and breakfast at 6.30. Then they have chapel or morning lecture, as they call it, at 7.45 A.M. School hours follow from 8.00 A.M. to 10.30 A.M., broken only by recess from 10.30 to 11.45 A.M. Dinner comes at 1.15 P.M. School and shop work from 2.30 to 4.30 P.M., and supper at 6.00 P.M. Study hours last one hour from 7.00 to 8.00 P.M. For this purpose each building has large study rooms with tables arranged along each side. Eight students study at each table. Then follows an evening lecture from 8.30 to 8.30 P.M. Retiring time varies from 7.30 to 9.30 P.M. according to the age of the pupil. On Sunday
Dinner is served at 12.00 M. Sunday School
convenes from 2.45 to 3.45 P.M. The girls
have a half-holiday on Saturday morning,
while the boys have there's the same afternoon.

For this shop-work mentioned above
Special building called Industrial Hall has
been erected. As said before, John J. Monigan
is 5000 for this purpose. The work done in that
building plays a very important part in the
child's course at the institution. All sorts of
trades are taught, printing, shoemaking, sewing,
bricklaying, plastering, baking, tailoring, in
short, most every trade. The tailoring is es-
specially prominent from the fact that every
boy makes himself a suit during the year
which he means when he returns home on
his summer vacation. Sewing is considered
an important item also. Every graduate
The girl is supposed to know all the principles of the art. Ironing is likewise not neglected. The pupils iron all the clothes of the institution. All the washing of course is done by machinery, but the pupils do all the ironing practically except a few of large articles which are also done by machinery.

Another interesting class along this line was the class inloyd. Here the younger pupils are taught the use of tools and drawing utensils whether they intend to be that course all their lives or not. The idea is simply to get them acquainted with tools and something which every boy ought to know.

The students also publish a weekly paper called "The Silent World" and a daily paper, "The Little World." The latter alone circulates outside the institution.
The Institution likewise has its own heating
and lighting plants. All the buildings are
heated by steam and lighted by electricity.
The electric plant consists of four large dynamos
run by six large boiler engines requiring on the
average over 9 tons of coal per day. Besides this,
gas is also burned to the extent of 2000 per year.

Of no little importance is the bakery, the
students almost have any connection with that
however. It is run entirely by experienced
bakers. The institution uses about 5000
loaves per week.

Thus we see that the deaf-mute graduating
from Mt. Airy not only has a fair preparatory
knowledge of all common branches, but also
some one trade at least in which he may
be regarded proficient besides a mattering
knowledge of various other trades. As a rule...
dreams revoke in all the students admire
for more knowledge. In this respect it
equal any educational institution in the county
if it were not on account of so many lecture
courses, many of the students would attend
ordinary colleges. One of the students at the
institutions told me he had been to the
Central High School in Philadelphia but it was
too hard work on account of so many lectures.
He asked concerning Harvard, and I told
there was no better place to go to, besides the
fact that there was as much teaching done
there as at any college. This pleased him
very much and he thought he would like
to try it there.

On account of the desiring of deaf students
to go to other colleges, a deaf college has
been established in Washington D.C. What
regular college courses and gives the Bachelor degree. It has lately changed its name to The National College.

Many new buildings are needed at Mt. Ayr, and some of them are being seriously considered. A chapel is very much wanted and no doubt will not be long in coming. A gymnasium has also been asked for and will probably be built in a few years.

An interesting point much discussed lately is the strength of deaf-mans eyes. Were eyes another common complaint, but in most cases the faculty of sight is undeveloped to an extraordinary power. Many experiments have been made by Dr. Charles Turnbull of Phila. He found that many students could understand a speaker from seeing the movements of the lips in a profile through a white wall.
Statistics also show that boys have a more strongly exercised than girls. From various experiments it has been argued that deaf-mute would have great advantage in scientific experiments where instruments of great precision are used.

Another point of psychological interest, perhaps, is the manner in which a mute dreams. It has often been noticed that mutes who have had oral training more their lips while dreaming. Those that have had manual training more their fingers. A friend of mine has suggested that the latter to prevent themselves from talking in their sleep might wear boxing gloves.

But the greatest advance which has been made in regard to deaf institutions, is the opening of public day schools with limited and from the State. Wisconsin has been
the first state to do this. In 1885 she passed special laws regulating such schools. The passage of these laws was largely due to the influence of Alexander Graham Bell, who had been teaching the deaf all his life. There are at present nine public schools in Wisconsin, all of which teach the pure oral or German method.

In closing, we might mention a fact not generally known, that Alexander Graham Bell invented the telephone while working upon a mechanical device to assist the deaf. For that invention, he received from the French government the Volta Prize of 50,000 francs. With that, he established the Volta Bureau at Washington. The purpose of this bureau is to receive, disseminate, and disseminate information and statistics concerning the deaf.
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Spent one whole day (January 23, 1877) at the Institution.

Received information from Congressman H. W. Kratz, from my cousin B. R. Allabough, from R. W. Zeigle of Mt. Airy Institution, and from Volta Bureau.