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**COLUMBIA INSTITUTION FOR DEAF AND DUMB.**

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FOURTEENTH ANNUAL REPORT  
OF THE  
COLUMBIA INSTITUTION FOR THE DEAF AND DUMB.

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OFFICERS OF THE INSTITUTION FOR DEAF AND DUMB.

OFFICERS OF THE INSTITUTION.

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*Secretary.*—WILLIAM STICKNEY, Esq.  
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*Professor of Mental Science and English Philology.*—SAMUEL PORTER, M. A.  
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*Professor of History and Ancient Languages.*—EDWARD A. FAY, M. A.  
*Professor of Mathematics.*—JAMES M. SPENCER, B. A.

*Professor of Modern Languages.†*—  
*Professor of Articulation.*—REV. JOHN W. CHICKERING, JR., M. A.  
*Tutor.*—J. BURTON HOTCHKISS, B. A.  
*Lecturer on Natural History.*—REV. WILLIAM W. TURNER, M. A.  
*Lecturer on Astronomy.*—HON. JAMES W. PATTERSON, LL. D.  
*Instructor in Art.*—PETER BAUMGRAS.

FACULTY OF THE PRIMARY DEPARTMENT.

*President.*—EDWARD M. GALLAUDET, Ph. D., LL. D.  
*Instructors.*—JAMES DENISON, M. A., Principal; MELVILLE BALLARD, B. S.; MARY T. G. GORDON.

*Instructor of Articulation.*—REV. JOHN W. CHICKERING, JR., M. A.  
*Instructor in Art.*—PETER BAUMGRAS.

DOMESTIC DEPARTMENT.

*Attending Physician.*—N. S. LINCOLN, M. D.  
*Matron.*—MISS ANNA A. PRATT.

*Assistant Matron.*—MRS. ELIZABETH L. DENISON.  
*Master of Shop.*—ALMON BRYANT.

\*The duties of this professorship are for the present discharged by the professor of mathematics.

†The duties of this professorship are for the present discharged by the professor of history and ancient languages.

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INSTRUCTION OF THE DEAF AND DUMB,  
*Washington, October 30, 1871.*

SIR: In compliance with the acts of Congress making provision for the support of this institution, we have the honor to report its progress during the year ending June 30, 1871.

NUMBER OF PUPILS.

The pupils remaining in the institution on the first day of July, 1870, numbered .....	76
Admitted during the year.....	24
Since admitted.....	19
Total .....	119

Under instruction since July 1, 1870, males, 101; females, 18. Of these 64 have been in the collegiate department, representing twenty-three States and the District of Columbia, and 55 in the primary department. Eight have left the college during the year, and seven have left the primary department, one having been removed by death. A list of the names and residences of pupils will be found appended to this report.

HEALTH OF THE INSTITUTION.

Another year of almost unbroken exemption from disease has been vouchsafed to us. One case of sickness, however, terminated fatally, after a duration of but ten days, taking from our number Miss Virginia A. Patterson, the daughter of a soldier in the United States regular Army. Her disease was pneumonia, and the sad reflections which are always suggested by the death of the young were made doubly painful in her case by the fact that for several years she had not been inquired for by parent, relative, or friend from outside the institution. Her mind had been sufficiently developed to enable her to appreciate and grasp the comforting truths of religion, and she met death with calmness.

DEATH OF DAVID A. HALL, ESQ.

The management of the institution has been called on to suffer in the death of another of its directors.

On the 24th of December, 1870, David A. Hall, esq., one of the founders of the institution, and a member of its first board, rested from his earthly labors.

Near the close of life, the pressure of advancing age had impaired the powers of his once vigorous and brilliant mind; but for a period of ten years he rendered valuable services to the institution. At a meeting of the board, held March 27, 1871, the following resolutions were adopted as expressive of the sentiments of his fellow-directors:

Whereas it has pleased Almighty God to remove from earth our late associate in this board, David A. Hall, esq., after a long life of usefulness: Therefore,

*Resolved*, That we, the surviving members of this board, do sincerely mourn the loss of our friend and fellow-director; and we desire hereby to record our appreciation of his most valuable services in the organization of the institution, and during those early days when its friends were few and its means small.

*Resolved*, That by his punctual attendance on the meetings of the board, even when age and growing infirmities rendered it difficult for him to be present, Mr. Hall has left a record of faithful discharge of duty worthy of the highest commendation.

*Resolved*, That these resolutions be inserted in the next annual report.

#### CHANGES OF OFFICERS.

In December, 1870, Mr. William L. Gallaudet, who had for nearly three years occupied the position of family supervisor, tendered his resignation, and retired from his office at the end of that month.

Mr. Gallaudet's health had been unfavorably affected by the pressure of his duties, and he felt himself unable to continue with us longer, save at the risk of his life. His uniform kindness to those who came under his control had gained him many friends here, and his resignation occasioned much regret.

A portion of the duties of the vacant office have been temporarily devolved upon Mr. Melville Ballard, of our corps of instructors, no permanent appointment having yet been made.

#### THE PRIMARY DEPARTMENT.

The progress of the pupils in this department has been satisfactory. The course of instruction has not differed in any essential particular from that pursued in previous years. A new element of discipline has been introduced, viz., a book of honor, in which are recorded from time to time the names of such as have "preserved for an entire month an unbroken record of faithful performance of duty, whether in school, at work, or in their general deportment." The incentive thus offered of having a permanent record made of each pupil's well-doing has raised the standard of behavior and scholarship during the year in a marked degree.

The increasing cares and duties devolved upon the president, by the growth of the collegiate department, made it desirable that he should be relieved to some extent of the management of the primary department. To this end Mr. James Denison, the senior instructor in this department, who has rendered thirteen years of valuable service to the institution, was appointed principal, to him being committed the duty of arranging the classes and directing the course of study to be pursued.

#### THE COLLEGE.

The progress of this department of the institution has been most gratifying. The students, with but few exceptions, have shown a high appreciation of their unusual privileges, in an advanced standard of scholarship and deportment. The number receiving the benefits of the college has been greater than ever before, every section of the country being now represented except the Pacific coast.

## ILLUSTRATIVE APPARATUS.

A little more than six years ago, Edward Owen, esq., of Washington, presented to the institution a note of the Foundry Methodist Episcopal Church, for \$500. This note has recently been paid, with interest, amounting in all to the sum of \$642. This money has been set apart for the purchase of chemical and philosophical apparatus, the articles purchased to bear the name of the donor, and so perpetuate in the institution the memory of his generosity.

## ASSISTANCE OF POOR STUDENTS.

The liberality of Congress and the benevolence of individuals has enabled the board thus far to render all needed assistance to deaf-mutes who, while they possessed the qualifications fitting them for higher education, lacked the means necessary to meet the expenses thereof.

In March, 1867, Congress provided for the free admission of ten youth into the collegiate department from the States and Territories. In July, 1868, this number was increased to twenty-five, and private subscriptions had furnished the means for the support of some twelve more. This action of Congress was taken by the board as an indication of a purpose on the part of the Government to extend the advantages of the college to the deaf and dumb of all the States. In this expectation, thus excited, they were, however, disappointed by the repeal, in July, 1870, of the provisions of 1867 and 1868; and had there not remained in their hands a considerable balance of funds derived from sources other than the Treasury of the United States, which could be applied to the support of poor students, a very serious embarrassment would have been encountered. This resource will soon be exhausted, and the directors are compelled to ask the attention of Congress to the subject, in the hope that some further legislation may be had which may enable them to hold the doors of the college still open to worthy deaf-mutes from every State.

And by way of explanation, lest misconception should arise as to the number to be thus provided for, it should be here remarked that *the ordinary education of the mass of deaf-mutes in the several States and Territories is amply provided for by local appropriations out of moneys raised by local taxation.* In the year 1870 there were 3,732 pupils under instruction in thirty-four local institutions, supported by State or private beneficence. These children represent a total population of deaf-mutes of all ages in the United States of about 20,000.

We have reason to suppose that, of pupils in the local institutions, not more than one in twenty are proper subjects for collegiate instruction, while a still smaller proportion would be likely to seek to avail themselves of provisions for such a course of study. And when it is borne in mind that admission to the college necessitates a previous graduation from some one of the local institutions, it will be easily understood that its walls cannot be overrun by large numbers for many years to come.

From the best data that can be gathered, the board are of opinion that the number of deaf-mutes in the United States, properly qualified to sustain a college course of study, cannot exceed two hundred at any one time during the next twenty years. They are also of the opinion that the number now in the college, viz., fifty, may be expected to rise to one hundred within the next five years.

They would respectfully urge upon Congress the importance of perfecting the work so nobly begun by extending the advantages of the college to deaf-mutes from the whole country, in a manner that shall do no injustice to any State or section.

And if there be any who object that the collegiate instruction of the deaf and dumb is a work not properly to be devolved upon the Federal Government, it may be replied that Congress has hitherto, by its vast appropriations of public lands for the endowment of agricultural and other colleges, undertaken to accord aid for all time to speaking and hearing youth in the pursuit of higher education; and that from these sources of help so freely given to their more favored brethren, the children of silence are of necessity forever shut out.

#### COMPLETION OF THE MAIN CENTRAL BUILDING.

This building, spoken of in our last report as nearly completed, was finished and fully occupied in January last. The additions to the comfort of the students and pupils afforded by this beautiful gift of the Government are very great.

The edifice faces nearly south, and is so located as to connect the primary department building on the east with the college building on the west. It consists of a main building and two wings. It is 216 feet long, by a width through the main building of 76 feet. The building is faced on all sides with Connecticut brown-stone, interspersed with courses of white Ohio sandstone, and covered with roofs of red and blue slate, laid in patterns and courses.

The main entrance is under a recessed porch, formed by three pointed arches of alternate brown and white sandstone blocks, supported by double sets of dwarf columns of highly polished Scotch granite, with brown-stone bases and carved white sandstone capitals. This porch is paved with white and black marble tiles, and surmounted by an angular pediment containing a carved half-relief figure of the American eagle, with the stars and stripes on the shield over its breast.

From this porch one enters through a small vestibule at either end into the main hall, or chapel, a room 56 feet square and 38 feet high, with a paneled ceiling of light and dark colored wood, with massive brackets, cornice and panel moldings, the walls being frescoed in delicate tints in plain panels. The walls, to about 8 feet from the floor, are protected by a paneled wainscot, painted in strong party colors, with the pulpit, platform and front, and folding-doors to match. The room is lighted by ten large stained-glass windows.

Adjoining on the east, and separated from the chapel by eight sliding doors 15 feet high and 27 feet wide, is the lecture-room. Over the sliding doors is a solid white sandstone arch of 27 feet span, springing from light stone columns with carved capitals. The lecture-room is about 30 by 40 feet in size, with a raised floor; the finish of the ceiling, wainscoting and wall-painting is similar to the chapel.

The remainder of the east wing on this floor is occupied by a large dining-hall, or refectory, for the pupils of the primary department, with its corridors and stairs; and with kitchens, bakery, and store-rooms in the basement below, and large dormitories in the attic above.

The west wing contains a large dining-hall for the students of the college, with its pantries and store-rooms. In the hall of this wing a stairway affords access to the tower. In the basement under this wing is an extensive laundry, steam-drying rooms, and store-rooms, while the basement under the chapel contains the fuel and boiler-rooms, from which the building is supplied with low-pressure steam heat. The wide hall connecting the two wings through the basement has a railway track and small hand-car, to transport the victuals and dishes from the kitchen to the dumb-waiter, for the student's refectory. The building is supplied with gas by pipes from the city.

The designs were made by Messrs. Vaux, Withers & Co., architects, of New York, and were executed under the superintendence of Mr. E. S. Friedrich, of Washington. The general contractor and builder was Mr. James G. Naylor. The cut-stone work was done by M. G. Emery & Bro.; the brick-work by Mr. Wm. J. McCollom; the plumbing and gas-fitting by A. R. Shepherd & Bros.; the slating by Clark & Montgomery; the plastering by Webster Bros.; the painting by Thomas A. Brown; the fresco wall-painting by E. Carstens, and the stained windows by W. Vaughn, all mechanics of Washington.

DEDICATION OF THE MAIN CENTRAL BUILDING.

On Sunday afternoon, the 29th of January, dedicatory exercises were held in the hall of the new building, the President of the United States occupying the chair, in his office as patron of the institution.

Hon. James W. Patterson, Senator from New Hampshire, and a member of our board by appointment of the Vice-President of the United States, delivered the following introductory address:

SENATOR PATTERSON'S REMARKS.

It devolves upon me, as chairman of the committee of arrangements, to open these proceedings, and I give you all a most cordial welcome in the name of the members of the two Houses of Congress, by whose charity, or rather statesmanship—I may say Christian statesmanship—this building has been founded. When our Saviour was on the earth we are told that on the Sabbath day he went about doing good—healing the sick, opening the deaf ears, unsealing the blind eyes, and giving voice to the dumb. These and kindred institutions are simply the blossoming into fruits of the principles which our Saviour practiced when on earth. There is a singular and a beautiful propriety, therefore, in our being here on this Sabbath day to dedicate this beautiful building to the great work of charity for which it is designed. And it seems to me that nothing can better illustrate the character of our civilization than an institution like this. Now, if we look at the past, if we look to the ruins of ancient civilization which have come down to us, we see temples dedicated to pleasure and to the gods which the imagination of the ages conceived. But the stranger who shall come here in the future to look upon the relics of the past will find not only beautiful buildings, but factories where the poor earn their daily bread, hospitals where the sick are cared for—the ruins of institutions like this, where the deaf and dumb are taught and where the blind have their eyes opened. In all our States we find some of the unfortunates who are educated in this institution, but not enough to justify the establishing a college in any particular State; yet we find enough scattered all through the country to justify the establishment of such an institution at the capital of the nation. And the fact that they exist, that they are the unfortunate children of the republic, makes it a Christian duty incumbent upon us to give them some place where their intellects may be developed, and where they may be brought into practical relations with the great facts of life. The experience of this college, whose whole history is found within the six or eight years I have been in Congress, I think, demonstrates to us the utility of such an institution, as well as our duties as legislators and as a people. Those who have graduated from this institution are now employed in various useful ways—in our departments here; as correspondents for newspapers. Some of them, I understand, are becoming editors of newspapers, and those give their cultured thought and the knowledge they have acquired to the world. And if retirement from the battle of the world, if abstraction from cares, gives concentration of thought and a deeper and purer flow of sentiment, then these deaf people, whose ears God has stopped, may, with these opportunities, become better fitted, possibly, even than others for the education of the human race. They may give us even a deeper phase of abstract thought than those whose minds are distracted with the cares of life.

With these words of introduction, I hand over the further conduct of these exercises to the direction of the president of the institution.

Miss Caroline Mades, a pupil of the institution, then recited the Lord's Prayer in signs. Mr. William L. Hill, a student of the college of the class of '72, recited, orally, the thirty-fifth chapter of Isaiah; after which President Gallaudet delivered the following address:

## ADDRESS OF PRESIDENT GALLAUDET.

MR. PRESIDENT, LADIES, AND GENTLEMEN: A gift of the Government of the United States to its children of silence is now to be dedicated to the work of their education.

In a series of acts, covering a period of thirteen years, Congress has provided, first, for the instruction of the deaf and dumb of the District of Columbia, then for the teaching of those who have fathers in the military or naval service of the country; and, finally, for the collegiate training of the more intellectual deaf-mutes from the States and Territories. The point of beginning in the work of the institution is with minds not only ignorant of the simplest forms of knowledge to be gained from books, but lacking at the same time the power of receiving any impressions whatever through the ordinary channel of communication between man and man. The conclusion of its course finds the graduates grounded in the English, Latin, French, and German languages; in the higher mathematics; in the natural sciences; in mental and moral philosophy, and in political economy.

That deaf-mutes were capable of receiving an education in the lower ranges of study has been fully proved before Congress did aught in this work of benevolence. But it remained for the Government of the American republic to demonstrate that this once neglected and degraded class may rise to the rank of scholars, and strive successfully in the arenas of literature, science, and art.

It would not be difficult to show that the simple proof of this proposition, were the work of our institution to end at this point, is a sufficient equivalent for the outlay involved. The returns, however, which the Government has actually realized from its bounty bestowed through the medium of this institution may be estimated, and the work opening in the immediate future can be made to appear. It would, therefore, seem proper that on this occasion a statement should be made of the amounts which have been set apart from the Treasury of the United States for the benefit of the deaf and dumb, to what uses the funds so appropriated have been devoted, what advantages, if any, have accrued from these expenditures, and what may be looked for hereafter in justification of the liberal action of Congress in this direction. There has been appropriated from the public Treasury since the formation of the institution in 1857 the amount of \$53,352 34. About three-fifths of this sum, or, in exact figures, \$345,767 87, have been expended in the purchase and improvement of grounds and the erection and fitting up of buildings of a substantial character; these constituting permanent investments for the benefit of those who may claim admission to the institution through all coming time.

The remaining \$237,584 51 have been disbursed for the support of the institution—covering the salaries of its officers, professors, and instructors, and the wages of all regular employes; including also provisions, fuel, lights, the clothing of indigent pupils, medical attendance, medicine for the sick, and a large amount of household furniture, besides books and apparatus, and repairs of buildings.

In short, the sum last named expresses the entire outlay of the Government for the current expenses of the institution during a period of fourteen years. Within this time there have been under instruction two hundred and twenty-three pupils and students. Of these, 109 have been absolute beneficiaries of the United States, while for the support of the remainder, 114, more or less assistance has been rendered by their friends or by the States from which they have come. One hundred and fifty-two pupils have been taught in our primary department; these, in almost every instance, coming to us in a condition of mental and moral midnight, the contemplation of which cannot fail to stir the sympathy of every soul not utterly given over to selfishness. And from the darkened minds of these eight-score children has been lifted a cloud heavier than that of heathen ignorance. They have been led "out of the shadow into the sun."

From a condition of dependence and vacancy, wherein might come to them but a feeble understanding of the relations and duties of the high life that now is, and whatever of the glories and joys of that which is to come, they have been raised to a state of self-reliance and action; their minds have been garnished with knowledge; their hands have been taught to labor for their daily bread, and their hearts have been cheered with hopes of immortality. In the advanced department opened in 1864, and designated as the National Deaf-Mute College, seventy-one students have received instruction. They have come to us from every quarter of the land, recommended as youths of special promise, possessing mental qualities which fitted them for labor of a higher order than that which requires only the skillful hand. Nineteen of them, prevented from various causes from pursuing our course of study to its completion, have left us, after having enjoyed the advantages of the college for periods ranging from six months to three years, and are, so far as we have heard from them, sustaining themselves well in the business of life. Three young men of promise have been taken from our midst by death. Nine have graduated with such academic honors as their advancement justified, leaving forty still connected with the college. It may, perhaps, be a sufficient answer to such as ask doubtfully, "Of what use can the graduates of a deaf mute college be in the community?" to state that our nine alumni were called, some of them



before, and others immediately after, their graduation, to positions of responsibility which they could never have hoped to fill but for their college training.

Six have become teachers in various institutions for the deaf and dumb in this country and in Canada. One of these has been made the instructor of a high class, an honor never before accorded to a deaf-mute. Another graduate occupies the position of tutor in our own college, and another is an assistant examiner in the Patent-Office. The amount of compensation which these young men receive in the aggregate is \$9,000, or an average of nearly \$1,100 each, per annum. The exhibition of these facts, though constituting a practical answer to the question just raised, does not give a full response to it. We have good reason to expect that our graduates will be able to render valuable service to society, not only as teachers and clerks, but as chemists, civil engineers, draughtsmen, architects, astronomical observers, translators of foreign publications, editors, authors, librarians, lawyers, and in many other capacities which do not now suggest themselves, but which the perseverance and ingenuity of the deaf-mutes will doubtless discover. The statistics of deaf mutism in our country lead us to expect that the number of students in our college will rise to 150 within the next decade. We may also look for an increase of our primary department to 100 within the same period, and these numbers are not likely thereafter to decrease.

The reflective mind of him whose memory is dear to deaf-mutes as the founder of this institution, and whose absence on this happy occasion is lamented by us all, suggested, but a short time before his death, what might be expected of our graduates, in the following expressive words:

"Silence and seclusion are conducive to study and meditation. In the silence of the night the astronomer can best study the heavens. In the silence of the desert and cave the hermit can best meditate on the vanities of life and the attributes of God. And is it unreasonable to hope that men whose atmosphere through life is silence, may, if allowed the benefit of a superior education, become prominent in all those branches of learning to the acquisition of which silence is conducive? Why may we not expect to find among them our most profound mathematicians and astronomers, our most clear thinkers and chaste writers, our most upright men and devoted Christians?"

We may then expect to send out, each year, as many as forty graduates from both departments of the institution. Did time allow, it would be easy to show that the actual gain to society, in the enhanced value of the services of these youth who are to be educated here, would far surpass the cost of sustaining the means of instruction this institution affords.

The work we are aiming to accomplish is an economical one. For every failure to develop dormant mental power, either in the individual or in the mass, is a loss to the State, absolute and irremediable; subtracting something, be it ever so little in the case of a single member of society, from the possible advance of the body politic in the grand march of civilization.

In the progress of this institution mental powers of a high order, in numbers not inconsiderable, have already been awakened from a sleep scarcely less heavy than that of death itself, to an activity the bounds and results of which no man can measure.

And the work here inaugurated by Congress has but just begun.

Until that day, the coming of which no man can predict, when "the desert shall rejoice and blossom as the rose;" "when the ears of the deaf shall be unstopped," and "the tongue of the dumb sing," it is reasonable to suppose that the college for deaf mutes will have a mission to fulfill.

And when the full measure of all the development of mind and heart which may be here effected shall have been told by Him to whom all secrets are revealed, and set over against the sum of labor and treasure here expended, who will doubt as to the result of the comparison?

As eternity is longer than time, and as mind is stronger than matter, as thought is swifter than the wind, as genius is more potent than gold, so will the results of well-directed labors toward the development of man's higher faculties ever outweigh a thousand-fold any estimate, in the currency of commerce which man can put upon such efforts.

The next exercise was the recitation, in the sign language, by Miss Annie Szymanoskie, a graduate of the institution, of the following poem:

SACRED SILENCE.

Never with blasts of trumpets  
And the chariot wheels of fame,  
Do the servants and sons of the Highest  
His oracles proclaim;  
And when grandest truths are uttered,  
And when holiest depths are stirred,  
When our God himself draws nearest,  
The still, small voice is heard.

He has sealed with his own silence  
 His years that come and go,  
 Bringing still their mighty measure  
 Of glory and of woe.  
 Have you heard one note of triumph  
 Proclaim their course begun?  
 One voice of bell give tidings  
 When their ministry was done?

Unheralded and unbecked  
 His revelations come,  
 His prophets before their scorners  
 Stand resolute and dumb!  
 But a thousand years of silence—  
 And the world falls to adore,  
 And kiss the feet of martyrs  
 It crucified before!

Could I have a part in the labor,  
 In the silence and the might  
 Of the plans divine, eternal,  
 That He opens to my sight,  
 In the strength and the inspiration  
 That His crowned and chosen know—  
 Then well might my darkest sorrow  
 Into songs of triumph flow.

I hear in this sacred stillness  
 The fall of angelic feet,  
 I feel white hands on my forehead,  
 With a benediction sweet;  
 No echo of wordly tumult  
 My beautiful vision mars;  
 The silence itself is music,  
 Like the silence of the stars!

The following address was then delivered, in signs, by Mr. Amos G. Draper, a student of the college, of the class of '72, the manuscript being read to the audience by Rev. Dr. Sunderland:

ADDRESS OF AMOS G. DRAPER.

MR. PRESIDENT, LADIES, AND GENTLEMEN: It is said that history constantly repeats itself; but its records may be searched in vain for mention of an occasion like the present. We are met to dedicate the first building ever formally set apart to the uses of a college for deaf-mutes.

Indeed, the attempt to educate mutes at all is a very recent enterprise. Looking back but a century or two, we find the first minds in law, literature and theology, united, for the most part, in rejecting the mute as incapable of receiving any education whatever.

Aristotle, before the refined Athenians, denied to deaf mutes the possession of intellect; and we can hardly avoid the decision that the mistake of so influential a character was a prime cause of the long and cruel proscription which they afterward endured.

But, as John Locke has aptly expressed it, the world learned, at last, that "God did not make man and leave it to Aristotle to make him rational."

The rise and progress of deaf-mute instruction has been like that of those great inventions, which were vehemently cried down at the start, but finally achieved the fullest success; and for the last fifty years the people of all civilized countries have recognized the justice and the policy of providing ample means for its prosecution.

How great the transition from that time, scarcely one century ago, when mutes were unhoping and unhoped-for pariahs of society, to our own day, when the hand of education raises the same class from their mental and spiritual ignorance, trains them up to intelligent manhood and womanhood, and dowers them with the sublime consciousness of their present influence and future immortality.

When we contemplate this great change, with the fact that no people has before undertaken to establish a collegiate institution for deaf-mutes, and that here the endeavor is sanctioned by representatives of national public sentiment, we shall make no unjust claim in saying that we begin a feature of history, rather than repeat one.

And, at seeing gathered here the Chief Magistrate of the nation, Senators, Representatives in Congress, and distinguished ladies and gentlemen from many remote

cities, may not the deaf mutes and their friends feel, without presumption, that the occasion itself, with the favor and honor thus accorded it, is a mark of the advance of the nation in general culture, and indicative of the beneficent results that may be hoped from the development of republican principles?

May we not all fairly congratulate ourselves that America has learned so well that lesson of history which points out a wise fostering of education as one of the surest safe-guards of a people; and rejoice that, whether mind, or person, or conscience is to be liberated, our country is ever vigilant

"To take  
Occasion by the hand, and make  
The bounds of freedom wider yet."

In such a spirit, during a great civil war, when clamorous enemies threatened to besiege the very city in which it was assembled, Congress decreed the establishment of this college, and liberally endowed agricultural schools in every part of the country, relying for its justification upon the intelligence of the people and the after deeds of the youth to be educated.

Does the history of any government reveal a brighter example of unshaken faith in itself and in its citizens? Ought it not to strengthen anew the confidence of all who maintain that "government of the people, by the people and for the people, shall not perish from the earth?"

While, Mr. President, the deaf mutes are thus deeply sensible of what the nation has done and is doing for them, they feel that society is to be no loser thereby. If one from their own ranks may properly speak for them, they ask the people not to overlook the gain, material and moral, which will accrue to society through the education of themselves and those that are to follow them.

A slight investigation will not fail to show that the work is consistent with the severest requirements of policy.

And who can estimate the moral and æsthetic gain? By what rule shall we calculate the reactive influence exerted upon society through the constant rescue of a numerous class from the bondage of an incomplete mental development, and their transmutation into capable, cheerful, Christian men and women?

Would that every one present might have seen the young men of the graduating classes as they came to college and as they left it; might compare the influence which they now exert with that which they might be expected to exert if they had not received the training here given them. Then would few leave this hall without having sormed an inward admission that, though a man's ear be closed to all the concords of sweet sounds, yet may he hearken to the call of duty; though his tongue be speechless forever, yet may his actions breathe of an earnest purpose.

As the deaf-mutes enter upon the enjoyment of this beautiful structure about to be received at your hands, Mr. President, they look forward hopefully to a time when throngs of alumni will revisit its well-remembered precincts, and gain new inspiration for duty from the thousand memories clustering around it; when the work done within it shall be so well known that every citizen, as his eye roams over its traceries, may feel that the United States has done well in enabling its deaf-mutes to labor more effectively among their fellow-men; to bear a more equal part in the never-ending struggle

"Against the wrong that needs resistance,  
For the right that needs assistance,  
For the future in the distance,  
And the good that all can do."

As representing the Senate of the United States, Hon. George F. Edmunds, of Vermont, then delivered the following address:

ADDRESS OF SENATOR EDMUNDS.

MR. PRESIDENT, LADIES, AND GENTLEMEN: I am glad of the opportunity of saying for myself, and I think I may safely assume to say for my brother Senators also, a few words of appreciation of the excellency of the work the principal of this institution has performed, and to express the pleasure we all feel, that the beneficence of the Government has not only been so well bestowed, but its design so well executed. We have met to-day to plant another great white milestone in the course of that great empire of industry, of charity, of religion which we are taught to believe, and do believe, is to grow more and more over the earth. And in doing this, the relation of the state to the progress of civilization in works of this character should be clearly borne in mind. They who have read history, from its glimmering and feeble dawn to the present time, cannot have failed to see that wherever Christianity, education, charity, and virtue have been cultivated, there society has made its greatest progress. And in just the same degree that opposite influences have been suffered to grow and to govern, in that same degree everything that marks advance in the course of humanity has waned, and,

indeed, gone backward. And so it is that the highest duty of the state should be to treat as its greatest and truest ally, as its chief agent in its great duty of government, the benign institutions of which this one is a bright example. In every land where the school-house, the church, the asylum, and other kindred agencies of progress exist, and are the most numerous, where their influences predominate, there is the least of human distress, the least of crime, and the greatest sum of happiness in the body of the community at large. And our people, therefore, perhaps more than any other, should cheerfully bear, as the people of this great republic do cheerfully bear, the slight burdens of taxation which they impose upon themselves to these ends; as in every lawful and proper way they help forward, through these influences and these agencies, the great progress of civilization, and make good the outlay a thousand-fold.

These affairs, then, are among the most material of the business of the state. They belong essentially to the theory and practice of a government whose chief end is the greatest good of its people.

And so it is indeed fitting that you, sir, the head of the state, the Chief Magistrate of the republic, the chosen representative of the whole body of that people whose arena of development embraces a continent, should be the official patron of this institution, and that you should, in the name and for the sake of their common brotherhood, dedicate this building to the fair and holy uses for which it was designed. Long may it stand to illustrate and to bless the wise beneficence that founded it and its associate structures! And as industry, education, charity, virtue, and religion are the great and only means of human advancement and human happiness, let us hope that more and more edifices devoted to these and to kindred uses may arise in all our country, and spread from land to land over all the globe, until the morning sunshine, in its constant course round the world, shall everywhere gild with a fresher glory the roofs of industry and of learning, and the spires and domes of Christian churches, and when, in the early morning that is always somewhere "above the awakening continents from shore to shore," the earliest song of birds shall evermore mingle with the chime of holy bells.

To you, my young friends, the pupils and students of the institution for whose benefit primarily this beautiful structure has been erected, although ultimately and chiefly for the benefit of your country which has provided it for you, I wish to say that fidelity to the duties you have to perform here must, and I feel will, be the proof of your deserving the advantages she here bestows upon you; and that, as you sincerely labor, although in silence and seclusion, in the fields of activity the loving Father of us all has chosen for you, you will always find that your "ways are ways of pleasantness," and all your "paths are peace."

As representing the House of Representatives, Hon. James A. Garfield, of Ohio, then delivered the following address:

ADDRESS OF HON. JAMES A. GARFIELD.

While one of the young men named on the programme was sending us a message out of his world of silence, by the aid of a translator, I was thinking what I should say.

There were two thoughts in his remarks that struck me as very significant. I will add another and speak of the three in connection.

During the period of our great civil war for the Union, outside of the field of battle three things were done that struck me as most remarkable. One was that the representatives of the American people, and in the name of that people, had such faith in the future of their country, that they devoted the largest sum of money, and the greatest extent of the public domain ever given for any one civil object, to build a great highway from the Atlantic to the Pacific coast, and thus bind together by a material bond the most distant shores of the republic. This act, done at such a time, was sublime.

The second was that while the roar of hostile artillery was echoing within the Executive Mansion, and through the halls of Congress, the representatives of the people, as day by day they ascended the steps of the Capitol, saw those beautiful marble columns rising up, one by one, to perfect the national temple itself. This brave nation, having faith in itself, said, We will build on without fear of dissolution; we will show both friends and enemies that we are here, and mean to stay. That beautiful symbol of national faith and hope deeply impressed me and gave me more faith.

But when, about the same time, I saw the Congress of the United States take almost an empire from the public domain and devote it to the work of education, to the building up, in every State of the Union, of agricultural colleges for the better culture of our laboring people; and then, turning to this spot, when these silent children were making what many regarded as a foolish experiment, the same Congress took half a million of dollars from the public Treasury and devoted it to this work—I hailed it as

a nobler expression of the faith and virtue of the American people, and of the statesmanship of their representatives, than I had ever before witnessed.

And I believe it was. Several gentlemen have spoken of this movement as a work of charity; in my judgment it is a work of very enlightened selfishness on the part of Congress. Mr. President, to you is confided the honor of presiding over the thirty-eight millions of men and women who compose the body of this great republic. The source of all its greatness lies behind the material evidences of its prosperity, lies in the heads and hearts, the brain, the muscle, and the will of the people over whom you preside. Anything, therefore, that affects their welfare, their force, their efficiency, touches the very essence of the national life. It is well known that only that portion of the population between the ages of twenty and sixty is self-supporting. Of these thirty-eight millions, eighteen millions are outside those limits. In other words, eighteen millions of the population over whom you preside must be supported by the other twenty millions. From these twenty millions must be subtracted the infirm, and all those that for any reason are unable to support themselves. Now, the students of this institution represent more than twenty thousand of the population of the United States, most of whom, by the influence of institutions like this, have been lifted up from the lowest plane of intellectual life to the dignity and value of intelligent citizens. Until recently deaf-mutes were not regarded as morally responsible. If they committed murder the law did not hold them responsible. They could not commit a crime. But by the beneficence and wisdom of our people, they have been lifted up to be not only responsible citizens, but they have become valuable members of society.

One of the best things connected with their education is that they have a lively sense of gratitude to the Government for what it has done for them. These young men cannot fail to become good citizens. They cannot fail to be true to their country, when they remember what it has done for them. I say, therefore, it is enlightened selfishness rather than charity to take this class of our fellow-men and make them capable of doing a great work for the country. I am happy to send this message to them to-day into their silence. When I heard one of these young men recite that beautiful chapter from the ancient prophet, and when I remembered that he had been taught mechanically to speak those words, not one sound of which was ringing in his own ears, but whose lofty and inspiring meaning filled his soul, I looked upon it as one of the brightest and noblest triumphs of this institution.

The House of Representatives has been proverbial for its economy in regard to expenses of this kind, but I am happy to say that from the beginning of this work the House has stood up nobly and generously to the support of this institution. And what these students have to-day contributed, and what they are sure to do in the future, will be a most complete vindication of the wisdom of the House, the Senate, and the Executive united in this great work.

Governor Jewell, of Connecticut, then spoke as follows:

#### ADDRESS OF GOVERNOR JEWELL.

MR. PRESIDENT, LADIES, AND GENTLEMEN: I could not if I would, nor would I if I could, undertake to fill the place in these exercises assigned to the Secretary of the Interior; nor would I have violated the promptings of my own judgment when a moment ago I was asked to say a word here. I would have kept silence and not have attempted to light my feeble torch in the presence of these brilliant confluences of genius, except for the peculiar circumstances in which I am placed.

It is with pride for my State that by mere chance I happen to be here to-day; it is with pride that I am able to say that in Connecticut, that in Hartford, that in the community in which I reside and which I have the honor, in some degree, to represent, was inaugurated, first in this country, an institution for the instruction of the deaf and dumb. If I recollect right, in 1816 Rev. Mr. Gallaudet, whose portrait I now see in this hall, the honored father of the eminent president of this institution, was sent to Europe, the expense of his trip having been provided for by the private subscriptions of benevolent citizens of Hartford; and from this feeble commencement has grown the history of the sign language in this country, now taught in the large number of institutions for the instruction of the deaf and dumb in the various States, and, crowning all, has grown this national institution. I believe Hartford was the first city to undertake this work. I believe Connecticut was the first State to found an institution for the education of its deaf and dumb at the public expense.

I am delighted to hail from a city and from a State which has inaugurated a system which has culminated in this magnificent institution. And in the brilliant future, which is sure to come to this great republic, in its untold millions of men and millions of dollars, may we not expect, have we not the right to expect, that this institution shall be prominent in the galaxy of benevolent and educational institutions which this generation shall have inaugurated?