COLUMBIA INSTITUTION FOR THE DEAF AND DUMB.

OFFICERS OF THE INSTITUTION.

Patron.—BENJAMIN HARRISON, President of the United States.
President.—EDWARD MINER GALLAUDET, Ph. D., LL. D.
Secretary.—ROBERT C. FOX, LL. D.
Treasurer.—LEWIS J. DAVIS, Esq.


COLLEGE FACULTY.

President and Professor of Moral and Political Science.—EDWARD M. GALLAUDET, Ph. D., LL. D.
Vice-President and Professor of History and Languages.—EDWARD A. PAY, M. A., Ph. D.
Emeritus Professor of Mental Science and English Philology.—SAMUEL PORTER, M. A.
Professor of Natural Science.—Rev. JOHN W. CHICKERING, M. A.
Professor of Mathematics and Chemistry.—JOSEPH C. BROWN, M. A.
Assistant Professor of History and English.—J. BURTON HATCH, M. A.
Assistant Professor of Mathematics and Latin.—AMOS G. DEAPHER, M. A.
Instructor in Gymnastics.—JOHN J. CHICKERING, B. A.
Instructor in Drawing.—ARTHUR D. BRYANT, B. Ph.

FACULTY OF THE KENDALL SCHOOL.

President.—EDWARD M. GALLAUDET, Ph. D., LL. D.
Instructors.—JAMES DENISON, M. A., Principal; MELVILLE BELLAM, M. S.; THODORE A. KISSEL, B. Ph.; SARAH H. FORSTER.

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

DOMESTIC DEPARTMENT.

Supervisor.—JOHN B. WIGHT.
Attending Physician.—D. E. SHUTE, M. D.
Consulting Physician.—N. S. LINCOLN, M. D.
Matron.—MISS ELLEN GORDON.

Assistant Matron.—MRS. ALICE J. BISHOP.
Assistant Matron.—MISS MARGARET ALLEN.
Master of Shop.—ALMON BRYANT.
Steward.—H. M. VANNESS.
REPORT
OF THE
COLUMBIA INSTITUTION FOR THE DEAF AND DUMB.

COLUMBIA INSTITUTION FOR THE DEAF AND DUMB,
Kendall Green, near Washington, D. C., October 5, 1889.

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 ended June 30, 1889.

The pupils remaining in this institution on the 1st of July, 1888, numbered .... 87
Admitted during the year ......................................................... 25
Since admitted ................................................................. 19

Total ........................................................................... 131

Under instruction since July 1, 1888, males, 102; females, 29. Of
these 66 have been in the collegiate department, representing eighteen
States and the District of Columbia, and 66 in the primary department.

CHANGES IN CORPS OF OFFICERS.

The vacancy in the board of directors occasioned by the death of Mr.
James C. McGuire, noticed in our report of last year, has been filled by
the election of Hon. John W. Foster, of Washington, D. C.

The vacancy among our domestic officers occasioned by the death of
Dr. Alexander Y. P. Garnett, also noticed in our last report, has been
filled by the appointment of Dr. D. Kerfoot Shute, of Washington, D.
C., as attending physician.

Mrs. Alice J. Bishop, who has for the past two years been one of
the matrons, has resigned her position. Mrs. Bishop's services have
been valuable to the institution, and have been highly appreciated.
She carries with her, in her retirement, the respect and cordial good-
will of all connected with the institution.

YOUNG WOMEN IN THE COLLEGE.

The vacancy occasioned by Mrs. Bishop's retirement will not be filled
at present, for the reason that the number of young women seeking ad-
mission to the college has not been as great as was expected it would
be when the doors of the college were opened to women two years ago.
The number in attendance at present—eight—can be accommodated in
the building of the primary department, and the directors will not ask
for the erection of a special dormitory for this class of students until
the need therefor is evident.
ESTABLISHMENT OF A PRINTING OFFICE.

During the past year opportunity has been given to five boys of our Kendall School to gain some knowledge of the art of printing. A modest outfit for a printing office was purchased at a cost of $485.37, and Mr. Harry Van Allen, a member of our college class of 1889, was placed in charge of the office.

Mr. Van Allen, who has had several years' experience as a practical printer, succeeded admirably with his pupils, and much very creditable work has been done by him and by them.

The proceeds of work done for outside parties have more than covered the pay of the instructor, while a considerable amount of printing has been done for the institution.

It is hoped that Congress will allow this very important branch of instruction to become a permanent feature in the institution.

COURSE OF INSTRUCTION AND LECTURES.

No essential change has taken place in the general course of instruction since 1887, when in our thirtieth report a detailed statement of the branches taught in both school and college was published.

During the past year special lectures have been given as follows:

IN THE COLLEGE.

Historical Sketch of Difficulties encountered in the Establishment of the National Deaf Mute College. By President Gallaudet.

Dante's Virgil. By Professor Fay.

Land of Evangeline. By Professor Chickering.

Banks and Banking as Factors in Civilization. By Professor Gordon.

Character and Policy of Queen Elizabeth. By Professor Hotchkiss.

The Religion of the Romans. By Professor Draper.

IN THE KENDALL SCHOOL.

Reminiscences of the Civil War. By Mr. Denison.

Ascent in a Balloon. By Mr. I. H. Benedict.

Daniel Boone. By Mr. J. S. Long.

The Indians of Cape Breton. By Mr. Kiesel.

Fremont's Expedition. By Mr. Bryant.

Benjamin Franklin. By Mr. Charles.

Andrew Jackson. By Mr. Ballard.

At the close of the academic year, in June, certificates of honorable dismissal from the Kendall School were given to Anna May Wood, Irene B. Martin, Harry B. Shibley, Daniel C. Watson, James Allen Wright, and Thomas Henry Peters.

THE TWENTY-FIFTH ANNIVERSARY OF THE COLLEGE.

The exercises of Presentation Day, in May last, when the completion of the first quarter century of the college was celebrated, were of more than ordinary interest.

The patron of the institution, President Harrison, presided. Many prominent officers of the Government, including Secretary Noble, of the Interior Department, were present, as also many citizens of Washington and friends of the college from a distance.
A full account of the proceedings is submitted in the appendix to this report.

**ACTION OF CONGRESS LIMITING SALARIES.**

Congress at its last session enacted a law, in the form of a proviso attached to the usual appropriation for the current expenses of the institution, which, if carried into effect during the current fiscal year, would, in the opinion of the directors, affect most disastrously the welfare of the institution.

Fortunately the full force of the law will not be felt until toward the close of the current year, thus giving time to bring the points involved to the further consideration of Congress.

At a meeting of the board held May 7, at which there were present the president and secretary, Hon. Henry L. Dawes, Hon. R. R. Hitt, Hon. John J. Hempel, Hon. J. Randolph Tucker, Dr. James C. Welting, and Hon. John W. Foster, the following was on motion of Hon. J. Randolph Tucker unanimously adopted:

The board has taken into consideration the proviso contained in the sundry civil appropriation bill approved March 3, 1889, in the following words, to wit: "Provided, That of the above sum no more shall be expended for salaries and wages in this institution during the fiscal year 1890 than shall, with the payments from other sources, make a total for such salaries and wages for said year of $26,000 in all." The amount allowed by the board for salaries and wages for the current year has been about $31,000, and the same has been allowed for several years past. The board considers this sum not only reasonable, but necessary for the proper support of the educational system now firmly and successfully established and in operation in the institution, because it is not in excess of the amount allowed in like institutions elsewhere, even where the education afforded is altogether primary and not at all collegiate, and because the qualifications of professors in collegiate branches in this institution should be as great as in other colleges, and their special qualifications for teaching deaf-mutes must be peculiar and in addition to those usually possessed by professors in the same branches of learning in colleges for those who are not deaf-mutes.

The board, therefore, is of opinion, in full consideration, that the proviso in the above-mentioned act of Congress will injuriously impair the efficiency of the institution and unjustly decrease the fair remuneration of professors for their important and peculiar duties.

The board desires that these views be officially laid before the next Congress in order that this restriction of the amount paid for salaries and wages be removed in the future, and that the deficit under the proviso above mentioned may be supplied by an appropriation of an amount sufficient to pay the just salaries and wages heretofore allowed by the board.

Resolved, That the president of the institution be instructed to lay this minute of the board before the Secretary of the Interior in order to its being included in the estimates to Congress, and be incorporated in the annual report of the president and directors to the Secretary of the Interior.

**ACTION OF CONGRESS CONCERNING STUDENTS IN THE COLLEGE.**

Congress, at its last session, also added to the usual appropriation another proviso, the effect of which, should it become permanently operative, would be disastrous to the usefulness of the most important and most widely known department of the institution, the college.

The proviso reads as follows:

And provided further, That deaf-mutes, not exceeding 60 in number, admitted to this institution from the several States and Territories, as provided in section 4653 of the Revised Statutes, shall only have the expenses of their instruction in the collegiate department, exclusive of support, paid from appropriations made for the support of the institution.

The policy called for by this proviso is practically a complete reversal of that pursued by the Government and the institution in regard
to the college for the twenty-five years of its existence, so far as pecuniary aid to students is concerned. Insisted on, it will close the doors of the college to the poor while leaving them open to the rich, and the commodious buildings erected by Congress for the benefit of the many deaf youth of the country will soon be tenanted by a mere handful of students.

In view of the importance of an early modification of this law the directors ask the careful consideration of the following statement of what has been the practice during the entire history of the college as to the extent of aid furnished students.

The pecuniary circumstances of every applicant have been carefully investigated, and whenever there has been an ability to pay, the full charge for board and tuition has been insisted on.

In cases where pecuniary inability has been evident, the charge for board and tuition has been remitted, always on the recommendation and at the request of the member of Congress from the district in which the applicant resides.

In no instance has the institution assumed the support of a collegiate student. Those receiving the greatest assistance have provided their own clothing and books, they have met all traveling expenses, and they have been at their own charges during the long summer vacation.

A large majority of these youths have come from homes many hundreds of miles distant from Washington. Nearly all of them have worked hard during the vacations to earn money enough to meet the expenses above referred to of travel, clothing, etc. Many of them have been employed as farm laborers, coal and iron miners, and in other severe occupations.

To the poor hearing boy, intelligent and ambitious, no matter in what position of our great country he may reside, institutions for his higher education are open within a few hours' travel. It is the boast of many of those that no deserving youth is turned from their doors for lack of means. But no door in all of these colleges is open to the deaf young man or woman who may reside even beneath the shadow of their walls.

The Government has with a generous hand established and equipped one college in which for a quarter of a century the deaf youth of the country have received privileges no greater than are offered to their more favored brothers and sisters in many of the States.

The legislation of the last Congress closes the doors of the college to all such as bear the misfortune of poverty in addition to that of deafness, and proposes to maintain, at considerable outlay, an institution the benefits of which none but the children of the wealthy can enjoy.

The directors can not believe it to be the deliberate purpose of Congress to restrict the distribution of the advantages our college is prepared to give to such deaf youths as are capable of profiting by them. They therefore confidently appeal for a modification of the law of last March in the interest of a resumption of that more generous, may they not say more just, policy which has been heretofore pursued.
COLUMBIA INSTITUTION FOR THE DEAF AND DUMB.

RECEIPTS AND EXPENDITURES.

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

SUPPORT OF THE INSTITUTION.

<table>
<thead>
<tr>
<th>RECEIPTS</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance from old account</td>
<td>$185.29</td>
</tr>
<tr>
<td>Received from Treasury of the United States</td>
<td>55,000.00</td>
</tr>
<tr>
<td>Received from manual labor fund</td>
<td>335.90</td>
</tr>
<tr>
<td>Received for board and tuition</td>
<td>6,443.06</td>
</tr>
<tr>
<td>Received for work done in shop</td>
<td>175.75</td>
</tr>
<tr>
<td>Received for work done in printing office</td>
<td>260.25</td>
</tr>
<tr>
<td>Received from sale of old metal and salves</td>
<td>11.55</td>
</tr>
<tr>
<td>Received for damage to grounds</td>
<td>2.25</td>
</tr>
<tr>
<td>Received for milk sold</td>
<td>26.77</td>
</tr>
<tr>
<td>Received for rent of dwelling</td>
<td>60.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXPENDITURES</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expended for salaries and wages out of appropriations from Congress</td>
<td>27,321.14</td>
</tr>
<tr>
<td>Expended for salaries and wages out of funds belonging to the institution</td>
<td>4,258.90</td>
</tr>
<tr>
<td>Expended for groceries</td>
<td>3,724.19</td>
</tr>
<tr>
<td>Expended for repairs</td>
<td>3,304.60</td>
</tr>
<tr>
<td>Expended for household expenses, marketing, etc</td>
<td>2,616.54</td>
</tr>
<tr>
<td>Expended for meats</td>
<td>3,263.89</td>
</tr>
<tr>
<td>Expended for bread</td>
<td>1,243.56</td>
</tr>
<tr>
<td>Expended for butter</td>
<td>1,866.34</td>
</tr>
<tr>
<td>Expended for medical and surgical attendance</td>
<td>525.00</td>
</tr>
<tr>
<td>Expended for rent of telephone</td>
<td>100.00</td>
</tr>
<tr>
<td>Expended for furniture</td>
<td>641.16</td>
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<td>Expended for lumber</td>
<td>754.78</td>
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<tr>
<td>Expended for dry goods, etc</td>
<td>930.08</td>
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<tr>
<td>Expended for gas</td>
<td>857.29</td>
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<tr>
<td>Expended for paints</td>
<td>407.31</td>
</tr>
<tr>
<td>Expended for feed, flour, etc</td>
<td>1,181.64</td>
</tr>
<tr>
<td>Expended for printing</td>
<td>62.13</td>
</tr>
<tr>
<td>Expended for medicines and chemicals</td>
<td>255.91</td>
</tr>
<tr>
<td>Expended for books, paper, etc</td>
<td>668.73</td>
</tr>
<tr>
<td>Expended for hardware</td>
<td>307.96</td>
</tr>
<tr>
<td>Expended for fuel</td>
<td>2,897.96</td>
</tr>
<tr>
<td>Expended for plants and flowers</td>
<td>234.75</td>
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<tr>
<td>Expended for blacksmithing</td>
<td>96.30</td>
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<tr>
<td>Expended for wagon and repairs</td>
<td>688.35</td>
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<tr>
<td>Expended for auditing the accounts of the institution and for traveling expenses of non-resident directors in attending meetings of the board</td>
<td>409.00</td>
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<tr>
<td>Expended for ice</td>
<td>390.07</td>
</tr>
<tr>
<td>Expended for mure</td>
<td>60.00</td>
</tr>
<tr>
<td>Expended for live stock</td>
<td>193.47</td>
</tr>
<tr>
<td>Expended for harness and repairs</td>
<td>111.67</td>
</tr>
<tr>
<td>Expended for garden seeds, etc</td>
<td>96.72</td>
</tr>
<tr>
<td>Expended for entertainment of pupils</td>
<td>55.00</td>
</tr>
<tr>
<td>Expended in setting up printing office</td>
<td>425.87</td>
</tr>
<tr>
<td>Expended for china, glass, and wooden ware</td>
<td>425.87</td>
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<tr>
<td>Expended for freights</td>
<td>35.27</td>
</tr>
<tr>
<td>Expended for stamped envelopes</td>
<td>21.80</td>
</tr>
<tr>
<td>Expended for potatoes</td>
<td>133.80</td>
</tr>
<tr>
<td>Expended for illustrative apparatus</td>
<td>387.75</td>
</tr>
<tr>
<td>Expended for expenses of delegate attending International Congress of Deaf-Mutes in Paris</td>
<td>360.00</td>
</tr>
<tr>
<td>Balance</td>
<td>495.59</td>
</tr>
</tbody>
</table>

| Total                                         | 63,437.12|
ESTIMATES FOR NEXT YEAR.

The following estimates for the fiscal year ending June 30, 1891, have already been submitted:

For the support of the institution, including salaries and incidental expenses, for books and illustrative apparatus, and for general repairs and improvements, $58,000.

For the care and improvement of the grounds of the institution, $3,000.

Also for the current fiscal year:

For salaries and wages, in addition to the amount already allowed, $3,000.

The reasons for the submission of these estimates were fully set forth in the letter transmitting them some weeks since, and need not, therefore, be given here. The directors, however, will beg the privilege of repeating what was said in last year's report in reference to the estimates then submitted, for the paragraphs are as pertinent in the present connection as when originally used:

It has been the uniform policy of the directors, since the foundation of the institution, to study the closest possible economy in its management consistent with the best possible results, and they have felt that the class of persons for whose benefit the institution was established, in view of the peculiar disability under which they labor, and which exists through no fault of their own, deserve educational facilities at least equal to their more-favored brothers and sisters in any part of the country.

Believing it to be the policy of the Government to do as much as this for the children of silence who are gathered within the walls of the most prominent institution in the country, the directors have authorized the submission of these estimates, and will hope for their favorable consideration by Congress.

UNVEILING OF A STATUE OF THOMAS HOPKINS GALLAUDET.

An occasion of much more than ordinary interest occurred at Kendall Green at the close of our academic year in June. Some three hundred educated deaf persons met here in convention, under an organization effected in Cincinnati, Ohio, in 1880, when the National Association of the Deaf was formed. The object of this association is to bring together the most intelligent of the class for the purpose of discussing questions of interest and importance to them.

The second meeting of the association was held in New York City in 1883, and it was there decided to provide by voluntary contributions from the deaf of the whole country a memorial of the founder of deaf-mute instruction in America in the shape of a statue to be erected on the grounds of this institution.

No long delay occurred in raising the fund for this purpose, and upwards of $12,000 was secured, the contributors representing every State, Territory, and District of the United States. As the result of this liberality, a bronze statue of rare artistic merit has been modeled by Daniel C. French, of New York, representing Thomas Hopkins Gallaudet at the age of thirty teaching the child Alice Cogswell, interested in whom led Dr. Gallaudet to devote himself to the work of deaf-mute instruction, and was placed on the grounds of the institution, near the entrance to the chapel, a few days before the assembling of the convention. On the afternoon of June 26, in the presence of a large and interested company, the statue was unveiled and presented to the institution with appropriate ceremonies, an account of which will be found in the Appendix.

The directors feel it to be their duty, as it certainly is their pleasure, to express to the donors of this beautiful monument their appreciation.
of its value and their purpose to guard it with care, that it may fulfill its high mission, giving to future generations the lessons taught by the life of a great and good man.

INTERNATIONAL CONVENTION OF DEAF-MUTES AT PARIS.

Conventions of the deaf, both local and national, have been frequently held during the past few years in this country and in Europe, but no international meeting has been called until the present year, when the "Association Amicale" of French deaf-mutes invited deaf persons from all parts of the world to join in an international convention to be held at Paris July 10-18.

The subjects proposed for discussion were "The Deaf-Mute in Society," "At Work," "In the Family," "His Relations to the Laws of his Country," and "His Benefactors from the Time of the Abbe de l'Epée to the Present Day." It was also proposed to pay special honor to the memory of the Abbe de l'Epée, founder of public deaf-mute institutions in France, the present being the centennial year of his death.

The assemblage of deaf-mutes promised to be of such importance that quite a number of the State schools for the deaf in this country sent delegates. It seemed proper that the college should be represented, and at the suggestion of the faculty Professor Draper was requested to attend the convention. An interesting report from him will be found in the Appendix.

INSTRUCTION OF THE BLIND AND THE FEEBLE-MINDED.

Provision is made by Congress for the instruction of the blind and the feeble-minded of the District of Columbia in schools for such purposes in Maryland and Pennsylvania. Applications for the benefit of these provisions must be made through the president of this institution. It seems proper, therefore, to call the attention of Congress in this report to the fact that while all blind persons of teachable age in indigent circumstances may secure the benefits of the bounty of the Government, the amount available for the feeble-minded is so limited as to be entirely insufficient to meet the cases that are now greatly in need of aid.

Every consideration of benevolence, not to say justice, demands an increase of the appropriation at the earliest possible day.

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

E. M. GALLAUDET,
President.

Hon. John W. Noble,
Secretary of the Interior.
APPENDIX.

EXERCISES OF PRESENTATION DAY.

The twenty-fifth anniversary of the college was observed in connection with the regular exercises of presentation day, May 8. President Gallaudet introduced Dr. Philip G. Gillett, for more than thirty years principal of the Illinois School for the Deaf, who offered the following prayer:

Our Heavenly Father, we thank Thee for this occasion; we thank Thee for the civil institutions that make such an occasion possible; we thank Thee for the spirit of the Gospel that inspires all these institutions of ours and gives us such a one as this, which is the highest, the most fitting material expression of the power of our Christianity and of our civilization; we thank Thee, O Lord our Heavenly Father, that Thou didst put in the heart of the people of this land to take that interest, that practical interest, in the misfortunes of some of their fellows that here, as well as elsewhere, are brought together—some whom Thy hand has been laid upon in denying some of the privileges and blessings that fall to the common lot of mankind; and we thank Thee, our Heavenly Father, that under the influence and spirit of the Gospel that Jesus Christ brought into the world these losses and these deprivations have, in some respects, been fully and more than fully compensated for.

And now we thank Thee, O Lord, for Thy blessing, which has rested upon this college, this National College for the Deaf; we thank Thee that Thou hast watched over it during this quarter of a century, and that we are permitted upon this beautiful afternoon to join together in celebrating this twenty-fifth anniversary; we thank Thee for the blessings that have rested upon the institution and its officers; we thank Thee for the blessings that have rested upon its presiding officer, that Thou didst take him in the years of his early manhood and endow him with prudence, wisdom, and energy, with tact and with discretion, and that in the wise exercise of these Thou hast let Thy blessing rest on his labor, and we see here to-day in the capital of our happy land what cannot be seen anywhere else upon this Thy footstool.

Now, our Heavenly Father, we pray that Thy blessing may continue to rest on this institution, upon its president, its teachers, instructors, and professors, and all of its students. We thank Thee for the blessing which has attended those who have gone out from its walls, carrying peace, happiness, and comfort to many others similarly afflicted with themselves.

We pray Thee, our Heavenly Father, that Thy blessing may rest on the class soon to take their departure; grant that they may be truthful men and women, upright and honest, exercising all the prerogatives of citizenship in the fear of God and to the honor and glory of Thy name.
COLUMBIA INSTITUTION FOR THE DEAF AND DUMB.

Be pleased to hear this our petition, O Lord our Heavenly Father, we humbly beseech Thee; be in all our hearts; be in all the expressions given to-day, whether oral or manual; may God himself, the Holy Spirit himself, be present to bless us, and may we feel this is the house of God, a gate of heaven to our waiting souls.

Be with us in the journey of life; may our moral and religious characters be invigorated; may the character and purposes of life be strengthened in ourselves, and as we go hence may we go being stronger in the faith. These things we ask through the righteousness of Christ, through Jesus Christ, our Lord.

Essays were then presented by members of the graduating class as follows:

President Gallaudet then spoke as follows:

The express which was to have brought a thesis from Omaha did not arrive in time to allow a place to be made for it on the programme. Mr. Olof Hanson, who has presented this thesis, the reading of which I with considerable reluctance omit, for it is a scholarly production and will be printed, is a young architect of Omaha, who graduated from this college three years ago with high honors; he is now before us as a candidate for a Master's degree; he has satisfied all the requirements of the faculty in the progress he has made in the pursuit of his profession, that of architecture, and I take especial satisfaction in speaking of this young man and his work since he left college, for the question is not seldom asked me, "What, in the struggle of life, can the graduates do, handicapped by deafness?" And when I can present to the audience [exhibiting plans] the original plan of a building to be erected, it is hoped, and at no very distant day, as a school building in the State of Minnesota, a design prepared by Mr. Hanson, all the specifications of the minutest details drawn out, all the plans prepared ready for the erection of the building, and these made by this very young man just three years out of the college, I feel we are justified in conferring on him the degree of Master of Arts. [Applause.]

THE FUTURE OF AMERICAN ARCHITECTURE.

By OLOF HANSON.

The little army of men who are digging the Eastern sands in the interests of archaeology every now and then turn up some remains of ancient art which throw new light on the history of the human race. Great as have been the services of philology in tracing the relations of prehistoric man, its evidence is sometimes obscure, and it does not go so far back as we could wish. Then archaeology comes in as a worthy assistant. Certain features of construction and ornament are peculiar to certain peoples, and when the same features are found in different countries we may be certain that their inhabitants were in some way related.

Architecture is a faithful index of the character and condition of a people. It rises and falls with civilization, and the most prominent
characteristics of a nation generally find expression in its architecture. The slavish Egyptians toiled long and drearily to pile up enormous pyramids in memory of their Pharaohs; the independent Greeks built noble temples and beautiful public edifices; the power and grandeur of Rome found expression in triumphal arches and magnificent public works, and to the influence of the church during the Middle Ages we are indebted for a number of noble ecclesiastical edifices.

It is possible, by observing the conditions under which these things were wrought, and by noting what similar conditions exist or are likely to exist in this country, to form some idea of the probable future of our architecture. The pyramids are impossible, because the conditions under which they were built can not recur. It is not probable that the military glory and subsequent grandeur of Rome will be repeated, and we may hope to avoid her extravagance. The church is not likely to obtain a dominance like that of the Middle Ages, and we may not see the preponderance of any one class of architecture to the exclusion of others. All things considered, the conditions existing here appear most nearly to resemble those of Greece. We have her independence and are favored by natural conditions. With peace, which follows civilization, internal development can not fail to result. The native resources of our country are greater than those of any other in ancient or modern times, and the expectation that we will surpass them all in wealth and prosperity is therefore not unreasonable. With all the past to learn from, and with mental powers inferior to none, there is no reason why we should not surpass our contemporaries in architecture and the fine arts, just as we seem to be fairly on the way of doing in science and the mechanical arts; and we may even strive to attain the perfection of the acknowledged masters—the ancient Greeks.

To be sure, this bright view of the future may not be warranted by a survey of the present state of the art in this country. Some one may ask, How about that essential to good architecture, truth and honesty? What about our sham cornices and tin ornaments? To this I would reply that, though there doubtless might be a great deal more truth and honesty in the world, yet I think that on the whole the Americans are as honest as the Greeks, and if Diogenes lived in these days he might not have to go around with his lantern in broad daylight and search in vain for an honest man.

Again, when we see how indifferent the greater portion of our people are to the beauties of architecture, and when our best artists are driven abroad to seek the patronage and appreciation which they fail to receive at home, some may entertain doubts as to the future of American architecture and art. But this, I believe, is only temporary and incidental to the development of a new country. haste is the order of the day. Art can be appreciated only when we have time to admire and enjoy it. We are too busy in the pursuit of wealth to think of anything else. The acquisition of wealth is in itself a pleasure; but once gained it ceases to be so, and its possessors then seek pleasure in art and refinement which wealth and leisure enable them to patronize and cultivate. Already a number of our wealthier citizens are beginning to manifest an interest in this direction, and as their number is constantly increasing, we may well look to the future with brighter hopes.

It is encouraging to note the desire of our suburban population to make their homes attractive. Of course mistakes are occasionally made. Some designs are deficient in artistic qualities, while others, not a few, overlook the fact that, as tersely expressed by Ruskin, “Architecture is ornamental construction, not constructed ornament.” But,
on the whole, there is a steady progress in the right direction. The tendency of our best architecture at present seems to be toward simplicity. Effect is sought by a judicious grouping of the principal masses, and a picturesque treatment of the roof, rather than by elaborate details and ornament. This is, no doubt, due to the demand for rapid and economical construction. Ornament when used is delicate in design, appropriate to its place, and neatly executed, in accordance with the principle that it is better to have a little ornament that is good than much that is indifferent or poor.

Our public and municipal architecture is fairly creditable, considering the circumstances of its production; but it does not, by any means, represent the ability of our architects, since very few of the Government buildings are designed by the ablest men in the profession, the majority being designed by salaried officials in the employ of the Government. For the sake of good architecture it is to be hoped that the profession will be afforded the opportunity to demonstrate its ability in this important class of buildings, and that the best architects will be selected, as is done in the older countries, by a careful system of public competition.

The class of buildings in which we have made the greatest advance is unquestionably mercantile and business buildings. Some of our office buildings are models of convenience and elegance. Here, as before remarked, our architecture is an index of the character of the people, for we are essentially a business people. The demand for high buildings since the invention of the elevator has thrown our architects on their own resources to make the exterior appropriate, and the happy manner in which they have met and are meeting this difficulty testifies to their ability.

Much has been said about the various styles of architecture, but the fact is that very few of our buildings are constructed in accordance with any pure style. Independent as our people are in all things, we are not bound by any conventional rules of the past. Our architects feel perhaps better than those of any other country, that they are "the heirs of all the ages." We are at liberty to choose from any style and combine it with any other, the only rule by which we are bound being that the new combinations shall be harmonious and appropriate. This is not always easy, and we can not avoid making mistakes sometimes. But we will learn by our mistakes, and the result will be a far more varied and no less agreeable style than any of the past. We are not to copy the work of our predecessors without questioning, but to adapt such features as meet our requirements, and remodel them to suit our needs.

It is not my purpose to depreciate the pure classical styles. Far from it. Buildings erected according to them are often beautiful, and those who have a preference for these styles are not to be esteemed less on that account. But, in my opinion, the future architecture of America will not be any pure style or styles of the past, but a diversified combination of different styles; not a chaotic conglomerate, but a fusion, highly varied, yet perfectly appropriate and harmonious.

It is probable that the metals will play an important part in future constructions. This, however, is of more interest to the engineer than to the architect. For, though a metallic frame work can be covered in such a manner as to resemble buildings constructed of nobler material, yet true architecture always shrinks from anything which is not what it pretends to be. If such buildings, however, are constructed without any attempt to imitate those built of other material, but rest their claim.
to favor on their own merits, then they are entitled to and will doubt-
less receive such recognition as they may deserve.

One important difference to be noted between ancient and modern
architecture is the tendency to avoid unnecessarily heavy construction
and proportion. From the massive rock-cut temples of India and the
ponderous columns of Karnac, to the Grecian Doric there is a long step
in this direction. In the transition from the Doric to the Ionic and
from the Ionic to the Corinthian, this tendency is clearly marked, and
when we look at Roman and Byzantine architecture we at once notice
that the aim is in the same direction, though it is not carried very far.
In the Gothic cathedrals constructive skill reached its height, and in
some of them there is hardly a stone which is not necessary to their sta-
bility. This tendency is in danger of being carried too far; but our
best architects, while they do not waste their material, yet leave a suf-
ficient margin of safety to give one a sense of security. Taking the
present and the past as a basis for judging the future, it seems to point
to the following conclusions: That our architecture will be highly varied,
free and independent, combining the best features of the past in agree-
able and harmonious proportions; that no particular class of buildings
will predominate over others; that needlessly heavy construction and
proportions will be avoided; that our domestic architecture will be pict-
uresque and pleasant; and that inventive genius, combined with con-
structive skill, will develop a style of architecture which will be broader
and grander than anything of the past and a worthy representative of
a great people.

REMARKS OF PRESIDENT GALLAUDET.

President Gallaudet continued: Next on the programme is the name
of the Rev. James Henry Cloud, of Illinois, who is down for an ora-
tion on the subject of The Physical Basis of Education. Mr. Cloud
was a classmate of Mr. Hanson’s, and graduated from this college three
years ago. He accepted a position in the Illinois School for the Deaf
as instructor and director of physical training, assuming the charge of
a large school of more than five hundred pupils, directing their physical
training, having a fine gymnasium in which to conduct that service.
Mr. Cloud has made a study of anatomy; he has made a study of physi-
ical training; he has been under the instruction of Dr. Sargent, at Cam-
brIDGE, during his vacations, and has proved an eminently successful
teacher of physical development. But that is a small part only of the
work he has been doing during the past three years. The necessity for
laboring and earning money to aid members of his family was upon
him. But his aim was to study for the ministry, and so side by side
with this work which he has most creditably done, he has pursued theo-
logical studies necessary to his acceptance and his ordination, which
occurred within the past month, as a deacon in the Episcopal Church.
So he stands upon our catalogue, three years after leaving college, as the
Rev. James Henry Cloud; and in view of his attainments in his theo-
ological studies, and in the other lines I have spoken of, our faculty have
recommended him to the board of directors for the degree of Master of
Arts, and that degree has been conferred upon him as upon Mr. Han-
sen. His purpose is to minister, as a clergyman, to his own class, and
for that service there is a demand and need which is unquestioned, and
which asks for just such laborers as he is.

The members of the graduating class, whose essays have been pre-
sented to you to-day, are now presented by vote of the faculty to the
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directors as candidates for degrees—two of them for the degree of Bachelor of Science, and three of them for the degree of Bachelor of Arts.

I present these gentlemen as candidates for these degrees if, Mr. President, you will allow me to address you as patron of our institution, certainly our most welcome guest to-day, not only for reasons personal to yourself, but because you represent to us that great beneficent Government, the liberality of which, expressed now through a quarter of a century of generous appropriation, has made this college, this only college for the deaf that now exists, or has ever existed, possible. And here, upon the bounty of the Government mainly, has our work been done, and we present these young men to you, members of the board of directors, as candidates for the degrees which the faculty feel they have fairly earned by the course of study they have pursued. [Applause.]

Twenty-five years ago, in the month of April, the Senate of the United States was asked to consider a bill proposing to give to the directors of this institution, then a small primary school for the deaf, the authority to confer such degrees as are usually conferred by colleges. The suggestion excited some ridicule in the Senate, and wonder was expressed that it was thought possible deaf-schools could ever achieve a collegiate course. There were those, however, who championed the cause of the higher education of the deaf, and after a spirited discussion the Senate of the United States unanimously agreed to give power asked for to the directors of this young school for the deaf. The House soon concurred in the action of the Senate, and a few weeks later exercises were held in the city of Washington, in which it was announced to the public that a college for the deaf was inaugurated. It had no students; it had no professors; it had no money; it had no house, but it had the spirit to do the work, and those who were imbued with that spirit announced their purpose to the world and invited the attendance of those who might seek to come here to this little school to enter upon the higher education.

On the occasion of those public exercises, those who were especially interested in the carrying forward of the new enterprise were cheered very greatly by the presence of a friend who represented at the same time the colleges and the Congress of the country. This warm-hearted friend put courage into the hearts of those who were then taking up the work, which has since developed here, in an address, the closing words of which I will ask you to listen to.

You have now founded the first college in this country for the education of the deaf and dumb. Are there any here disposed to distrust the auspices of this day, or despair of the final success of this Christian enterprise, which marks so clearly the character and the progress of the age, let them call to mind the history of American colleges.

The University of Cambridge, ancient and venerable, the alma mater of a long line of illustrious sons who have gone forth from her halls, though now lifted into influence by the munificence of a wise and grateful people, in its infancy was sustained by the surrounding husbandmen with liberal gifts of beans and corn, wheat and rye, and other products of the soil. Those were the days of small things to the institution, but faith wrought with her works until she finally triumphed. Dartmouth College, with which I have the honor to be connected, and whose bright record of alumni unrolls through nearly a hundred years; which has sent forth such men as Poor, and Goodale, and Wright, to erect the standard of Christianity on benighted shores; which has given to the bar and the State, among other imperishable names, a Webster and a Woodbury, a Choate and a Chase, and the venerable statesman whose munificence has founded this institution, and whose presence gladdens these festivities, was at first only a tent pitched in the wilderness by the elder Wheelock, for the education of Indian youth.
But you have laid the corner-stone of your college in the midst of wealth and in the very capital of the nation, where, beyond peradventure, the treasures of a generous people will be poured out to supply the necessities of the institution that is eyes to the blind and ears to the deaf.

Your college can not fail to succeed, and will yet, I trust, be a blessing to many generations of the children of misfortune. Gladly, sir, do I welcome your institution to the circle of colleges, and your faculty to the fellowship of scholars devoted to kindred labors. You have entered upon an enterprise that involves great responsibilities and years of toil. Often will your mind alternate between hope and fear. Often will you lie down to rest perplexed with care and saddened with wearisome duties; but remember, through all, that your works will follow when—

"The stars shall fade away, the sun himself
Grow dim with age, and nature sink in years."

The friend who so warmly encouraged us twenty-five years ago became, not long after, the first director of our institution representing the Senate of the United States, and through a series of years his aid was most efficient in Congress, in the early development of this institution, through times that were critical and through experiences often depressing. I am sure, when I have said all this, you will join with me in feeling it is an especial pleasure that this same friend, who was with us twenty-five years ago and associated with the institution, not only as director, but afterwards as preceptor, lecturing on natural science on several occasions, and so taking a place in its faculty, is with us to-day to give us his greeting on our twenty-fifth anniversary and to encourage us to still better work in the future. I have the great pleasure and honor of introducing to you, as orator of the day, ex-Senator and superintendent of public instruction in New Hampshire, James W. Patterson, who will now address you. [Applause.]

ADDRESS OF HON. JAMES W. PATTERSON.

If, as we are told, demand and production are reciprocal in the economy of nature as in the economy of business, then the senses may have been products of our environment, and the blind fish of the cave, if brought to the light, might in time recover his lost sight, or new senses be acquired if future conditions should demand it. Congenital deafness, inherited from deaf or too closely related ancestors, illustrates, it is claimed, the pressure of a universal law, which man must heed in the conduct of life if he would improve the physical condition of the race. Such theories may have their value as philosophical speculations; but if one in every two thousand or fifteen hundred of our population is a deaf-mute, we have thirty or forty thousand, exiled by birth or accident from the world of sound, who can not wait to theorize on the laws of heredity, or for a force of nature to unstop the avenue of hearing. These short-lived unfortunates can not defer their deliverance for a gracious miracle of evolution. Their hope is in the development of the potential power that slumbers in the remaining faculties. This is what modern science, inspired by the spirit of Christian love, has been doing for the last hundred years.

The blindness, cruelty, and moral inertia of the natural man, as seen in his treatment of the deaf, is a humiliating fact in human history. During the earlier ages congenital deafness, which closed the chief inlet of intelligence and barred the avenue of social intercourse, was deemed a visitation of divine wrath, and the poor victim was destroyed to save the family honor, or classed with the idiotic and insane and treated as an outcast from the functions and sympathies of society.

In the earliest civil code which has come down to us a restriction is laid upon this brutality of man. The prohibition of the Mosaic law
was, "Thou shalt not curse the deaf, nor put a stumbling-block before the blind, but shall fear thy God."

The Brahminical law, though it excluded the deaf from the inheritance of property, provided for their support by the nearest heir. The Romans gave full civil rights to the accidentally deaf who could write, but denied them to all others of the class. The grand orations, the splendid poems, and the profoundest utterances of Greek philosophy give not a glimmer of the light of modern science on this dark problem. The dictum of Aristotle was, that the deaf are wholly incapable of intellectual instruction. To that age and country the loss of hearing barred forever the gate of knowledge; and as late as the fourth century it was thought by the saintly Augustine that even the gates of heaven had been closed to these smitten children of God. He declared that faith was impossible to the deaf because they could not learn letters, through which faith could be acquired.

But the great Founder of our faith taught a diviner philosophy than this, and by miracles prophetic of a better age opened the eyes of the blind and unstoppered the ears of the deaf. The spirit of Christianity, toiling in the gloom of fifteen dark centuries, has slowly developed both the possibility and the method of educating these unfortunate children of the state.

At first, and for many years, the effort was personal and tentative, and had to work its way against universal distrust and prejudice.

But numerous individual instances of remarkable success in educating the eye to do the work of the lost sense, and in substituting the older language of signs for that of speech, slowly demonstrated the possibility of bringing the deaf, as a class, into the functions and enjoyments of general society. This recognized possibility brought with it a sense of duty, and about the middle of the last century schools for deaf-mutes began to be opened on the Continent and in England, which at the beginning of the present century were in many instances adopted by governments as public institutions. The first in this country was established at Hartford, Conn., in 1817, by the honored father of the president of the college whose quarter-centennial we have this day met to celebrate. Other institutions followed, and provisions were made in most of the States for the education of this class of their population, by such methods as ingenuity and experience had devised for that purpose. The enlightened civilization of our century, humanized and inspired by the genius of Christianity, has brought thousands of American children in each generation, since the founding of these schools, from a worse than Siberian exclusion into the circle of human sympathies and responsibilities.

As the number of deaf-mutes multiplied, a call was heard for a college where teachers not only skilled in the different systems of their art could be trained, but where teachers disciplined and cultured in the higher ranges of scholarship might be educated.

Students who had tasted of the fountains of knowledge began to thirst for classic literature, and to yearn for the deeper problems of science and history.

As we should have anticipated, here in the capital of the latest, freest, richest nation of the world, where thought spurns the trammels of prescription, and where the education of all the people is both a patriotic and a religious duty, the first seed of higher learning for the deaf came into existence, but with perhaps more than the usual hardships attending the birth of such institutions.

The success, however, which has attended the college has richly com-
pensated its founders for all their labors, and has crowned with perpetual gladness and enduring fame him whose pregnant thought and incessant care laid its foundations, and have guided and guarded its interests through all these years of trial. This son has added luster to the name of an honored father by planting an institution that will perpetuate his memory through successive generations of the children of misfortune.

We who are accustomed to receive unconsciously the good things of life through all the senses are not liable to apprehend the real beneficence and greatness of the work to which this institution has been dedicated. The deaf, banished to the silence, seclusion, and solitude of their own minds, neglected by their fellows, and tantalized by intimations and mysteries which they could not fathom, were often misanthropes, and always exiles from the realm of business, the educating pleasures of intercourse, the republic of letters, and the spiritual kingdom planted by the divine Nazarene.

But education has been to them a revelation, both of humanity and of God. The intellectual and moral life kindled in these silent students has rendered them efficient and successful in all the industries and in many of the professional callings of their day. It has brought them into immediate and constant communication with the living world through the language of signs, and so flooded their thoughts with ideas and awakened wit and wisdom in minds otherwise torpid and vacant.

As an illustration of this, a student of the institution once wrote for me—his face the while glowing with fun—"We are all for Grant at the college, for he is the first mute ever proposed for high office." The same young man having been made an examiner of patents, rose rapidly by dint of skill and quickness of apprehension to the head of his calling, and has since held a leading place in a prominent firm of patent lawyers. I do not speak of this one as pre-eminent, but as a fair representative of his class.

This inflow of ideas brings an unconscious growth of faculty which results in practical ability worth to the community a hundred-fold the cost of educating these wards of the nation.

But I would not measure the utility of the institution solely by material results. Its curriculum opens an unobstructed entrance to the rich and exhaustless fields of literature and science, as fruitful of pleasure and profit to the children of silence as to us.

Articulate speech and written language are both inventions evolved from man's necessities for the communication of ideas. Oral speech speaks to the ear, and is the medium of daily intercourse for which the deaf have a manual substitute that speaks to the eye. But written symbols of thought are the language of the absent, whether living or dead. Through books the republic of letters is perpetuated, and the accumulated intellectual wealth of the past transmitted from generation to generation. But it is the receptive spirit of the scholar, not of the unlettered, that the genius of other ages kindles into a flame.

The philosophy, science, and arts which the master minds have produced find no congenial soil in the abodes of barbarism. Only educated intellect finds solace and nourishment in the mental products of the gifted men of other centuries. But how the splendid treasures of science, song, and devotion, inherited from the past, were to be made available to the unhearing was a difficult problem to solve. As only about one-third of one per cent. of the scholars in our public schools continue their studies through a collegiate course, it was obvious that the number of deaf students in any one State desiring such an education
was not sufficient, twenty-five years since, to justify the founding of such an institution by any local or State government. But there was a demand in the country for one such institution. That the national Government, at this juncture, should come forward in the spirit of the purest and loftiest civilization, and in the face of strong opposition and the denial of constitutional authority, and found and maintain a college in which the choicest of these beneficiaries of the Republic could be lifted into the fellowship and functions of scholars is a peculiar and lasting glory to the nation.

In this seat of learning, under the patronage and guardianship of the Government, teachers of schools of a lower grade are prepared for their work. Here a knowledge of the chemical laws and mechanical forces which underlie the extended and marvelous industries of the age is acquired by numerous thoughtful and ingenious youth. Here they are brought to comprehend the complex social and political institutions of their country, to feel a patriotic pride in its inventions, its achievements, its enterprise, and its history, and to participate in the pulsations of life that throb through its whole organism. Here, too, they are to be permanently impressed with ideals of a true and noble manhood, and inspired with a controlling desire to be and to do whatever is worthy of a great and manly character. In these halls the student, by an uncontested growth, is prepared to play his part in the active duties of living men, and for the passive enjoyments of the scholar's retreat. Though deprived of the free interchange of thought and the sweet converse of men, he is prepared for silent communion with the noble dead. The great thinkers, the master spirits of all the ages, will come and speak to him as to us, in the silent symbols of thought. His communion with Kepler and Newton, with Homer and Shakespeare, with Plato and Burke, will be as unobstructed and uplifting as ours. The affiliation of the educated deaf with the past in its varied phases of literature, science, and history, and with current thought and activity as they find expression in print, is even more intimate than if they were distracted with the senseless babble of a noisy public. Habituated to reflection, they are quick to utilize the inflow of ideas from their environment and intellectual heritage, and to transmute what have been technically designated percepts and recepts into personal intelligence. Sagacity, common sense, and that instantaneous judgment that seizes the right in emergencies and threads its way by an inward light through a labyrinth of perplexities are results of mental assimilation, which has transfused into the intellect its objective observations and experiences. Creative genius is not the offspring of barbarism, but of a high and prolonged culture. Reading and observation yield a residuum of golden conceptions in the crucible of thought; otherwise they are like streams that are lost in the sands of the desert.

The mentality of the public is overwhelmed and benumbed by the worse than worthless stuff with which it is flooded by an indiscriminating and omnivorous press. It signifies nothing to the public that Bridget has committed suicide, Bill Nye lost a fourth-class clerkship, and some unheard-of had a fit of indigestion. This endless iteration of trifles debases good taste and weakens the intellectual digestion. It would be well if we could all stop our ears at times, and give a chance for the growth of mental power by legitimate reflection.

Nature furnishes moral compensations for the material evils we suffer. There is no affliction so grievous that it may not be made the spring of the supremest blessings. A deaf man may become a misanthrope, but he escapes many of the perils of our social and political life. He can
not hear the songs of birds, the music of running brooks, and the melody of human voices, but he may be enthralled with the sublime utterances of poetry, may thrill with the power of thought and throb of passion which the genius of eloquence pours like subterranean rivers beneath the crust of language, and he may be entranced with a harmony

"Too fine and too sublime for mortal ears
In our dull orb of clay."

He can not listen to the debates of councils, nor to the frenzied oratory of the political arena, which at each quaternary saves the country from direful calamities and impending ruin, but, in the records of history, he may meditate upon the rise and fall of states, the growth and decay of civilizations, the wisdom and folly of great leaders, and trace the evidences of a divine purpose moving through and shaping the destinies of the race. He can not be heard in the mad crowd at the stock board, nor become a king of the lobby, but by the helps of science he may trace down the marvelous orders of creation till the teeming millions vanish in infinite minuteness on the descending scale of life, or lift his eyes into the deep vault of the starry heavens and ponder upon the grandeur and glory of countless systems of suns and worlds till he is lost in the upward reach of limitless power.

To him to whom the voices of the world are hushed how inexpressible the privilege that, when alone with himself, in the silence of his own mind, he may commune at will with the purest and greatest of all the centuries and grow strong and lovable by the contact.

And yet there is a loftier height to which these silent children of the republic have been lifted by the labors of this Christian century. Ere this, St. Augustine, from his sphere of bliss, has seen these whom he pronounced incapable of faith reverently searching the canon of revelation, and feeding their spiritual life upon the best thought of all the Christian ages. No love has been more sweet and beautiful, no lives more patient and saintly, no aspirations more devout and sincere, than are found in these schools of the deaf. The pity of God has touched their hearts, and they hear the voice of the Master saying, "Thy faith hath saved thee; go in peace."

But public eleemosynary institutions are not an unrequited charity, nor purely a matter of grace to the unfortunate.

"The quality of mercy is not strained:
It droppeth as the gentle rain from heaven
Upon the place beneath: it is twice blessed;
It blesseth him that gives, and him that takes."

These institutions give back to the Republic, each generation, an army of ingenious producers more numerous than Washington led in the war of Independence. Such a body of able, virtuous, responsible citizens is a gift that establishes a claim to public respect and support, for such citizens are a national necessity. To disregard the teachings of history, and assume that this country must work out some preconceived optimistic destiny in spite of popular folly and recklessness; that liberty and progress can here survive popular ignorance and corruption—would be a fatal fallacy.

The ultimate defense of republics is in the character of the people, not in military organizations. If the source of power is rotten, if public morals are honeycombed by corruption, if the majority of the people have no intelligent appreciation of the ends and functions of government and no unconquerable love for it, then the republic is only the
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baseless fabric of a dream of liberty, ready to fall as Rome did in the shock of contending parties.

Monarchies may stand on force, but self-government has its security in intelligence, virtue, and patriotism; and these qualities can not be planted in masses and majorities by an act of legislation or by a political campaign. They can not be extemporized in an hour of peril, for they are personal and are the growth of years. Public sentiment, intelligence, patriotism, and virtue are but the aggregation of these qualities in individuals, and their force in national life is determined by the degree and extent of their development.

In this day of rapid transit and universal intercourse; in this day when science and mechanism have given a miraculous power of production, and are tempting men away from subjective to objective fields of labor, the supreme duty of government is to educate its people. We can not afford to lose in each generation the assimilative and conservative power of thirty thousand educated natives of the country. If national wealth, power, and glory were the supreme objects for which governments are instituted, or if they measured the rights of man, we might hesitate to urge the claims of misfortune upon the sympathies of the nation. But that is not the foundation of our splendid heritage. The humblest American child can plead the prerogatives of a royal lineage at the doors of the Capitol. With more than Roman pride he can repeat, "I, too, am an American citizen," and demand to be educated to the full measure of the duties for which he will be held responsible as a citizen.

An American scholar, standing in the opening years of a new century, and contemplating the fruitage of thought and virtue which the civilizations of other lands have given to this, and the fiendish fury with which nations, maddened with the lust of empire, have darkened the annals of history, cannot fail to realize the latent possibilities that slumber in the future of this people. As the mightiest physical force is potential in the action of invisible molecules, and may blast or bless the earth, so the power of a hundred millions of people, undeveloped in the children of the Republic, may be so directed as to realize the hopes of a truer and grander state, or be left to curse and ruin the posterity that are long must fill our places.

If domestic peace and happiness are to prevail, if social order and sectional harmony are to reign through all our borders, if our vast resources are to be developed into diffused wealth and utilities, if national resources and power are to advance with the years, if our liberties are to be maintained and our virtues multiplied, the foundations for these things must be laid below the stratum of business and politics, in the families and schools of the land. Public neglect of or indifference to the educational interests of the country will eat like a dry rot into the frame-work of the Republic.

Among the educational institutions of the country the position of the college for the deaf is unique and peculiar. It stands as the representative head of the schools of a separate and special class, and is entitled to the sympathy and support of the nation. It descended into the angry strife of civil war, like a peaceful evangel from Heaven to the afflicted children of silence, revealing the deep philosophy of history, the richest thought of the gifted of the ages, and the divine utterances of the Prince of Peace. An offspring of love, born in the shock of fraternal strife, it took its place like the storied palladium as a pledge of perpetual union between the contending States of the Republic. Henceforth an institution of the nation, it should be the pride of all sections, and be cherished as a dispensary of public beneficence,
that its influence and fame may increase through centuries of unbroken peace.

At the conclusion of ex-Senator Patterson's address President Gallaudet said:

Mr. President, Ladies, and Gentlemen: I had purposed to ask your attention to a short address, giving some results of the work of this college during the past quarter of a century and speaking of some of its troubles and trials, but the lateness of the hour admonishes me to fall back on a rule which obtains in Congress, and I will ask of our directors leave to print at some future time the information I had ready to give you.

I would like to call attention to the fact that this college has been recognized abroad, and that we have hanging on the wall two diplomas, with medals, which have been given to this college by the Governments of Chili and France at the occasion of their international exhibitions, when we sent to them statements giving accounts of the peculiar work of this college; and we have received those recognitions for the advance made beyond anything done elsewhere in the world in the education of the deaf.

We have today congratulatory letters from several friends of the college. I take great pleasure in saying that Senator Edmunds, who was the successor of Senator Patterson as a director on the part of the Senate, expresses great regret at being unable to be present and great interest in the college; ex-Secretary Bayard, one of the directors, sends a letter stating that absence from the city made it impossible for him to be here. I have also an interesting letter from Hon. Joseph Chamberlain who, a year ago, when in this country, visited this college and expressed great interest in its work. He expresses great gratification that we have reached our twenty-fifth anniversary and gives us his earnest wishes for the future success and prosperity of the college. I have letters also from three gentlemen in England, eminent in the profession of teaching the deaf, Drs. Buxton, Elliott, and Stainer, begging to join in the congratulations of the day. And, perhaps most interesting of all, I have a letter from a gentleman eminent in Belgium not only for his interest and efficiency in promoting the cause of the deaf in his own country, but also that of the deaf of his own church in England and in India, a gentleman who was a constituent member of the convention which organized the present Government of Belgium in 1830, and continuously a member of the Belgian Parliament for more than fifty years; and now, at the advanced age of eighty, he writes a letter of warm greeting to the college and says that he is watching its career with great interest and takes great pride in its success, and in apostolic fashion, has sent his portrait—Monseigneur De Hearne, a prelate of the Roman Catholic Church, a warm friend of this country, a noble man, one who has done great work for the education of the deaf in the world.

These greetings cheer us, and give us courage for our future work; and it now only remains for me, Mr. President, to announce the conferring of a few honorary degrees. You may perhaps remember that Columbia College, at her centennial celebration, conferred a very large number of honorary degrees upon those who had been eminent as educators and in literary work. Columbia College, celebrating her centennial, had a right to confer many degrees; but our directors yesterday felt, as we had reached but a quarter of a century, we must be sparing in the honors we gave in the profession of teaching the deaf who seem to deserve them. So I am authorized to announce that the degree of Doctor of Humane Letters has been conferred on the following per-
sons, and I will name them and briefly speak of their work in the education of the deaf:
Upon Monseigneur D. Hearne, of whom I need say nothing more than to point to his portrait, and who eminently deserves honor from this college;
Upon William D. Kerr, of Missouri, who has now lately retired from a long principaship of the institution he established more than thirty years ago at Fulton, and has managed during all these years with eminent ability and prudence;
Upon Waring Wilkinson, of California, who was the almost pioneer and the organizer of a very successful institution, for many years the only one on the Pacific slope, and who has there conducted in most scholarly and admirable fashion the work of educating the deaf in that part of the country;
Upon Job Williams, the principal of the mother school of all the schools for the deaf in this country, that of Hartford, Conn., a man with many years of experience and successful work as manager of a successful and eminent school for the deaf;
Upon Jonathan L. Noyes, whose presence we are glad to have with us here to-day as representing one of the maturer institutions of the country in Minnesota, which he, too, had the honor to organize, and which he has had the credit of conducting for, I believe, more than a quarter of a century;
Upon Miss H. B. Rogers. I believe it is not out of order to make a lady an honorary doctor. The precedent has been set by several of the colleges of our country, and certainly our faculty and our directors feel that Miss Rogers, who was the founder of the first oral school for the deaf in this country, and who was, therefore, the pioneer of a great and most beneficent work for the deaf which has now been accepted and incorporated in the system of teaching the deaf in this country, and who was the first woman to be at the head of an institution for the deaf in this country, and, so far as I am aware, in the world, deserves this honor. Miss Rogers conducted for more than twenty years the Clarke Institution for the Deaf at Northampton, Mass.
This completes the list of those who are now received as honorary alumni of our college.
Our exercises will be closed with the benediction and prayer by the Rev. Thomas Gallaudet, D. D., rector of St. Ann's Church for Deaf Mutes, New York City. Dr. Gallaudet was with us years ago, when our college was inaugurated, and it is pleasant to have his benediction now, as we had his prayers then:

'Almighty and most merciful Father, we would bring the proceedings of this impressive occasion to a close by again acknowledging Thy fatherly hand in all the vicissitudes of our earthly pilgrimage. Help us to feel our dependence on Thee in all the duties and responsibilities and privileges to which Thou hast called us; help us, we pray Thee, to accept Thy blessed Son, who came to take our nature upon Him, not only as our Savior from sin, death, darkness, and ignorance, but also as the light that lighteth every man that cometh into the world. For His sake give us the holy, purifying, and elevating influences of Thy spirit, so as to enable us to work out the great purposes of life which Thou hast committed to us. We thank Thee for all the blessings of these twenty-five years in the history of this college. Again we ask Thy blessing to rest upon those who have contributed in any way and those who have come here to learn. Bless, we pray Thee, all interested, the Government of our country, the President of these United States, and all in au-
authority. All who are called upon to exercise official duties in connection with this institution, the secretary under whose direction this college is officially placed, help him and help all, we pray Thee, Oh, Lord, in the discharge of their duties. Accept and bless us; pardon our sins; help us to be grateful for all Thy blessings; and lead us on, we pray Thee, to that blessed life which Thou hast promised through Thy dearly beloved Son, in whose words we would close this, our humble petition: 'Our Father which art in heaven. Hallowed be Thy name. Thy kingdom come. Thy will be done in earth, as it is in heaven. Give us this day our daily bread. And forgive us our debts, as we forgive our debtors. And lead us not into temptation; but deliver us from evil: For Thine is the kingdom, and the power, and the glory, forever. Amen.'

The peace of God which passeth all understanding, keep your hearts and minds in the knowledge and love of God and Jesus Christ, his son, and the blessing of God the Almighty Father, the Son, and the Holy Ghost be amongst you and remain with you always. Amen.

At the close of the academic year, in June, the degree of Bachelor of Arts was conferred upon Messrs. Harry Van Allen, of New York, Clarence Wilton Charles, of Ohio, and Joseph Schuyler Long, of Iowa; and the degree of Bachelor of Science on Messrs. Edwin Clarence Harah, of Pennsylvania, and Thomas Scott Marr, of Tennessee.

Diplomas of honorable dismissal were awarded to Charles R. Homestead, of Iowa, Laurence F. James, of Illinois, John Schwirtz, jr., of Minnesota, Frederick M. Kaufman, of Michigan.
CATALOGUE OF STUDENTS AND PUPILS.

IN THE COLLEGE.

From Connecticut.

George Chauncey Williams.

From Delaware.

John C. Jump.

From Illinois.

Charles D. Allard.
Georgia Elliott.
Lula O. Herdman.
Freda Hyman.
Lawrence F. James.
William G. McIntosh.
Oscar Regensburg.
Grace Rhodes.
Charles D. Seaton.
William I. Tilton.

From Indiana.

Theodore Holtz.
Oscar Shaffer.

From Iowa.

William W. Beadell.
Charles E. Henstreet.
Paul Lange, jr.
Ellsworth Long.
Joseph Schuyler Long.
Edwin Pyle.
David Ryan.
Hobart Lorraine Tracy.

From Maine.

Amos Barton.

From Maryland.

Frank A. Leitner.
Alto M. Lowman.

From Massachusetts.

George T. Sanders.

From Michigan.

Fred Max Kaufman.
James M. Stewart.

From Minnesota.

Ralph H. Drought.
Jay C. Howard.
John Schwitz, jr.
Thomas Sheriden.
Cadwallader Lincoln Washburn.

From Missouri.

Hannah Schankweiler.
Stephen Shney.

From Nebraska.

Louis Andrew Divine.
Margaret Ellen Rudd.

From New York.

Phillip H. Brown.
Rose Halpen.
Ralph Waldo Howard.
Martin Milford Taylor.
Harry Van Allen.
H. Earl Wilson.

From Ohio.

Clarence Wilson Charles.
Theodore Christian Mueller.
William Henry Zorn.

From Pennsylvania.

Lilly Amabel Bickeler.
Harvey D. De Long.
William De Witt Himrod.
Gurney T. Hoesterman.
Edwin Clarence Harah.
John Minchler Kerchner.
Maggie A. McGinnia.
W. R. McIlvaine.
Charles R. Neillie.
Agatha Tiegel.
Oliver J. Waldin.
From Tennessee.

Thomas Marr, Jr.
Michael Maddern.
Alton Odom.

From Wisconsin.

Richard Ernest Dimick.
Thomas Hagerty.
Benjamin F. Round.
Harry L. Stafford.

From Texas.

Ida M. Sartain.
Robert M. Rice.

From District of Columbia.

Frank G. Wurdeman.

IN THE PRIMARY DEPARTMENT.

Females.

Mary Jane Booth, District of Columbia.
Ida Boyer, Delaware.
Jeanette Dailey, District of Columbia.
Mary Dailey, District of Columbia.
Elizabeth Fagin, Delaware.
Maggie Hyde, Delaware.
Nellee Lynch, Delaware.
Gertrude Parker, Delaware.
Mary D. E. Sendkin, District of Columbia.

Millie Selles, Montana.
Lucy Smith, District of Columbia.
Eva Webster, Montana.
Irene B. Martin, District of Columbia.
Eleanor M. Perotte, Indiana.
Mary Ann Price, Indian Territory.
Bertha May Whiteclay, Delaware.
Anna May Wood, Montana.
Annie Zenz, District of Columbia.

Males.

Anthony Allen, District of Columbia.
Walter Argo, Delaware.
William Argo, Delaware.
Ernest Bingham, North Carolina.
Asbury Arnot, Indiana.
William Brown, District of Columbia.
William H. Catlett, District of Columbia.
Frank Carroll, District of Columbia.
Harry R. Carr, District of Columbia.
Oliver J. Clarke, South Carolina.
J. W. Clarke, Wyoming.
George R. Courtney, District of Columbia.
Alfred H. Cowen, Canada.
Hugh Dougherty, District of Columbia.
Ralph H. Droop, Minnesota.
August C. Essig, District of Columbia.
Maurice T. Fell, Delaware.
Henry J. Gilroy, District of Columbia.
Engene E. Hannon, District of Columbia.
Thomas F. Harrill, New York.
Herbert Hurst, Delaware.
Herbert Jump, Delaware.
Charles E. Keyser, District of Columbia.
George E. Keyser, District of Columbia.
Sidney W. King, Virginia.

Robert Kleberg, Texas.
Charles E. D. Kribsbaum, District of Columbia.
Joseph M. Landon, District of Columbia.
Edward W. Lane, Montana.
John Henry Lay, Montana.
Marcellus J. Laube, Virginia.
George M. Leitner, Maryland.
Paul D. Hubbard, Colorado.
William Lowell, District of Columbia.
Simon Mundheim, District of Columbia.
George W. McDonald, Nebraska.
Sheldon Miller, Mississippi.
Thomas H. Peters, Montana.
Henry H. Rohrer, Ohio.
Frank Stewart, District of Columbia.
Harry B. Shibley, Arkansas.
Richard Thomas, District of Columbia.
Hiram T. Wagner, Mississippi.
Daniel C. Watson, Tennessee.
Henry Willis, District of Columbia.
James Allen Wright, North Carolina.
John Walsh, Indiana.
David H. Wolpert, Colorado.

REGULATIONS.

I. The academic year is divided into three terms, the first beginning on the Thursday before the last Thursday in September, and closing on the 24th of December; the second beginning the 3rd of January, and closing the last of March; the third beginning the 1st of April, and closing the Wednesday before the last Wednesday in June.

II. The vacations are from the 24th of December to the 3rd of January, and from the Wednesday before the last Wednesday in June to the Thursday before the last Thursday in September.

III. There are holidays at Thanksgiving, Washington's Birthday, Easter, and Decoration Day.

IV. The pupils may visit their homes during the regular vacations and at the above-named holidays, but at no other time, unless for some special, urgent reason, and when only by permission of the president.
V. The bills for the maintenance and tuition of pupils supported by their friends must be paid semi-annually, in advance.

VI. The charge for pay pupils is $260 each per annum. This sum covers all expenses in the primary department except clothing, and all in the college except clothing and books.

VII. The Government of the United States defrays the expenses of those who reside in the District of Columbia, or whose parents are in the Army or Navy, provided they are unable to pay for their education. To students from the States and Territories who have not the means of defraying all the expenses of the college course the board of directors renders such assistance as circumstances seem to require, as far as the means at its disposal for this object will allow.

VIII. It is expected that the friends of the pupils will provide them with clothing, and it is important that upon entering or returning to the institution they should be supplied with a sufficient amount for an entire year. All clothing should be plainly marked with the owner's name.

IX. All letters concerning pupils or applications for admission should be addressed to the president.

X. The institution is open to visitors during term time on Thursdays only, between the hours of 10 a.m. and 3 p.m. Visitors are admitted to chapel services on Sunday afternoons at a quarter past 3 o'clock.

XI. Congress has made provision for the education, at public expense, of the indigent blind and the indigent feeble-minded of teachable age belonging to the District of Columbia.

Persons desiring to avail themselves of these provisions are required by law to make application to the president of this institution.