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HV COLUMBIAN HISTORY
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OF THE

WISCONSIN SCHOOL FOR THE DEAF,

BY

EDWARD E. CLIPPINGER, M. A.



ESTABLISHED IN 1852,
DEHAVAN, WIS.

OCT 11 1962



John W. Swiler

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ESTABLISHED IN 1852,
DELAVAN, WIS.

OFFICERS AND TEACHERS

OF THE

Wisconsin School for the Deaf,

JANUARY 1st, 1893.

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Foreman of Cabinet Shop, H. STONE.
Foreman of Bakery, GUS HILKMANN.

THE

Wisconsin School for the Deaf.

The Wisconsin School for the Deaf is in Delavan, Walworth County, a town of 2,200 inhabitants, on the Racine & Southwestern division of the C., M. & St. P. R. R., which, with its wide streets, well-kept lawns and tasty residences, justly claims to be one of the most attractive towns in the state, and with Delavan Lake, which is two and a half miles from the town, is one of the most popular summer resorts in the Northwest.

The institution is delightfully situated on an elevation overlooking the town and the surrounding country, and the beauty and desirability of its location can hardly be surpassed. The grounds include about forty acres. The buildings are artistically constructed and are supplied with all the modern improvements, such as electric lighting, steam heating, and water for fire and domestic purposes. The institution embraces two departments—the educational and the industrial. The educational department comprises a school course covering about ten years, whose curriculum corresponds to that in our public schools. The system of instruction in the school is the Combined System, which includes the manual and the oral methods. The manual method is the teaching by use of signs, of the manual alphabet and by writing. The oral or articulation method is the teaching by speech. Each pupil is taught by that method which is best suited to the pupil. The manual method has been employed ever since the organization of the school. The oral method was begun in this institution as soon as, if not prior to, any institution in the West. Miss Emily Eddy has been articulation teacher in the school since 1868. For the last eight years there have been three articulation classes, each class having a separate teacher. The plan in these

classes is to have exclusively oral recitations. Pupils are not only taught articulation, but they are taught by articulation. Graduates from this school are qualified to enter the introductory class of the Deaf-Mute College at Washington, D. C.

In the industrial department four trades are taught—cabinet-making, shoemaking, printing and baking. Each shop is under the direct supervision of a skilled foreman and pupils leaving the institution are thus enabled to earn a sufficient livelihood. The law provides that all deaf and dumb residents of the state, between the ages of eight and twenty-five years, of suitable capacity, shall be received and taught—free of charge for board and tuition, parents and guardians being expected to furnish clothing and pay traveling expenses.

The Wisconsin School for the Deaf was incorporated by an act of the legislature April 19th, 1852, which declared the object of the school as follows: "To afford to the deaf and dumb of the state, so far as possible, enlightened and practical education, that may aid them to obtain the means of subsistence, discharge the duties of citizenship, and secure all the happiness which they are capable of obtaining." The inception and establishment of this school is largely due to Ebenezer Cheesbro, who emigrated from New York State and settled two miles west of Delavan in 1839. Ariadna, the deaf daughter of Mr. Cheesbro, had been in school in the New York institution, and Mr. Cheesbro was desirous of completing her education. In 1850 Miss Wealthy Hawes was engaged to come to the Cheesbro residence and teach Ariadna, together with James A. Dudley, a deaf boy living in the vicinity. Miss Hawes was a graduate of the New York institution and had known Ariadna in school. This acquaintance led to her installment as a tutor of these two deaf children. In the fall of 1851 she was succeeded by John A. Mills, a graduate of the New York institution. About this time the idea of organizing a larger school was formulated by the members of the Cheesbro family, and it was through their efforts that the school opened in the fall of 1851 with seven deaf pupils and John A. Mills as teacher. This school was held at Mr. Cheesbro's residence for four months and was maintained at

his own expense. It was then that Mr. Cheesbro had drawn up, and circulated, a petition to the legislature asking for the establishment of an institute for the education of the deaf, to be located at or near Delavan. Hon. C. M. Baker, assemblyman from Walworth county, presented the petition to the legislature, and it was through his efforts that a bill was passed April 19th, 1852, incorporating the "Wisconsin Institution for the Education of the Deaf and Dumb," to be located at Delavan, Walworth county. On the recommendation of Superintendent J. W. Swiler, the legislature changed the name of the school to the "Wisconsin School for the Deaf" in 1885. The act of incorporation named Ebenezer Cheesbro, William C. Allen, Franklin K. Phoenix, Henderson Hunt, P. W. Lake, Wyman Spooner, Jesse C. Mills, James A. Maxwell and George Williams as a board of trustees, having the general management of the school, with power to employ a principal; and made an appropriation of \$3,000 for buildings, and \$500 for the support of the school for the ensuing year. This board was organized in June, 1852, with Henderson Hunt, president; Wyman Spooner, treasurer; F. K. Phoenix, secretary; J. R. Bradway, principal. Under this administration school was opened in July, with eight pupils, in the upper story of a building in the rear of the Schultz block, where it remained till the new buildings were completed. The pupils were at first boarded in private families, but their number increasing to fourteen a house was rented for their special use.

In the meantime the location and erection of the new buildings occupied the attention of the board. F. K. Phoenix donated a tract of eleven acres in the western part of Delavan, which is the present site of the institution, and in his honor the grounds are called "Phoenix Green." The plan of the buildings consisted of a main building, 56x60, five stories, of brick, including basement and attic, with two transverse or lateral wings. The east wing, a two-story building of brick, 34 by 44, with attic and basement, was completed in January, 1854, at a cost of \$2,981, and had accommodation for thirty-five pupils. The school moved into their new quarters the following month. The main building was

finished in 1857 at a cost of \$30,000. Among other improvements made that year was the construction of a workshop, 24x48, two-stories in height, at a cost of \$1,500, together with a large barn.

Principal Bradway had been succeeded by Lucius Foote, and he in turn by Horatio N. Hubbell. At the time of the opening of the new building, Louis H. Jenkins was principal. He was a man of experience in deaf-mute education and contributed largely to the auspicious opening of the school.

To Professor Warren Robinson we are indebted for the following extract from his history of the school. "In 1856 Mr. Jenkins was succeeded by J. S. Officer, under whose able management the institution made a decidedly forward move. Though previously advocated by Mr. Jenkins, industrial education was not begun until Mr. Officer's term, in the form of cabinet-making. This was a wise step, for too much can hardly be said in favor of manual training, especially in the case of the deaf.

During the session of 1857-58 a law was passed by the legislature requiring pupils who were sent to the Deaf and Dumb or Blind institutions to pay \$75 per annum unless parents could make oath before an officer that they were unable to pay that amount; and a similar one in 1867; but they operated so disastrously on the prosperity of those institutions that they were both repealed soon after their passage. The period of the civil war was a time of considerable pecuniary embarrassment to the institute, and teachers worked on reduced salaries. Mr. Officer died in office in 1864 and his place was filled by Mr. H. W. Milligan, whose administration was signalized by the introduction of steam-heating, gas-lighting, and the opening of a shoe-shop. The next two principals to take charge of the institute, between the years 1869 and 1875, were E. C. Stone and George L. Weed, both men of experience and ability. In 1875 Dr. William H. De Motte was elected superintendent. The following events marked his term of office: The erection of a small wooden building for a gymnasium; the opening of a basket-shop in a part of the cabinet shop; the introduction of printing and the starting of a paper, the "Deaf Mute Press," in 1878; the

giving of elementary instruction in drawing for a few months ; the erection and fitting up of a building for a kitchen and laundry ; and the destruction of the old institute by fire on September 16th, 1879. No clue as to the origin of the fire has ever yet been obtained. The building was a total loss to the state, as it was not covered by insurance. In spite of the great inconvenience caused by this most unexpected calamity the work of the school was not suspended. The shoe-shop was immediately converted into a dormitory for the boys, while the lady teachers and girls were taken in by private families on the hill and down town. In the meantime the school work was carried on mostly in the Methodist church in the village, until the carpenter-shop was divided up into



OLD BUILDING—DESTROYED BY FIRE SEPT. 16, 1879.

school-rooms, and a small office for the principal and steward. After the fire the public press began seriously to discuss the advisability of moving the institution to some other place, but nothing came of it. Plans for new buildings were adopted and, an appropriation of \$65,000 having been secured, their erection was commenced in the spring of 1880."

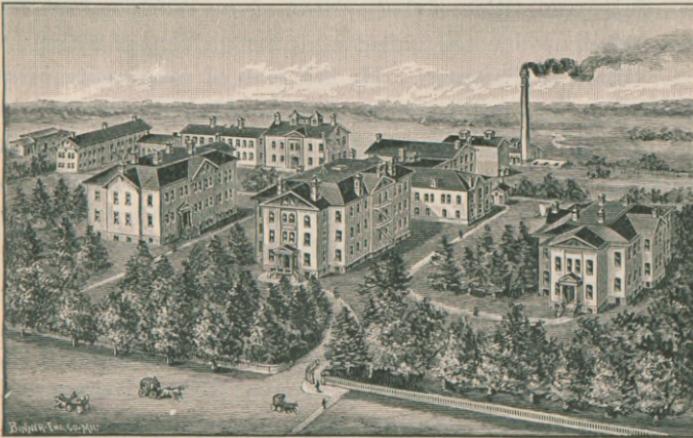
The new buildings were constructed on the cottage or segregate plan. The main building is a three-story white brick structure, with attic, and solid stone basement, 50x100. A wide corridor runs the entire length of the first floor, which contains a reception-room, parlor, office, matron's room and and a suite of rooms occupied by the superintendent. On the second floor is a large, well-lighted study-room used by the girls, and the rooms occupied by the lady teachers living

in the institution. On the third floor are the girls' sleeping and toilet-rooms. The attic is used as a gymnasium for girls. In the rear of the main building is a two-story brick extension, 45x75, which contains a chapel, with seating capacity for 300 persons.

The chapel has a large platform supplied with a full complement of stage settings and drop curtains which aid materially in the giving of institution entertainments. In the basement of the building are the dining-hall and kitchen. About 100 yards east of the main building stands the school building, a solid, white brick and stone structure, two stories in height, with basement, 66x122. It has two main entrances, one for the boys and one for the girls. A wide corridor runs the entire length of the building on each floor. The school-rooms, 20x26, are all supplied with closets and cloak-rooms, and are so arranged that each room has the benefit of sunlight during some portion of the day. The building is well furnished with the best school apparatus, and has ample accommodations in the way of heat and ventilation. Thirty yards west of the main building is the boys' dormitory, a two-story white-brick structure, with stone basement, 66x122, which contains besides the dormitories, lavatories and study-rooms. In the rear of the main building stands the new engine house, which was erected in 1885. The building is two stories in height, with a smokestack 107 feet high. The building is equipped with a Rice automatic slide-valve engine, which runs an Edison dynamo that furnishes the electric light for all the institution buildings and grounds. A storage battery is used to supply the light during the latter part of the night. The building is also furnished with a Knowles pump for fire purposes; two smaller pumps for filling boilers and an eight-horse power engine for driving the machinery. In the boiler-room are three large tubular boilers, five feet in diameter by sixteen feet in length, for generating steam used in the heating of the buildings, which is done by the gravity return system, and another boiler, 3x11, for running the dynamo engine and for heating water. On the second floor is the laundry, which is supplied with reversible, hydraulic washers, a Weston centrifugal wringer and a ternary mangle.

Other buildings contain the printing office, which is supplied with a Prouty power press, jobber and cutter ; a cabinet-shop, a shoe-shop, a finely equipped gymnasium, bath and swimming pool, play-rooms and hospital.

The present Superintendent, J. W. Swiler, took charge of the institution in July, 1880. During his administration the new buildings have been constructed, the various departments of the institution enlarged and developed, and to-day the institution enjoys the reputation of being one of the best equipped and best managed schools in the country. That Mr. Swiler is a man well qualified for the position he holds is universally admitted, and further attested by the fact that he is retained notwithstanding political changes in the adminis-



NEW BUILDINGS—ERECTED IN 1880.

tration of the state. The following mention is taken from Professor Robinson's history of the institution: "The present Superintendent, John W. Swiler, was born in Cumberland county, Pennsylvania, in 1844. In 1852 his parents removed to Monmouth, Illinois, and in the course of time he entered the college at that place and graduated in 1864, after which he engaged in the book trade for two years. In 1867 he went to Jacksonville, Illinois, where he was appointed as a teacher in the state institution there. His stay in Jacksonville covered thirteen years, during which time he constantly rose to prominence as a man well fitted to educate and govern. Endowed with great practical and executive ability,

as well as good judgment, he seems to have found his proper place in the profession. His experience grows rapidly with his years. His appearance indicates energy, decision, and firmness. His use of the sign language is characterized by perspicuity, and his utterances are fraught with the useful and practical. Since he came here he has steadily grown in the esteem of those in his charge, no less for his managing skill than for the faithful care, consideration and respect he ever evinces for them. And in closing it does not seem too much to say that his management has had a tendency to develop the present material and mental resources of the school to a degree never surpassed." Superintendent Swiler is a member of the Wisconsin State Educational Committee, and also of the committee of that section of the World's Fair Congress Auxiliary devoted to deaf-mute instruction, of which Dr. P. G. Gillett is chairman. He is a man of progressive ideas, and during his administration the school has attained a high rank among the institutions of the country. In 1885 the institution received a diploma from the Cotton Centennial Exposition at New Orleans for pupils' work. Very flattering exhibits of school work were made at the Teachers' National Convention at Madison in 1884, also at Chicago in 1886, and at the Milwaukee Industrial Exposition at several times.

The institution was under the general management of a Board of Trustees from its establishment till 1881, when, with all other charitable, penal and reformatory institutions in the state, it passed under the control of a State Board of Supervision, consisting of George W. Burchard, president; Charles Luling, James Bintliff, C. D. Parker and L. A. Proctor. The outgoing board of trustees consisted of S. R. LaBar, D. G. Cheever, Hollis Latham, E. D. Holton, and Albert Salisbury. Dr. A. L. Chapin, the late president of Beloit college, resigned in 1880. He was for many years the president of this Board, and, having once been a teacher of the deaf, was at all times the ardent supporter and warm friend of the institution, and is held in sacred memory by all deaf-mutes and all friends of deaf-mute instruction in the State of Wisconsin. The Board of Supervision remained in office for ten years and during its administration of affairs the public institutions of the state

enjoyed a period of unprecedented growth and development. In 1891 this Board was succeeded by the State Board of Control, which at present consists of Clarence Snyder of Ashland, president ; Charles D. Parker, of River Falls ; J. E. Jones, of Portage ; J. L. Cleary, of Kenosha ; W. H. Graebner, of Milwaukee, and J. W. Oliver, of Waupun.

The resident officers have been the following persons :—

SUPERINTENDENTS.

J. R. Bradway.....	1852-1853
Horatio N. Hubbell.....	1853-1854
Louis H. Jenkins.....	1854-1856
J. Scott Officer.....	1856-1865
W. H. Milligan.....	1865-1868
Edward C. Stone.....	1868-1871
George L. Weed.....	1871-1875
W. H. De Motte.....	1875-1880
J. W. Swiler.....	1880—

MATRONS.

Mrs. Adelia F. Jenkins.....	1854-1856
Mrs. M. Marshall.....	1856-1857
Miss Orpha S. Taylor.....	1857-1862
Miss M. J. Adams.....	1862-1869
Miss Alice F. Cornell.....	1869-1871
Mrs. Luthera J. Hill.....	1871-1876
Mrs. W. H. Bishop.....	1876-1877
Mrs. A. Broadrup.....	1877-1880
Mrs. Julia A. Taylor.....	1880-1884
Mrs. H. C. Swiler.....	1884-1885
Miss S. D. Gibson.....	1885-1891
Mrs. M. H. Schilling.....	1891—

NAMES OF TEACHERS

AT THE WISCONSIN SCHOOL FOR THE DEAF, SINCE ITS ORGANIZATION
IN 1852.

John A. Mills.....	1852-1855
Hiram Phillips.....	1854-1878 and 1881-1882
Zachariah McCoy.....	1855-1883
John A. McWhorter.....	1856-1870
Lucius Eddy.....	1859-1868 and 1870-1874
W. A. Cochrane.....	1867-1871 and 1875-1892
G. F. Schilling.....	1868-1883
Ezra G. Valentine.....	1869-1873
J. Northrop.....	1870-1871

C. L. Williams.....	1871-1877
Mary Johnson.....	1871-1874
Philip L. Engelhardt.....	1872-1873
Mary E. Smith.....	1873-1883
Thomas Clithero.....	1874-1875
Imogene Tilden.....	1876-1878
Cora E. Carver.....	1876-1878
Isabella Kimball.....	1877-1878 and 1881-1882
Rosetta Ritsher.....	1878-1883 and 1884-1886
Mary H. Hunter.....	1879-1892
W. J. Fuller.....	1878-1883
Kate DeMotte.....	1879-1881
Helen E. Briggs.....	1882-1884
Harry Reed.....	1883-1886
Mary E. Griffin.....	1884-1885
Mary Jameson.....	1884-1887
Harriet C. Swiler.....	1883-1884
Alice E. Turley.....	1883-1887
Alice Christie.....	1885-1888
B. T. Bensted.....	1885-1892
Anne M. Gray.....	1887-1891
Eva L. Cutler.....	1887-1892
Clara Waite.....	1883-1884
A. I. Farrant.....	1883-1884
Mary H. Schilling.....	1888-1889
James L. Smith.....	1883-1884
Ruth E. Swiler.....	1890-1891

The following teachers are still at the school in 1893, and have been in service since the dates set opposite their names :

Emily Eddy.....	1857
Eleanor McCoy.....	1874
Almira I. Hobart.....	1884-1885 and 1886
Elsie M. Steinke.....	1886
Warren Robinson.....	1884
James J. Murphy.....	1884-1889 and 1892
Elizabeth G. (Bright) Phoenix.....	1884-1891 and 1892
W. F. Gray.....	1887
Iva C. Pearce.....	1888
Thomas Hagerty.....	1891
Agnes Steinke.....	1891
J. S. Long.....	1890
E. F. Long.....	1891
Jene Bowman.....	1892
Edward E. Clippinger.....	1883-1885 and 1892

Of the officers and teachers now employed in the institution, the Superintendent, J. W. Swiler, took charge in 1880 ;

Mrs. M. H. Schilling, matron, in 1891; Charles M. Tallman, clerk, in 1892; Joseph Wauchuta, boys' supervisor, in 1891; Miss Matilda Cannan in 1880; Miss Emily Eddy became a member of the teaching force in 1857; Mrs. M. H. Fiske in 1879; Mrs. A. I. Hobart in 1884; Miss E. M. Steinke in 1886; Miss I. C. Pearce in 1888; Miss Agnes Steinke in 1891; Mrs. Eleanor G. McCoy in 1874; Miss Jene Bowman in 1892; Warren Robinson in 1884; J. J. Murphy in 1884; E. E. Clippinger in 1883; W. F. Gray in 1887; J. S. Long in 1889; Thomas Hagerty in 1891. Warren Robinson, Thomas Hagerty and J. J. Murphy are graduates of this school, and J. S. Long is a graduate of the Iowa State School for the Deaf.

The only death of a resident officer that is recorded in the annals of the school occurred February 3d, 1865, when J. S. Officer, who had been at the head of the school, as principal and steward, for eight years, was removed by death. In a tribute to the memory of Mr. Officer, Hon. N. M. Harrington, Secretary of the Board of Trustees, wrote as follows: "Mr. Officer possessed a rare combination of qualifications for the position which he occupied. Among these were the following: A strong, ripe and luminous Christian character, a Christianity which infused its ennobling and benign spirit into all his life; great executive ability and untiring industry; unswerving integrity and scrupulous exactness in the details of business; a marked suavity and kindness clothing a deportment of unusual dignity; a ceaseless watchfulness for the well-being of those committed to his care; system and order reigned wherever he had control. In the use of the sign language he was a master." In this connection it seems proper to state that in 1883 the institution sustained a serious loss in the death of Professor Z. G. McCoy, who had labored diligently, with an unswerving devotion to duty, and an untiring interest in all that concerned the members of this institution during almost its entire history, his connection with the institution dating from November, 1855. In Superintendent Swiler's report to the State Board of Supervision, we find the following mention: "Z. G. McCoy was born at Fort Edwards, New York, November 1st, 1829. He was appointed teacher in

this school soon after graduating from the New York institution. He came to his work with the highest recommendations and during his subsequent course he developed a higher scholarship and a more loving Christian character than even his most sanguine friends had expected. During the years that have passed and through all the changes that have transpired in this institution, Zachariah G. McCoy remained steadfastly at his post, laboring earnestly for those he loved. No one but a teacher can realize how much of devotion, self-sacrifice, and hard work was required by the opportunities of those twenty-eight long years, and no one but the 'Infinite One' can know how much good work was done by this faithful servant, in unveiling so many beclouded minds."

In the industrial department John Beamsley has been at the head of the shoe-shop since 1882; W. T. Passage, foreman of the printing office since 1891; and Hollis Stone took charge of the carpenter-shop in 1892.

Nine hundred and twenty pupils have had instruction in the school since 1852; of this number 105 took the full course and graduated prior to 1880; since that time 89 have graduated; making a total of 194 graduates. Of this number 20 have entered the National College for the Deaf at Washington. There are at present 180 pupils in the school. According to the Eleventh Census there are 1,333 deaf and dumb in Wisconsin—793 males and 540 females, or one deaf person to every 1,265 inhabitants. Of these 743 are beyond the school age; 153 under school age and 437 between the ages of eight and twenty. As there are now about 275 children in the schools for the deaf in Wisconsin, it leaves 162 deaf children of school age not under instruction.

An Alumni Association was organized in 1876. Lars M. Larson, a graduate of this school and the founder and present superintendent of the school for the deaf at Santa Fé, New Mexico, was the founder of this association, and for several years its president. The association has held triennial reunions since then, and at present has a membership of about one hundred alumni.

In connection with the school are two literary societies.

The Ariadna Society, named in honor of Ariadna

Cheesbro, was organized in 1889 by Miss Linnie Bailey, a graduate of 1890. It includes in its membership the girls of the highest four classes and meets once a week. The Phoenix Literary Society, including likewise the elder boys of the school, was organized in 1884, though it existed two years prior thereto as the Badger Literary Society. It meets for debate and other literary exercises every Saturday evening and is well maintained from year to year.

The Art Department gives half-hour daily instruction in writing and drawing to each of the classes in school. In addition to this, select classes are given higher instruction in the studio. This department has grown since 1881, when regular instruction in writing and drawing was begun, until the whole school feels its influence and many have come to a higher appreciation of the possibilities of life.

The Department of Physical Culture with competent instructors and well-equipped gymnasias for the boys and the girls is doing a great work of development for many, who in addition to deafness would display other defects of form or feature were it not for a systematic course of calisthenics, which straightens, broadens, and makes more supple and graceful boys and girls, who lack only proper training to make them perfect specimens of manhood and womanhood.

The Wisconsin *Times* is a weekly, eight-page paper devoted to the interests of institution affairs and deaf-mute instruction in general. Prior to 1881 it was published irregularly under the name of the Deaf-Mute Press, at which time it was changed to its present name, made a regular weekly publication, and enlarged to its present size. The paper is printed and partly edited by the pupils of the school. Its editorials on leading topics pertaining to the education of the deaf, its spicy locals on life in the institution and its general matter of valuable information reflect a great deal of credit on its editor and on the institution, and its extensive exchange list attests its popularity with not only other institutions but also the press of the state.

In concluding it seems but justice to add that the present efficiency and prosperity of the school is largely due to the superior management of the state board, to the adminis-

tration of its Superintendent, J. W. Swiler, and to his sagacity in selecting and retaining an efficient official corps of instruction. Since he assumed control, in 1880, the school has from time to time extended its course of instruction and organized new branches of study and work as fast as necessity required or ability permitted. The sterling worth of his character has been reflected on the lives of all children under his care, and the example of his life and the precepts of his moral and religious teaching are embodied in the high character of the men and women who have gone out from this institution. There are no deaf beggars and no deaf criminals in Wisconsin. Those who might have otherwise become a burden to society are found in the useful walks of life, most of them discharging all the duties of intelligent citizenship, supporting themselves and families, and in many cases occupying leading positions in the social and industrial pursuits of the communities in which they live. This brief historical sketch is only an outline of the course of events at the Wisconsin School for the Deaf, the records are replete with suggestive facts and incidents for the complete history of the school, which is yet to be written.

APPENDIX.

TABLE I.
CAUSES OF DEAFNESS.

	PUPILS ADMITTED DURING THE TERM OF					Total Number in School in
	1880	1880-82	1884-86	1886-88	1888-90	1883-84
Congenital.....	5	21	20	33	19	81
Spinal Meningitis.....	10	11	16	16	10	59
Scarlet Fever.....	7	4	8	6	6	29
Inflammation of Brain.....	5					
Measles.....	1	2		2		4
Unknown.....	8	9	3			
Cerebral Meningitis.....		11	3	3	6	28
Typhoid.....		4	1		1	17
Fevers.....		2	1	2		
Abscess.....		2			2	
Whooping Cough.....			1	1		3
Catarrh.....						3
Scrofula.....			1	1		2
Erysipelas.....						1
Croup.....					2	1
Fits.....			2			1
Fall.....						1
Sunstroke.....						1
Dentition.....					1	
Diphtheria.....					1	
Hydrocephalus.....					1	
Sand in Ears.....					1	
Accident.....				3		

TABLE II.
PARENTAGE.

	PUPILS ADMITTED DURING THE TERM OF					Total Number in School in
	1880	1880-82	1884-86	1886-88	1888-90	1883-84
American.....	14	15	14	14	14	70
German.....	11	24	14	20	9	86
English.....	2	3	6	2	2	11
Irish.....	3	9	7	7	4	26
Welsh.....	2		2	1		3
Norwegian.....	3	5	3	8	4	15
Polish.....	1		2	6	2	2
Swedish.....		2		2	1	2
Belgian.....		2			2	2
Hollander.....		1				
French.....		5	3	1		5
Dutch.....						3
Swiss.....			1			3
Scotch.....						2
Canadian.....					3	2
Bohemian.....				1		2
Danish.....			2	1	2	1
Russian.....			1			
Prussian.....			1			
Negro.....				1		

TABLE III.

AGE AT WHICH HEARING WAS LOST.

Age.	PUPILS ADMITTED DURING THE TERM OF					Total Number in School in
	1880	1880-82	1884-86	1886-88	1888-90	1884
1 year.....	7					
2 ".....	8	17	10	7	6	49
3 ".....	2	15	8	14	12	29
4 ".....	1	5	8	5	6	27
5 ".....	1	3	4	2	4	10
6 ".....		1	3	2	1	8
7 ".....			1	2	1	7
8 ".....		2			1	4
9 ".....	1	1				4
10 ".....				2		5
11 ".....		1				
12 ".....	1		2			
Unknown.....	10					
Congenital.....	5		20	33	19	81

TABLE IV.

AGE OF PUPILS AT DATE OF ADMISSION.

Age.	1882-84	1884-86	1886-88	1888-90
6 years.....		1		
7 ".....	1		4	1
8 ".....	4	2	12	10
9 ".....	6	8	13	9
10 ".....	12	7	6	5
11 ".....	13	3	4	2
12 ".....	7	7	7	2
13 ".....	5	1	5	5
14 ".....	2	7	1	4
15 ".....	3	8	3	2
16 ".....		3	3	2
17 ".....	2	4		2
18 ".....	4	3	6	1
19 ".....	1	1	1	3
20 ".....	2	1	1	
23 ".....			1	
24 ".....				1
27 ".....				1

Note.—The above tables are compiled from Superintendent Swiler's Reports.

SINGLE-HAND ALPHABET.

