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HEAR YE! HEAR YE!

Wonderful Work in Deaf Mute Instruction.

Developing the Hearing Into Use Where it was not Thought to Exist.

What Prof. John A. Gillespie Has Done for Humanity.

Interesting Facts About the Nebraska Institute for the Deaf and Dumb.

When the manual alphabet and sign language first reached the perfection with which they are now taught in the deaf and dumb institutes of the world, humanitarians felt rejoiced because a new era had dawned on the unfortunate, who had been bereft of hearing and speech. Those who had invented finger and object talking were hailed as public benefactors. It was thought that nothing more could be done for the benefit of the deaf mute, and so matters remained until lip language or visible speech was experimented with. This was found to be a grand success, especially the method arranged by Prof. Bell, the father of the telephone. Thus another giant stride was taken in the education of deaf mutes. By observing the motions of the lips of their instructor, or the persons addressing them, the deaf mutes are understood and replies are given although the pupils do not hear one jot or tittle of what is said on either side. This method has been reduced to such a science that apt children have been taught to hold conversations as well as any ordinary persons, although their hearing was entirely destroyed. Hence it is that in New York city, Boston and Northampton, Mass., there are institutions devoted entirely to this branch of deaf mute instruction, and the result has been wonderful. Surely there was no field for further advancement in the science of imparting knowledge to deaf mutes, and the most experienced educators in this line contented themselves with doing the most perfect work they could with the methods they had, because the most visionary never dreamt that any improvement could be made. It remained for Prof. John A. Gillespie, of the Nebraska Institute for the Deaf and Dumb, located just northwest of this city, to come forward with another advancement in the science of deaf mute instruction, which is more wonderful than all others, and threatens

TO STARTLE THE WORLD. Prof. Gillespie has devised a means of teaching deaf mute children to hear, and he feels justly proud of being able to send out young people who have thus been afflicted, not as deaf mutes who are learned in all branches of modern education, which they can only express by sign or writing but as educated persons who will enter the world as educated people who are hard of hearing. In other words, he feels perfectly satisfied, from careful and practical experiments, that where there is the least particle of hearing existing in ear, he can develop and train it into strength and value, just as physical exercise gives vigor and power to a muscle. As sound is the basis of all speech, and there are no mutes from natural causes where the hearing is perfect, the discovery of Prof. Gillespie in the matter of training the sense of hearing, will bring speech of its own accord and confer a benefit on humanity that cannot be properly estimated. It goes without saying that this new departure is the grandest improvement in the science of instruction of the age, and redounds to the great credit of our state and its institutions.

THE BEE reporter, having heard a rumor of what was being done in this line at the Deaf and Dumb Institute, visited that institution Friday, and saw with his own eyes the wonderful workings of this system of developing the hearing. Prof. Gillespie, in a pleasant interview, said that during many years' experience as a teacher he had given the matter of developing the hearing considerable study, but inasmuch as it was deemed an impossibility by some of the most learned educators of the deaf and dumb, and was never thought worthy of the slightest discussion in their conventions, he did not submit his theories to any practical test. About three years ago, however, when the telephone as an aid to hearing was receiving great praise, he sent for one and experimented with some of the children in whom it was thought the hearing was not entirely destroyed. It was found to work an improvement. If this newly destroyed sense was strengthened by such artificial means as the telephone, why could it not be trained and made more powerful and useful by other means? So from that moment Prof. Gillespie went to work to practically

DEVELOPE THE HEARING. Miss Mary McCowen, one of the ablest teachers in the institute, was selected to give instruction in the new system. It was very trying on the teacher and this and other reasons prevented the work of instruction from being thoroughly seen in motion until last September, when an oral and audiphone class was organized with Miss McCowen as instructor. Fourteen children, less than ten years of age, who had entered the institution at that date and who never had any instruction whatever, either in signs, visible language, reading, writing or object learning, were selected as a class. To all intents and purposes they could not hear in the slightest manner. Miss McCowen commenced with the audiphone, giving instruction in the vowel sounds. Owing to the difficulty the children had in adjusting the instrument and the trouble in preparing it for them, the use of the audiphone was soon abandoned in every case where it could possibly be done. Miss McCowen continued her most fatiguing task without any artificial aid whatever, and to-day, nine months from the time of beginning, she has the

satisfaction of having the hearing of the class so developed that they can read aloud, understand upwards of 300 words and all phrases formed therefrom, make replies to questions given from the same vocabulary, and their hearing, which was practically extinct in September last is now being rapidly developed and with it speech. What will be the result at the end of seven years, which is the length of tuition, given in this institute, can be imagined? Should these children be allowed to remain during that time there is no doubt but that they will go into the world; not as deaf mutes but as persons whose hearing has been to a certain extent blunted. Of course no signs are taught this class nor any visible language. It is the intention of Prof. Gillespie to take all children, who have the least spark of hearing and who have not been too far advanced in the old systems of deaf mute instruction, and teach them to hear. It is his firm opinion that children under eight years, at the least, can be taught by his system to hear and converse to speak. The work is very trying on the teachers, for the child has not to know what a sound was from birth, but to be taken back to first principles and its hearing trained from the very beginning. In company with Mr. Collins, who under the old regime was one of the board of directors of the institute, THE BEE reporter had the pleasure of personally witnessing the success of Miss McCowen's class yesterday. They were put through all manner of exercises to test their hearing. Questions were asked as in the ordinary school room of the primary classes and answered as correctly as if the senses of speech and hearing had never been afflicted. The children were compelled to keep

THEIR EYES CLOSED when examined, so that there could be no possibility of their catching the instructor's language from the movement of the lips. They told names of objects, obeyed orders as to doing little errands around the room, read their primers together, and in turn, selected the proper pages and answered questions within the range of their knowledge, propounded by those present. One test that shows beyond the shadow of a doubt that the hearing was being rapidly developed was exemplified by placing the children at the blackboards, having the teacher giving questions while standing behind them and requiring the same to be written on the board. There was no possibility of their discovering by any other means, save that of hearing, what the questions were. This was most successfully tried by Miss McCowen in a number of instances, to the astonishment of all present. To our mind there was one thing which more than all others showed that the hearing was rapidly approaching its normal condition and that the deaf mutes children were asked a question or given a phrase to repeat, they answered in the same tone and style of voice of the one who addressed them. Were the indisputable evidence not before us, we should never believe that these talking and hearing children of to-day came to the institute last September as deaf mutes, who were as silent as the wind when they stepped these lines. Prof. Gillespie and Miss McCowen, the instructor of the class, have reached a new era in the science of deaf-mute instruction. It is bound to do away with the sign language, and visible speech for the great majority of cases, and work benefits to humanity of untold value. Alread this remarkable system has been noticed abroad among instructors elsewhere, who can hardly credit the success already attained, and Prof. Gillespie is receiving letters every day enquiring about it. He received one a short time ago from a merchant in the West Indies, who desired to have a deaf son obtain the benefits of this system. We understand that arrangements have been made to send children from other states and countries to be taken into this class, upon payment of the necessary amount to reimburse the state for their instruction and maintenance. This is the only class of the kind in the world, and Nebraska should feel a little bit proud. No doubt the coming convention of instructors of deaf mutes will give the new departure great attention, which it certainly deserves.

The next class of interest and importance is that of Articulation, conducted by Miss Mary L. Farrant, a most skillful instructor, lately of Salem, Mass. She teaches the Bell system of visible speech, and her success has been most remarkable. The plan is to select the brightest pupils

FROM THE SIGN LANGUAGE classes and give them instructions for a half hour during the day in visible language. This Miss Farrant has to perform the arduous duties of teaching about forty pupils at different times each day in speaking simply by observing the movements of the lips. Yesterday we had the pleasure of attending Miss Farrant's class and of observing the success of her work. The pupils answered questions correctly and intelligently by observing the manner in which the instructor spoke. A number of exercises were gone through with, and all were eminently satisfactory. There is no doubt but before the full course of instruction which these children are supposed to take is finished that they will be able to hold conversations on any subject, and with any persons, besides attending lectures and speakers from the mere movements of their lips. All children in the institute who show the least aptitude whatever for this branch of instruction receive its great benefits, except of course the "hearing class." The sign language classes are conducted by Professors McClure, Reed, and the Misses Fannie M. Henderson, E. M. Henderson and Lucy Patrick, all of whom are experienced and highly skilled in their professions. A year is allowed a pupil in each class and commencing with that conducted by Miss Patrick they keep ascending until finished by Prof. McClure.

The manner of teaching is started with objects, actions, motions and in fact everything that will strike the eye. This is explained and the knowledge of signs is gradually developed so that the pupils can be given almost any kind of exercise and it is worked out on their slates.

THE STEPS ARE PROGRESSIVE so that we find the child, that can only write phrases and understand the signs but crudely the first year, gradually going through the different degrees of reading, ciphering, composing, etc., until at the end it can do about anything in the way of general education that the children of our public schools, who have spent a like number of years in learning, can do. They are very apt pupils, when once started, but our teachers in the ordinary schools must remember that to instruct the deaf and dumb is about as much more difficult work than there, as it is harder to read the signs of the heavens by astronomy than to figure up the cost of ten pounds of tea at a fractional price per pound. These mutes become so trained in the higher classes that they can work out most difficult problems in arithmetic, and compose grammatically and intelligently on anything they see, which is suggested to them by the finger sign. Their penmanship is of an unusually fine character, and they would make superior newspaper reporters, for in their composition they get the entire facts down to the capacity of a nutshell. While all these different branches are being taught, the sign language is improving rapidly, and when a pupil is ready to leave the institute there is very little that cannot be imparted to him by the motions of the fingers, and in this way he is able to learn all other things nearly as well as if his hearing and his speech were normal.

There are 94 pupils in the institute this year, the majority being boys. NO CAST-IRON RULES of government, but a paternal supervision and mild correction of misdeed meanor, which most always has the best effect. The health of the inmates is wonderfully good, for during the twelve years of its existence there has been but one death and that occurred this year from typhoid fever. The order of the day is breakfast at 6:30, after which the girls attend to household duties and the boys go to the workshops and printing office. A few moments before 8 there is a short chapel exercise and then the children go to the school rooms and remain there with the exception of a recess until 12 o'clock, which is the dinner hour. After this comes recitation until 1:30; school till 3; shops and sewing rooms until 5; recreation until supper at 6; recreation until 7, when the young children retire and the older ones study until 8, when all seek their dormitories. Saturday afternoon is a holiday and on Sunday morning is Sunday school in the morning and a lecture by the principal in the afternoon. The workshop department, so far, has only the carpenter industry in operation, which is under the skillful management of Mr. Frederick E. Maynard. There is a 20-horse power steam engine connected with the shop as a motor for the machinery. At present there are twelve boys carpenters, making two kinds of window sashes, brackets and the Pettit, and the work done in their manufacture by the boys is not only satisfactory to the proprietors of these machines, but at the same time it gives the boys a valuable trade and brings a snug little income into the institution. The printing office is in the same building, and ten boys hold cases therein under the supervision of Richard H. Huxley, an expert manipulator of the type. The office is now provided with an old Washington press, but a new cylinder press will be purchased this year. Here is printed the Mute Journal, which has a circulation of upwards of 1,200, is a semi-monthly, and its subscription and advertising price all expenses and leaves a nice balance besides. Two large boilers occupy the rear of the building, which will be properly-ventilated by a new house to be built this summer.

The sewing room is in charge of Miss Marion S. Coe, and all the needle work of the house is performed by the girls, as the farm labor is done by the larger boys. There is a library of 700 well-selected volumes in the house; EIGHTY-ONE JOURNALS are received in exchange and several popular periodicals are subscribed for; the dormitories consist of small, well ventilated and neatly kept rooms; the laundry work and cooking is done by the girls under proper supervision; the dining-room is capable of holding up to 150 and is as nicely arranged as that of any of our hotels.

Miss Fannie M. Henderson gives lessons in painting out of school hours and her pupils have developed a wonderful aptitude and skill in this line. This lady is artistic in a high degree, and has some very fine specimens of her handiwork in the institute. It is Prof. Gillespie's intention to make drawing and painting a feature of instruction here, because, as he says, "anything that can be taught by the eye and is of value should be given the deaf mute as a weapon with which to fight a way through the world."

The new building, erected last year, is a fine structure, and gives the institution much needed accommodation. It is three stories high and a basement; is partially equipped with stand pipes and hose for fire purposes, and is heated with steam throughout. The arrangement of the building is as follows: The basement of the new building contains the dining room, back of which is the kitchen, and in the north and south wings are the wash rooms, bath rooms, play apartments, etc.; on the first floor, now building, are the superintendent's quarters and office; south wing, teaching rooms, girls' sewing and reading rooms, and the audiphone class room; north wing, boys' reading room, study, library, the articulation and a primary class room; on the second floor of the main building are the school rooms; south wing, girls' sleeping rooms and seamstress' apartments; north wing, little boys' dormitories, two teachers' sleeping rooms, foreman and nurses rooms; third floor, main building, lecture room or chapel; south wing, girls' sleeping apartments, and north wing boys' sleeping rooms. There are twenty-three acres of land connected with the institute which are well cultivated for garden purposes. This institution, which is one of the

GRANDEST IN THE STATE, is about four miles from the city on a prominent site overlooking the same. A remarkable fact demands attention right here, and that is, that the Nebraska Institute for the Deaf and Dumb has not a single public road leading to it. All avenues of communications are through private property which are liable to be closed at any moment, and in a day or so the entrance from the military road, which was a favorite

way to the city, will be shut up, as the property has been purchased by a new party. This state of affairs exists notwithstanding the fact that the attention of the county commissioners has been called to it time and time again.

In closing it is almost unnecessary to say that the Deaf and Dumb Institute under the management of Prof. Gillespie is one of the first institutions of the kind in the country. To his estimable wife, Mrs. Helen Z. Gillespie, who is the matron, belongs a great share of the honor of the successful management. She exercises a motherly care over every child coming to the institute, and is unremitting in her labor for their welfare. The teachers are all proficient, and industrious, working in full accord with the executive ability of the expert tendent.

Caleb Capp, Esq., the wholesale jeweler of 63 and 65 Washington Street, Chicago, Ill., observes: "St. Jacobs Oil can not be excelled for curing sprains and rheumatism."

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