

COLUMBIA INSTITUTION FOR THE DEAF AND DUMB.

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Professor of History and Languages.—EDWARD A. FAY, Ph. D.
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Professor of Mathematics and Chemistry.—JOSEPH C. GORDON, M. A.
Assistant Professor of History and English.—J. BURTON HOTCHKISS, M. A.
Assistant Professor of Mathematics and Latin.—AMOS G. DRAPER, M. A.
Instructor in Gymnastics.—JOHN J. CHICKERING, B. A.
Instructor in Drawing.—ARTHUR D. BRYANT, B. Ph.

FACULTY OF THE PRIMARY DEPARTMENT.

President.—EDWARD M. GALLAUDET, Ph. D., LL. D.
Instructors.—JAMES DENISON, M. A., Principal; MELVILLE BALLARD, M. S.; THEODORE A. KIESEL, B. Ph.; MRS. E. S. DAVIS.

Instructor in Articulation.—MARY T. G. GORDON.

DOMESTIC DEPARTMENT.

Supervisor.—JOHN B. WIGHT.
Attending Physician.—N. S. LINCOLN, M. D.
Matron.—Miss ELLEN GORDON.

Assistant Matron.—Miss MARGARET ALLEN.
Master of Shop.—ALMON BRYANT.
Steward.—H. M. VAN NESS.

REPORT.

COLUMBIA INSTITUTION FOR THE DEAF AND DUMB,
Kendall Green, near Washington, D. C., October 31, 1882

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, 1882:

The pupils remaining in the institution on the 1st of July, 1881, numbered.....
Admitted during the year.....
Since admitted.....
Total.....

Under instruction since July 1, 1881: Males, 94; females, 17. Of the 111 have been in the collegiate department, representing 20 States and the Federal district, and 60 in the primary department. A list of the names of the pupils connected with the institution since July 1, 1881, will be found appended to this report.

HEALTH OF THE INSTITUTION.

General good health has prevailed in the institution since the date of our last report. A case of scarlet fever made its appearance during the month of May in the family of one of our instructors residing near the institution. The child, with its mother, was promptly removed from the building, and no spread of the disease followed.

The prevalence of small-pox in parts of the country not far from Washington suggested the desirableness of a general vaccination of the residents of Kendall Green. Vaccine matter was procured from Z. C. Gilman, of Washington, prepared by Drs. Robbins and Lewis, Brooklyn, N. Y., and applied to more than one hundred persons. In only one case did the operation prove successful.

Application was then made to Dr. Ralph Walsh, of Washington, to procure vaccine matter from his vaccine farm in the vicinity of the city. The same persons were again operated upon, and with scarcely an exception complete vaccination was the result.

One pupil only, Miss Alice Turner, has died since the date of our last report. Miss Turner had been connected with our primary department for four years, and was a young woman of quick mind and irreproachable character. Her death, which occurred at her home just at the close of our school year, was caused by pulmonary consumption.

DEATH OF MISS ANNA A. PRATT.

We are also called to mourn the loss of one who had filled an important position in the institution for many years, and who was greatly loved by both pupils and officers.

On the 9th day of March last Miss Anna A. Pratt, for fourteen years matron of this institution, ended her earthly labors after a short illness. Her health had been feeble for more than a year, and but a few weeks

before her death she tendered her resignation, feeling that she was no longer able properly to discharge her duties. But her services were so highly regarded that her resignation was not accepted, and an arrangement was made for a considerable reduction of her responsibilities and cares, in the hope that with rest her strength might be restored. It was soon apparent, however, that her constitution was hopelessly undermined, and she sank rapidly from what seemed at first a light attack of catarrhal pneumonia. To all who came under her care Miss Pratt was a true mother. Pupils and officers looked to her as such, and appealed to her in any emergency, sure of being met with that kindly interest and sympathy which can only come from the maternal heart. And it was not at moments of unusual need alone that her motherly care was manifested, but at all times as the movement of domestic life of Kendall Green went on was her influence felt. No one can ever surpass Miss Pratt in conscientious devotion to duty; no one can ever fill more successfully than she did the arduous and delicate position she was called upon to occupy. Her record is complete, and she will ever be remembered by those who knew her as one deserving of their highest respect and warmest affection.

The position made vacant by the death of Miss Pratt has been filled by the appointment of Miss Ellen Gordon, lately of Exeter, N. H., and the ability shown by her during the few months she has acted as matron give excellent promise of success in the future.

COURSES OF INSTRUCTION.

The work of instruction in the several departments of the institution has proceeded with no essential changes. The number of pupils taught articulation has been increased, and the result of this branch of instruction has been encouraging.

Classes in drawing have been taught in the college and in the primary department by Mr. Arthur D. Bryant, a graduate of the college in 1880. Mr. Bryant's methods have proved eminently successful, and the progress made by the pupils has been in every respect satisfactory.

PHYSICAL TRAINING.

The results growing out of the work done in our new gymnasium have been most gratifying, whether they are regarded from a moral or a physical point of view. The morale of the institution was never as high as during the past year.

The instances where discipline became necessary have been very few as compared with former years, and the reactive effects of an improved physique on the mental and moral faculties has been markedly favorable in many instances.

During the six months from November 1 to May 1, all the students of the college and the older boys from the primary school were required to spend four hours a week in active gymnastic exercises, viz, an hour on Monday, Tuesday, Thursday, and Friday of each week.

These exercises consisted of dumb-bell practice, in concert, intended to open the lungs, stir the blood, and set in motion the whole body, and in the development of special muscles by the use of a number of ingeniously-prepared machines, designed and furnished by Dr. D. A. Sargent, the director of the gymnasium of Harvard University.

The dumb-bell exercise was acquired with great readiness, and given

with precision, the idea of rhythm and time in marching being conveyed by the assistance of drum-beats.

The great benefit arising from the use of the special apparatus has been clearly shown in the uniform increase of chest girths, arm girths, &c., in the erect carriage and springy step of the students, and above all in the desire for *regular* exercise, as shown in their work on days when the exercise was not compulsory.

The physique of each student was carefully recorded in a series of forty-two measurements taken at the beginning and again at the end of the season. The average chest girth of about fifty young men showed the following gains:

	November.	May.
Inflated .....	.897	.918
Repose .....	.853	.864

The measurements given are decimals of a meter.

The greatest gain in chest girth was :

	November.	May.
Inflated .....	.890	.972
Repose .....	.855	.910

Some interesting cases occurred of the development of limbs into symmetrical proportions where marked discrepancies existed when the first measurements were taken.

A single illustration will be sufficient :

	November.	May.
Right calf .....	.377	.388
Left calf .....	.374	.388
Upper right arm .....	.297	.305
Upper left arm .....	.300	.305

TWENTY-FIFTH ANNIVERSARY.

It was on the 23d of February, 1857, that the act of Congress incorporating the institution was accepted and made the basis of their organization by the board of directors. The recurrence of the twenty-fifth anniversary of that day was deemed a fitting occasion on which to invite the President and other prominent officers of the Government of the United States to visit the institution and see something of its workings.

In response to invitations, the President of the United States, the acting Vice-President, the Speaker of the House of Representatives, the Chief Justice of the Supreme Court, the Secretaries of State and War, the Attorney-General, the Postmaster-General, the chairmen and several members of the Committees on Appropriation, the Comptroller and First Auditor of the Treasury, with ladies accompanying them, spent the evening of February 23d last at the institution. They were received by the president and directors of the institution and its officers, in the gymnasium, where an exhibition of athletic exercises was given. The company then passed through the college building to the chapel, where the pupils of the primary departments and the students of the college gave evidence in various exhibitions of the attainments they had made. The exercises were concluded with a pantomime which had been prepared by one of the students of the college, and was given by several of the young men. The visitors expressed great delight and surprise at the progress which had been made by the pupils and students.

EXERCISES OF PRESENTATION DAY.

The exercises of the regular public anniversary of the college took place on the 3d day of May. In the absence of the President of the United States, ex-officio patron of the institution, the Speaker of the House, Hon. J. W. Keifer, called the assembly to order. Expressing his hearty interest in the institution and his regret that he would not be able to remain through the exercises, Speaker Keifer, in a few felicitously-chosen words, invited Hon. George Bancroft, the eminent historian, to take the chair. The exercises were then opened with prayer by Rev. William A. Leonard, D. D., rector of Saint John's church. The candidates for degrees presented essays as follows:

Dissertation—Liberty and Law. Edward Louis Van Damme, Michigan.

Oration—Progress of Agriculture. Lars Larson, Wisconsin.

Dissertation—Grecian Art in the time of Pericles. John Gordon Saxton, New York.

Dissertation—Was America discovered by the Northmen? George Layton, West Virginia.

Oration—The Scientific Achievements of Faraday. George Thomas Dougherty, Missouri.

Oration—Monuments. Robert Middleton Zeigler, Pennsylvania.

Oration—Contributions from the New World to the Old. Thomas Hines Coleman, South Carolina.

Messrs. Coleman, Zeigler, Larson, and Van Damme were then presented by the president of the college to the board of directors as candidates for the degree of Bachelor of Arts, and Messrs. Dougherty, Layton, and Saxton for the degree of Bachelor of Science.

The honorary degree of Master of Arts was conferred on Lars A. Havstad, of Christiania, Norway, a deaf-mute, who had made unusual acquisitions in science and letters.

Rev. William C. Cattell, D. D., LL. D., president of Lafayette College, then delivered the following address on—

A LIBERAL EDUCATION.

The National College for Deaf-Mutes has a deeper significance than other philanthropic institutions founded to ameliorate the condition of those deprived of hearing and speech. Any institution with this general aim would indeed enlist our profoundest sympathy; for our hearts go out in tender and loving interest towards those brothers and sisters of ours who are deaf or blind—in our Father's house they seem so near to us and they are so far away, in their rayless or silent land, from the high privileges of our common home. And we not only admire and applaud the private philanthropy that holds forth to them its helping hand, but likewise all well directed appropriations for their benefit from the public funds; men who most critically examine the legality and expediency of appropriations from the public treasury—State or national—as they read these appropriations for the blind or the deaf, find their hearts beating faster with generous delight.

But "The National Deaf-Mute College," organized in 1864, means something more than "The Columbia Institution for the Deaf and Dumb," previously established, or any similar institution having in view the general philanthropic object to better their condition. The distinct and definite aim of every college is to afford liberal culture; and while the establishment of this college by Congress emphasizes the value our national legislature places upon those liberal studies which lead to academic degrees, it marks also a great and important advance in the education provided for deaf-mutes, an advance not only in *degree*, but in *kind*. These noble buildings, all this generous scientific equipment, this large faculty of able and distinguished scholars—all this assures us not only of the increased thoroughness and breadth, and efficiency of the special instruction here given to the deaf-mute; but also that, in its enlarged range of instruction, are now included those liberal studies which have for generations attracted the aspiring scholar to the academic groves of Harvard and Yale.

It is therefore no longer a disputed question whether the deaf-mute can or ought to enter upon studies which have for their object something more than to enable him to converse by writing in the absence of articulate speech, or to fit him for some employment by which he may earn his living. Elementary and practical studies are of course of the utmost importance for him as they are for all others; they lie at the very base of all education. But the liberal training which the college gives is yet separate and distinct in its aim, and to some extent in its methods, from that which is given in all other schools, and the day has come for the deaf-mute when there is provided for him a complete college curriculum, leading to the usual academic degrees, and committed to teachers who are not only distinguished for their general culture and scholarship, but who are eminent specialists in the peculiar methods by which all instruction must be communicated to him. And it is high honor for our country that it has led all other countries in this movement. This college for deaf-mutes will always enjoy the proud distinction of having been the first established; as yet, it is the only one.

In responding to the kind invitation of your president to attend the exercises upon this day of presentation for academic degrees, and to offer some remarks, it seems to me not inappropriate to the place and hour to suggest some thoughts upon "liberal education." I do not propose, indeed, to attempt a full exposition of the subject, or to enter upon any formal discussion of the important principles involved in it, but to employ the brief time at my disposal in making some general observations upon this wide theme.

Cicero defines a liberal education to be that which is suited to the character and position of a *liber* or freeman as distinguished from the slave. In his view, which was the general opinion of the age in which he lived, all manual labor, all gainful pursuits, whether mechanical or industrial, were degrading to those of noble birth, who, freed from such sordid occupations and cares, should be educated to discharge with dignity the duties and obligations of their high positions in the state. It is true these duties were pretty much summed up in making a ringing speech in the senate, in taking a creditable part in philosophical and literary discussions, and most of all, perhaps, in being a good fighter, for the Roman empire was almost continually engaged in war. It was for the slaves to work in the fields or at the trades. Happily this view of labor no longer exists; it is, indeed, essentially opposed to that which now prevails, especially in our own country, where all honest labor is rightfully held to be honorable—"a man's a man for a' that." We have come to a better understanding of what true manhood is, and of what the duties and obligations of freemen really involve; and this higher appreciation of the nature and dignity of man himself, without regarding his position in a privileged class, has led the American people not only to recognize the respectability of all honest labor, but also to insist upon the value and necessity of education, not for the privileged few as their birthright, but for all.

Education, in fact, has come to be one of the enthusiasms of this, perhaps, the most practical country of this practical age; the popular enthusiasm upon this subject is something like the exultant triumph of victors after a hotly contested battle has been fought and won. For not without a great struggle did the principle of education for the masses become the settled policy of governments. "I thank God," said one of the early governors of an American province, "there are no free schools or printing, and I hope we shall not have them these hundred years. God keep us from both!" And so thought and spoke, less than two centuries ago, other governors and men in high places who, upon the subject of education for the masses, seem to have made but little advance from the position taken by Cicero before the Christian era: but in the present age such men are classed with the pre-adamite fossils. It was to a generation that has already passed away that Lord Brougham uttered the memorable and exultant words, "The schoolmaster is abroad!"

But when we come to inquire what it really is that education aims to secure, we shall find conflicting views—not merely as to its methods and appliances, but as to the definite and determinate end which it has in view. Even the derivation and meaning of the word is in doubt, whether we shall regard it as from *edūco*, to lead forth, or draw out; or from the kindred *edūco*, to nourish or rear as a nurse cares for one committed to her charge. Varro makes the distinction between these two words. *educit obstetrix educat nutrix*, and, as the function of the teacher, he adds *doret magister*. The meaning of each of these words, *edūco* and *edūco*, (which are in fact interchangeable in classical Latin), is employed by the advocates of the different theories of education, which have given rise to such prolific discussion at the present day.

There are some who are satisfied with the education which is simply instruction, whose only aim is to render it easier and more certain for a man to earn his living. This is certainly a most desirable result to be secured. I have no sympathy with those who speak contemptuously of this as a "bread and butter" education. We pray for our daily bread; it is an equally solemn duty to prepare ourselves, as best we may in God's Providence, to earn it.

There are others who look beyond this narrow range, and who regard education as that which imparts the knowledge and develops the faculties and powers by which success is conquered upon broader and nobler fields than those occupied by men who are merely struggling for a living; it is by education that men secure high place among their fellows and are able to keep it; or they secure great wealth or whatever else may give them power. Education, in the view of these persons, is of value inasmuch as educated men are, after all, the ruling class; they are here, as in every other country, the power behind the throne. Nor should any man speak lightly of this education. The desire to secure influence and power among men is not unbecoming to a noble nature. We hear much of the anxieties and cares and toils of great wealth and of high position, but these things represent power, and he who wields power beneficently rises to new and great enjoyments. The scepter of such empire may be heavy for the hand that wields it, yet none but the ignoble would cast it down.

But there are those who take another and, I think, a wider, more comprehensive, and more just view of the aim and the value of education. It is that view which has regard to the nature of man, who was created but a little lower than the angels, and who has faculties and powers to be trained and developed with no reference to bread-getting, or even to wealth or power or high place among men. Without discrediting the education which has practical or gainful ends in view, we believe there is a sense in which the student is *an end unto himself*; and within the wide and varied scope of what we call education, there should be methods and subjects which have no direct or immediate reference to what are called practical ends, but which aim to develop those faculties in the possession and use of which man rises to the highest sphere of dignity and enjoyment. This is what we call liberal education—the education that after all is best fitted to the nature of man in view of his personal immortality which belongs to this life as well as that which is to come, and by which he is distinguished from the brutes that perish.

Now, the definite aim of the primary school—useful and even necessary in its place—is to instruct; it is to impart practical knowledge. Of course, if the teacher be skillful and wise (as all teachers should be) it will include training and development; but this is only incidental to the main objects in view. The child is taught reading, writing, and arithmetic; of these he has immediate and urgent need, whether he goes on to make broader acquisitions in other schools, or closes his books to engage in the busy activities of life. The same thing is true of the technical or professional schools. The student is still taught what will be of practical use to him as a lawyer, a physician, an engineer, or whatever else may be the occupation or profession in life he has chosen. All mental or moral discipline, all training of the higher faculties, all development of character is still subsidiary and incidental in this education—the aim of which, as in primary instruction, is to impart that which is useful and practical.

And hence the desirableness or necessity of distinct and separate studies with different aims and, to some extent, different methods, which, while necessarily including much that is useful and practical, has for its primary object the development of the higher and better nature of the man that is within us. And this is the aim of the college, which has therefore its important and necessary place in every complete system of education. The college keeps in view the two aims of all education, viz, instruction and development, but it reverses them in the order of importance from that of the primary and technical schools, and of all schools for special instruction.

The advocates of liberal education do not claim that it will produce grapes from thorns or figs from thistles. There are men so severely practical that the wisest thing to be done in their case is to teach them the multiplication table, and set them at work; others are so dreamy and emotional that liberal studies will develop in them only the esthetic craze of the day. But all healthy and well-balanced natures will find in these studies both joy and strength.

In the practical schools of every grade the shortest and easiest way to learn what is set before the student is the best way. The child learns the alphabet that he may learn how to spell and then how to read; and the engineer learns the strength of materials and the laws of force that he may build a bridge; and the surgeon learns what may enable him to set a broken limb. All methods and appliances that save labor and time in the acquisition of such useful knowledge is therefore so much gain. But as the primary aim of liberal studies is development, and as the mind grows only in exercising its own powers, it is evident that to save labor (except ill-directed labor) defeats the very object in view. Therefore, as I have already intimated, the college differs from all other schools, not only in its primary aim, but also largely in its methods. It is really a mental gymnasium, and this indeed is the very name the Germans give to their schools most nearly corresponding in aim to our colleges. He who seeks to strengthen and develop his muscle by the use of a well-appointed gymnasium, must practice many things for the sake of the practice; and so for the sake of the exercise the student goes down into the college palestra to wrestle with pure mathematics and the classics. The knowledge of these subjects is not a necessity for him in constructing a tunnel, or in drawing up a brief, or in carrying on mercantile

or manufacturing enterprises—though it may be said that, in addition to the formation of manly character by liberal studies there has been developed in the exercises of this palaestra the sinewy grasp which in after years has its practical use when the robust athlete takes hold of any subject with which he must wrestle, either in his professional or business life.

And here, did time allow, I would like to discuss some of those questions which are still in debate even among the advocates of liberal education. For example, the proportion of time and labor that should be given to pure mathematics, which seem to lie most remote from any practical use in after life; to psychology and ethics, which have always held their place as high topics of discussion in all schools; to the modern languages and the natural sciences, which more nearly approach to the practical studies of the special schools. And I should have been glad to discuss the value and place in every course of liberal studies of the classical languages and literature, and to examine also what may be hoped for or feared by the friends of liberal education in the general introduction in all our colleges of a course of liberal studies leading to a different degree from that of B. A.—excluding the ancient languages, but aiming to secure by the use of the modern languages and literature, and with the employment of the old and approved methods of liberal teaching and the aid of modern philological research, the same kind and degree of culture as the old course, with its Greek and Latin. And more important than all, as it seems to me, is the discussion of the question, how shall this liberal education be so infused with the principles and spirit of the great Teacher that the religious nature of man, as well as of his moral and mental, may have its full development.

But I forbear to enter upon these questions, and would merely point you to the existence of both of these courses of study (classical and scientific), not only in this college, but in the hundreds of colleges all over our land, as the evidence of the popular appreciation of liberal culture, and also as showing the substantial agreement of all college education in both the old and new course of study as to subjects and methods.

But I may not conclude even this brief meditation without noticing the reproach brought against liberal studies, that they serve only to make men of ideas—men who are not practical, who are not men of affairs. To these objectors, it is but the dream of the sentimental enthusiast that we should strive to attain unto the great ideal of the true, the beautiful, and the good, which is in the soul of every man; they regard as idle vamping the language of Aristotle, that "the harmony of the celestial spheres should be echoed in the soul of an educated man." There is not enough of common ground upon which we can stand to seriously argue with such men. We meet their assertions with counter assertions from those trained in these studies, and who know that the life is more than meat. The silent halls of this college have known such men. One of the noblest and most gifted among these students but recently closed his books and went forth into the beautiful land that is afar off. Deaf to all sounds of earth he had yet heard in his soul this "celestial harmony." Writing to his sister, after he had given up his studies, through the weariness and exhaustion of long sickness, and while waiting for the final summons, he says:

"It will take away half the bitterness of death to have been allowed to learn something; to have obtained one glimpse across the hills and valleys, away off into that promised land of perfect knowledge, perfect love, perfect purity, for such I take to be the true result of study. The more one learns, the clearer does he see God's wondrous goodness, the closer is he drawn to all things holy."

And this noble youth was but one among many who, in "learning something," has drawn nearer to the great ideal. Are we not conscious of a restless discontent with our present capacities and attainments? Are we not all of us (in our better moods) striving to become purer and nobler than our present selves. And the sacred voice which is ever thus calling to us EXCELSIOR, is not the dream of the visionary and the enthusiast. There is that which is true, and beautiful, and good, in addition to that which is practical and gainful. If liberal education, that leads up to the realization of this ideal is an education of ideas, then we assert that it is ideas which rule the world; they are the permanent forces in the world's development, and, as Schiller says, "all ideas must have been realized in knowledge before they can realize themselves in history." And we claim that liberally-educated men are not selfish enthusiasts or useless drones—rather are they the distributors of beneficial and powerful influences that affect the destinies of individuals and of nations. And this influence is not only for the age in which they live. These scholars, remote from manufactories, and railroads, and shops, are like the base of supplies established along the line of an advancing host, and it is from them that society is strengthened and replenished at every stage of its progress in its upward and onward march till it enters the golden gates of the city of God.

The exercises of the day were concluded with the benediction by Rev. James H. Cuthbert, D. D., pastor of the First Baptist Church.

At the close of the academic year, in June, degrees were conferred in accordance with the recommendations of presentation day.

COLUMBIA INSTITUTION FOR THE DEAF AND DUMB. 941

RECEIPTS AND EXPENDITURES.

The receipts and expenditures for the year now under review will appear from the following detailed statements:

I.—SUPPORT OF THE INSTITUTION.

Receipts.

Balance from old accounts.....	\$964 47
Received from Treasury of the United States.....	53,500 00
Received for board and tuition.....	2,611 11
Received from manual labor fund.....	313 60
Received for books and stationery sold.....	293 03
Received for work done in shop.....	177 59
Received from sale of live stock.....	323 25
Received from sale of gas.....	163 40
Received from sale of milk.....	132 84
Received from sale of wheat.....	225 42
Received for shoe repairs and clothing.....	190 75
Received from the sale of old furniture and lumber.....	111 64
Received from sale of ashes, grease &c.....	86 62
Received for medical attendance and medicine refunded.....	18 65
Received for damage to grounds.....	1 00
Received for funeral expenses refunded.....	24 34
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	59,137 71

Disbursements.

Expended for salaries and wages.....	\$29,726 26
Expended for groceries.....	2,593 32
Expended for meats.....	4,856 19
Expended for potatoes.....	672 70
Expended for incidental and household expenses, marketing, &c.....	2,427 15
Expended for butter and eggs.....	2,348 32
Expended for repairs on buildings.....	2,603 11
Expended for furniture.....	401 02
Expended for live stock.....	260 00
Expended for books and stationery.....	701 74
Expended for farm tools, seeds, &c.....	285 50
Expended for lumber.....	953 37
Expended for printing.....	119 90
Expended for ice.....	151 61
Expended for drugs and chemicals.....	230 37
Expended for carriage and wagon repairs.....	242 75
Expended for hardware.....	398 12
Expended for fuel.....	2,343 82
Expended for blacksmithing.....	83 50
Expended for harness and repairs.....	49 00
Expended for rent of telephones.....	141 63
Expended for flour and feed.....	985 84
Expended for dry-goods and shoes.....	197 23
Expended for manure.....	67 60
Expended for gas.....	1,224 82
Expended for paints, glass, &c.....	267 32
Expended for expenses of directors' meetings.....	51 00
Expended for freight on apparatus for gymnasium.....	41 00
Expended for clothing and shoe repairs.....	367 26
Expended for flowers, plants, &c.....	82 00
Expended for milk.....	595 20
Expended for entertainment of pupils.....	7 50
Expended for medical and surgical attendance.....	651 00
Expended for illustrative apparatus.....	121 25
Expended for board and care of pupil at institution for feeble-minded children.....	300 00
Expended for apparatus for gymnasium.....	301 60
Expended for bread.....	1,178 43
Balance unexpended.....	1,108 28
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	59,137 71

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II.—BUILDINGS AND GROUNDS.

Receipts.

Balance from old account.....	\$132 17
Received from Treasury of the United States.....	8,292 07
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	8,424 24
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Disbursements.

Expended for balance of contract with H. Conradis.....	\$6,845 00
Expended for compensation of Supervising Architect.....	300 00
Expended for grading.....	30 00
Expended for work on bowling alley.....	84 00
Expended for furnace.....	775 00
Expended for fitting up gymnasium.....	390 24
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	8,424 24

ESTIMATES FOR NEXT YEAR.

The following estimates for the service of the fiscal year ending June 30, 1884, have already been submitted.

For the support of the institution, including salaries and incidental expenses, and \$500 for books and illustrative apparatus, and \$2,500 for general repairs, \$55,000.

To provide enlarged accommodations for the use of students, and additional hospital room by the construction of two small detached buildings, \$10,000.

For the improvement and enclosure of the grounds, \$5,000.

The first estimate is the same in amount as the appropriation for the current year. The number of pupils will undoubtedly be somewhat larger next year than it now is; but this will involve no increase in our salaries and wages, and it is hoped that the prices of provisions may be lower than at present, so that the increased number can be provided for without the occurrence of any deficiency.

The estimates for improvements to our buildings and grounds, are to provide for matters which will contribute very greatly to the well-being of the institution.

The construction of the Boundary street sewer, now being carried by our grounds, will leave our front in a condition which will necessitate the erection of some substantial and permanent enclosure. It is expected that the section near us will be completed before next summer. It would be desirable, therefore, to have the appropriation for the improvement and enclosure of the grounds made available during the current fiscal year.

To the appropriation of \$55,000.00 for the current expenses of the institution for the current fiscal year, the following proviso is attached: "Provided, That no more than \$22,000 of said sum shall be expended for salaries and wages." The directors are under the impression that this provision of law must have been adopted by Congress without a full understanding of the needs of the institution and the character of the services that are required in doing its work.

From a careful examination recently made into the organization of institutions similar to this, and on inquiry as to the salaries paid, it appears that the number of persons employed in this institution is by no means unreasonable, while the salaries are in no cases higher, and

in many instances are lower than those paid to officers of similar grades in schools for the deaf, and in colleges for the hearing of the first rank, as well as in the educational institutions sustained by the government, and in the scientific branches of the public service. It is evident, from the comparison thus instituted, that if changes are to be made in the salaries paid here increased rates should be allowed in several instances.

A comparison drawn between the per capita cost of maintaining this institution and the Military and Naval academies will show that the pro rata expense in those institutions is about two and a half times as great as in this. And yet the period of instruction here extends over thirteen years, while at West Point and Annapolis it is limited to four, and the number of our pupils is less than one-half that in each of the establishments named; both these facts tending to increase expense in this institution in that they necessitate more classes and proportionally a greater number of instructors.

It is true that the cost per pupil in this institution is greater than in any of the State institutions for the deaf and dumb. But this is fully accounted for when it is remembered that the State institutions bear the same relation to our collegiate department that the primary schools of the country do to the colleges and universities.

A course of study is given here equal in grade and scope to that afforded in the best colleges of the land. Deaf young men from all parts of the country, who have graduated from the State schools, seek our college as the only place in the world where they can secure the higher education that their more favored brothers may find in the colleges of their own State or section.

And when the cost of educating the mute young men of our college is compared with the expenses incurred in behalf of hearing young men in ordinary colleges, it will be found that no charge of extravagance or unnecessary outlay can be justly brought against this institution.

If the proviso above referred to should remain in force, it would be impossible to carry the work of the institution through the present fiscal year with the means provided by Congress. A reduction of more than seven thousand dollars in our salaries and wages, if applied to yearly rates, would force many of our officers to seek positions elsewhere, which they could easily find, and it would be impossible to supply the places of such with experienced and capable persons.

Or if the reduction were to be made by stopping all salaries and all work at the time when the twenty-two thousand dollars shall be exhausted, our students and pupils would have to be sent home at great sacrifice of valuable time, our schools closed with the labor of the year incomplete, and all persons employed by the institution subjected to gross injustice.

In view of all these considerations, the directors do not hesitate to urge, respectfully but very earnestly, that the attention of Congress be called to this matter, with the hope that on further consideration the propriety of the repeal of the proviso may become evident.

CONVENTION OF AMERICAN INSTRUCTORS.

The quadrennial convention of instructors of the deaf and dumb in the United States and Canada was held at Jacksonville, Ill., in the State institution for deaf mutes during the closing week of August last.

There were more than one hundred and sixty delegates present from twenty-eight institutions. This institution was represented by Assistant

Professor Draper, Professor Gordon, Professor Fay, and President Gallaudet, the latter being chosen president of the convention.

Many subjects of interest and importance in our work were discussed. Many valuable suggestions as to methods of instruction were brought forward. Abundant opportunity was had for that personal interchange of views and experience which is of equal if not greater worth than reading of formal essays; and at the conclusion of the meeting it was agreed that no more satisfactory and helpful gathering of instructors in our profession had ever been held.

Every member of the convention left Jacksonville with a deep and lasting impression of the warm-hearted hospitality that had been shown them by the able superintendent of the institution, Dr. Gillett, and his corps of assistants, and of the generous manner in which the State of Illinois had provided for the education of her deaf children.

Among the numerous matters considered and acted upon by the convention, the only one which claims a place in this report is the following series of resolutions relating to our college, the unanimous adoption of which will be a source of gratification to all interested in an attempt to provide the deaf of our country with collegiate training.

Prof. J. L. Noyes, of Minnesota, presented the following resolution which was seconded by Dr. Thomas MacIntire, of Michigan, and unanimously passed:

Whereas the National Deaf-Mute College, in Washington, D. C., has rendered great and efficient aid in advancing the cause of deaf-mute education in the United States; and

Whereas the funds for the support of the college come from the National Treasury (as is proper): Therefore,

Resolved, That we, directors, superintendents, principals, and instructors in this institution, assembled in this their tenth convention, extend to the authorities and faculty of the college our grateful recognition of the good work already accomplished, and would respectfully urge upon them the importance of increasing the facilities affecting the curriculum and all the appliances of the college as best they can from time to time, that the graduates may enter the various professions and spheres open to them with an education, culture, and character that shall in no way be inferior to that of the highest graduates of the best colleges of the land; and, moreover,

Resolved, That we earnestly commend to the favorable consideration of our Senators and Representatives in Congress the deaf-mute college in Washington, D. C., and respectfully ask that they use their influence, not only to foster and support this national institution, but also from time to time increase its funds, so as to enable the authorities of the college to enlarge or increase the appliances in a manner becoming this national institution, destined to be so useful and beneficial in its influence upon the various institutions of the land and upon this increasing portion of our population.

Resolved, That the secretary furnish Dr. E. M. Gallaudet, president of the college, a copy of these resolutions.

EDUCATION OF THE BLIND.

Appended to this report will be found a statement from F. D. Mason, superintendent of the Maryland Institution for the Blind, as to the number of United States beneficiaries in that institution during the past year, and as to the progress they have made. The blind children at the Maryland institution under the provisions of section 4869 of the Revised Statutes, and with the approval of the president of this institution, as required by law.

EDUCATION OF THE FEEBLE-MINDED.

One child belonging to the District of Columbia has been under instruction during the past year at the Pennsylvania Institution for Feeble-minded Children, located at Elwyn, near Philadelphia, at the ex-

of the United States, as provided for by law. Applications in behalf of children similarly afflicted should be made to the president of this institution.

ACTS OF CONGRESS CONCERNING THIS INSTITUTION.

In our Twelfth Annual Report, that of 1869, all the acts of Congress relating to this institution which had been passed up to the date of that report were published. The completion of the twenty-fifth year of the existence of the institution is deemed a fitting occasion for a similar publication. In the appendix to this report will be found a transcript of all legislation had in Congress concerning this institution from 1869 to the end of the last session of Congress.

In this connection attention is respectfully called to the fact that in the preparation of the Revised Statutes several important provisions of law relating to this institution do not appear in chapter five, title fifty-nine, as they ought to do, and the suggestion is offered that Congress take the necessary steps to have the needed amendments made to the Revised Statutes.

All of which is respectfully submitted by order of the board of directors.

E. M. GALLAUDET,
President.

Hon. HENRY M. TELLER,
Secretary of the Interior.

APPENDIX.

ACTS OF CONGRESS RELATING TO THE COLUMBIA INSTITUTION FOR THE DEAF AND DUMB, PASSED SINCE MARCH, 1870.

AN ACT making appropriations for sundry civil expenses of the government for the year ending June 30, 1871.

For the support of the institution, including salaries and incidental expenses, and the maintenance of the beneficiaries of the United States, forty thousand and seven hundred dollars: *Provided*, That the number of students in the collegiate department from the several States authorized by the acts of March 3, 1867, and July 27, 1868, may be increased to forty; but no student now at said institution, coming from said States under said acts, shall be supported therein by the United States from and after the 30th day of June, 1871, and no student hereafter coming to said institution from either of said States under said acts, and this act, shall be supported by the United States during any portion of the time he remains therein.

For completion of the main central building ninety-four thousand and eighty-seven dollars.

Approved July 15, 1870.

AN ACT making appropriations for the legislative, executive, and judicial expenses of the government for the year ending June 30, 1872.

For the support of the institution, including salaries and incidental expenses, the maintenance of the beneficiaries of the United States, and five hundred dollars for books and illustrative apparatus, forty thousand and five hundred dollars.

For continuing the work on the inclosure and improving and grading the grounds of the institution, six thousand dollars.

For necessary expenses in the erection, furnishing, and fitting up of the buildings of the institution, in accordance with plans heretofore submitted to Congress, eighteen thousand dollars.

Approved March 3, 1871.

AN ACT making appropriations for sundry civil expenses of the government for the year ending June 30, 1873.

For the support of the institution, including salaries and incidental expenses, the maintenance of the beneficiaries of the United States, and five hundred dollars for books and illustrative apparatus, forty-eight thousand dollars.

For continuing the work on the inclosure, and improvement and grading of the grounds of the institution, six thousand dollars.

To provide for payments due and unpaid on July 1, 1872, on the purchase by the institution of the estate known as Kendall Green, seventy thousand dollars; *provided*, That before the expenditure of any part of this appropriation, by proper deeds of conveyance, to be approved by the Attorney-General of the United States, all the real estate now owned by the said Columbia Institution for the Deaf and Dumb shall be vested in the United States, as trustee, for the sole use and purpose provided in the act, entitled "An act to incorporate the Columbia Institution for the Instruction of the Deaf and Dumb and the Blind," approved February 16, 1857, and the several acts amendatory thereof: *provided*, That whenever Congress shall so determine, any part of said estate may be sold, and so much of the proceeds thereof as shall be needful for the purpose shall be applied to reimburse the United States for the expenditure herein provided.

Approved June 12, 1872.

AN ACT making appropriations for sundry civil expenses of the government for the year ending June 30, 1874.

For the support of the institution including salaries and incidental expenses, the maintenance of the beneficiaries of the United States, and five hundred dollars for books and illustrative apparatus, forty-eight thousand dollars.

Approved March 3, 1873.