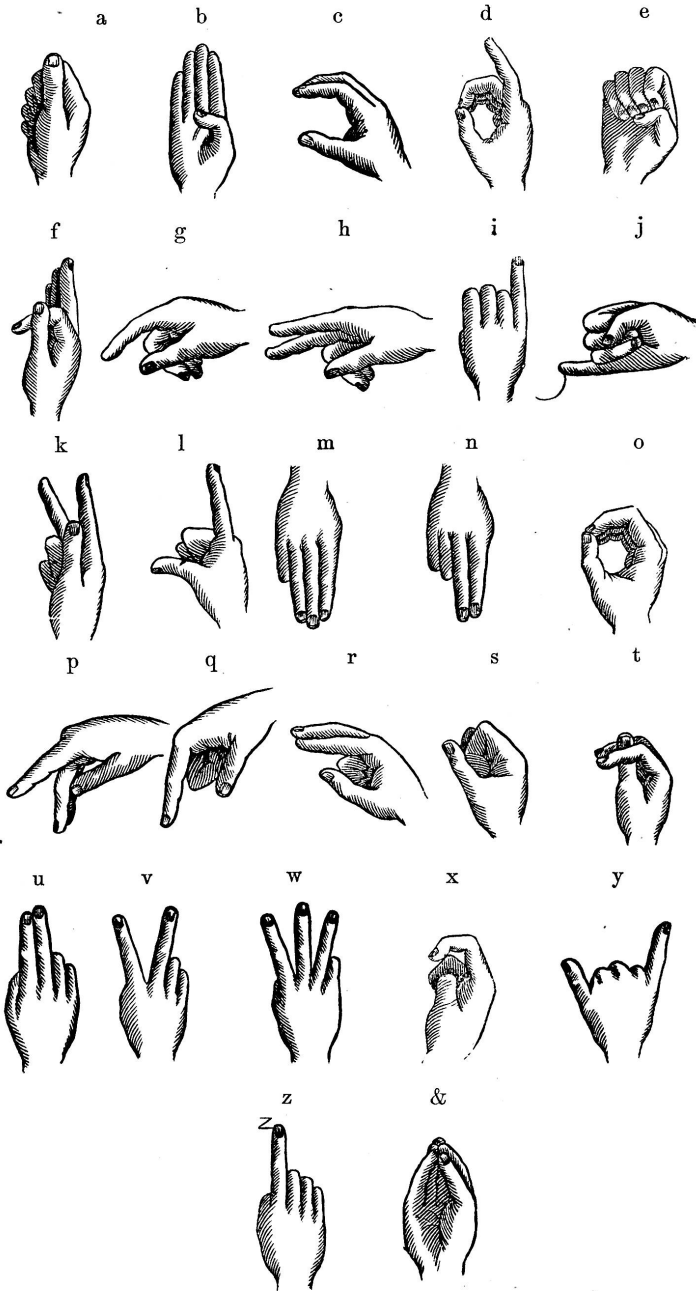
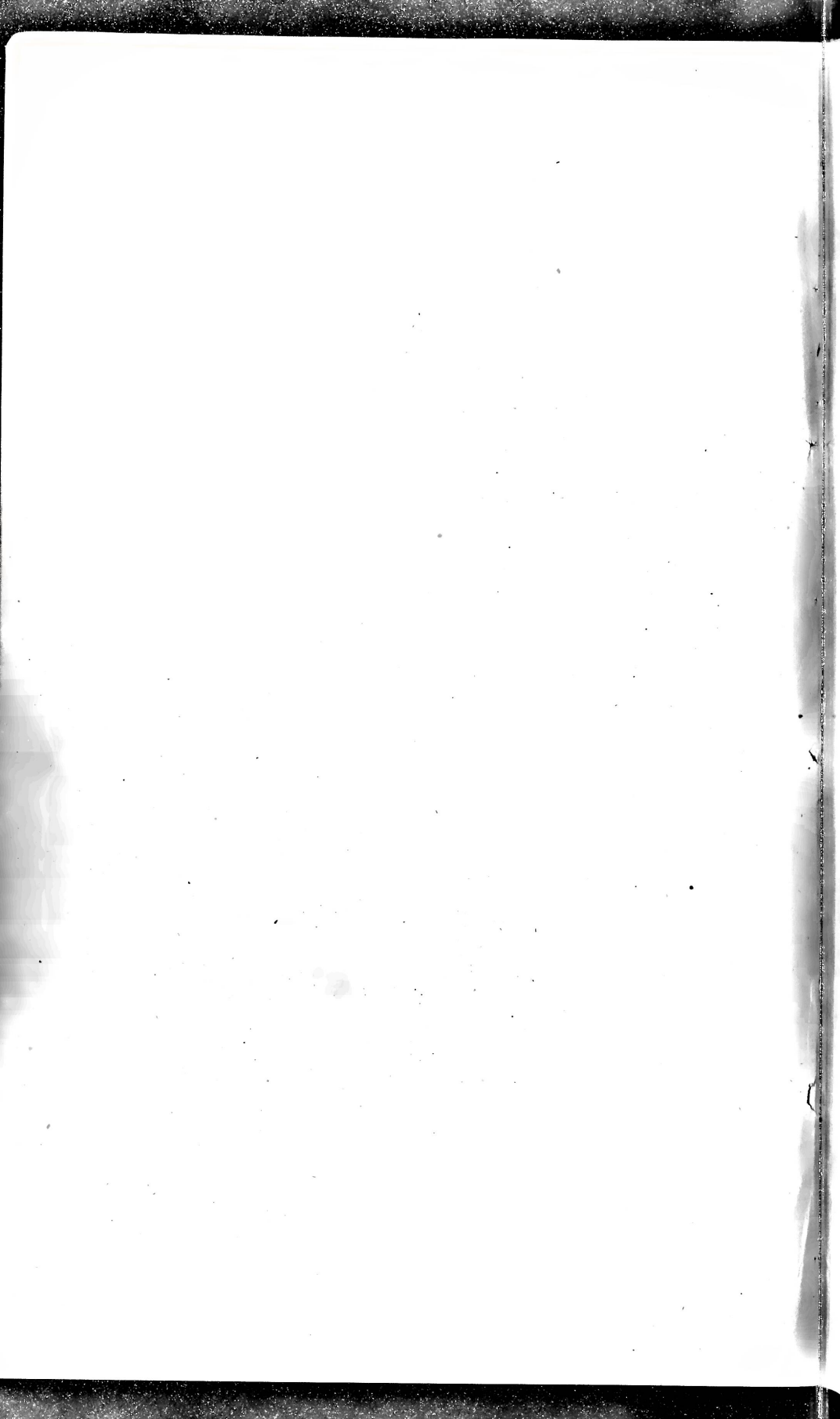


AMERICAN ASYLUM.



# ALPHABET OF THE DEAF AND DUMB.







65186

THE  
FIFTY-SECOND ANNUAL REPORT  
OF THE  
Directors and Officers  
OF THE  
AMERICAN ASYLUM,  
AT HARTFORD,  
FOR THE  
EDUCATION AND INSTRUCTION  
OF THE  
DEAF AND DUMB.

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PRESENTED TO THE ASYLUM, MAY 16, 1868.

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HARTFORD, CONN.:  
WILEY, WATERMAN & EATON, STEAM BOOK AND JOB PRINTERS,  
1868.





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Hon. CALVIN DAY.

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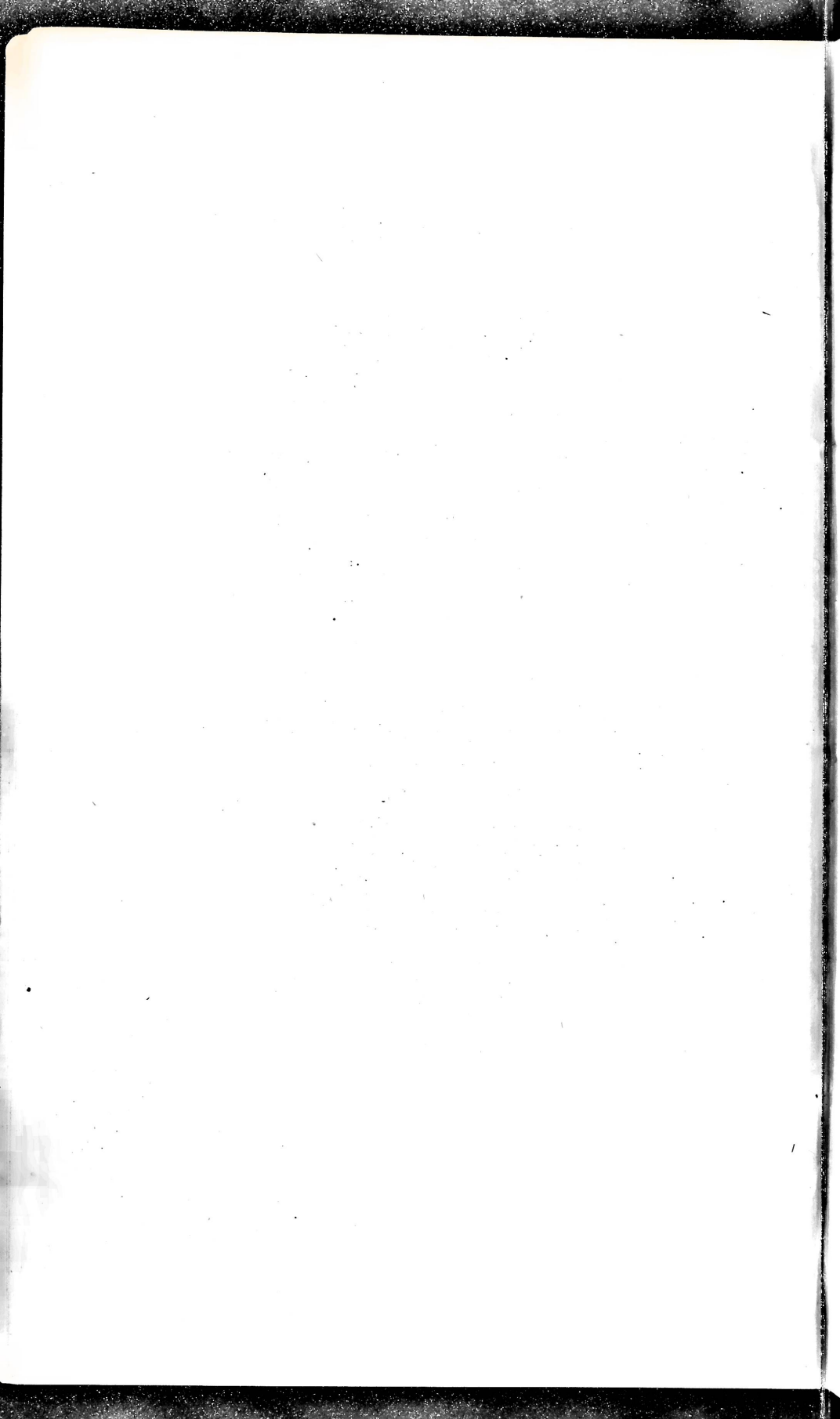
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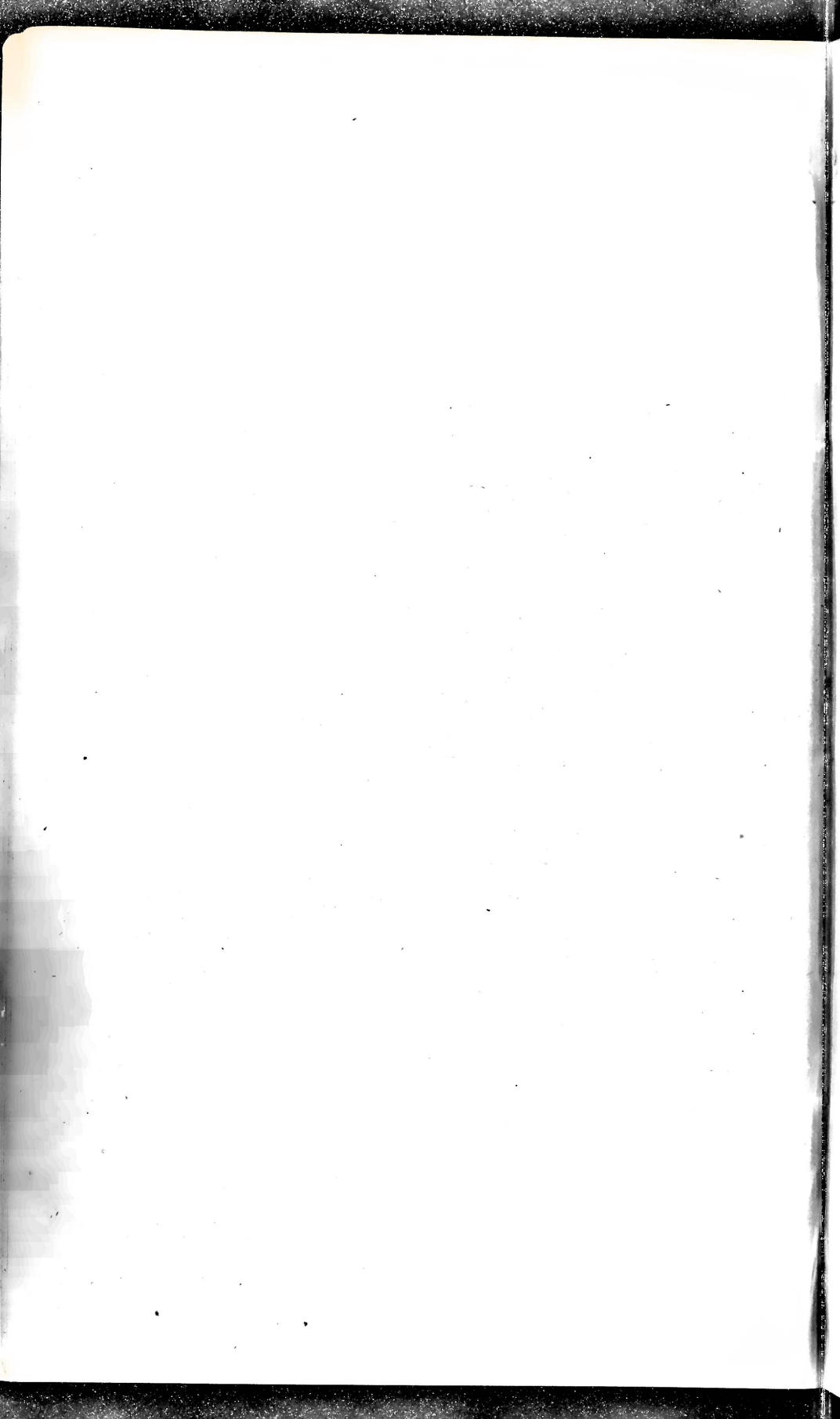
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## REPORT OF THE DIRECTORS.

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TO THE PATRONS AND FRIENDS OF THE AMERICAN ASYLUM.

Since the Asylum has entered on the second half century of its existence, we have been frequently called to deplore the death of some of its earliest friends. But seldom has any loss been so marked and irreparable as that which we have suffered by the death of our late President, Hon. William W. Ellsworth, in January, 1868. His election to the office was not a tribute simply to his abilities, his honored name, his political and judicial positions, his ripe age or his moral worth, though all these claims he had to our reverence and esteem.

But he had been, from its inception, a warm and devoted friend of the Asylum. He was its first Secretary. He was then a Director. Retiring from the Board under the pressure of professional and political life, he was again brought into official relations with the Institution, while for four years Governor of this State. When in 1862, the office of President was vacated by the death of Judge Williams, it seemed naturally and fitly to devolve upon Judge Ellsworth. His associates in this body will not soon forget with what dignity, conscientiousness, and earnestness, he discharged his duties as President. A copy of the resolutions on the occasion of Judge Ellsworth's death, passed at an informal meeting of the Directors, is appended to this Report.

At the annual meeting of this Corporation in 1867, its by-laws were so amended as to constitute the Governors and Secretaries of all the New England States *ex-officio* members of the

Board of Directors. The doubt then expressed, whether non-resident Directors would find it practicable to attend our meetings, has been confirmed. But these gentlemen have generally manifested by letter, or in personal interviews with the Principal and pupils, or by visits at the Asylum, such a warm interest in its welfare, as greatly to gratify and encourage the officers, instructors and pupils of the institution.

No special or extraordinary action on the part of the Board has been required since our last Report. All the departments of supervision and instruction have been satisfactorily filled, and the accompanying Reports show the results of patient labor in a year of unusual prosperity.

To the Report of the Treasurer, should be added the fact that the Asylum is still deprived of any income from its Phoenix Bank stock. We regret that no settlement of the questions in dispute has yet been reached, but think we may reasonably anticipate an adjustment at an early day.

In behalf of the Directors,

JOHN C. PARSONS, *Clerk.*

Hartford, May 9th, 1868.

## RESOLUTIONS.

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At an informal meeting of the Directors of the American Asylum at Hartford, for the Education and Instruction of the Deaf and Dumb, held at their office on the 18th day of January, A. D. 1868, James B. Hosmer, Esq., Senior Vice President in the chair,

THE FOLLOWING RESOLUTIONS WERE ADOPTED.

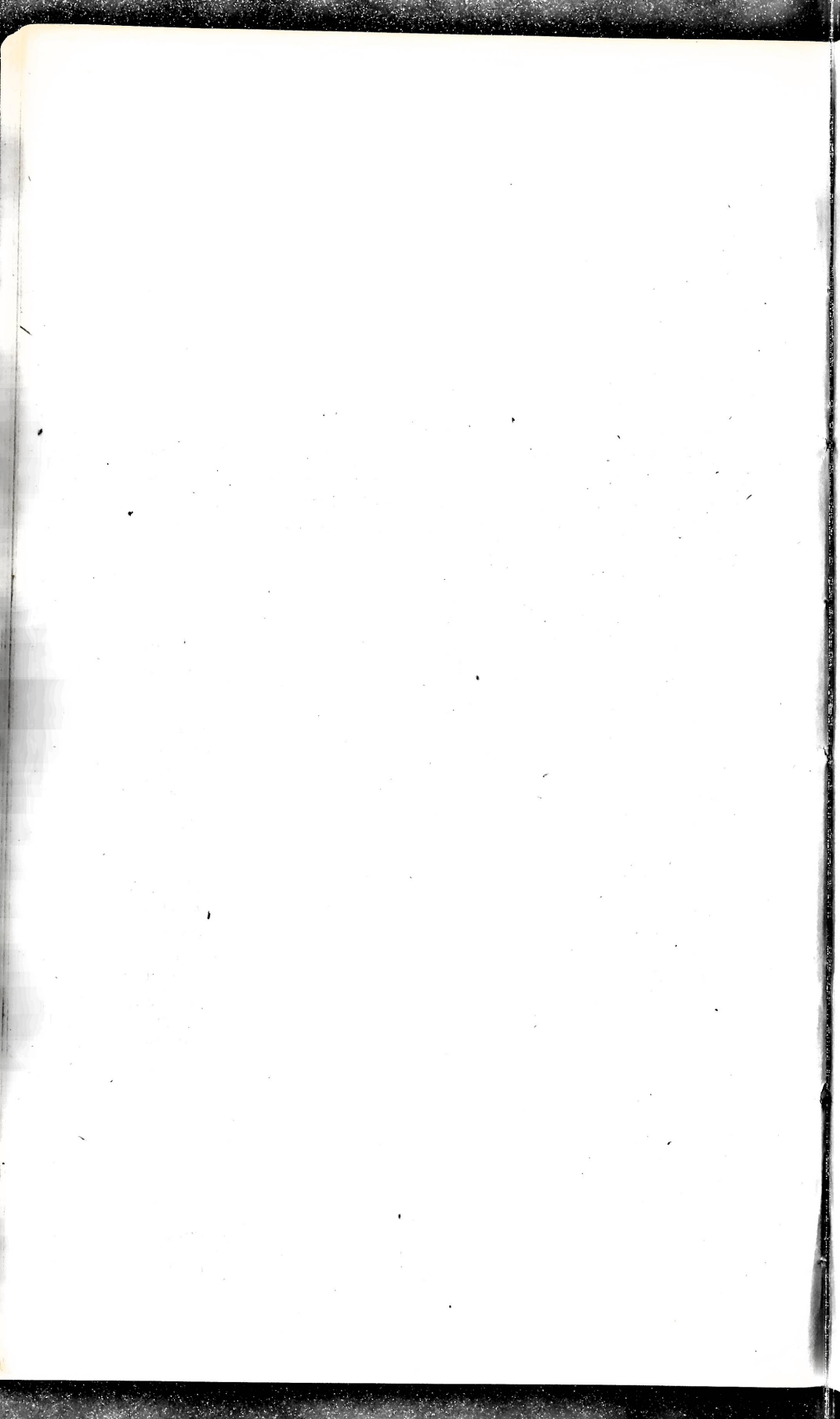
God in his Providence having removed by death the Hon. William W. Ellsworth, the President of this Society, and one of the original corporators of the Asylum,

*Resolved*, That as members of this Board, we are called upon in his decease, to mourn the loss of one of the earliest and most efficient friends of the important charity committed to our care; one whose intelligent interest, active labors, and wise counsels have contributed largely to the career of usefulness and beneficence with which the Institution, during fifty years of its history has been crowned.

*Resolved*, That we desire to place on record our profound appreciation, derived from long and intimate association with the deceased, of his eminent ability, his spotless integrity, his sound judgment, his warm sympathies, his genial christian courtesy, and of the rare purity, simplicity and nobleness which adorned his character, and shone forth in all the relations of his useful life; and while we feel his removal as a deep personal bereavement and a great public loss, we yet recognize the fact, that, as ripened grain, he has been gathered, full of years and honors, to his rest and reward.

*Resolved*, That in testimony of our respect for his memory, we will attend his funeral in a body; that the clerk be directed to enter these resolutions upon the records of the Board, and to transmit a copy of the same to the family of the deceased, and to furnish a copy to the newspapers of the city for publication.

J. C. PARSONS, *Clerk.*





## REPORT OF THE PRINCIPAL.

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TO THE BOARD OF DIRECTORS :

GENTLEMEN:—The number of pupils in attendance at the date of my last Report, was two hundred and twenty-four. Forty-one new pupils have been admitted during the year, and one former pupil, making the whole number under instruction two hundred and sixty-six. Forty-one have left the school, and the number now present is two hundred and twenty-five. These are arranged in thirteen classes, under eight hearing, and five deaf-mute teachers, giving each class an average of seventeen pupils.

While the general health of the family has been excellent, we have to record the death of two interesting pupils, Myron W. Day, of South Royalston, Mass., and Alvah H. Harris, of Neponset, in the same State. The former died on the 13th of May, 1867, from congestion of the lungs, following an attack of measles, and the latter on Feb. 18th, 1868, from erysipelas. Both were bright, promising boys—successful in their studies, and loved by their teachers and companions. In the bloom of youth they were suddenly called away; yet we indulge the hope that the instruction they were permitted here to receive served to prepare them for that unknown future they have so unexpectedly entered. Mr. Arthur H. Whitmore, who had been a member of our corps of instructors somewhat less than a year, died from quick consumption on the 26th of August last. Mr. Whitmore, after teaching for a year in the Pennsylvania Institution, entered upon his duties here with characteristic ardor, and proved himself a skillful and faithful instructor. He was a young man of pure and lovely character, and of great promise, and his early death is a serious loss to the profession.



The position thus rendered vacant was filled by the engagement of Mr. Abel S. Clark, a graduate of Yale, of the class of 1867, who, by the successful experiment of several months, has already shown a gratifying and satisfactory degree of aptness for his new work.

The arrangements for securing the health, comfort and education of so large a family as ours, necessarily involve the most careful attention. There are so many families personally interested in these arrangements, that a detailed narration of the daily routine of our household may not be unacceptable. The pupils, called by one of their number, rise at 5 o'clock in summer, and at 6 o'clock in winter. Breakfast is served at half-past six, the time before breakfast in summer being devoted to amusement. At seven the boys repair to the shops (of which we have three, a tailor's, cabinet and shoe-shop,) where they are occupied till a quarter before nine. The larger girls, divided into four sections, engage in domestic duties. One class clear the tables, wash the dishes in the dining hall, and make the beds; one sweep the school rooms and halls; a third go to the laundry, while a fourth engage in plain sewing, and mending their own garments. These divisions alternate in their several duties once a month. The pupils under twelve are excused from these arrangements, and after committing a short lesson spend the time in amusement. At a quarter before nine the boys leave the shops and prepare themselves for school. At five minutes before nine the pupils, under the charge of a monitor, quietly, and in perfect order, proceed to the chapel. The service is conducted by the principal, or one of the instructors, and occupies about fifteen minutes. A text of scripture is written in large characters upon a slate, so as to be visible from all parts of the room. This is explained and commented upon in a simple and practical manner, and a brief prayer is offered. The entire exercise is in pantomime, or the natural sign language of the deaf-mute, is intelligible to nearly all in the room, scarcely excepting the youngest, and brief, simple and practical, is one of great interest and profit to the pupils. The profound stillness of the company, the fixed attention, and the intelligent appreciation of the course of remark, as indicated by the frequent response of the eye and head, are very impressive to those who witness the exercise for the first time.

Making careful note of the chapter and verse of the text explained, the pupils repair, in order, to the school rooms for the instructions of the morning. These are interrupted at half-past ten by a recess of fifteen minutes, and at 12 o'clock they go to the dining room. The meal is eminently a social one, the diet is abundant, varied and acceptable. After dinner comes amusement, always in the open air, when the weather will allow. At two o'clock school reassembles, and continues till four, when the pupils go again to the chapel, in the same order as in the morning. Meantime the text explained has been committed to memory, and is spelled on the fingers by one of the boys, and also by one of the girls, prayer following, and the exercise occupying about ten minutes. The pupils are then dismissed, and the boys go again to the shops, where they remain till a quarter before six. All the girls engage for the same time in plain sewing, dress-making, knitting, etc. Tea comes at six, and from tea till study-hours—seven in winter, and till time to light the gas in summer, is spent in playing, walking or conversation. The younger pupils go to bed at seven, and the older pupils spend an hour in study under the care of an instructor. At half-past nine all retire. On Saturday we have no school, but the boys work in the shops till eleven o'clock and the girls are busied in sewing. Then follows the bathing, every pupil having a thorough warm bath at least once a week. The afternoon of Saturday is spent in visiting objects of interest in the city, excursions to the woods, or games upon the grounds of the Institution. The boys are supplied with balls and quoits, and with skates and sleds in their season, and often become quite expert in chess and checkers. The girls have jumping-ropes, swings, sea-saws, hoops, croquet, with sleds and skates. The little boys, when out of school, are under the constant supervision of the Assistant-Steward, who sees to their daily ablutions, mingles in their sports, and devotes himself to their comfort and happiness. The Matron and one of the Assistant-Matrons have special charge of the girls when out of school, with the care of their clothing, while the other Assistant superintends the kitchen department, and house arrangements. The girls cut and make their own dresses and undergarments, do their own mending, make all the

sheets, tablecloths, towels and napkins, and boys' shirts, and knit all the socks that are furnished the pupils. In the tailor's shop the little boys become expert in the use of the needle, and make jackets and pants. The boys in the cabinet shop not only learn the use of tools, but make tables, bureaus and desks of excellent workmanship. Those in the shoe-shop acquire a good knowledge of the trade, and become able to earn good wages.

Order is indispensable in such a community as ours. This is secured almost entirely by moral means. The pupils, while out of school are under the care of monitors, who note irregularities of conduct, rudeness, quarrelling or graver offences. These are entered upon a book provided for the purpose, and are reviewed every month by the principal in the chapel. A pupil who has received no mark of discredit for a month, thus showing entire correctness of conduct, has his or her name entered upon the Roll of Honor, where it will remain among the permanent records of the Institution. In addition to this the pupil receives a badge to be worn upon the person, indicating good behavior. By this and other methods a strong influence is brought to bear in the direction of quietness, order and correct deportment, and the results are in the highest degree gratifying. Among one hundred and thirty-five boys, many of whom have grown up without the least restraint or control, ninety-three during one of the winter months, received this honor, while the offences of the others were mostly of a trifling character; and of the ninety-three girls eighty-five received a similar commendation. It is believed that few schools of hearing children, of the same size, would endure such a test with higher credit.

We have been honored during the year by visits from Gov. Chamberlain, accompanied by his Council, from Maine, from Gov. Harriman, of New Hampshire, from the Hon. Secretary and members of the Board of Education, from Massachusetts, and from the Hon. John R. Bartlett, Secretary of State, and Commissioner for Deaf Mutes of Rhode Island. I have also had the pleasure during the year, as Principal of the Institution, of visiting the Legislative Bodies of all the States of New England, accompanied by pupils in different stages of their course, showing the proficiency they attain in the various branches of



education and explaining our methods of instruction. The Delegation was everywhere kindly received, and our relations with these Bodies are of the most friendly character.

In the recent discussions respecting the best methods of educating deaf mutes, we hear much of the French and of the German schools. As these schools were the pioneers, and for many years, the only workers in this department of education, and as they differed materially in their fundamental principles, as well as in their practical methods, there was an eminent propriety in the rival systems receiving their designation from the countries where they originated. The work of deaf-mute education, however, has now been prosecuted in this country with enthusiasm and with the highest success, for more than fifty years. In no country in Christendom, are there more able and devoted men engaged in this benevolent work, in none is it more distinctly recognized as the unquestioned duty of the State, no where are the pecuniary means and appliances more liberally and cheerfully provided, and we are free to say, in no country has the education of the deaf mute been carried to a higher point, reached a larger class, or been prosecuted on a broader or more practical basis than in our own. It is quite time, therefore, and for similar reasons, that as we are beginning to have an American Literature, and the phases of a distinct American nationality, we should speak of an American system of deaf-mute education. Though our methods do not differ widely from some followed in other countries, they yet have their peculiar features. Our system is eminently eclectic. Selecting the improvements and best features of other systems, we weave them into one consistent whole, of the highest practical utility. We challenge our brethren engaged in this profession in other countries, to the noble emulation of bringing deaf mutes to a higher plain of culture, of imparting to them a more perfect use of the language of their country, of preparing them more fully for the duties of intelligent citizenship, in fine, of relieving them more completely from the pressure of their misfortune, than is effected in American Institutions, as the result of the American system of instruction.

The Report of the special Joint Committee of the Massachusetts Legislature, (session of 1867) to whom the subject of deaf-mute education was referred, and before whom the rival systems were so fully discussed, came to hand so late, that it could be noticed only in the briefest manner in the last Report presented to your Board. The conclusions reached by this able Committee, after listening to a thorough discussion of the subject, were, for the most part, those which were then advocated, and have ever been maintained by this Institution.

Among the "conclusions" to which they arrive, are the following:

"The sign language and manual alphabet can be taught to all classes of deaf persons and deaf mutes, and are the most effectual means of communicating information to a large majority of such persons.

"Your Committee believe that to the majority of those congenitally deaf, or who lost their hearing in infancy, it (articulation) cannot be successfully taught; but that it can to the majority of semi-mutes and semi-deaf persons." p. 16.

The Committee place a higher value on lip-reading, and upon the ease with which it may be acquired, than our experience will allow us to do. Alluding, however, to the difficulties attending it, they make the following quotation from a letter from a clergyman, who is himself afflicted with deafness.

"In order to read on the lips of an individual, it is necessary that he should speak plainly, deliberately, distinctly, and show an expressive face. Those who wear a full beard, raise their voices to a loud tone, speak with great rapidity, so as to run their words together, are very verbose with long sentences, show little or no movement of their lips, or keep the teeth closed together, are seldom or never understood at all."

They go on to remark:

"That a small number only can be taught lip-reading by one teacher, and that when learned, it can be made available only in a favorable light, and at short distances. Your Committee felt that at the several hearings, the deaf mutes present, if they had been taught lip-reading only, could not have obtained any clear idea of the proceedings, which they were enabled to do by



the manual signs of Prof. Bartlett, who acted as interpreter."—  
p. 17.

The Committee sensibly remark, with regard to the best method of instructing deaf mutes, that "it is a question of proportions." All practical teachers allow, that while all deaf mutes can be taught thoroughly and well, through the medium of signs, a portion can be benefitted by instruction in articulation, and can acquire a certain amount of intelligible speech. The vital point upon which this controversy turns, is, What is this proportion? It is very clear that the line dividing those who can profitably be taught to speak, from those who cannot, does not run between children born deaf, and those who lost their hearing even as late as three or four years of age. The ability to acquire speech, is affected by other important considerations, such as acuteness of mental perception, quickness of observation, flexibility of the vocal organs, and a retentive memory, any of which may be wanting in children who have lost their hearing at a comparatively late period. It not unfrequently happens that when none of these disabilities exist, and the child can distinguish and imitate the position of the vocal organs, the pitch of the voice is so disagreeable as to render the speech acquired intolerable. We are sometimes greatly annoyed by the harsh tones of adult persons, who from a partial loss of hearing, are unable to modulate their voices. When the loss of hearing is total, the attempt at speech is often so discordant that it is seldom made. We hold in the highest esteem the tones of the human voice in all their wonderful and varied play and scope, if they are modulated by a sensitive, delicate ear. But there are few sounds in nature so intolerable, so grating upon every sensibility and nerve, as those of the human voice not thus controlled. There are some sounds in nature that we expect to be harsh and discordant, and therefore, if unavoidable, we can endure them with some degree of patience. But rough screeching tones of the voice are not among these, certainly if there is a more excellent way of communication. When to this unpleasantness, is added an unintelligible utterance which demands frequent repetition, taking into the account also, that to acquire this amount of speech, involves a large expenditure of labor, which brings

no other return, it is hardly a question whether the labor of acquisition, is compensated by the benefit received. We hold distinctly, that the natural signs of the deaf mute, for communication on common matters, are not only more agreeable, but more intelligible than a great mass of this imperfect speech, and where persons can resort to writing, such speech, if acquired, should be, in fact actually is set aside. The practical question, therefore, and the one which in spite of all theories, will decide the matter among sensible persons, is not what proportion of deaf mutes can be made, by great labor, to articulate words, which may to a certain degree be understood, but how many have voices that will allow them to use their power of speech obtained at such an expense. Taking into consideration the acknowledged loss of mental development involved in all cases in which articulation is taught, the imperfection of the speech acquired in many cases, and the chance that the tones may be annoying and disagreeable, our experience has led us to the conclusion that very few pupils, except those who are semi-mutes and semi-deaf, can profitably spend much time in this labor. At the same time, we fully concede that there are cases of congenital deafness, where there is on the part of the child, a peculiar flexibility of the vocal organs, and a bright mind, and on the part of the friends, intelligence and abundant leisure, in which instruction in articulation may be properly and successfully given. Even in these cases, it is too tedious and uncertain to be made the medium of instruction. It should be given as a means of communication, and rather as an accomplishment, than as a particularly valuable part of education.

The proposition we are considering, will be materially affected by the language which it is proposed to communicate orally to the deaf mute. German, Italian, or French teachers, may succeed in a much larger number of cases, and to a higher degree, than those who seek to impart the English language. If *half* the number of deaf mutes can be taught to speak intelligibly in these languages, and there is no reliable evidence that nearly this proportion can be so instructed, it by no means follows that a like proportion can acquire the same facility in the English language. Our language confessedly presents peculiar difficul-

ties to the deaf mute; difficulties so formidable that those who have tried it, with scarcely an exception, agree with the views already stated as to the number who can be successfully taught.

Mr. E. M. Gallaudet, President of the National Deaf-Mute College at Washington, and son of the distinguished Founder of this Institution, has recently visited the prominent schools for deaf mutes in Europe, to note carefully their methods, and particularly their success in teaching articulation. It has been vauntingly asserted, and no little pains taken to spread the impression, that in consequence of this examination, Mr. Gallaudet has reached conclusions differing widely from those adopted by his venerated father, and his successors in this school, that he has returned to this country an advocate for material changes in the methods followed here, and finally, that his Report proves that statements we have made respecting methods pursued in other countries, are at variance with facts. To show how groundless are such representations, we have only to allow the able Report of Mr. Gallaudet to speak for itself.

We have maintained that articulation, as a medium of instruction, has, with but one notable exception, been rejected by British instructors and Institutions. What says Mr. G.'s Report on this point?—The following is the testimony of Mr. Charles Baker, the distinguished Principal of the Doncaster Institution:

“The success hitherto attendant on the efforts to teach articulation to the totally deaf, is by no means flattering, and I do not believe there is one Institution in our country which can produce a dozen pupils whose articulation could be understood by indifferent auditors . . . I must therefore decide against giving up the time now bestowed on the acquisition of language, and useful knowledge, by my pupils, to devote it to the specious acquirement of articulation.” pp. 12. 13.

After remarking that at the Institution at Edinburgh, under Mr. Kinniburgh, articulation was the original basis, Mr Baker says:

“To my certain knowledge, it early gave way to means more universally applicable. Of the older Institutions of these Isles, about twenty, not one has adopted articulation, except in the cases of those pupils who could hear a little, or who had become deaf after they had acquired speech.” p. 50.

Mr. Hooper, of the Birmingham Institution, one of the oldest in Great Britain,



"Is inclined to coincide with Prof. Baker's view, that the results of the labor of teaching the great body of deaf mutes artificial speech, and reading on the lips, are not of sufficient practical benefit to compensate for the necessary outlay of time and labor . . . in the case of the semi-mute and semi-deaf, it is the duty of instructors to see that all possible means are taken to retain and improve what speech is possessed by the pupil. This is done in the Birmingham school, but no more, in the direction of articulation." p. 13.

Mr. Patterson, of the Manchester Institution,

"Coincides entirely with Prof. Baker and Mr. Hopper. Although he has in several cases taught it successfully to congenital mutes, he thinks it impracticable for any large proportion of the deaf and dumb." p. 121.

Mr. Buxton, of the Liverpool school, who has had several years actual experience in this branch of instruction in the London Institution, says :

"Articulation was formerly taught in the Liverpool school to a greater extent than at present. Now, only the semi-mute and semi-deaf are instructed in artificial speech and lip-reading."

Mr. Buxton mentioned that "many cases in his experience had arisen, where parents of his pupils particularly requested that their children should not be taught articulation. The reason for this, is found in the fact that the artificially acquired utterances of the deaf, are generally monotonous, and oftentimes disagreeable : so unpleasant evidently, in certain cases, as to lead the parents of uneducated mutes to express the desire above referred to." p. 16.

The venerable Duncan Anderson, of the Glasgow Institution, who in former years had given much attention to this subject, and had prepared a valuable manual for use in this branch of deaf-mute instruction, says :

"The experience of nearly half a century of personal deaf-mute instruction had led him to abandon all efforts at articulation, save with the semi-deaf and semi-mute." p. 16.

Again he says :

"On looking back upon an experience of forty-one years as a teacher of the deaf and dumb, I am free to confess that the few successful instances of articulation by deafmutes which I have witnessed in this and other countries, were very inadequate to the time and pains bestowed upon them." *ibid.*

The Rev. John Kinghan, of the Institution of Belfast, Ireland,

"Is as decided in his testimony against articulation as any instructor in the United Kingdom. He deems it, to use his own words, 'worse than useless in a vast majority of cases;' including the semi-deaf and semi-mute." p. 17.

The views of the Principals of the other schools in the British Isles visited by Mr. Gallaudet, agree entirely with those above presented, and similar opinions are entertained by the Masters of several schools on the continent. The gentlemen whose testimony is here quoted, are among the oldest and ablest teachers of deaf mutes in the world. Their lives have been devoted to this work, and their writings and their labors have placed them in the highest rank among the benefactors of this class of persons. Mr. Gallaudet sensibly remarks :

"The testimony of such experienced instructors as those now conducting the eight schools declaring against articulation, coupled with the consideration that in the majority of them, it has been successfully taught, is entitled to great weight, while the fact that it is where the English language is spoken that such strong ground is taken, should not be lost sight of by Americans."

It will be noticed that views of British teachers as above expressed, correspond with our own, that few, except the semi-mute and semi-deaf, can profitably be taught to speak.

Although German teachers make this proportion larger than this, it does not, in their view, embrace the whole number, or a majority. Canon de Haerne, of the Institution of Brussels, Belgium, while believing "that a decided majority of so-called deaf-mutes are unable to acquire any valuable facility in artificial speech, holds that in addition to the semi-deaf and semi-mute, about ten per-cent. of congenital mutes, may acquire fluency in this method of communication.

Signor Tarra, of the Milan Institution, estimates the number of deaf mutes who may succeed in articulation, at thirty per-cent., including the semi-mutes and semi-deaf, and also many who could not talk readily with strangers.

Mr. Hill, of Weissenfels, who stands at the head of deaf-mute instruction in Germany, says that out of one hundred, eleven can converse readily with strangers on ordinary topics. Prof. Vaisse



of the Paris Institution, gives the same proportion. "Out of ten, the number who can converse with strangers on all subjects, and with ease, will not extend to more than two, and often to no more than one." Of the more than one hundred teachers consulted by Mr. Gallaudet, only *one* claimed that success in articulation was the *rule* among deaf mutes.

These, it will be noticed, are the opinions of gentlemen who are advocates of the articulating system. The usual average is thirty per-cent., one placing it at fifty per-cent, and only one placing it higher than this. Is it not highly probable, without casting the least reflection on these worthy and able gentlemen, that the unbiassed judgment of a candid and competent observer, would make the proportion of clearly successful cases considerably smaller than this?

Mr. Gallaudet states it as his own judgment, that from ten to twenty per-cent. of the deaf and dumb can profitably be taught articulation. As the semi-mute and semi-deaf constitute about half this number, he would thus judge that ten per-cent. of congenital mutes are worthy of such instruction. This we believe to be a larger number than any experiment yet made in the English language will warrant, nor do we think it desirable for the sake of a possible benefit conferred upon this proportion, to subject the whole number to the tedious and exhausting processes of artificial speech, during the first year of their instruction. Mr. G. gives his final conclusions on this point, in the following decided language:

"It is plainly evident from what is seen in the articulating schools of Europe, and from the candid opinions of the best instructors, that oral language, cannot in the fullest sense of the term, be mastered by a majority of deaf mutes. . . . It should be regarded as an accomplishment attainable by a minority only. . . . The number of those born deaf who can acquire oral language is small, and their success may justly be attributed to the possession of peculiar talents or gifts, involving almost preternatural quickness of the eye in detecting the slight variations in positions of the vocal organs in action, and a most unusual control over the muscles of the mouth and throat." p. 53.

It is indeed evident from Mr. Gallaudet's observations, that if there has been any change in the views of teachers on the Continent within the last ten years, it has been quite as distinctly a

movement towards the use of signs as towards articulation. While in some schools in which the latter method was formerly disused, a portion of the pupils are now taught to speak, in others in which articulation was the sole method, signs are freely used and highly valued. In place of the theory once quite general among the disciples of Heinicke, that all deaf mutes of sound mental development could be taught to speak, and that inability to acquire speech, indicated a want of ordinary capacity, it is now generally admitted, on the one hand, that a large class can only be successfully instructed by signs, and on the other, that they are an important adjunct in teaching articulating pupils.

With regard to the value of signs in the instruction of all classes of deaf mutes, the opinion of prominent German teachers is emphatic and decided. Mr. Hill states his views in the strongest terms. Speaking of proscribing every species of pantomimic language, he says :

“This pretence is contrary to nature, and repugnant to the rules of sound educational science. If this system were put into execution, the moral life, the intellectual development of the deaf and dumb, would be inhumanly hampered. It would be acting contrary to nature to forbid the deaf mute a means of expression employed even by hearing and speaking persons. . . . To banish the language of natural signs from the school-room and limit ourselves to articulation, is like employing a golden key which does not fit the lock of the door we would open, and refusing to use the iron one made for it. . . . Where is the teacher, who can conscientiously declare that he has discharged his duty, in proposing moral and religious education until he can impart it by means of articulation ?”—p. 29.

Mr. Hill acknowledges in the language of natural signs, among a number of other particulars which he mentions, the following excellencies :

—“One of the two universally intelligible innate forms of expression granted by God to mankind—a form which is in reality more or less employed by every human being.

—The element in which the mental life of the deaf mute begins to germinate and grow; the only means whereby he, on his admission to the school, may express his thoughts, feelings and wishes.

—An instrument of mental development and substantial instruction, made use of in the intercourse of the pupils with each other; for example, the well known beneficial influences which result from the association of the new pupils with the more advanced.

—A most efficacious means of assisting even pupils in the higher degrees of school training, giving light, warmth, animation to spoken language, which for sometime after its introduction, continues dull and insipid.”— p. 30.

Of its aid in religious instruction Mr. Hill remarks :

“It is particularly in the teaching of religion, that the language of pantomime plays an important part, especially when it is not only necessary to instruct, but to operate on sentiment and will ; either because here this language is indispensable to express the moral state of man, his thoughts and his actions, or that the word alone *makes too little impression on the eye of the mute* to produce without the aid of pantomime, the desired effect in a manner sure and sufficient.” p. 30, 31.

We have no where met with a more appreciative exposition of the real significance and value of natural signs in the education of the deaf and dumb, than these forcible paragraphs of Mr. Hill.

We will close our quotations with the decided and emphatic testimony of Mr. Gallaudet in favor of the American system of deaf-mute education.

“It is hardly needful for me to say, after what has been said in this Report, that nothing in my foreign investigations has led me to question the character of the foundation on which the system of instruction pursued in our American Institutions is based. The edifice is built on the rock of sound philosophy ; its corner stone is universal applicability ; its materials are cemented by consistency and success, while for its crowning beauty it has a dome of high educational attainment, loftier and more grand than can be seen in the nations of the Old World.” p. 53.

We have made these copious extracts from this able and interesting Report, partly from the relation of its author to the founder of our own school, and partly because the Report itself, has been confidently quoted as a distinct condemnation of the methods and principles which have been advocated here, from the beginning to the present time.

We entered into this discussion at the outset, and have continued it, with no partisan spirit. The principles upon which our Institution was founded, and has since been conducted, were sharply assailed. Our sole object has been to show that we are not beating the air, but are working intelligently and successfully to secure grand and important ends : that the methods we adopt for this purpose, are sanctioned by sound philosophy, as



well as by the experience of the most able men who have turned their attention to this subject. We regard no Institution or school as in any sense a rival in this good work, but hail with satisfaction every honest effort to help on the education, and consequent elevation of the unfortunate mute. Wedded mechanically to no system for its own sake, or for any prestige of antiquity or association, we strive to give our pupils the best education which science, skill and faithful instruction, under the best methods, can impart.

The semi-mute and semi-deaf children who are sent to us, have always received special attention. While by instruction, through the medium of signs, their minds have been sedulously cultivated, we have been careful to retain and improve all their power of speech. This has sometimes been done by assigning to this class a special teacher, and at other times by placing them under speaking instructors, and holding with them constant oral communication. We propose still to give these children every desirable advantage, assigning to them a special instructor, if the numbers will warrant it; if not, taking care, by other methods, that the facility of speech which some of them possess, shall not be lost. We deem this discussion as in all respects fortunate and timely, as it has served to bring not only the real calamity of the deaf mute, but also the best means of relieving it, more distinctly to public attention. We have no apprehension respecting the verdict of sensible persons who will review the whole subject.

The newspapers\* sent our pupils, for the most part weekly issues from the vicinity of their own homes, contribute so manifestly not only to their enjoyment, but also to their intellectual progress, that they are worthy of distinct mention. Before his education commences, the deaf mute is shut out to a great degree from a knowledge of the events occurring in the world around him. A happy change comes over him when, on entering the Institution, he is brought within the electric circle of intelligence, and becomes informed, even through others, of what is daily transpiring in the busy world. When his education is so far advanced that he can read for himself from the columns of a paper the record of passing events, his interest is unbounded. It

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\* Appendix, No. IV.

is often surprising to notice the extent to which even those whose ability to use language, from the short time they have been at school, is quite limited, yet are able to spell out the meaning of a paragraph containing some item of news from familiar localities, while the large class of more advanced pupils read the papers with intelligent facility, and with far more enjoyment than is usual with hearing persons. The papers are regularly distributed, care being taken to supply the children with issues from their own neighborhood. They are perused with eagerness, and there are few communities more thoroughly posted in the current news of the day than our own.

The walls of the Institution have received some graceful and most acceptable decorations during the year. An excellent set of the Cartoons of Raphael, presented by the Rev. J. D. Hull, of New York, have been handsomely framed and placed in the girls' sitting room, where they are a constant joy to many observing and admiring eyes. Mr. R. S. DeLamater, and Messrs. Webster & Popkins, have each presented us with a highly finished photograph of the venerable Laurent Clerc, while Messrs. Prescott & White, have furnished fine copies of the old and well engraved portraits of those magnates of deaf-mute education, the Abbe De l' Epee, and the Abbe Sicard. These pictures are finished in the highest style of art, and as long as the Institution shall stand, they will remain on its walls, speaking representatives of these benefactors of the Deaf and Dumb, and of the skill of the generous artists who have so faithfully perpetuated their memory.

A citizen of Hartford, who is in the habit of such kind deeds, but whose modesty prefers that his name shall be withheld, has gained for himself a warm place in the hearts of our pupils by the gift of two barrels of luscious oranges, to aid them in celebrating the holidays.—Our acknowledgements are due to Messrs. J. G. Batterson and J. W. Stancliff for the high gratification enjoyed by our pupils of repeatedly visiting the collection of beautiful paintings on exhibition at the Wadsworth Atheneum during the month of March.—Miss Dix, whose generous sympathy for the suffering and unfortunate, has gained for her so noble a reputation, has sent our pupils ten dollars, as an indication of her interest in their welfare, desiring the sum to be spent in some



way which shall contribute to their gratification.—Mr. J. R. Burnet, of Newark, N. J., has sent us some carefully drawn views of places in the Holy Land.—We are indebted to the American Tract Society, of Boston, for the acceptable grant of one hundred and fifty copies of the “Child’s Paper,” and for twenty-five copies of the “Christian Banner.”—Hon. A. D. Hager, of Proctorsville, Vt., has presented to the Library of the Institution two valuable volumes on the geology of Vermont.—We are also indebted to the Hon. L. S. Foster for valuable Public Documents.

With devout gratitude to God for His watchful care over every department of the Institution during the year that is past, we invoke upon its future course His continued guidance and blessing.

COLLINS STONE,

*Principal.*

American Asylum, }  
 May 16, 1868. }



## REPORT OF THE PHYSICIAN.

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The year just closed, adds another to the catalogue of those during which the general health of this large household has been usually very good.

There have been but two periods, and these of brief duration, during which the pupils have suffered from diseases of consequence, or which affected any considerable number. One of these occurred soon after my last Report was presented to your Board, when measles made its appearance, and included in the course of the outbreak about eighty cases. Several of them were quite severe, and one died of congestive pneumonia, which suddenly supervened upon the ordinary pulmonary symptoms.

The duration of this malady did not much, if at all, exceed three weeks, ceasing, doubtless, for want of subjects.

Soon after the commencement of the fall term, an affection of the eyes appeared in the form of acute ophthalmia, varying in severity, but generally easily controlled, and soon terminating favorably in most cases. It was confined principally to the boys, very few girls comparatively, suffering from it.

The cause, though probably local, eluded the most careful search, and still occasionally manifests its presence in a sporadic case.

A case of malignant pustule occurred in February last, in the person of one of the larger boys, terminating fatally in about thirty-six hours from the time it was first seen professionally.

A single case of fracture of the fore-arm, occurring in a little boy, concludes, it may be said with almost exact truth, the list of ailments which have come under my observation during the year, the usual acute pulmonary and other diseases so common during Spring and Autumn, not having appeared, being supplanted perhaps, by those before named.

The Hygiene of the Institution, to which the utmost importance is justly attached, continues to be strictly observed in each and all of those particulars to which reference has been had in my former Reports, and which are so intimately connected both with the health and the effective working capacity of the pupils.

E. K. HUNT, M. D.

Hartford, May 6th, 1868.





# APPENDIX.

## I.

### ABSTRACT OF THE TREASURER'S ACCOUNT.

Dr. American Asylum in account with Roland Mather, Treasurer. Cr

1868.	1867.		
April 1. To Cash Paid Orders of Directing Committee, in favor of Henry Kennedy, Steward, the year past,	April 1. By balance on hand,	\$28,500.00	\$80.27
“ “ for Salaries,	“ Income from the fund the year past,	20,036.42	17,742.17
“ “ “ Annuity to Laurent Clerc,	“ Rent of Dwellings,	700.00	475.00
“ “ “ Insurance,	“ Paying Pupils,	363.00	3,236.84
“ “ “ Library,	“ Receipts from the six N. E. States for support of Beneficiaries,	100.00	36,187.50
“ “ “ Sundry Expenses,	“ Receipts from Fund Account,	1,189.37	46,500.00
“ “ “ Reinvestments, “Fund Account,”	“ Advanced to A. Blodget Estate, repaid,	53,000.00	345.08
“ “ “ Balance to Cr. of New Account,		678.00	
		\$104,566.86	\$104,566.86

Examined and found correct. We have also this day examined the vouchers for the securities owned by the American Asylum, as per Inventory of the Treasurer, and find them to agree with the same.


ERASTUS COLLINS, }  
JONA. B. BUNCE, } *Auditors.*

Hartford, May 16, 1868.

Hartford, April 1, 1868.

**ROLAND MATHER, Treasurer.**

II. STATEMENT  
OF THE FUND OF AMERICAN ASYLUM.



Invested in Bank Stocks in Connecticut, - -	\$94,100.00
“ on Bond and Mortgage of Real Estate, - - - -	88,500.00
“ in Railroad Bonds, - - - -	23,900.00
“ in United States Bonds, - - - -	7,000.00
Real Estate in Hartford, - - - -	82,522.88
Furniture in the Institution, - - - -	5,390.00
Cash on hand, - - - -	678.07
	<hr/>
	\$302,090.95

HARTFORD, May 16, 1868.

## III. ABSTRACT OF

DR. *American Asylum in account with Henry*

To Flour, - - - - -	\$3,724.70
" Meal, - - - - -	9.00
" Cakes and Crackers, - - - - -	39.41
" Rice and Corn Starch, - - - - -	81.11
" Yeast, - - - - -	119.00
" Hay and Straw, - - - - -	265.51
" Provender and Oats, - - - - -	620.14
" Live Stock, - - - - -	455.00
" Tools, Blacksmithing, &c., - - - - -	466.76
" Butter, - - - - -	3,125.33
" Charcoal, - - - - -	445.65
" Hard Coal, - - - - -	2,354.78
" Wood, - - - - -	38.25
" Furniture, - - - - -	1,113.84
" Groceries, - - - - -	2,265.32
" Light and Gas Bills, - - - - -	802.10
" Meat, Fish and Fowl, - - - - -	4,169.48
" Medicine, - - - - -	267.92
" Miscellaneous, - - - - -	548.98
" Pupils, - - - - -	1,011.54
" Repairs and Improvements, - - - - -	1,862.34
" Schools and Postage, - - - - -	476.23
" Cabinet Shop, - - - - -	1,497.78
" Shoe " - - - - -	2,045.83
" Tailor " - - - - -	549.80
" Vegetables and Fruits, - - - - -	859.44
" Wages, - - - - -	3,086.26
" Washing and Soap, - - - - -	649.98
" Water Works, - - - - -	128.40
	<hr/>
	\$33,079.88
Balance to new account,	187.83
	<hr/>
	\$33,267.71



## CURRENT EXPENSES.

*Kennedy, Steward, for the year ending April 1, 1868.*

CR.

By Cash from Treasurer,	-	-	\$28,500.00
" " " State of Massachusetts,	-	-	768.75
" " " " Rhode Island,	-	-	34.17
" " " " Vermont,	-	-	107.78
" " " " Connecticut,	-	-	162.73
" " " " Maine,	-	-	487.50
" " " " New Jersey,	-	-	37.52
" " " " Pupils,	-	-	1,153.23
" " " " Individuals,	-	-	1,521.60
" " " " Cabinet Shop,	-	-	67.30
" " " " Shoe " "	-	-	210.89
" " " " Tailor " "	-	-	35.81
" " " " Miscellaneous,	-	-	3.84
" Balance from old account,	-	-	176.59

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 \$33,267.71

American Asylum, Hartford, April 1st, 1868.

## IV. PAPERS, PERIODICALS, &amp;c.

THE FOLLOWING PAPERS HAVE BEEN SENT TO THE PUPILS GRATUITOUSLY DURING THE PAST YEAR.

Name.		Editors and Publishers.	Where Published.
Ægis and Gazette,	Weekly,	S. B. Bartholomew & Co.,	Worcester, Mass.
American Traveler,	"	Worthington, Flanders & Co.,	Boston, "
Anamosa Eureka,	"	Edmund Booth & Son,	Anamosa, Iowa.
Argus and Patriot,	"	Hiram Atkins,	Montpelier, Vt.
Boston Advertiser,	Daily,	Dunbar, Waters & Co.,	Boston, Mass.
Boston Courier,	Weekly,	George Lunt & Co.,	" "
Boston Journal,	"	Charles O. Rodgers,	" "
Boston Transcript,	"	Henry W. Dutton & Son,	" "
Burlington Free Press,	"	G. G. & B. L. Benedict,	Burlington, Vt.
Burlington Times,	"	George H. Bigelow,	" "
Christian Mirror,	"	Charles A. Lord,	Portland, Me.
Christian Secretary,	"	E. Cushman,	Hartford, Conn.
Churchman,	"	"	" "
Columbian Register,	"	Osborn & Baldwin,	New Haven, "
Congregationalist,	"	W. L. Greene & Co.,	Boston, Mass.
Connecticut Courant,	"	Hawley, Goodrich & Co.,	Hartford, Conn.
Connecticut Herald and Journal,	"	Carrington, Hotchkiss & Co.,	New Haven, Ct.
Deaf Mute Casket,	Monthly,	W. J. Palmer,	Raleigh, N. C.
Eastern Argus,	Weekly,	John M. Adams & Co.,	Portland, Me.
Fitchburg Sentinel,	"	Garfield & Stratton,	Fitchburg, Mass.
Hartford Courant,	Daily,	Hawley, Goodrich & Co.,	Hartford, Conn.
Hartford Post,	"	Sperry, Hall & Co.,	" "
Hartford Times,	"	Burr Brothers,	" "
Independent Democrat,	Weekly,	Independent Press Association,	Concord, N.H.
Kenebec Journal,	"	Stevens & Sayward,	Augusta, Me.
Maine Farmer,	"	True & Boardman,	" "
Maine State Press,	"	N. A. Foster & Co.,	Portland, "
Massachusetts Spy,	"	J. D. Baldwin & Co.,	Worcester, Mass.
Mirror and Farmer,	"	John B. Clarke,	Manchester, N. H.
Natick Times,	"	Washington Clapp,	Natick, Mass.
New Hampshire Patriot and Gazette	"	William Butterfield,	Concord, N. H.
" " Statesman,	"	McFarland & Jencks,	" "
" " Telegraph,	"	Dearborn & Berry,	Nashua, N. H.
" London Democrat,	"	D. S. Ruddock,	New London, Conn.
" York Evangelist,	"	Field & Craighead,	New York City.
" " Spectator,	"	"	" "
" " State Radii,	"	Levi S. Backus,	Canajoharie, N. Y.
Northampton Free Press,	Semi-Weekly,	Albert R. Parsons,	Northampton, Mass.
Norwich Courier,	Weekly,	Bulletin Association,	Norwich, Conn.
Portland Advertiser,	"	Smith & Wiltham,	Portland, Me.
Portland Transcript,	"	Elwell, Pickard & Co.,	" "
Providence Journal,	"	Knowles, Anthony & Danielson,	Prov., R. I.
Religious Herald,	"	D. B. Mosely,	Hartford, Conn.
Republican Standard,	"	John D. Candee,	Bridgeport, Conn.
Rhode Island Free Press,	"	Providence Press Co.,	Providence, R. I.
Rutland Herald,	"	"	Rutland, Vt.
Union Democrat,	"	Campbell & Hanscom,	Manchester, N. H.
Vermont Christian Messenger,	"	C. W. Willard,	Montpelier, Vt.
Vermont Watchman and State Journal,	"	E. P. Walton,	" "
Vineyard Gazette,	"	Charles M. Vincent,	Edgartown, Mass.
Waterbury American,	"	E. B. Cook & Co.,	Waterbury, Conn.
Willimantic Journal,	"	Curtis & Jackson,	Willimantic, Conn.
Worcester Palladium,	"	J. S. C. Knowlton,	Worcester, Mass.
Zion's Herald,	"	Haven & Rand,	Boston, Mass.

The Presidents and Superintendents of the following Railroads will please accept our thanks for special favors shown to the pupils of the Institution during the year.

Boston & Albany.

Boston & Maine.

Boston & Providence.

Concord, Manchester & Lawrence.

Connecticut & Passumpsic.

Connecticut River.

Hartford, New Haven & Springfield.

Hartford, Providence & Fishkill.

Portland & Kennebec.

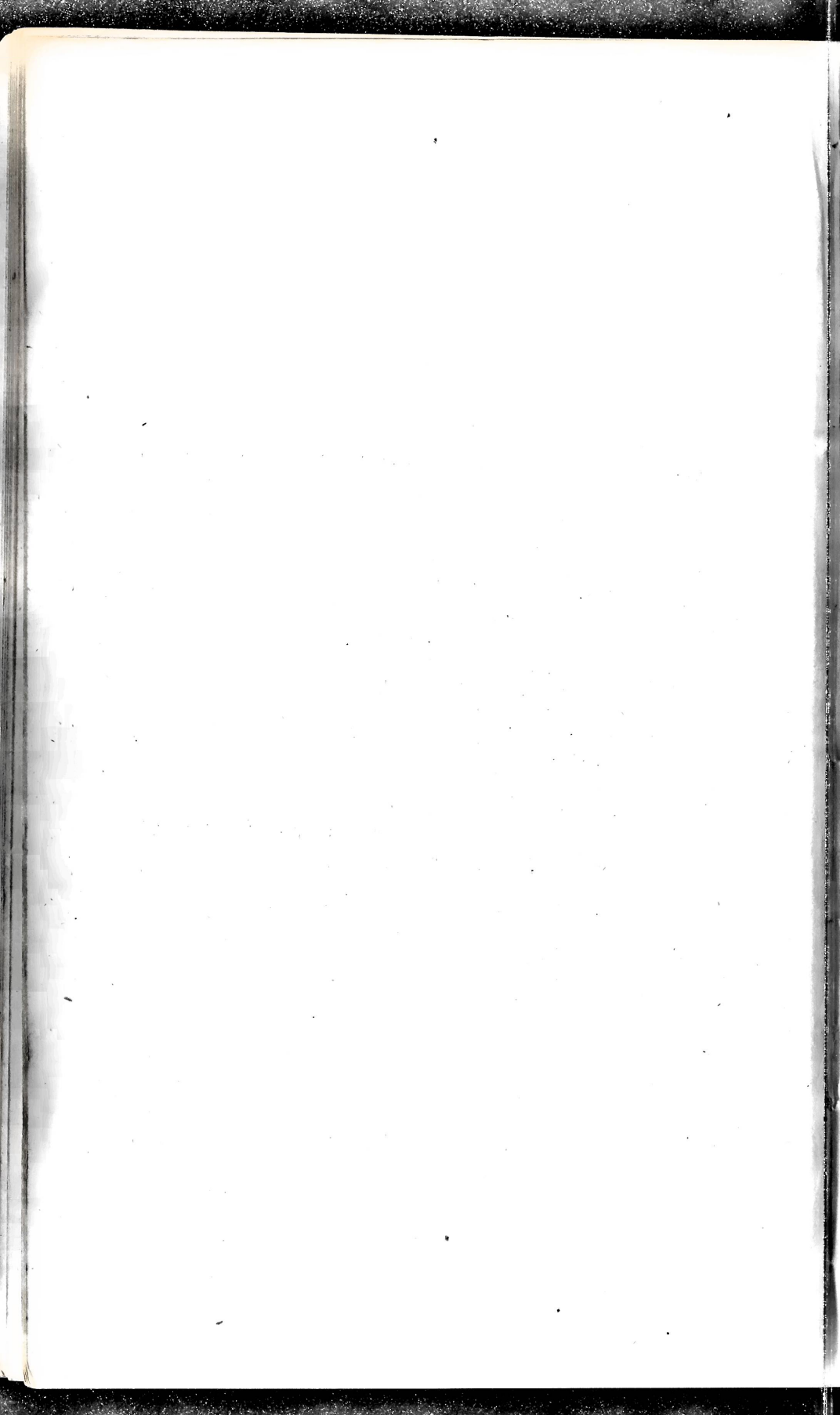
Rutland & Burlington.

Vermont Central.

Worcester & Nashua.

COLLINS STONE, *Principal.*

HARTFORD, May 16, 1868.





## V.

## LIST OF PUPILS,

IN THE SCHOOL WITHIN THE YEAR ENDING ON THE 16TH OF MAY, 1868.

## MALES.

Name.	Residence.	Admission.
Abbott, W. John.....	Sidney, Me., .....	Sept., 1865
Abbott, William W.....	Northumberland, N. H., ..	Sept., 1861
Acheson, Charles.....	West Randolph, Mass.,.....	Sept., 1864
Acheson, George W.....	West Randolph, Mass.,.....	Sept., 1864
Aldrich, Erwin E.....	Smithfield, R. I., .....	Sept., 1864
Anderson, Wallace E.....	South Framingham, Mass.,.	Sept., 1867
Bailey, Arthur E.....	Poland, Me., .....	Sept., 1866
Baker, Jesse H.....	Manchester, N. H., .....	Sept., 1867
Baldwin, Charles F.....	Litchfield, Conn., .....	Sept., 1864
Barrett, William S.....	Plymouth, Mass., .....	Sept., 1865
Bastinella, Oliver.....	Pittsfield, Mass., .....	Sept., 1865
Blodget, Frank P.....	Nashua, N. H., .....	Sept., 1867
Bond, Thomas S.....	Hartford, Conn., .....	Sept., 1860
Bowler, Albert O.....	Rockland, Me., .....	Sept., 1867
Boyington, George W.....	Prentiss, Me.,.....	Nov., 1860
Branch, Degrand, D. L.....	Hartford, Conn., .....	Sept., 1866
Brown, Alpheus E.....	North Dunbarton, N. H., ..	Sept., 1867
Butler, John.....	East Boston, Mass., .....	Sept., 1863
Cain, Cornelius.....	Lewiston, Me., .....	Sept., 1867
Campbell, John, .....	Danbury, Conn., .....	Nov., 1867
Carter, William T....	Boston, Mass., .....	Oct., 1866
Cary, Daniel W.....	Gardiner, Me., .....	Sept., 1860
Chapman, Albert W.....	Cambridgeport, Mass.,.....	Sept., 1865
Clark, Frank H.....	East Hampton, Mass., ....	Sept., 1867
Clark, John .....	Monson, Mass., .....	Sept., 1865
Conley, James .....	Newport, R. I., .....	Oct., 1861
Conners, John J.....	Mansfield, Mass., .....	Sept., 1865
Cook, Thomas.....	Portland, Me., .....	Sept., 1865
Coughlin, William.....	Fitchburgh, Mass., .....	Sept., 1862
Crandall, William F.....	Newport, R. I., .....	Sept., 1860
Crane, John E.....	Whiting, Me., .....	Feb., 1868
Cronan, Stephen .....	Fitchburgh, Mass., .....	Sept., 1862

Name.	Residence.	Admission.
Cross, Samuel S.	Beverly, Mass.,	Sept., 1864
Culver, Samuel L.	Waterville, Conn.,	Sept., 1866
Cummings, Daniel	Greeneville, Conn	Sept., 1864
Cutter, George F.	Irasburgh, Vt.,	Sept., 1865
Damon, Frank C.	Amherst, N. H.	Sept., 1861
Daniels, Orson	North Adams, Mass.,	Sept., 1867
Davis, Edwin A.	Auburn, Me.,	Sept., 1867
Day, Myron W.	South Royalston, Mass.,	Sept., 1864
Derby, Ira H.	South Weymouth, Mass.,	Sept., 1861
Dougherty, Charles	Hartford, Conn.,	Sept., 1863
Drew, Frank H.	Boston, Mass.,	Sept., 1865
Drown, Carlos	Brownington, Vt.,	Sept., 1861
Duran, Edward	South Boston, Mass.,	Sept., 1865
Duran, Thomas	South Boston, Mass.,	Sept., 1865
Ellis, Manford	Belgrade, Me.,	Sept., 1864
Erbe, Hermann	Southington, Conn.,	Sept., 1865
Evans, Oscar H.	South Royalston, Mass.,	Sept., 1861
Fahy, Thomas	Pittsfield, Mass.,	Sept., 1862
Ferris, John	Waitsfield, Vt.,	Dec., 1862
Fifield, Oscar W.	Deer Isle, Me.,	Nov., 1862
Fish, Charles	Danby, Vt.,	Sept., 1865
Fitch, Henry H.	Preston, Conn.,	Sept., 1860
Freallick, James F.	Provincetown, Mass.,	Sept., 1865
Frisbee, Edward W.	Charlestown, Mass.,	Sept., 1866
Frost, Edwin F.	Boston, Mass.,	Sept., 1861
Gale, Arthur F.	Charlton, Mass.,	Sept., 1863
Gambol, John	South Boston, Mass.,	Oct., 1864
Gardner, William M.	Hardwick, Mass.,	Sept., 1864
Graham, Samuel	Newark, N. J.,	Sept., 1866
Halsey, Waldron H.	Newark, N. J.,	Nov., 1863
Hargrave, Albert C.	East Boston, Mass.,	Sept., 1867
Harris, Alvah H.	Neponset, Mass.,	Oct., 1863
Hawley, Levi R.	North Amherst, Mass.,	Sept., 1865
Hawley, Lewis N.	North Amherst, Mass.,	Sept., 1865
Hayden, Othello D.	Stoughton, Mass.,	Sept., 1863
Helfpenny, Martin	Waterbury, Conn.,	Sept., 1864
Hill, Willie L.	Athol Depot, Mass.,	Sept., 1864
Jellison, Simon	Monroe, Me.,	Sept., 1865

Name.	Residence.	Admission.
Johnson, George D.	Erving, Mass.,	Sept., 1862
Josselyn, Andrew P.	East Foxboro, Mass.,	Sept., 1863
Kendall, Phillip	Whitefield, Me.,	Sept., 1865
King, James H.	Middletown Point, N. J.,	Sept., 1865
Ladd, Amos A.	East Haddam, Conn.,	Sept., 1866
Ladue, Edward	St. Albans, Vt.,	Sept., 1864
Lally, John	South Boston, Mass.,	Sept., 1866
Laplant, Peter	West Milton, Vt.,	Nov., 1866
Leary, Matthew	Boston, Mass.,	Sept., 1863
Lewis, Willie H.	Providence, R. I.,	Sept., 1867
Mackintosh, George	Canton, Mass.,	Sept., 1864
Marr, Ira R.	North Washington, Me.,	Sept., 1867
Marston, Westley N.	Greenland, N. H.,	Sept., 1864
Martin, Charles H.	Salem, Mass.,	Sept., 1863
Mayhew, Jared	Chilmark, Mass.,	Sept., 1864
Mayo, Hawes	Monroe, Me.,	Sept., 1865
McCarty, John	Andover, Mass.,	Sept., 1865
McDonnell, John	West Stockbridge, Mass.,	Sept., 1865
McGirr, Francis	East Cambridge, Mass.,	Sept., 1863
McKinney, Wm. J.	Alleghany City, Penn.,	Sept., 1865
McMaster, Hugh H. B.	Pittsburgh, Penn.,	Sept., 1864
McMechen, James H.	Wheeling, West Virginia,	Aug., 1865
Meagher, Michael	Waterbury, Conn.,	Sept., 1865
Miller, George	Providence, R. I.,	Sept., 1861
Mitchell, Isaac	Brookville, Vt.,	Sept., 1867
Morrell, Leland	Cornish, Me.,	Sept., 1865
Moseley, Joseph A.	Pomfret, Conn.,	Sept., 1862
Moulton, Thomas	Buxton Centre, Me.,	Sept., 1864
Muth, John	Hartford, Conn.,	Sept., 1865
Negus, Edward R.	Salisbury, Conn.,	Sept., 1866
Nelson, James	Tewksbury, Mass.,	Sept., 1864
O'Harra, John	Milford, Mass.,	Sept., 1860
O'Neil, John	Thorndike, Mass.,	Sept., 1867
O'Neil, Michael	Charlestown, Mass.,	Sept., 1866
Ould, Edward C.	Derby, Conn.,	Sept., 1861
Page, Roscoe G.	Augusta, Me.,	Sept., 1860
Pattee, Wilbur D.	Alexandria, N. H.,	Sept., 1867
Patterson, Charles	Saco, Me.,	Sept., 1864
Paul, John E.	Cambridgeport, Mass.,	Sept., 1867



Name.	Residence.	Admission.
Peterson, Willie S. H.	South Plymouth, Mass.,	Sept., 1862
Philbrook, Henry O.	Charlestown, Mass.,	Sept., 1864
Pick, William C.	Providence, R. I.,	April, 1863
Pond, Nathan L.	Milford, Mass.,	Sept., 1862
Porter, Wendell P.	Somerville, Mass.,	Nov., 1858
Powers, James.	Boston, Mass.,	Sept., 1865
Powers, James A.	Salem, Mass.,	Mar., 1862
Pratt, John W.	Middletown, Conn.,	Sept., 1861
Quincy, Josiah.	Munson, Mass.,	Sept., 1865
Richmond, Ephraim H.	Voluntown, Conn.,	Sept., 1865
Rideout, Charles H.	Houlton, Maine,	Sept., 1863
Roberts, Frank B.	Boston, Mass.,	Sept., 1866
Rudolph, William.	Boston, Mass.,	Sept., 1866
Ryan, John.	Rutland, Vt.,	Sept., 1865
Sachse, Charles F.	Waterbury, Conn.,	Sept., 1861
Sackett, Charles E.	South Glastenbury, Conn.,	Sept., 1865
Saul, Willie H.	Salem, Mass.,	Sept., 1866
Scoles, William M.	Augusta, Me.,	Sept., 1863
Seamen, Mortimer W.	Rockville, Conn.,	Sept., 1866
Sharts, Herman H.	Hudson, N. Y.,	Sept., 1865
Skelly, Edwin J.	Rochester, N. H.,	Sept., 1867
Slattery, Patrick	Boston, Mass.,	Sept., 1862
Small, Albert A.	Auburn, Me.,	Sept., 1863
Small, George B.	Hartland, Vt.,	Sept., 1865
Small, Walter R.	Hartland, Vt.,	Oct., 1862
Smith, Freeman N.	Chilmark, Mass.,	Sept., 1861
Smith, George	Springfield, Mass.,	Sept., 1864
Smith, Orlando A.	Roxbury, Mass.,	Sept., 1863
Soper Isaac N.	Lowell, Mass.,	Sept., 1861
Sparrow, Wilber N.	Eastham, Mass.,	Sept., 1864
Stevens, William	Stonington, Conn.,	Sept., 1867
Sullivan, Patrick J.	Boston, Mass.,	Sept., 1860
Tufts, Samuel A.	Malden, Mass.,	Sept., 1865
Walker, Freddie	Norwich, Conn.,	Sept., 1864
Wardman, Samuel	Ballardvale, Mass.,	Sept., 1866
Waters, Warren L.	Hartford, Conn.,	Sept., 1865
Watts, Francis A.	Rockville, Conn.,	Sept., 1860
Weaver, Jonathan	South Woodstock, Conn.,	Sept., 1866
Webb, Clarence A.	Canterbury, Conn.,	Sept., 1864



Name.	Residence.	Admission.
Wellington, Elbridge A ..	Wayland, Mass., .....	Sept., 1863
Wentworth, Sylvester W.	Ipswich, Mass., .....	Sept., 1864
Wheeler Staunton F.....	Plymouth, Vt., .....	Sept., 1863
White, Henry, .....	Roxbury, Mass., .....	Sept., 1866
Wilkinson, John. ....	West Lubec, Me., .....	Sept., 1861
Winslow, John N.....	Putnam, Conn., .....	Sept., 1867
Wood, Eugene W .....	Webster, Mass., .....	Sept., 1861

#### FEMALES.

Adams, Alda M .....	Charlestown, Mass., .....	Sept., 1866
Annan, Josephine A.....	Manchester, N. H., .....	Sept., 1864
Atkins, Sylvia B.....	Chatham, Mass., .....	Sept., 1862
Axt, Matilda.....	New Haven, Conn., .....	Sept., 1866
Ayshers, Mary .....	Hartford, Conn., .....	Feb., 1867
Barnard, Ada J.....	Lowell, Mass., .....	Sept., 1865
Barry, Anna B .....	Baltimore, Md., .....	Sept., 1867
Bishop, Stella M.....	East Avon, Conn., .....	Sept., 1866
Bond, Julia P.....	Hartford, Conn., .....	June, 1865
Brown, Emily C.....	North Stonington, Conn., .....	Sept., 1864
Brown, Susan F .....	North Dunbarton, N. H., .....	Nov., 1865
Carey, Mary.....	Boston, Mass., .....	Sept., 1863
Carroll, Mary E.....	South Boston, Mass., .....	Sept., 1867
Case, Lillie A .....	East Avon, Conn., .....	Oct., 1867
Chaffin, Abbie L.....	Worcester, Mass., .....	Sept., 1865
Champion, Ellen J .....	Westmore, Vt., .....	Sept., 1863
Clapp, Elmina D.....	Newburgh, N. Y., .....	Sept., 1860
Clark, Millie H.....	Biddeford, Me., .....	Sept., 1867
Cole, Lizzie M.....	Concord, N. H., .....	Sept., 1867
Colley, Mary E.....	Falmouth, Me., .....	Oct., 1862
Corcoran, Ellen.....	East Boston, Mass., .....	Nov., 1865
Daley, Nancy J.....	Chester, Conn., .....	Sept., 1865
Darghan, Joanna.....	New Haven, Conn., .....	Sept., 1867
Dewsnap, Clara.....	Lakeville, Conn., .....	Jan., 1863
Driscoll, Julia A .....	East Boston, Mass., .....	Nov., 1865

Name.	Residence.	Admission.
Dubè, Adeline . . . . .	Orono, Me., . . . . .	Sept., 1866
Duffy, Ellen . . . . .	Boston, Mass., . . . . .	Sept., 1867
Dummer, Caroline L. . . . .	Weld, Me., . . . . .	Sept., 1866
Dunnell, Marilla . . . . .	Buxton Center, Me., . . . . .	Sept., 1866
Durbrow, Carrie B. . . . .	New York City, . . . . .	Oct., 1863
Eaton, Mary E. . . . .	East Salisbury, Mass., . . . . .	Sept., 1863
Emerson, Gertrude A. . . . .	Danby, Vt., . . . . .	May, 1864
Fahy, Bridget. . . . .	Pittsfield, Mass., . . . . .	Sept., 1864
Flagg, Clarinda J. . . . .	Natick, Mass., . . . . .	Sept., 1862
Foley, Bridget. . . . .	Bristol, Conn., . . . . .	Sept., 1863
Foley, Mary A. . . . .	Bristol, Conn., . . . . .	Sept., 1863
Frost, Harriet E. . . . .	Bucksport, Me., . . . . .	Sept., 1865
Gardner, Rosa. . . . .	Greeneville, Conn., . . . . .	Sept., 1859
Gray, Leonora C. . . . .	New Haven, Conn., . . . . .	Sept., 1864
Hall, Elizabeth. . . . .	Portland, Me., . . . . .	Sept., 1863
Harper, Sarah L. . . . .	New London, Conn., . . . . .	Sept., 1867
Hartshorn, Anna S. . . . .	Boston, Mass., . . . . .	Sept., 1865
Hichens, Mary W. . . . .	Wellfleet, Mass., . . . . .	Sept., 1861
Howe, Eldora M. . . . .	Marlboro, Mass., . . . . .	Sept., 1861
Hull, Ida A. . . . .	Plainville, Conn., . . . . .	Sept., 1864
Hull, Josephine D. . . . .	Farmington, Conn., . . . . .	Sept., 1867
Knapp, Sophia A. . . . .	Winchester, N. H., . . . . .	Sept., 1861
Lee, Mary J. . . . .	East Longmeadow, Mass., . . . . .	Sept., 1864
Linnehan, Mary A. . . . .	Boston, Mass., . . . . .	Sept., 1866
Lovejoy, Lydia A. . . . .	Augusta, Me., . . . . .	Sept., 1867
Lummis, Delia A. . . . .	Pomfret, Conn., . . . . .	Sept., 1866
Lyons, Ellen. . . . .	Ludlow, Mass., . . . . .	Sept., 1864
Marks, Sarah C. . . . .	Providence, R. I., . . . . .	Nov., 1863
Marr, Anna M. . . . .	North Washington, Me., . . . . .	Sept., 1867
Martes, Elizabeth. . . . .	Charlestown, Mass., . . . . .	Sept., 1867
Mason, Flora S. . . . .	Bangor, Me., . . . . .	Sept., 1865
Mattson, Elizabeth. . . . .	New York City, . . . . .	Oct., 1865
McDonald, Catharine. . . . .	Boston, Mass., . . . . .	Sept., 1866
McDonough, Elizabeth A. . . . .	Russell, Mass., . . . . .	Oct., 1864
McKay, Mary A. . . . .	River Point, R. I., . . . . .	Feb., 1862
Meacham, Mary O. . . . .	Westfield, Mass., . . . . .	Sept., 1866
Meacham, Morcellia A. . . . .	Westfield, Mass., . . . . .	Sept., 1866
Merrill, Frances J. . . . .	Skowhegan, Me., . . . . .	Sept., 1864
Milan, Catharine. . . . .	Milford, Mass., . . . . .	Sept., 1865

Name.	Residence.	Admission.
Miller, Catharine W.....	Thompsonville, Conn., .....	Sept., 1862
Monahan, Anna.....	Lowell, Mass., .....	Sept., 1867
Moore, Eliza A.....	Derby, Conn., .....	Sept., 1863
Moulton, Florette .....	Biddeford, Me., .....	Sept., 1864
Mulcahy, Mary E.....	Salem, Mass., .....	Sept., 1865
Munroe, Betsey A.....	Rehoboth, Mass., .....	Sept., 1862
Murphy, Mary E.....	Boston, Mass., .....	Sept., 1862
Nichols, Marietta C.....	Roxbury, Mass., .....	Sept., 1865
O'Brien, Mary.....	East Cambridge, Mass., .....	Sept., 1865
O'Donnell, Catharine.....	Stonington, Conn., .....	Sept., 1860
O'Hearn, Eliza.....	Tewksbury, Mass., .....	Sept., 1864
Peltier, Ella M.....	Cambridge, Mass., .....	Sept., 1863
Prince, Mary E.....	Camden, Me., .....	Sept., 1860
Perron, Clara.....	Yantic, Conn., .....	Sept., 1867
Platt, Sarah E.....	Hinsdale, Mass., .....	Sept., 1865
Proctor, Emma J.....	West Gloucester, Me., .....	Sept., 1866
Putnam, Almedia M.....	Oxford, Me., .....	May, 1862
Quin, Mary A.....	Hartford, Conn., .....	Sept., 1861
Richardson, Amelia A....	Mansfield, Mass., .....	Oct., 1866
Richardson, Loretta J....	Mansfield, Mass., .....	Sept., 1862
Robinson, Hattie J.....	Freedom, Me., .....	Sept., 1853
Rounds, Sylvia D.....	Greene, R. I., .....	Sept., 1862
Sanborn, Hester E.....	East Wilton, Me.,.....	Sept., 1867
Sargent, Lizzie M.....	Concord, N. H., .....	Sept., 1867
Scoles, Rachel A.....	Augusta, Me., .....	Sept., 1864
Smith, Mary J.....	East Hartford, Conn., .....	Sept., 1865
Soper, Ella J.....	Lowell, Mass., .....	Sept., 1866
Spillane, Mary.....	East Boston, Mass., .....	Nov., 1865
Stevens, Mary A.....	Gloucester, Mass., .....	Sept., 1867
Stone, Sally E.....	Natick, Mass., .....	Sept., 1865
Stuart, Harriet N.....	Wells, Me., .....	Oct., 1867
Swett, Persis H.....	Henniker, N. H., .....	Oct., 1863
Taft, Marion L.....	Worcester, Mass.,.....	Sept., 1864
Talcott, Lillia M.....	Bolton, Conn., .....	Oct., 1866
Teele, Sarah F.....	Somerville, Mass., .....	Sept., 1862
Tilton, Ellen L.....	Cheshire, Mass., .....	Sept., 1864
Turner, Lucy M.....	South Coventry, Conn., .....	Dec., 1864
Tisdale, Jennie M.....	North Bridgewater, Mass., .....	Sept., 1866
Vincent, Emma A.....	South Adams, Mass., .....	Sept., 1863



Name.	Residence.	Admission.
Walsh, Margaret.....	Norwich, Conn., .....	Sept., 1866
Wentworth, Ella J.....	Ipswich, Mass., .....	Sept., 1866
West, Anna J.....	Coventry, R. I., .....	Sept., 1857
Westgate, Abby.....	Warren, R. I., .....	Sept., 1864
Whitney, Hattie M.....	Gray, Me., .....	Sept., 1867
Wiley, Florence H.....	Lockport, N. Y., .....	Sept., 1866
Wing, Nancy A.....	Wayne, Me., .....	Sept., 1867
York, Mellissa J.....	Gilmanston, N. H., .....	Sept., 1864

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### SUMMARY.

	Males.	Females.	Total.
Supported by Friends, - - -	10	11	21
“ Maine, - - -	22	21	43
“ New Hampshire, - -	8	6	14
“ Vermont, - - -	11	2	13
“ Massachusetts, - -	67	45	112
“ Rhode Island, - - -	6	4	10
“ Connecticut, - - -	28	22	50
“ New Jersey, - - -	3	0	3
	<hr/>	<hr/>	<hr/>
	155	111	266
Whole number in attendance within the year, - - -	-	-	266
Greatest number at any one time, - - -	-	-	229
Average attendance during the year, - - -	-	-	226



## VI.

# COMPOSITIONS.

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It is a rule of the school that specimens of composition published in our annual Reports, and also the letters sent at stated times to the friends of our pupils, shall receive no correction, except such as their respective authors can make on a careful review when the errors they contain are pointed out by a teacher.

### STORIES.

A lady goes into a store. She buys a pretty box. She carries the box to her home. She gives the box to her little girl. The girl opens the box. She finds a doll in it. She is very happy.

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Two boys take a large bag. They go to the woods. They see some nuts on a tree. They throw stones at the nuts. The nuts fall. The boys put the nuts into the bag. They leave the woods. A dog chases them. They run. They lose all the nuts.

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A girl takes a basket. She puts the basket on her arm. She goes to an apple tree. She finds some red apples under the tree. She puts the apples into her basket. She carries the basket into the house. She gives the apples to her mother. Her mother makes some pies.

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HARTFORD, May 5th, 1863.

MY DEAR FATHER AND MOTHER:—I am very well. I am happy. The Asylum is large. Many boys and girls are here. The boys play ball, the girls jump rope. I like bread and butter. I like sugar and milk and coffee. I write in the school. Mr. S. rides on a white horse. Mr. Clark carries Master Clark on his shoulder. I see a lady riding on a white horse. I am eight years old. Mrs. White gives some stockings out of a drawer to Master Clark. Mr. Kennedy chases Master Clark. I hide behind a door.

I see three little pigs in a barrel. I love my father and my mother. They are very kind. I hope my father and my mother are well.

I am your affectionate son,

F. H. C.

Lost hearing at two years. In school eight months.

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HARTFORD, May 8th, 1868.

MY DEAR FATHER AND MOTHER :—I live in the Asylum. There are some trees near the Asylum. It is pleasant now. The grass is green. The flowers are growing. I like flowers. They are very pretty. In school we write slates. In the morning I wash my face and comb my hair. I work in the shop. I sew shoes. A deaf and dumb girl finds a little pigeon. She carries the pigeon into the Asylum. Mrs. White gives some bread to the pigeon. Mr. Kennedy sees a rat. He calls his dog. The dog chases the rat and kills it. Mr. S. rides on a white horse. I love my father and my mother. I send my love to all.

I am your affectionate son,

F. P. B.

Lost hearing at three. In school eight months.

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A HUNTER.

A few years ago a wise man went to the city. He went into a store. He bought a gun and some powder and shot. He put the powder and shot into his pocket. He took his gun and put the gun on his shoulder. He went to a depot. He went into the cars. He went to A. in a steamboat. He went to a forest. He walked through the woods. He saw a bear on a large tree. He put the powder and shot into the gun. He loaded the gun with a ramrod. He shot the bear. The bear fell to the ground. He was very glad that the bear fell to the ground. He went to the bear. He carried the bear to a river and threw it into the river. He went to the woods. He saw a deer sleeping. He put the powder and shot into the gun. He loaded the gun with the ramrod. He shot the deer. He went to the deer. He carried it to the steamboat. He put it on the steamboat. He went into the steamboat. He went to Boston in the steamboat. He took the deer out of the steamboat. He put the deer on a wagon. He rode in the wagon home. He took the deer out of the wagon. He carried it into a house. He showed the deer to my mother and brother and sister and father. My brother and sister and mother and father were very glad that the deer was dead. His wife cooked some venison. My brother and sister and father and mother liked to eat some venison. He gave the deer to my father. My father thanked the wise man. He was very glad that the wise man gave the deer to my father.

W. R.

Lost hearing at 2 years. In school 16 mos.

## STORIES OF MONKEYS.

Several years ago a man lived in South America. He made some baskets. One day he picked them and tied them together. He carried them to the city and sold them. He got money. He went into another store. He bought some hats and caps. He started for home. He walked through the woods. After walking one or two hours, he was very tired. He put the hats and caps on the ground under a cocoa-nut tree. He lay on the ground and fell asleep. While he was sleeping some monkeys saw the man sleeping. The monkeys climbed down the tree and went to him. The monkeys stole them and took them. The monkeys put them on and climbed up. When he awoke he looked for his hats and caps. Soon he saw the monkeys put them on. He was provoked. He shook his fist at the monkeys. The monkeys shook their fists at the man. He threw some stones to the monkeys and the monkeys threw cocoa-nuts to the man. He threw his hat. The monkeys threw the hats and caps on the ground. He picked them and tied them together. He carried them home and was very glad to get them.

---

Many years ago a clergyman lived in England. He had a monkey. One day he wrote a sermon to prepare for the next day. The monkey came to him. He told the monkey that it should not go to church. The monkey told him that it should go to church. The next day he put clean clothes on and his wife also put clean clothes on. He offered his arm to his wife and went to church. He told his wife to sit down. He went into the pulpit. By and by he was warm and rested for a few minutes. He prayed to God. Many people sang. He preached the sermon. The monkey came up and sat on the sounding-board over the pulpit. It heard him preaching the sermon. It saw him making his gestures. It imitated his gestures. The people saw the monkey on the sounding-board and laughed at it. He saw the people laughing and asked them why they laughed at him. One of the people told him that it preached like him. He told his servant to go up and catch it. So he went up and caught it and carried it home. At noon the people went away.

M. J. S.

Congenital. In school three years.

## A GENEROUS MAN.

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Many years ago, there were two students in a College in Athens. One student was named Septimius and he was a native of Rome. The other student was named Alcander and he was a native of Athens. Alcander was the most eloquent speaker. Septimius was a strong reasoner. Alcander saw a beautiful lady. Her name was Hypatia. He wished to marry her. He admired her. He wished to introduce Septimius to Hypatia.



They visited Septimius and came into the house. The next day Septimius was very sick with a fever and laid on a bed. Alcander and Hypatia wished to visit Septimius. But the doctors told them that they should not go to see Septimius. Alcander understood that Septimius was jealous of Hypatia. Alcander gave Hypatia to Septimius to marry her. He was very glad to marry her and the fever left him. He was very well and married her. They went to Rome. Hypatia's friends were very angry with Alcander. They seized him, robbed him of his property. He became a slave. His master was very cruel to him. Alcander determined to run away. He ran away and went into caves and slept all day. At last he came to Rome. Septimius sat in a chair at court. Alcander walked among many people. Septimius did not know Alcander. In the night he took an urn and went into the cave. He fell into a sound sleep.

Two robbers came near Alcander and quarrelled about some plunder. One robber killed the other. He lay bleeding on the ground. The other robber ran away. Many people saw the dead man near Alcander. They seized Alcander and brought him into the court. They showed him to Septimius. He found that Alcander was guilty. Septimius was going to sentence him, when Septimius knew Alcander and kissed him. Many people were surprised to see him. He went home with Alcander. The other robber was found and sentenced.

R. A. S.

Lost hearing at two. In school four years.

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#### AUTOBIOGRAPHY.

My name is Gertie Robin. Early this spring I built a new nest in the branches of a tall ever-green tree, and I began to live in it, in the state of Vermont. I am very glad to live in my new nest in safety. I always make a nest in the country every spring, because it is pleasanter in the country than in the city. I would be afraid of many bad boys in the city. I am sorry that I begin to be old, and am tired of flying around the trees all day. I often fly to my nest and sit in it and rest and sing sweetly. I am proud that I sing sweetly. When I am hungry, I fly and get some worms and eat them and then I sit in my nest again. Last summer I had four little eggs in my nest and I sat on them a long time. In a few weeks they hatched and I had four little birds. Then I flew away to get some worms for them, and I fed them to my young ones. In the evening I put my young ones in my nest and they slept under my wings and they were warm enough because I have many feathers on my body. In a few weeks I taught them how to fly and then they flew away, and I missed them very much. How foolish I was to teach them to fly. But I lived with them again in South Carolina, which is a warm country. We all went there last Fall. They do not live near me now. I told them that I must make a new nest here this spring. Perhaps I shall have four more eggs by and by.



I shall be glad to have some new young ones. But I almost died yesterday. I happened to sit on the fence in the garden. How careless I was! A wild grey cat came near me and caught me, but I pecked his head with my sharp bill and he was afraid and I flew away. By and by I shall fly away to South Carolina again and I shall see my friends. They will be very glad to see me. I shall ask them "Do you wish me to tell you about the North?" They will say "Yes." Then I shall tell them about the grey cat. I shall be very happy to see them again. I am very proud because I have two black and beautiful eyes. I am proud because you admire me. Will you please to give me some crumbs of bread, and I will sing to you.

G. A. E.

Congenital. In school three years.

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#### DREAMS.

Our dreams are not sure and they do not tell us truly—But they are sometimes funny. Our Heavenly Father, who is very wise and good, makes us dream. It is very wonderful. I suppose our souls go out of our bodies and work and travel, as we do, while we are lying on our beds at night. We do not know what our dreams will be, and we cannot stop the dreams because God makes us dream steadily. Our dreams tell us many lies and many funny stories in the night. I will tell you some of my dreams. About a month ago I dreamed that it snowed very much, so that it was very deep, and I took my books in a little leather bag, and put on a pair of my Father's boots and bade my family good-bye and said to them that I was going to school on the top of the snow. While I was walking, I saw a large bear following me. I tried to walk very fast, but I fell many times for I dreamed that the road was perpendicular, so that the bear caught me and bit my body. I screamed very loudly, and my Father heard me and shot the bear. By and by I awaked and my dream was awful. I would like to dream my own dreams.

About a year ago I dreamed that many letters were in my bureau, and I was very glad to get them but I awaked and found that my handkerchief was in my hand, it seemed to be a letter. I was disappointed. Last night I dreamed that I was walking along the bridge near my home and met my friends. They were all surprised for I told them that Mr. S. had expelled me, but I awaked and I was here in my bed. I was very glad. If Mr. S. should expel me truly, I should be very much ashamed.

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#### MY WISH.

If I could have my wish, I would be a book. I would be a very large book:—larger than these books. I would not be printed, but I would be created, and would put language on it myself. I would never be worn out.

If any person did not take care of me, and keep me clean, I would not allow him to read me. I would run to the good people and let them read me always. I would be one of the wise books, and would cause the people to admire me for my language which would be very simple and good. I would be very useful, and would not want to have any person dislike to read me. I would walk to people and speak my language, so that they could hear me. I would shut myself when they had done reading me. I would have one trillion of pages so that the people would never finish reading me. I would not want to be on a shelf, but I would be on a table. If any person forgot me, I would follow him, and walk with him, for I would not want to be put in a trunk. I would never want to eat nor drink, but I would breathe and walk with people. I would want to have people believe me, that I always tell them truly about everything which happens in ancient or modern times. I would wish to live one thousand years. I would want to go to heaven. I would not want to have any fable-books go to heaven. I would let the Bible go to heaven, because it always tells the people truly about important things. Before I died, I would go up and down, and would tell every person that this was the last time to read me. I would let good persons go with me to heaven and read me in heaven.

P. S.

Congenital. In School five years.

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A WEDDING.

One day a bird whose name was Jenny Wren, stood on a tree. A bird whose name was Cock Robin, came to her. He said to her "Please may I marry you?" She said "Yes." Robin flew away and bought a yellow dress for Wren. He came to Wren's house and knocked at the door. She went to the door and opened it. She led him to the parlor and he sat by the window and told her that he had brought a yellow dress to her. She blushed behind her fan. He went away and met Lark and Sparrow and said to them "please come to see me this afternoon for I shall be married." They told many birds. Rook, who was a preacher walked with Jenny Wren. Many birds came to their wedding party. Rook said to Robin "Will you marry Wren?" Jenny Wren sung very sweetly. Robin married her and they were happy. They went to their house. Some birds were on the tree and sung to honor Robin and Wren. Robin and Wren ate cherry pies which were very sweet. After supper, they walked in the woods. Sparrow was jealous of them. He had his arrows and bows and shot Robin so that he died. Jenny Wren wept for him. She pulled the arrow from his heart. When the birds heard that Robin was dead, they mourned. They carried him to his house and put him in a beautiful coffin and had a funeral. Then they caught Sparrow and hanged him. Poor Widow Jenny Wren.

E. H.

Lost hearing at two and a half years. In school five years.

## MY WISH.

If I could have my wish, I would be a noble oak tree. Yes! Such as shelters the weary traveller from the mid-day sun. Such as the weary cattle find rest under, and such a tree as is honored above all trees. I would, on first coming into the world, be a small shoot, not one-third as thick as my little finger, then I would grow on year by year until I became in general sense a tree, but only a quarter the size I intended to be. I should not be much thought of until I had lived about one generation, then I should begin to be honored. The oldest inhabitants, would tell their children and grand-children of my life, of my nobleness, and how often they had played under me in their youth, and fastened their swings to my thick branches. Now they being too old to enjoy such things, should still love to sit under me, and watch the young children play. Yes! I should often bring tears to their eyes, when I reminded them of their happy youth. I would in summer clothe my branches with the thickest and greenest of foliage, and in winter give my greatest strength to my limbs, to help them bear the stormy winds and heavy snow and ice. I should learn to bear the cold winds and storms which would beat against me. I would learn to bear them all as a young man his temptations, a christian his difficulties. I would show myself so proud and noble that every one would say "Noble oak! honored above all."—Yes! I would do all this and more; I would show still greater ambition. I would spread forth my branches to the North, to the South, to the East and to the West. I would outgrow all the other trees in height, thickness and strength. I would grow on until no body knew how old I was. I would be the grand old oak which could bear a hurricane. I would be so great and fine that all who knew my age and nobleness would say—"woodman! spare that tree." I would be the noble oak under which many had told their tales of love, and confessed their broken vows. Under which merry children had played and the aged had rested their limbs weary with cares. The tree which birds could build their nests in with out fear. The largest birds should rest upon me and build their nests in my branches. I would spread my root out in the earth a great distance. I would tell all the other trees, who had not lived half my age of the past generations, of their frivolous fashions, their modes of living and of their goodness and wickedness. I would teach them all to be good and noble, and to shun all evil. None should want for shelter from the raging blast or the scorching heat while I lived. I would do wonders if I was an oak tree—such wonders as an oak has never been known to do before and never will do hereafter.

C. D.

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 ASTRONOMY.

No one can look at the heavenly bodies through a powerful telescope, without experiencing feelings of mingled wonder and awe. To the naked



eye, the stars appear to be but mere specks dotted here and there in the blue canopy far above us. Considering the immense distance of the stars from the earth, it seems almost incredible that they can shine with such brilliancy. But the stars are not in reality the insignificant objects that they appear to be. When viewed through telescopes they are seen to be very large bodies.

The planet Jupiter is said to be a thousand times larger than the earth, and consequently is of great size. The earth itself is but a mere atom in comparison with the enormous size of the sun. It has been proved to be a million times smaller. A pinhead placed by the side of a large ball, would be a good illustration of the different sizes of the sun and earth.

With the aid of large refracting telescopes and other powerful instruments the stars and heavenly bodies have been examined and studied. The results of these observations are truly wonderful, instead of the few thousand stars visible to the naked eye many millions can be discerned. The faint misty specks resembling fog seen among the constellations are discovered to be composed of innumerable stars, very small in appearance and close together. The numerous stars called "Double Stars" which are so near to each other that to the naked eye they seem as one star are seen by the telescope to be separated by immense distances.

By close inspection spots have been discovered on the surface of the sun much larger than the earth. The light and heat which appear to us to come directly from the sun do in fact proceed from self-luminous clouds far above its body. These clouds bestow upon the earth more heat in summer than in winter. This arises from the fact that the North pole of the earth is turned towards the sun in the summer months and is turned away from it in winter. Consequently this not only allows us longer days but gives us more heat in summer than in winter. The sun which is really a star, appears to move in a vast circle around the earth. But the earth in reality turns about on an axis and completes a rotation in a day and night. The sun is attended on its course by a system of planets. The planets are movable stars which revolve around the sun, but the fixed stars are supposed to be suns which bestow upon other planetary systems the genial influences of their light and heat.

Some of the planets shine with great splendor and brilliancy. There are eight planets of which Venus and Jupiter are the brightest and most beautiful. These two planets are the most conspicuous of the whole planetary system. The planet Saturn shines with a dull pale light, and is of a dull red color. Around Saturn and wholly detached from the body of the planet, is a vast luminous ring, many thousands of miles in diameter. When we consider the enormous size of Jupiter we are filled with great wonder. It is difficult and perhaps absolutely impossible to realize the fact of one of the stars being larger or even as large as the earth. Venus which is the most beautiful planet in the whole heavens, is a little smaller than the earth and can easily be discerned with the naked eye.



Upon the surface of the planet Mars, large bodies of water and continents have been discovered. The bright beautiful moon, by whose generous light we are enabled to distinguish objects by night, though appearing no larger than a ball, is of great size and has been discovered to contain numerous mountains, by which its surface is much diversified.

The light and heat which the sun and other heavenly bodies bestow upon the earth, furnishes a striking illustration of the goodness and benevolence of our blessed Creator.

W. L. H.

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IS IT RIGHT TO MARRY FOR MONEY ?

[*Scene I.—A young lady's boudoir in a handsome mansion.—Afternoon.—Lily seated in a deep bay window, embroidering.—Enters her intimate friend Mabel, in a high state of excitement.*]

*Mabel.* Oh Lily! I have the greatest little piece of news to tell you. The beautiful Miss M. is going to be married to that horrid Mr. T. and nearly all the fashionable world is at the height of excitement, and only think, there is a whisper that it is all for money!

*Lily.* Mabel! for money! did you say it is all for money? Well, it is very foolish to marry for money. Isn't it so, ma chere?

*M.* Ah! my dear, I am sorry to say I must differ with you in this. I am in favor of marrying for money, provided the man is old and of a weak constitution, and not likely to survive long!

*L.* Why, Mabel, for shame! How heartless you have grown—you who used to have such romantic notions when at school. What has caused such a change in you, darling?

*M.* My dear girl, I have learned that such a thing as love, is well enough for a brief time, but when you come to real life, you will find that it is a different thing. How absurd it is to think of such a thing as love in a cottage, without the means to procure the common conveniences of life. Such billing and cooing will do well enough for the sentimental,

“But give me a sly flirtation,  
By the light of a chandelier,  
With music to play in the pauses,  
And nobody very near.”

*L.* Indeed you are greatly mistaken about love. You talk as if you never felt the pangs of true love. But if you knew what love was, you could not help echoing my words: “How sweet it is to love and to be loved.”

[*Enter a servant bearing a silver tray with a perfumed note for Lily.*]

*M.* (Eagerly) is it from Miss M.?

*L.* (Reading.) Oui, ma aime.

*M.* What does she say?

*L.* She asks the favor of my company at her wedding.

*M.* Shall you not go, my darling?

*L.* No, dear, I must decline it, as I do not want to see her take upon herself the burden of future misery, as I know this marriage will produce.

*M.* Well, then, my dear, I must go without you. You have such queer ideas about marriage. Good evening.

[Exit Mabel.]

*Scene II.—same room—five months after the wedding.*

*L.* Now, Ma chere, hear what I am going to say. Well, I heard a rumor that Mrs. T. is very unhappy and miserable because of her husband, who is getting cross and unlovable as he is getting older every day, though he will probably live many years, for he has such a strong constitution. What is your opinion of marrying for money now? [with a sneer.]

*M.* I am really sorry if it is true, but notwithstanding it has not yet weakened my faith in money. Mrs. T. who was present at the late grand ball at Music Hall, looked as happy as any one in the room! besides she was covered with jewels the gifts of her devoted lord. I am sure I did not see the least traces of grief or misery upon her face. I think the rumor must have been false.

*L.* But if you could see behind the curtain, you would think differently. I suppose "to keep up appearances" is her motto. I do really pity her, but she knew better when she sold herself for money.

*Scene III.—five months later—Mabel and Lily driving down Fifth avenue.*

*L.* Now, Mabel, did you see Mrs T. just now, in her splendid mansion, flattening her nose against the window of the drawing room, with such a despairing look—such a wild longing in her eye, that I know she has not lived a happy life, in spite of wealth which could buy anything she wished. The riches which she thought would buy happiness, are like the apples of Sodom. Mabel, what do you think of marrying for money?

*M.* My dearest girl, I must confess that I have made a fatal mistake in thinking that money without love can give happiness. According to Mrs. T.'s confession which she made to me a few days ago, she says money, without love, is the source of the greatest unhappiness. She says that she would rather be the wife of a poor man whom she loved, than the rich man's darling whom she hates. Therefore I hope we shall never be so foolish as to marry for money.

Lily, E. D. C.

Mabel, M. A. McK.

## TERMS OF ADMISSION.

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I. The Asylum will provide for each pupil, board, lodging and washing, the continual superintendence of health, conduct, manners and morals, fuel, lights, stationery and other incidental expenses of the school-room; for which, including TUITION, there will be an annual charge of one hundred and seventy-five dollars.

II. In case of sickness, the necessary extra charges will be made.

III. No deduction from the above charge will be made on account of vacation or absence, except in case of sickness.

IV. Payments are always to be made six months in advance, for the punctual fulfillment of which, a satisfactory bond will be required.

V. Each person applying for admission, must be between the ages of EIGHT and TWENTY-FIVE years; must be of a good natural intellect; capable of forming and joining letters with a pen, legibly and correctly; free from any immoralities of conduct, and from any contagious disease.

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Applications for the benefit of the legislative appropriations in the States of Maine, New Hampshire and Massachusetts, should be made to the Secretaries of those States respectively, stating the name and age of the proposed beneficiary, and the circumstances of his parent or guardian. Applications as above should be made in Vermont, Rhode Island and Connecticut, respectively, to his Excellency, the Governor of the State. In all cases, a certificate from two or more of the selectmen, magistrates, or other respectable inhabitants of the township or place to which the applicant belongs, should accompany the application.

Those applying for the admission of *paying pupils*, may address their letters to the Principal of the Asylum; and on all letters from him respecting the pupils, postage will be charged.

The time for admitting pupils is the *second Wednesday of September*, and at no other time in the year. Punctuality in this respect is very important, as it cannot be expected that the progress of a whole class should be retarded on account of a pupil who joins it after its formation. Such a pupil must suffer the inconvenience and the loss.



It is earnestly recommended to the friends of the deaf and dumb, to have them taught to write a fair and legible hand before they come to the Asylum. This can be easily done, and it prepares them to make greater and more rapid improvement.

When a pupil is sent to the Asylum, unless accompanied by a parent or some friend who can give the necessary information concerning him, he should bring a written statement embracing specifically the following particulars:

1. The name, in full.
2. Post office address, and correspondent.
3. Day, month and year of birth.
4. Cause of deafness.
5. Names of the parents.
6. Names of the children in the order of their age.
7. Were the parents related before marriage? If so, how?
8. Has the pupil deaf-mute relatives? If so, what?

The pupil should be *well-clothed*; that is, he should have both summer and winter clothing enough to last one year, and be furnished with a list of the various articles, each of which should be marked. A small sum of money should also be deposited with the Steward of the Asylum, for the personal expenses of the pupil not otherwise provided for.

Careful attention to these suggestions is quite important.

There is but one vacation in the year. It begins on the last Wednesday of June, and closes on the second Wednesday of September. It is expected that the pupils will spend the vacation at home. This arrangement is as desirable for the benefit of the pupils, who need the recreation and change of scene, as for the convenience of the Institution, thus affording opportunity for the necessary painting, cleansing, &c. The present facilities for travel, enable most of the pupils to reach home on the evening of the day they leave Hartford. Every pupil is expected to return punctually at the opening of school, on the second Wednesday of September.

On the day of the commencement of the *Vacation*, an officer of the Asylum will accompany such pupils as are to travel upon the railroads between Hartford and Boston, taking care of them and their Baggage, on condition that their friends will make timely provision for their expenses on the way, and engage to meet and receive them immediately on the arrival of the *early* train at various points on the route previously agreed on, and at the station of the Boston and Worcester Railroad, in Boston. A similar arrangement is made on the Connecticut River Railroads, as far as to White River Junction. No person will be sent from the Asylum to accompany the pupils on their return, but if their fare is paid, and their trunks checked to Hartford, it will be safe to send them in charge of the Conductor.