APPENDIX.

DEAF AND DUMB.

AUTHORS AND BOOKS.

THE number of books treating, expressly or incidentally, of the deaf and dumb, is much larger than those unacquainted with the subject would suppose. The brothers Guyot, of Groningen, published, in 1842, with the title of *Liste Litteraire Philocophe*, a catalogue of authors, books, and institutions, filling more than five hundred octavo pages. The number of such books has greatly increased since. Dr. Day informs us that, in 1860, there were in the library of the Abbé Carton, of Bruges, (Belgium,) no less than five hundred treatises and other works on deaf-mute instruction, issued since the year 1837, and this was said to be far below the whole number issued. A large proportion of this number were, no doubt, reports of institutions, occasional addresses, magazine articles, and other ephemeral productions. Still there have appeared, both in Europe and America, a number of works of permanent interest and value to those interested in the deaf and dumb; some as records of the history of the art of deaf-mute instruction; some as giving correct views of the condition of the deaf and dumb, and of the principles on which their instruction should be based; others yet, presenting practical courses of lessons in language to lighten the labors of teachers. We will indicate the most remarkable of the works on the deaf and dumb known to us in the different languages of Europe.

We begin with Spain, for that country produced not only the first known teacher of deaf-mutes, (Pedro Ponce, who died 1584,) but also the first published treatise on the art, that of Jean Paul Bonet, published in 1620. But during the two centuries succeeding the appearance of Bonet's work, Spain has produced very little on this subject. The Manual of Ballasteros, the latest Spanish work on the deaf and dumb, published in 1836, contains a course of instruction chiefly borrowed from Sicard and Bébian.

Passing to Italy, we find that though an Italian philosopher, Jerome Cardan, half a century before the time of Ponce, stated the true theory on which the instruction of the deaf and dumb is possible, yet these unfortunates were practically neglected till the period of the general awakening to their claims, due to the labors and saintly zeal of De l'Epée. The work generally used in the Italian schools is a course of instruction by the Abbé Pendola, of Sienna, following also, for the most part, Sicard, Bébian, and other French teachers.

Great Britain presents more distinguished names. About the middle of the seventeenth century, several speculative writers, Bulwer, Dalgarno, and others, called public attention to the deaf and dumb, and explained the methods that might be used to instruct them. Dr. John Wallis, who began to teach a deaf-mute as early as 1660, has left, in his grammar and in the Philosophical Transactions, a clear and rational account of his processes, of which Braidwood availed himself to revive the art, a century later. The latter teacher, however, endeavored to keep his processes a secret; but his nephew, Dr. Joseph Watson, long at the head of the London asylum, published, in 1809, a valuable work on the education of the deaf and dumb. Of living English teachers, the most eminent seems to be Charles Baker, of Doncaster. Messrs. D. Anderson, of Glasgow, and James Cook, late of Edinburgh, have, as well as Dr. Baker, published series of lessons in language and reading-books, for the use of the deaf and dumb. David Buxton, of Liverpool, has made public the statistics of the deaf and dumb. The late Dr. Orpen, of Dublin, deserves to be commemorated; nor should we pass over Dr. Wilde, of the same city, who has published a valuable work on the diseases of the ear, and on the statistics of the deaf and dumb. A large quarto volume, put forth in 1857 by the London asylum, presents the most fully illustrated vocabulary of nouns, for the use of the deaf and dumb, known to us.

In Holland, after the early names of Von Helmont and John Conrad Amman, (the latter remarkable both for his extravagant views of the divine efficacy of speech, and for his accurate classification and description of vocal sounds, and directions for teaching articulation,) we find an interval of nearly a century, before Henry Daniel Guyot, (father of the compilers of the catalogue we have mentioned,) emulating the benevolent zeal of De l'Epée, transferred the method of the latter to Groningen.

In Belgium, the most distinguished name is that of the Abbé Carton, at Bruges. His writings are varied and numerous. He is, perhaps, better known for his benevolent efforts to instruct a blind deaf-mute, Anna Temmermans.

The other northern countries of Europe presenting little to detain us, we pass to Germany. Here authors and books multiply, but we have space to cite only a select few. Heinicke, the father of the German method, left very little in print, but his son-in-law, Mr. Reid, of Leipzig, has published works of value. The German teachers whose writings are esteemed of the most practical value, however, are Mr. Jaeger and Mr. Moritz Hill. O. F. Kruse, himself a deaf-mute, has given us biographical sketches of many distinguished deaf-mutes. Dr. Newmann, of Königsberg, deserves mention as an authority in the early history of the art.

France has also produced many works on the deaf and dumb. Those of De l'Epée and Sicard, though of world-wide reputation in their day, are now only consulted by the curious. The manual and the journal of Bébian are still of much

practical value for the sound philosophical principles they explain and illustrate. The elaborate work of the Baron Degerando may be useful to those wishing to study the history and theory of the art. The late Edouard Morel, as editor of the Circulaires and of the Annales, and Puybonnieux, as editor of the Impartial, deserve honorable mention. Piroux and Valade Gabel have published graduated series of lessons in language. The work of the latter, a few years since, attracted much attention by the illusory promise it held out of enabling the teachers of common schools to conduct successfully the education of deaf-mutes. Leon Vaysse will be presently mentioned among American teachers.

There have been also a few deaf-mute authors in France. Ferdinand Berthier, long the senior professor of the Paris institution, (reported to be recently deceased,) has published sundry well-written addresses, biographical sketches, &c. Pelissier, of the same institution, has given the world a volume of "Poesies d'un Sourd Muet." Claudius Forrestier, principal of the school at Lyons, has published an extended volume of graduated lessons, in the French language, for the use of his pupils, in which he has endeavored to carry out the principles of his master, Bébian.

It seems proper, in a national publication destined as an authentic record for reference for scholars and men of science, to give a more particular account of those who, in the United States, have most distinguished themselves as laborers in the cause of the unfortunate deaf and dumb, and of the most important works they have given to the world.

Thomas Hopkins Gallaudet, LL.D., was of French-Huguenot descent, and was born in the city of Philadelphia, December 10, 1787. His parents removed, while he was a boy, to Hartford, Connecticut, the scene of his future labors and renown. Of a delicate constitution, but of great intellectual promise, he made unusually rapid progress in his early studies, and graduated at Yale College with distinction before he had completed his eighteenth year. During the next ten years he tried the study of law, served for a year or two as a tutor in his Alma Mater, engaged for a season in commercial pursuits, and, finally, settling down in the conviction that his vocation was the Christian ministry, spent the three years, from 1811 to 1814, in the theological seminary at Andover, Massachusetts, from which he graduated with high honor.

During his term at Andover, he became providentially interested in the case of a little daughter of Dr. Cogswell, a neighbor of his father, at Hartford, who had become deaf at the age of two years, and consequently soon became mute. Meeting the child during one of his vacations, he showed such aptitude to communicate with her, and teach her the meaning of written words, that her friends were encouraged to hope that she might, through his aid, escape the fearful doom of ignorance and degradation so long considered the inevitable lot of the deaf and dumb.

Reports of the success of some European teachers of deaf-mutes had reached this country, but little was known of their processes. Benevolent men were found in Hartford, who contributed the means to send Mr. Gallaudet to acquire and bring to America the system of instruction matured by half a century of study and experience in Europe.

Mr. Gallaudet hesitated to relinquish his prospects of distinction and usefulness as a preacher, till, by means of statistical information, the first of the kind ever collected in America, he obtained some glimpses of the hitherto unimagined greatness of this new field of benevolent effort. It was ascertained, through the congregational clergy of Connecticut, that there were more than eighty deaf-mutes in that State alone, and it was reasonably assumed that a like proportion existed in the other States. Finding that the deaf and dumb of America—heathen in a Christian land—probably numbered thousands, Mr. Gallaudet accepted the call to become the pioneer in this new department of benevolent labor.

Arriving in England a few days after the battle of Waterloo, the unsettled state of France, united with the strong interest he took in the alleged restoration of the dumb to speech, determined his first applications to the schools that practiced the methods of Braidwood, whose success in teaching articulation had been highly extolled, and, probably, not a little exaggerated. But he was repelled by the onerous conditions prescribed by the narrow and monopolizing spirit of the successors of Braidwood, and turned his attention to the school of the Abbé Sicard, at Paris—providentially, as we hold, for he there acquired a better theory of instruction, leading to the cultivation of that language of gestures, which must ever be the main instrument of instruction, and best means of religious culture and social enjoyment, for the deaf and dumb; and at Paris he secured the services of Laurent Clerc. Through the influence of Bébian, the more fanciful of Sicard's processes were already falling into disuse, and the method which Clerc brought to America was more rational and practical than that set forth in the works of his master.

Returning to America in August, 1816, Messrs. Gallaudet and Clerc made a successful tour to collect funds from the benevolent, (a then necessary resource, superseded in a few years by a donation of lands from Congress and by appropriations from the State legislatures,) and opened, at Hartford, the first American asylum for the education and instruction of the deaf and dumb, in April, 1817. Mr. Gallaudet continued at the head of the American asylum till 1830, when the state of his health induced him to relinquish a post requiring such arduous labor. Subsequently he employed himself in writing books for the young; took part in the establishment and management of a female seminary; and was, for the last thirteen years of his life, chaplain of the Retreat for the Insane, at Hartford. He also took an active and influential part in the establishment of normal schools, and in other measures for the improvement of our system of common schools. His useful life closed September 10, 1851, at the age of sixty-four.

Mr. Gallaudet married, in 1822, a deaf-mute lady, one of his earliest pupils. None of their children inherited their mother's misfortune. Two of them are distinguished laborers in the cause of the deaf and dumb.

The published writings of Mr. Gallaudet are quite numerous, but the proportion specially designed for the use of the deaf and dumb, or even treating of them, is small. When we recollect his ability as a ready and graceful writer, and the number of books for the young from his pen, it is matter of surprise and regret to find that he published so little adapted to

enlighten the public mind either on the history or processes of the art of deaf-mute instruction, and that he merely printed a few crude essays towards language lessons for his pupils. Still, his memory is reverentially cherished by his pupils and by the deaf and dumb of the whole Union. Having testified their affectionate gratitude, during his lifetime, by the presentation of a service of plate, they, after his death, by contributions from the graduates and pupils, not merely of the asylum at Hartford, but of all the kindred schools in the Union, raised to him a monument on the grounds of the American asylum, with this inscription: "Erected to the Memory of the Rev. Thomas Hopkins Gallaudet, LL.D., by the Deaf and Dumb of the United States, as a Testimonial of Profound Gratitude to their Earliest and Best Friend and Benefactor."

Thomas Gallaudet, D. D., eldest son of Rev. Thomas H. Gallaudet, became, in 1843, at the age of twenty, and continued for fifteen years, a professor in the New York Institution for the Deaf and Dumb. The son of a deaf-mute mother, and himself marrying a deaf-mute, he took a warm interest in the spiritual and temporal welfare of the deaf and dumb, who, after leaving school, find themselves in a great measure cut off from religious privileges, and at a disadvantage in the competition for employment. This interest led to his gradually assuming the duties of pastor to a deaf-mute congregation; and, finally, as the result of his labors, a church and congregation were built up, called "St. Ann's Church for Deaf-Mutes," (connected with the Episcopal denomination,) into which most of the deaf and dumb living in New York city and vicinity have been gathered, with a number of families sufficient to make a respectable parish, some containing deaf-mute children, others attracted by benevolent interest in the work. Of this church Dr. Gallaudet is rector. The church and parsonage are on Eighteenth street, near Fifth avenue, and cost seventy thousand dollars.

Here is probably the only church in the world gathered and conducted with a special regard to the interests of deaf-mutes, and where regular services are held for the benefit of the deaf-mute portion of the congregation in their own language of signs. In addition to his labors as pastor, and as the temporal friend and adviser of the deaf and dumb, Dr. Gallaudet frequently visits other cities, and gives religious services in the language of signs wherever a number of deaf-mutes can be collected.

Edward M. Gallaudet, principal of the Columbian Institution, at Washington, is another son of the venerated founder of the American asylum. The flourishing condition of the institution under his care attests his hereditary ability and zeal as an instructor of the deaf and dumb.

Laurent Clerc, the best pupil of the celebrated Abbé Sicard, and the oldest teacher of the deaf and dumb in the United States, was born in Dauphiny, France, in 1785. His parents ascribed the total loss of the two senses of hearing and smell to his having fallen into the fire when about a year old, receiving a severe burn on the side of his face. At the age of twelve he entered the school of the Abbé Sicard, who, a few years previously, had succeeded the benevolent De l'Epée. The Abbé, recognizing the uncommon abilities of young Clerc, retained him as a teacher, at a very moderate salary, however, though in a few years he was thought competent to teach the highest class, and was pronounced, by no less an authority than that of the celebrated Bébian, the "glory and support" of the institution of Paris. This exiguity of salary, combined with the noble ambition of carrying the blessings of education to his deaf-mute brethren in another hemisphere, disposed him to accept readily the proposal of Mr. Gallaudet, as already related, and secured to the infancy of deaf-mute instruction in America the services of one of the best qualified teachers then living. Mr. Clerc has the merit of having taught the language of signs and the processes of instruction to most of the early American teachers of the deaf and dumb. After more than half a century of faithful labor in his vocation, (including ten years in the Parisian school,) he retired, in 1858, from active duty, and enjoys, at a green old age, the ease and universal respect so well earned. He married a deaf-mute, and has four children blessed with all their faculties, and respectable and useful members of society. Mr. Clerc has published, in the "American Annals of the Deaf and Dumb," some interesting reminiscences of his early friend and school-fellow, Massieu, and of his own visit to Europe. His style, for a born deaf-mute, is remarkably correct and perspicuous.

Lewis Weld, A. M., descended from a line of New England ministers, was one of the earliest associates of Mr. Gallaudet in the American asylum. In 1822 he was called to conduct the Pennsylvania institution, and in 1830 was summoned back to Hartford as the successor of Mr. Gallaudet. He continued at the head of the American asylum till his death, December 30, 1853, at the age of fifty-seven. In 1844 he visited many of the schools for deaf-mutes in Europe, mainly with the view of ascertaining what success was obtained in teaching articulation, and published the result of his observations in a valuable report appended to the twenty-ninth report of the American asylum. The general result of his observations was decidedly unfavorable to the teaching of articulation to the deaf and dumb, unless in rare exceptional cases.

Rev. William Wolcott Turner was elected principal of the American asylum, as the successor of Mr. Weld, and held that office till the present summer, (1863,) when he retired. He had been an instructor in the American asylum since 1821, and was thus, since the retirement of Mr. Clerc, the senior of American teachers of deaf-mutes. The present flourishing condition of that venerable school attests the tact and ability of its late experienced principal. Mr. Turner attended most of the conventions of American teachers of the deaf and dumb, taking a leading part in the discussions, and has been a frequent contributor to the *Annals*.

Lucerne Rae, an accomplished instructor in the American asylum, and for several years the editor of the American Annals of the Deaf and Dumb, died September 16, 1854, in his forty-third year.

Samuel Porter has been many years a teacher, first in the American asylum, afterwards in the New York institution, and again in the asylum, from which he retired two or three years since to devote himself to literary pursuits. As the successor of Mr. Rae, he edited the American Annals of the Deaf and Dumb with much ability for several years. He has also written occasional articles for newspapers and reviews, adapted to diffuse correct views concerning the condition and best mode of instructing the deaf and dumb. His anonymous article on the "Education of the deaf and dumb," in the American Review

for May, 1846, presents an admirably condensed view of the subject, especially of the observations of Mr. Weld and Mr. Day on the European articulating schools.

Harvey Prindle Peet, LL.D., was born at Bethlehem, Connecticut, November 19, 1794. A farmer's son, working himself on his father's farm in summer, and teaching a district school in winter, in those years while other youth are in college, his early advantages of education were very restricted, but by native force of mind and character, strengthened by this rough discipline, he worked his way to a liberal education, and graduated with distinction at Yale College, in 1822. His views were directed to the Christian ministry, but an invitation to engage in the instruction of the deaf and dumb in the American asylum, gave him the opportunity of discovering his rare fitness for this new profession. He continued in this school nine years, and acquired a reputation for eminent efficiency, both as a teacher of a class and as the steward of the asylum, which led to his receiving, in the beginning of the year 1831, the appointment of principal of the New York institution, which had been for some years declining in public estimation, owing to incompetent management. Under the care of Mr. Peet, this institution, in a few years, attained the very highest rank among similar institutions on either side of the Atlantic.

As a teacher, Dr. Peet was distinguished for his perfect control over his pupils, even the rudest and most wilful new-comers, and by his ability to command their attention, excite their mental powers, and make durable impressions on their memories. Very few teachers of deaf-mutes have equalled him in mastery of the language of gestures, or in the ability to convey ideas, clearly and impressively, in that language. Though a strict disciplinarian, he has ever been regarded as a friend and father by his pupils.

The benefits of the long and zealous labors of Dr. Peet have not been confined to his own institution. Teachers trained by him have carried his improved methods of instruction to many schools at the south and west, and his series of elementary works have lightened the labors of the teachers and promoted the progress of the pupils in nearly all the institutions for deaf-mutes in the United States and in British America. Dr. Peet took a leading and efficient part in originating the conventions of American teachers of the deaf and dumb, of which five have been held—at New York, in 1850; at Hartford, in 1851; at Columbus, Ohio, in 1853; at Staunton, Virginia, in 1855; and at Jacksonville, Illinois, in 1858. Dr. Peet attended all these conventions, presenting papers of great permanent value at each, and taking a leading part in the discussions, thus putting on record, in their published proceedings, the fruits of his long experience and rare judgment, for the benefit of his professional brethren. He has also been a frequent and voluminous contributor to the American Annals of the Deaf and Dumb, discussing, among other topics, the best course of instruction, the superiority of natural, or colloquial, to methodical signs,* and the qualifications of the principal of an institution. In the summer of 1851, Dr. Peet visited many of the European institutions for deaf-mutes, and gave the result of his observations in a very valuable report annexed to the thirty-third report of the New York institution. He has been a zealous and diligent collector of the statistics of the deaf and dumb, and has given to the world, in connexion with some of the New York reports, especially the thirty-fourth, thirty-fifth, and forty-fourth, the fullest collections of such statistics extant.

It may truly be said that the publications of Dr. Peet for the benefit of the deaf and dumb surpass, in number, extent, and value, not merely those of any other American teacher, but those of all other American teachers together. The following list embraces only the most important. Others are briefly indicated above.

1. Elementary Lessons, being a Course of Instruction for the Deaf and Dumb, Part I. This little volume of graduated lessons in language, on a principle of philosophical progress, of which the first edition appeared in 1844, was welcomed with a satisfaction amounting to enthusiasm, has passed through several editions, and is still the only text-book in the instruction of the younger classes in most of the schools for the deaf and dumb in the United States and in British America. It has also been found a very attractive first book for little children who hear; and missionaries have proved its value in giving the first lessons in the English language to their little heathen pupils.

2. Course of Instruction, Part II.

3. Course of Instruction, Part III. These two volumes lead the pupil through the difficulties of language, by a gradual progression, to the point where he can advantageously use books prepared for children who have already acquired through the ear that language which costs the deaf-mute such severe labor to acquire through the eye.

4. Scripture Lessons for the Deaf and Dumb.

5. Address at the Dedication of the Chapel of the New York Institution, December 2, 1846.

6. Address at the laying of the corner-stone of the North Carolina Institution for the Deaf and Dumb, April 14, 1848. These two instructive and eloquent addresses treat of the contrast between the uneducated and the educated deaf and dumb, and give an admirably condensed sketch of the rise and progress of the art of instructing them, and of the method of instruction.

7. Memoir on the Origin and Early History of the art of instructing the Deaf and Dumb, presented at the first convention, and reprinted in the American Annals for April, 1851.

8. Memoir on the History of the art of instructing the Deaf and Dumb, Second Period. This paper, a continuation of the preceding, occupies more than sixty pages in the proceedings of the fifth convention. The two form the best sketch extant of the history of deaf-mute instruction, especially as to its earlier periods.

9. Report on European Institutions for the Deaf and Dumb, annexed to the thirty-third New York report.

10. Report on the Legal Rights and Liabilities of the Deaf and Dumb. This is a monograph of great interest and

* By *methodical signs* is technically understood signs made in the order of words, and with variations corresponding to the inflection of words; hence, different from the signs used by deaf-mutes in conversation.

value, not merely the best, but probably the only complete treatise on that subject, adapted to the use of English and American lawyers. It was presented at the fourth convention, in the published proceedings of which it occupies more than a hundred pages. An imperfect copy appeared in the American Journal of Insanity in the summer of 1856.

11. Notions of the Deaf and Dumb before Instruction, especially on Religious Subjects. This remarkable article appeared in the Bibliotheca Sacra, for July, 1855, and was republished in the American Annals of the Deaf and Dumb, for October, 1855. A fuller account of Dr. Peet and his valuable labors will be found in the American Journal of Education, for June, 1857.

Isaac Lewis Peet, M. A., has been a professor in the New York institution since 1845. In 1851 he accompanied his father in his visit to the schools of Europe, on which occasion, says Dr. Peet in his report, "his attainments, as a linguist, made his services, during our continental tour, singularly useful," and adds that much of the merit of the report was due to him. When, the following year, a high class was established in the New York institution, for the benefit of such deaf-mutes as, after going through the ordinary course of instruction, might show a capacity for being benefited by an additional course of higher studies, he was selected as the teacher of this class, making him *ex officio* vice-principal of the institution. For impressing on his deaf-mute pupils the laws of grammar and the structure of written language, Professor Peet makes much use of Barnard's Grammatical Symbols, of which he has given an able exposition in a paper printed in the proceedings of the third convention. He is, moreover, the author of a new and philosophical system of grammatical analysis, which not only materially simplifies the labor of teaching language to the deaf and dumb, but will undoubtedly supersede the ordinary methods of teaching grammar to those who hear.

Edward Peet, M. A., second son of Dr. Peet, was, for more than thirteen years, a professor in the New York institution, and was an able, faithful, and successful teacher. He contributed to the American Annals papers on Degerando and Itard, chiefly translated from the French. For several years he devoted his leisure to the preparation of an arithmetic for the use of his pupils, a work of much merit both as respects its lucidity of illustration and arrangement, and the happy choice of examples. It is used in the institution in manuscript. He died January 27, 1862, at the early age of thirty-five.

Dudley Peet, M. D., youngest son of Dr. Peet, after graduating at Yale College, studied medicine at the College of Physicians and Surgeons in New York. He practiced his profession for a year or two at Burlington, Iowa, and then accepted an appointment as professor in the New York institution, for the duties of which post he was eminently qualified. His death, by pulmonary disease, aggravated by his self-sacrificing labors in behalf of the deaf and dumb, April 18, 1862, at the early age of thirty-two, was an irreparable loss to the cause of deaf-mute instruction. He left us a Dissertation on the Remote and Proximate Causes of Deafness, published in the American Annals for April, 1856, and a Monograph on the Infinitive Mood, designed as part of a grammar for the use of the deaf and dumb, which is used in manuscript in the higher classes of the New York institution.

John R. Burnet is a farmer, residing in Livingston, New Jersey. He lost his hearing, at the age of eight, by an attack of inflammation of the brain. Thus cut off from social intercourse, he was driven to books. He served for a time as a teacher in the New York Institution for the Deaf and Dumb, and afterwards married a deaf-mute pupil of that institution. He has thus, from personal experience and reading, an intimate acquaintance with the characteristics of deaf-mutes, and the history and principles of the art of instructing them. He has been a frequent contributor to the American Annals, and has also furnished articles on the deaf and dumb to the North American Review (April, 1844) and the Biblical Repository (October, 1842.) His first attempt at authorship was a little volume (long since out of print) published at Newark, New Jersey, in 1835, with the title: "Tales of the Deaf and Dumb, with Miscellaneous Poems."

John Carlin, a deaf-mute from birth, and one of the earliest pupils of the Philadelphia school, though not a teacher, deserves mention for his uncommon attainments in language. He reads French and one or two other languages, and writes English with an ease and correctness quite remarkable in a deaf-mute from birth. He has been an occasional contributor to the Annals, and has written largely for the newspapers, especially for the "Gallaudet Guide," a monthly published for two or three years by deaf-mutes at Boston and Hartford. Mr. Carlin married a deaf-mute, and has several children, all free from the infirmity of their parents. He is a miniature painter in New York city, in which occupation he was very successful before the growing perfection of photography crowded the pencil and brush from the field of competition.

James Nack became totally deaf from a fall, at the age of eight. He has long been employed as a searcher of records in the county clerk's office, New York city. He has been a voluminous writer of poetry for newspapers and magazines, and at four different times published his select poems in neat volumes.

Levi S. Backus, a deaf-mute, has, for nearly thirty years, been editor and proprietor of a weekly newspaper, the Canajoharie (New York) Radii.

Samuel Akerly, M. D., was an early and efficient friend of the deaf and dumb, and did more than any other man to promote the foundation of the New York institution. He devoted the latter years of his life to the building up of the New York Institution for the Blind. He died in July, 1846. Besides reports and addresses, and a paper on the curious coincidences between the signs of the deaf and dumb and those used among the western aboriginal tribes, he compiled a volume of Elementary Exercises for the Deaf and Dumb, (1821.)

Frederick Augustus Porter Barnard, LL.D., a native of Sheffield, Massachusetts, and a graduate of Yale College became an instructor in the American asylum in 1831, and transferred his services to the New York institution in the following year. Here he co-operated zealously and ably with Dr. Peet, and Messrs. Vaisse, Bartlett, Cary, and Day, in simplifying

and improving the method of instruction, especially in throwing off the old incumbrances of methodical signs. He contributed to the North American Review (April, 1834) a valuable article of eighty pages, headed "Observations on the Deaf and Dumb," and also an article on the "Existing state of the Art of Instructing the Deaf and Dumb," in the Literary and Theological Review for September, 1835. He improved and reduced to system the grammatical symbols elaborated by successive teachers from the theory of ciphers of the Abbé Sicard, and embodied them in a valuable English grammar which he published in 1836, with the title of "Analytical Grammar, with Symbolic Illustration," a work still used in the New York institution. In 1838 he accepted a professorship in the University of Alabama, and some fifteen or twenty years later became president of the University of Mississippi.

Leon Vaisse, after serving four years as a teacher in the Institution of Paris, was invited to America, and brought to the New York institution, in which he served four years very acceptably, a knowledge of the improvements made in the art of instruction by Bébian, Degerando, and other able successors of Sicard. Returning to his native country in 1834, and reassuming a professorship in the Parisian institution, he has risen to the position of professor of the *Classe de Perfectionnement*, corresponding to the high class in an American school. He has published many short but well written articles on the deaf and dumb. At one time he devoted much labor to the teaching of a selected class in articulation, and published a little *brochure* in which the mechanism of speech was visibly illustrated, accompanied by an alphabet, the letters of which imitated or suggested the positions of the vocal organs in uttering them. He has also given us a system of grammatical symbols differing somewhat from that used in the New York institution.

Rev. Josiah Addison Cary, a native of West Brookfield, Massachusetts, and a graduate of Amherst College, was for nineteen years, one of the most accomplished and efficient professors in the New York Institution for the Deaf and Dumb. In 1851 he was appointed superintendent of the Ohio institution, as the successor of its founder, Rev. H. N. Hubbell. His bright course of virtue and usefulness was prematurely closed by a rheumatic affection, taking the form of *anchylosis*, and finally locking up nearly all motion. Still, he continued to perform the duties of his office till within a few days of his death, August 7, 1852, at the early age of thirty-nine. Though he left us no considerable work, his contributions to the newspapers, adapted to call public attention to the subject of deaf-mute education, were numerous and well worth preservation. He prepared valuable book notices appended to some of the New York reports. There is a curious paper of his on deaf-mute idioms in the proceedings of the second convention.

John A. Jacobs, A. M., has been for nearly forty years at the head of the Asylum for the Deaf and Dumb, at Danville, Kentucky, and has distinguished himself for his benevolent zeal in the cause of the mute. He learned the language of signs and the processes of instruction from Mr. Clerc and Mr. Gallaudet, at Hartford. He published, as early as 1834, a little book of "Lessons for the Deaf and Dumb," and gave to the press a more carefully prepared work, in 1860, under the title of "Primary Lessons for Deaf-Mutes." Mr. Jacobs has also been a frequent contributor to the Annals, particularly distinguishing himself for his zeal in defence of *methodical signs*, which he holds, against the evidence of experience and the opinions of most teachers, to be necessary for the deaf-mute as a connecting link between words and ideas.

George Edward Day, D. D., (now and for some years past professor of biblical literature in Lane Theological Seminary, near Cincinnati, Ohio,) is a native of New Haven and a graduate of Yale College. Though the youngest, he was one of the best scholars of his class. He acquired, in the New York institution, during two years' service as a teacher, (1833 to 1835,) a more than commonly correct and extensive knowledge of the theory, practice, and history of deaf-mute instruction. This qualification, joined to his eminent ability as an investigator and a writer, and his familiar knowledge of the French and German languages, pointed him out as the proper man to make an examination of the European schools for the deaf and dumb, with the view of comparing results with those attained in our own schools, and of suggesting improvements, if their methods should be found in any respect superior to our own. In 1844 he visited many of those in England and Germany, and in 1860 his attention was chiefly given to the schools in Holland and the Institution of Paris. On each occasion he made reports, (annexed to the reports of the New York institution for those years, the twenty-sixth and forty-second,) which are documents of great and permanent value—the first especially, which embraces a full description of the German methods of instruction, including the most approved processes for teaching articulation to deaf-mutes. The conclusion to which Dr. Day arrived was, that our system, judged by its results, is superior to those of the English, German, and Hollandish schools, and that the teaching of articulation seldom yields results of any practical value to the pupil in the intercourse of society after leaving school, while it exacts a waste of time, and a restriction on the development of the pupil's favorite language of signs, that materially cramp his mental improvement and his social enjoyments. It is a significant fact that in England the teaching of articulation to the deaf and dumb, once considered an indispensable part of the system of instruction, has been, for many years, going more and more into disfavor and disuse.

David E. Bartlett has been more than thirty years at Hartford in the American asylum, in the New York institution, as the head of a private school for deaf-mute children, and again in the American asylum. He is distinguished for his expertness and eloquence in the language of signs.

Oran W. Morris is also a teacher of more than thirty years' experience, chiefly in the New York institution, where he is still a professor. He served, about ten years ago, a year or two as head of the Tennessee school.

Rev. B. M. Fay, formerly of the New York institution, is now head of the Michigan institution.

James S. Brown, reported to be recently deceased, was successively at the head of the Indiana and Louisiana institutions.

Abraham B. Hutton, more than thirty years at the head of the Pennsylvania institution, is universally esteemed as well for ability and success in his profession, as for the worth of his private character.

Rev. Collins Stone went from the American asylum, in 1852, as the successor of Mr. Cary in the superintendency of the Ohio institution. He has been very recently recalled to Hartford, as the successor of Mr. Turner.

Jacob Van Nostrand went from the New York institution to organize the Texas institution.

William D. Cooke, a native of Vermont, was the founder of the North Carolina institution, from which he has, within two or three years, transferred his services to the Georgia institution.

THE BLIND.

PERSONS IN AMERICA AND EUROPE WHO HAVE DEVOTED SPECIAL ATTENTION TO THE INTERESTS OF THE BLIND.

BELIEVING that brief biographical sketches of those who have done most for the improvement of the condition of the blind would not only prove interesting and instructive, in this connexion, but be an incentive to beneficence, we subjoin the following:

Valentin Haüy, called by French writers "the Apostle of the Blind," was the originator of schools for the free instruction of blind persons. He was a younger brother of the celebrated mineralogist, the Abbé Rene Haüy, and was the son of a poor weaver in the village of St. Just, Picardy, France. He was born November 13, 1745, and educated, at first through the intervention of some benevolent monks of a neighboring monastery, in the schools of his native village, and afterward at one of the colleges of Paris. His aptitude for classic and linguistic studies is said to have been remarkable. After completing his collegiate course, he soon received an appointment in the bureau of foreign affairs, and for nearly twenty years filled the post of translator of despatches. It was not till his thirty-eighth year that he became interested in the instruction of the blind, and his attention was called to the subject by an incident which, though trivial in itself, changed the whole tenor of his subsequent life.

The proprietor of a café in one of the principal thoroughfares, desirous of attracting a larger amount of custom, procured, at a trifling compensation, the services of eight or ten blind men, whom he arranged before a long desk, with leather spectacles on nose, and instruments in their hands, and placing open music books before them, from which they feigned to read, caused them to execute the most horrible discords upon their instruments, in the true use of which they were entirely unskilled. This performance drew together a large crowd, who, while laughing over the discordant sounds, patronized the café. Among these spectators was Valentin Haüy; but the sight, far from exciting his mirth, led him to reflect on the possibility of instructing these unfortunate persons in letters and music.

There was then in Paris a German lady of high rank, Mademoiselle de Paradis, who, though blind from the age of two years, had, by the efforts of her friends and the inventive genius of the printer Weissemburg, of Mannheim, been enabled to acquire a good education, and, by means of pin types, could communicate with her absent friends. Haüy had formed the acquaintance of this estimable lady, and at this time (1784) he communicated to her his desire to instruct the blind poor, and sought her advice as to the best method of accomplishing it. She readily gave him the counsel he sought, and, after maturing his plans, he tested them by the instruction of some blind pupils. His first pupil was a young blind beggar, named Lesueur, whose widowed mother and helpless brothers and sisters the benevolent Haüy supported, while he taught the boy the elementary studies and music. Lesueur proved a very tractable pupil, and after giving him six months' instruction, Haüy read a paper on the instruction of the blind before the Royal Academy of Science, and exhibited the proficiency of his pupil as proof of the positions he had advanced. The members of the academy declaring their satisfaction at what they had witnessed, appointed a commission to examine the matter more fully. The commission reported in February, 1785, and expressed, in the strongest terms, their admiration alike of the philanthropy of the teacher and the results he had attained. They also commended the new undertaking to the royal favor.

Meantime, the Philanthropic Society offered to support twelve blind children if Haüy would instruct them. He consented, and pupils coming in from other sources, he soon had a class of twenty. It was during this period, also, that he gave to the world his great invention of printing in raised letters for the blind. This seems to have been partly the result of accident. Lesueur being sent to his master's desk one day for some article, and passing his fingers over the papers on the desk, came in contact with the back of a printed note, which had received an unusually strong impression, and distinguished the form of the letter *o*. He brought the note to Haüy to show him that he could do this, and the discovery at once suggested to him that *this* was the germ of a plan for providing the blind with books. He tested it further by writing upon paper with a sharp point, and reversing the paper, found that Lesueur read it with great facility. To complete his invention, however, it was necessary that the raised characters should be so distinct that the touch of the blind should enable them to distinguish between those which were most similar, and to recognize each letter readily. For this purpose he adopted the *Illyrian* letters, the angular form of which caused them to be most easily recognized.

The five years which followed the favorable report of the commission of the Royal Academy were years of great prosperity to the school for the blind. Patronized and honored by the King and nobles, receiving abundant contributions and benefits from the most eminent artists and musical performers, and constantly praised and applauded, a man of less modesty and dignity of character would have been spoiled by this excessive adulation; but the philanthropist was not one whom flattery could spoil. The notice and contributions of the great were utilized in the carrying out of his purposes for the benefit of his pupils. His types for printing in raised letters were reduced in size and improved in form; he had invented and published a

series of maps in relief; had introduced and brought to some perfection a system of musical instruction; and had established workshops, in which those trades best adapted to the capacities of the blind were taught.

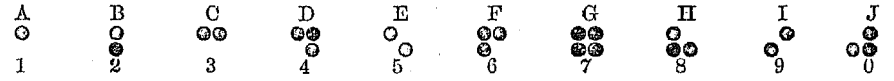
Then came a season of adversity, in which the heroic traits of Haüy's character appeared in strong relief. The Philanthropic Society, his first patron, was broken up at the very commencement of the reign of terror; the school was transferred to the care of the state, and an appropriation for its support voted, but the assignats presently became nearly worthless, and, having exhausted his own fortune, Haüy procured a scanty subsistence for his pupils by printing the numerous bulletins, handbills, and tracts, which abounded at that period. In this work Lesueur assisted him. As the pressure of want grew stronger, Haüy subsisted on one meal a day, lest his dear children, as he called them, should suffer from hunger. For ten years this season of adversity continued, but amid it all he had kept up his instructions in music and in mathematical science, and among his pupils during that dismal period were Gailliod, who subsequently became one of the most celebrated of French musical composers; Penjon, afterwards for thirty years professor of mathematics in the College of Angers; and the poet Avisse, the Kirke White of France. In 1801 some unaccountable impulse prompted the government to consolidate the school for the blind with that great pauper asylum for the adult blind, the Hospice des Quinze-Vingts, at that time the haunt of a large body of dissolute, degraded, and vicious blind beggars. This was more than Haüy could endure. He had cheerfully borne the severest privations with his pupils, but he could not see them exposed to such depraving influences. He protested and petitioned the government to rescind its decree, but finding it inexorable, resigned his position, and the government acknowledged his past services by a pension of about four hundred dollars per annum! He opened soon after a private institution for the blind, in Paris, under the title of *Museé des Aveugles*, but this proving unsuccessful pecuniarily, he accepted, in 1806, the pressing invitation of the Czar, Alexander I, to go to St. Petersburgh and found an institution for the blind in that city. On his way he spent some time in Berlin, and assisted Zeune in establishing there the Institute for Blind Youth, which still exists. The institute at St. Petersburgh was opened in 1807, and Haüy presided over it with ability for ten years. He had now completed his seventy-second year; the infirmities of age were increasing upon him, and he felt a strong yearning to go back to his native land to die. The Czar had become greatly attached to him, and parted from him with sincere regret, conferring upon him the Order of St. Vladimir, then the highest order of merit in Russia. On his return to Paris he found that the government, having become satisfied of their error, had separated the school for blind youth from the Hospice des Quinze-Vingts, though not without the ruin of many of their most promising pupils. The new director of the school, Dr. Guillié, was not willing, however, to permit him to visit the school, as it was reorganized, and, with the most contemptible jealousy, prohibited the mention of his name in connexion with the instruction of the blind, and in a published history of the school made no reference to Haüy, but attributed its origin to Louis XVI. Under this unmerited cruelty the old man was, as ever, patient and calm, and time soon brought its revenges. Guillié's injustice towards Haüy excited the clamors of the people against him to such an extent, that the government was compelled to order an investigation, which resulted in his disgrace, and the appointment of Dr. Pignier as his successor. The new director lost no time in preparing a suitable ovation as a recognition of the services of the venerable founder of the school, and, on the 21st of August, 1821, a public concert in his honor was given at the Institution of the Blind, and songs and choruses composed for the occasion, and sung by the pupils and teachers, commemorated his trials, sacrifices, and successes; and the aged philanthropist, as he listened, with streaming eyes exclaimed, "Give not the praise to me, my children; it is God who has done all." It was his last visit to the institution. His health soon broke down completely, and after several months of intense suffering he passed away, quietly and peacefully, on the 18th of March, 1822. A monumental tablet in the hall of the Imperial Institute for Blind Youth, on the Boulevard des Invalides, does justice to his memory and sacrifices for the instruction of the blind.

James Gall, principal of the Edinburgh Institution for the Blind, was born about 1784. Mr. Gall commenced, in 1826, a series of experiments with a great variety of alphabets, including all the common and several arbitrary alphabets, with a view of ascertaining what form of letter was best adapted to be read by touch. In 1827 he published his first book in the letter he had fixed upon, a pamphlet of nine pages octavo, in very high relief. This is believed to have been the first book printed for the blind in Great Britain. He was not yet fully satisfied with his alphabet, and continued his experiments to 1832, when he commenced printing books for the blind, and published several portions of the New Testament and some elementary books in it. It is known as Gall's Triangular Alphabet.

In 1837 Mr. Gall further modified his alphabet by giving serrated edges to the letters, which rendered them more legible, and subsequently changed some of them so as to assimilate them more nearly to the Roman letter. The books published in this letter have not come into general use. Mr. Gall has been unwearied in his efforts to call attention to the necessity of giving the blind a good education and of providing a literature for them, and his patient labors in endeavoring to ascertain what would be the form of alphabet best suited to their wants, entitle him to be regarded as one of their most prominent benefactors.

Louis Braillé, the inventor of a system of writing with points, or, as it is more generally called, a "dot alphabet," extensively used in institutes for the blind in France and elsewhere on the continent of Europe, as well as in some of the institutions for the blind in the United States, was born in one of the suburbs of Paris in 1809. He was blind from birth, and at the age of ten years was admitted to the Royal Institute for the Blind in Paris, where he soon gave evidence of extraordinary abilities. He attained a very high rank as a musical performer, being distinguished both as an organist and a violincellist. In 1829, when but twenty years of age, he modified M. Charles Barbier's system of writing with points so completely as to render it convenient and easy of acquisition; and it was at once introduced into the Royal Institute, where it has been used ever since. The system, as it now stands, is as follows: There are forty-three signs, embracing the entire alphabet, the dipthongs, and

the marks of punctuation. Of these, ten, called the fundamental signs, are the basis of all the rest. These signs, which represent the first ten letters of the alphabet and the ten Arabic numerals, are as follows:



The second series, comprising the next ten letters, is formed by placing one point, or dot, on the left side of each fundamental sign, one line below; the third series, consisting of U, V, X, Y, Z, Ç, (c soft,) È, À, È, Ù, is formed by placing two dots under each fundamental sign; the fourth series, embracing Â, Ê, Î, Ô, Û, Ä, Ï, Ü, Œ, W, are formed by putting one dot under the right hand of the fundamental sign, one line below; three supplementary signs represent Ì, Æ, and Ò. The marks of punctuation are the fundamental signs placed two lines below. For the purposes of musical notation, the last seven of the fundamental signs are used to represent the seven notes, and each of these may be written in seven different octaves by merely prefixing a sign peculiar to each octave. The mode of writing is very simple. The apparatus consists of a board, grooved horizontally and vertically, with lines one-eighth of an inch apart; over this board a frame, like that of the common map delineated, is fitted, with hinges on the side and one or more sheets of paper placed on the board under the frame; a bodkin and a piece of tin, with six holes perforated like these, complete the apparatus. The writing must be from right to left, in order that it may be read from left to right. Books are now printed in the dot alphabet by the French and other European institutions. Since 1840 M. Braillé has been a professor in the Imperial Institute for Blind Youth, at Paris.

John Alston, a merchant of Glasgow, and director of the asylum for the blind in that city, was born about 1790. He had been for some years much interested in the instruction of the blind, when, in 1832, the Society for the Encouragement of the Useful Arts in Scotland offered a gold medal, of the value of twenty pounds, for the best form of letter adapted to relief printing for the blind, and appointed Mr. Alston and Mr. William Tayler, of Norwich, referees. Among the numerous alphabets presented was one which had been invented that year by Julius R. Friedlandn, the superintendent of the Pennsylvania Institution for the Instruction of the Blind, but which was claimed by a Dr. Fry, of London. It was in capitals, nearly like the Roman letter; this form of letter, with some slight modifications made by Mr. Alston, was adopted by the referees, and Mr. Alston, for the next fourteen years, devoted his time, energies, and means to the production of books for the use of the blind. The large size of letter requisite to make this alphabet readily legible by touch, rendered the volumes large and expensive, but Mr. Alston stereotyped and published an edition of the Scriptures in nineteen volumes, and twenty-two miscellaneous volumes, besides maps and cards. Mr. Alston died in 1846, greatly lamented, not only by the blind, but by all who knew him. The form of letter in which his books for the blind were printed is known in England as the Alston or Glasgow letter, and in the United States as the Philadelphia letter. Several books have been published in this letter in England since Mr. Alston's death, and in the United States; the Pennsylvania institution has published nineteen, including a dictionary of the English language in three large volumes.

Henri Hirzel, director of the "Institution for the Blind and Ophthalmic Hospital," at Lausanne, Switzerland, was born in Lausanne about 1810. He has travelled extensively, in order to ascertain what improvements have been made in other countries in the instruction of the blind, and has written several works on the subject, which have a high reputation. His narrative of his instruction of the blind deaf-mute, James Edward Meystre, has excited much attention both in Europe and the United States. Mr. Hirzel has invented an apparatus by which the blind can print, what they wish to communicate in writing to others. It is, he says, inexpensive, and will print thirty-seven letters a minute; but his description of it is not accompanied by a plate, and is not sufficiently definite to be understood without it. Mr. Hirzel's institution is not large, but its reputation, under his efficient management, is not surpassed by that of any institute for the blind, in Europe.

Julius R. Friedlandn, the first principal of the Pennsylvania Institution for the Instruction of the Blind, was a native of Upper Silesia, born in 1803. He was of Jewish parentage, but was educated at the University of Leipsic, and, while pursuing his studies there, professed christianity. After receiving his degree, he was, for a time, tutor in the family of the Prince of Faustenberg, and won his entire confidence. At an early period, his attention was called to the condition and privations of the blind, and he finally resolved to devote himself to the work of instructing them. He accordingly qualified himself by a careful study of all the processes in use in the best European schools, and, regarding the United States as an unoccupied field, he came to this country in the autumn of 1832, bringing letters of introduction to Messrs. Robert Walsh and Robert Vaux, of Philadelphia, who had been for some time making an effort for the establishment of a blind institution in that city. He entered at once into their plans, and commenced the institution with a single pupil. His thorough devotion to his work, his zeal, tact, skill, and success, were so marked, that none who witnessed his teaching ever doubted that he had found his true vocation. Mr. Friedlandn, like Drs. Howe and Russ, early felt the necessity of a better alphabet for printing for the blind, and speedily fixed upon that form known as the Philadelphia or Glasgow letter, of which, in its present form, and as adapted to the use of the blind, he is believed to have been the first inventor. For six years he was spared to witness the rapid growth and increasing interest of the school he had founded, and to win the love of his numerous friends; but a hopeless malady, which attacked him in 1836, finally closed his useful career after two years of suffering. He died March 17, 1839. A lofty shaft in the cemetery at Laurel Hill, inscribed with the name of Friedlandn, testifies to the grateful remembrance in which his name is held.

Samuel Gridley Howe, M. D., an American physician, and, since 1832, superintendent of the "Perkins Institution and

Massachusetts Asylum for the Blind," in Boston, was born in Boston, November 10, 1801, and having passed through his preliminary studies in the public schools of that city, entered Brown University in his sixteenth year, and graduated there in 1821. He commenced the study of medicine in Boston soon after his graduation, and was desirous of joining the Greeks in their war for independence in 1822, but his father would not consent to his wishes. Having taken his medical degree, and learning, in 1824, that Lord Byron had volunteered in aid of the Greeks, he could not be longer restrained, but embarked on a sailing vessel with small accommodations, and, after a perilous voyage, landed at Monembasia, in Peloponnesus. For the next six years, except a short visit to this country to raise money and supplies for the relief of the Greeks, he devoted himself wholly to the service of Greece, sometimes as a surgeon, sometimes as a guerilla chief, a volunteer, a superintendent of supplies, the governor, legislator, clerk, constable, commander-in-chief, and physician of a Greek colony, and, anon, as their instructor in the arts of every-day life. In 1830 he left Greece and visited Paris, where he remained the ensuing winter, attending medical lectures. On his return to the United States, in 1831, a project for establishing an institution for the blind in Boston was started by Dr. J. D. Fisher, and Dr. Howe became interested in it, and was soon after chosen superintendent, and sent to Europe to acquire the necessary information and obtain teachers, books, &c. While in Paris he volunteered to carry supplies which had been collected in this country to the suffering Poles, then in insurrection, and having accomplished his humane errand, was arrested just after reaching Berlin, and for six weeks closely imprisoned, but was at last discharged, through the vigorous remonstrances of the American minister, Mr. Rives. On his return to Boston, the "Perkins Institution and Massachusetts Asylum for the Blind" was organized, and Dr. Howe entered with zeal upon his new duties. The first thing to be done, in his view, aside from the ordinary routine of instruction, was to provide books which the blind might read by the touch. The alphabets in use did not please him, and he undertook to invent one which should combine the excellencies and avoid the objectionable features of Haüy's Illyrian alphabet, Pignier's script, and Gall's triangular one. He laid down two or three principles as fundamental; they were these: the alphabet must be readily legible, hence the letters must have sharp angles, and each be so different in form from any other as not to be mistaken even by the beginner; it must be compact, in order to make the books printed less bulky; the number of characters to be learned must not be too large, and hence it must all be capitals or all small letters; and as the latter would be most compact, they were to be preferred. Acting upon these principles he perfected his alphabet. Dr. Howe achieved a high reputation by his successful training and education of the blind deaf-mute girl, Laura Bridgman, of which he has published an interesting narrative. In common with the principles of other blind institutions in the United States, he has attempted to solve the problem of providing remunerative employment for the blind graduates, without involving the institutions themselves in debt. The experiment has not proved wholly a success, either in his case or in others. The activity and restless energy of the man have not been wholly absorbed in his duties as director of an institution for the blind, and he has founded an asylum for idiotic and feeble-minded youth, of which, for some years, he was acting superintendent; has participated largely in the movement for the relief of Kansas sufferers, and in other measures of public or political interest; and, since the commencement of the war, has been an active and efficient member of the United States Sanitary Commission.

John Denison Russ, M. D., an American physician, who early devoted his time and energies to the improvement of the condition of the blind, and has not ceased from that time to the present to exert himself for their benefit, was born at Essex, Massachusetts, September 1, 1801, graduated at Yale College in 1823, and studied medicine at Boston and New Haven, and subsequently at Paris, London, Edinburgh, and Dublin. In 1826 he returned to the United States, and opened an office in New York city. In 1827 he was appointed almoner of the supplies sent to Greece from Boston, and sailed in June of that year for Greece, with a cargo of provisions. He remained in that country for three years, distributing the supplies forwarded, and for fifteen months superintending a hospital which he had established at Poros. He returned to New York in 1830, and was soon after invited to organize the blind asylum at Boston, but declined, and Dr. Howe was appointed. His attention having been thus called to the condition of the blind, he commenced, on the 15th of March, 1832, the instruction of three blind boys at his own expense, and in the following May added three more to the number. Soon after undertaking this work he was appointed superintendent of the newly chartered institution for the blind of New York. He accepted the appointment, and being desirous to render his pupils capable of self-support, devoted some hours every day, during the succeeding year, to acquiring a practical knowledge of basket-making, mat-making, and carpet-weaving, that he might teach his pupils these handicrafts. The necessity for better forms of raised letters for printing for the blind had impressed him as forcibly as it did Dr. Howe, but his views of what was desirable differed from those of Howe, and he invented a phonetic alphabet of forty-one characters, to which he added twenty-two prefixes, suffixes, &c., and printed some small books for the blind in these characters. The system was ingenious, and the phonetic characters differed so little from the script letters of Haüy in form, that they were read without much difficulty. Dr. Russ also invented a new process of making maps with a raised surface, which, with slight modifications, is still in use. He next simplified the mathematical characters used by the blind, using only four instead of ten. In the midst of these manifold labors his health failed, and he was compelled to resign, and seek abroad its restoration. After his return, while still maintaining an interest in the blind, he engaged in other schemes of philanthropy, aiding in the organization of the New York Prison Association, of which he was, for several years, secretary, serving also gratuitously for five years as its agent for investigating cases of detention. He also exerted himself successfully in bringing about a reform in the penitentiary on Blackwell's island, and the erection of the new workhouse; organized, with the co-operation of his wife and daughter, in 1850, a house of employment for unfortunate poor women, especially those desirous of abandoning a vicious or intemperate life; and, in 1849, was one of the prime movers in the founding of the Juvenile Asylum of New York for the training of vagrant children, and on its organization, in 1851, became its superintendent. In

1858 he resigned his position. During the last five years he has resumed his investigations of the best methods of printing for the blind, and has greatly improved his phonetic alphabet. He has also invented two new dot alphabets, one of two and the other of three lines, which are believed to possess some points of superiority over Braillé's, especially in their classification of the letters according to their comparative frequency of use, making those which come oftenest into use consist of the smallest number of dots. He has also succeeded in printing some tracts in the dot characters, on both sides of the paper, with perfect legibility—an improvement which will diminish the cost of printing for the blind.

William Chapin, principal of the Pennsylvania Institution for the Instruction of the Blind, was born in Philadelphia in 1802. The years of his early manhood were devoted to literary pursuits. He was a frequent contributor to various periodicals and newspapers, of two of which he was also editor, and he is the author of several literary works. He removed to New York in 1824, where he was engaged in preparing and publishing a gazetteer and maps of the United States. Removing to Yates county, in the interior of that State, in 1833, he devoted much of his time, while on his farm, to the cause of public education; especially to the improvement of the common schools, of which he was made a commissioner. He extended his investigations to the public school systems of Philadelphia, New York, and Boston, the results of which he spread before the public in lectures and through the press. His visits were subsequently directed to the benevolent institutions of those cities, especially the blind, in which he at once became deeply interested. It was on the occasion of a visit to the New York institution that a letter from the trustees of the Ohio Institution for the Blind was placed in his hands, which led to his appointment as superintendent of that institution in 1840. He at once devoted himself energetically to the work—travelled the State extensively in the vacations, with several of the educated pupils, spreading before the public, to whom the subject was then new, the beneficial results of the system of instruction. This attracted general attention, and the number of pupils was speedily increased from eighteen to seventy-two.

Having visited and examined the various institutions in the United States, in 1845 he made a voyage to Europe, visited all the institutions in Great Britain and Paris, and investigated their systems and improvements. He embodied these in a report to the legislature of Ohio, "on the benevolent institutions of Great Britain and France," which was printed in pamphlet form. In 1846 he deemed it his duty to resign his position in Ohio. He was immediately invited to become a candidate for the situation of principal at Philadelphia, but declined. He then established in Geneva, New York, an institute and normal school, especially designed for the preparation of seeing female teachers, in which he introduced, to a considerable extent, the oral or intellectual system of instruction, pursued so successfully with the blind. After a successful experience of three years in this useful work, he received another invitation from a distinguished manager of the Pennsylvania Institution for the Blind to become a candidate, which he accepted, regarding this as the work to which his life should be devoted. He was elected principal, and entered on his duties in 1849, which situation he still holds.

Under his management, with the intelligent co-operation of a confiding board of managers, that institution has made extraordinary advancement, and stands unsurpassed, perhaps, by any institution for the blind in the world. The development of the musical, literary, and industrial departments, has been most successful. Thousands who attend the weekly exhibitions and examinations are witnesses of this. The work departments, on which so many of the blind must depend for a livelihood, have received most careful attention from Mr. Chapin. Adults are received to learn useful trades, and, in common with others in straitened circumstances, receive, on leaving, an outfit to start them in their business pursuit. Another feature which is peculiar to that institution, and to which Mr. Chapin has given special attention, is the "Home for the Industrious Blind," intended to furnish a home and employment for those blind graduates of the institution who are without near relatives, or who, from other causes, prefer to remain there to labor. This is believed to be the first attempt of the kind in this country, and has worked very satisfactorily. Mr. Chapin's views are directed principally to the education in literature, in music, or in some useful handicraft, of *all* eligible blind persons in the country, with reference to their self-support and employment, as far as practicable. Their number being limited, the work, he conceives, with some aid from private benevolence, could be effected without difficulty.

Would the narrow limits prescribed to this article permit, it would be desirable to refer to the labors of the Abbé Carton, director of the Asylum for the Blind and the Deaf and Dumb at Bruges, in Belgium, who has won a high reputation as an instructor of the blind, and whose narrative of the instructions of the blind deaf-mute, Anna Temmermans, is fraught with so much interest; to Rev. W. Taylor, LL.D., of England, who has devoted much attention to a system of printing, and other improvements in connexion with the York and Bristol asylums, and to the subject of instructing the blind generally; to Mr. T. M. Lucas, of Bristol, England, the inventor of a stenographic alphabet for the blind, in which numerous books have been printed; to Messrs. J. Hartley Frere, of London, and W. Moon, of the Brighton asylum, both of whom have invented phonetic alphabets for the blind, and have printed, each, twenty or thirty books for their use, in these characters. Some account would also be given of the interesting school of Dr. Ratier, in the arrondissement of Paris, for very young blind children, whom he has instructed in the elementary principles of reading, &c., for the mere pittance of twelve dollars per annum for each pupil. There are also several of the other principals of blind institutions in the United States whose labors deserve notice. Among these, few are more remarkable than Mr. A. W. Penniman, a graduate of the Massachusetts institution, the first teacher in charge of the Ohio institution for three years from its foundation; Walter S. Fortescue, (blind,) first principal and founder of the Georgia Academy for the Blind, now principal and proprietor of a female seminary in Germantown, Pennsylvania, a graduate of the Pennsylvania institution, and of the University of Pennsylvania; Mr. William H. Churchman, now principal of the Indiana Institution for the Blind, himself blind from birth, and a graduate of the Pennsylvania institution, who has, for most of the time since 1844, presided over blind institutions in Tennessee, Wisconsin, and Indiana, and managed

them with an ability not inferior to that of the best superintendents endowed with vision. Dr. Joshua Rhoads, of the Illinois institution, and Dr. Asa D. Lord, of the Ohio institution, also rank among the ablest instructors of the blind in this country.

PUBLICATIONS RELATING TO THE BLIND.

The following publications may be consulted with interest: Annual Reports of the Institutions in Europe and America; Address of New England Institution for the Blind, by Dr. S. G. Howe, 1831; three papers to the Society for the Diffusion of Useful Knowledge, Great Britain, by C. Baker, 1842; North American Review, July, 1833: Education of the Blind; Reports of Juries at the Great Exhibition, London, 1851, on Printing for the Blind; Articles on Blind, in Cyclopædia Britannica; Brewster's Edinburgh Encyclopædia; Encyclopædia Americana; Chambers's Encyclopædia; National Cyclopædia; English Cyclopædia; New American Cyclopædia; Report on the Benevolent Institutions of Great Britain and Paris, by W. Chapin, 1846; Edinburgh Review, 1854: "The Blind, their Works and Ways;" British National Review, January, 1861: article, Blind; Letter on the Institutions for the Blind in Europe, by Robley Dunglison, M. D., LL.D., Philadelphia, 1854; National Magazine, New York, 1857: article on the Blind; "A Letter on the Blind, for the use of those who see," by D. Diderot, 1749, translated by Dr. S. G. Howe, Boston, 1857; The Blind of London, by Edmund C. Johnson, 1860; Inquiry into the Musical Instruction of the Blind, by E. C. Johnson, 1855; Tangible Typography, by E. C. Johnson; Causes of Blindness, Ohio Medical and Surgical Journal, by W. Chapin, 1854; The Lost Senses, by John Kitto, D. D.; The Sense Denied and Lost, by Thomas Bull, M. D.; The Land of Silence and the Land of Darkness, by Rev. B. G. Johns, London, 1857; At Work in the Dark, Dickens's Household Words, 1859; Lecture on different modes of Educating the Blind, by the Rev. W. Taylor, F. R. S., England; The Blind, their capabilities and claims, by Alexander Mitchell, (blind,) honorary secretary to the Society for Improving the Social Position of the Blind, London; A Guide to the proper management and education of blind children during their earlier years, (whether in their own family, in public schools, or under private teachers,) London, 1861; *Des aveugles, considérations sur leur état physique, moral et intellectuel*, par P. A. Dufau, Paris; *L'Institut des jeunes aveugles de Paris, son histoire et ses procédés d'en seignement*, par I. Guadet, Paris, 1850; *Rapport sur l'instruction des aveugles*, par l'Abbé Carton, Bruges, 1837; *Nouveau procédé pour représenter par des points la forme méme des lettres*, par Louis Braillé; *Notice historique et statistique sur l'hospice royal des Quinze-Vingts*, par Battelle, Paris, 1835; *Annales de l'education des sourd-muets et des aveugles*, par l'Abbé Daras, 1853–1856; *Essai sur l'Instruction des aveugles, ou exposé analytique des procédés employés pour les instruire*, par le Docteur Guillie, Paris: second edition, 1819; also an English translation; *Jahresbericht über das Blindenwesen.im allegemeinen wie über die Blinden-Anstalten Deutschlands insbesondere*, Berlin, 1854, H. Heintzsch; *Über die Erziehung und den Unterricht der Blinden*, von J. G. Heintzsch, Berlin, 1851; *Anleitung zweck mässigen Behandlung blinder kinder, für deren erste Jugenbildung und Erziehung in ihren Familien, in Öffentlichen Volksschulen, und durch zu ertheilende Privat-Unterweisung*, von J. G. Knie, Breslau, 1851, translated from the fourth edition, with an introduction and appendix, by the Rev. William Taylor, F. R. S., &c., London.

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