



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>



600071473S



TANGIBLE TYPOGRAPHY:

OR,

How the Blind Read.

BY

EDMUND C. JOHNSON,

MEMBER OF THE COMMITTEE OF THE SCHOOL FOR THE INDIGENT BLIND.

LONDON:

J. WHITAKER, 41 PALL MALL.

MDCCCLIII.

302 a. 19.



C. RICHARDS, PRINTER, 100 ST. MARTIN'S LANE.

TO THE
VISCOUNT CRANBORNE,
WHOSE INTEREST IN THE WELFARE OF THE BLIND,
TRIED FRIENDSHIP, AND UNREMITTING KINDNESS
TO THE AUTHOR,
HAVE STOOD THE TEST OF MANY
EVENTFUL YEARS,
THESE PAGES
ARE
Sincerely Dedicated.

P R E F A C E.

BEFORE the following pages went to press, I placed the manuscript in the hands of the Rev. B. G. Johns, Chaplain of the Blind School, St. George's Fields, with the request that he would kindly suggest any emendations or additions that, in his judgment, seemed likely to increase the interest or value of my remarks. I have now, therefore, the very grateful task of acknowledging his kind assistance, and of assuring him how much I feel indebted for many an earnest and thoughtful word. I do not give, nor do I pretend to give, any new or striking view of the subject, my aim being simply to present to the Public a short summary of information which at present lies scattered through many volumes, and which *has only to be known, to become at once worthy of universal attention.*

If so desirable a result be in any degree attained, it will afford me much pleasure to think that my leisure hours have been productive of some good, and that one voice, however feeble, has created for so deserving a class as the Blind, a wider and truer sympathy.

EDMUND C. JOHNSON.

6 SAVILLE Row,
Jan. 1, 1853.

B

TANGIBLE TYPOGRAPHY

OR,

HOW THE BLIND READ.

THE recently published Report of the Great Exhibition has, by its remarks on the subject of printing for the Blind, awakened considerable attention among all who are interested in their welfare and education. Many are now astonished, not only at the capabilities we possess for instructing this afflicted class, but the readiness with which they receive instruction.

How capable the Blind are of receiving instruction, in fact of being really educated, has been fully proved in the various institutions established for their reception throughout England; leading us to hope that renewed attention to their peculiarities and wants will further conduce to their well-being and improvement. But if the Blind, as a class, are to be educated, there is yet much to be done for them. They at once need a *literature of their own*, of a peculiar kind, which at present does not exist. The books already printed for their use are few in

number, deficient in variety, and not procured without difficulty even at a large expense. The happiest results therefore may be anticipated from the introduction of an improved literature—the chief difficulty in the attainment of which lies in the choice of *one system of Typography for universal adoption.*

Both in this and other countries, printing in an embossed type for the use of the blind, has been effected with considerable, though by no means complete success. It is with the view of enlisting the sympathy of the public, that it is here proposed to offer a short sketch of the chief systems for teaching the blind to read which are now in use.

We may hope that ere long some fair judgment may be arrived at concerning those systems, or that **system** best suited for *general adoption*; for, though in the contests of rival inventors, each claiming a more than royal supremacy, time and money have been laboriously expended, not much has in reality been done for teaching the blind to read. It is true, that at a great cost books have been printed in raised characters; and among them the Scriptures in many different types, by as many rival associations; but *the poor blind, as a class*, have been scarcely reached. *They are still almost entirely without works of interest or amusement.*

The Scriptures are now read more frequently as an exercise, and a means for mastering a system of reading, than as a spiritual comfort, guide, and consolation. This is particularly to be noticed in schools where portions of the Bible are used as the only class-book; where, consequently, monotony, begetting indifference, and in-

difference disrespect, the reading of the word of God is apt to be regarded as a *task*, instead of a pleasure and a privilege.

The great and charitable design of opening a wider field of instruction for the Blind, by providing an approved and standard literature for their use, is now arrested, not only by the immense outlay necessarily attending such an undertaking, but also by the obstinate adherence of individuals to systems of printing in arbitrary and phonetic characters. Meanwhile, ample funds have been squandered, which might otherwise have been far better employed in the development of fewer, and more tried plans.

The author of every successive "best plan," too often starts with an attempt to decry all other systems; A. B. C. and D. are pure fallacies, but his, the royal, golden road. He is not content, unless the gale which bears him to the stars, carries all others to the shades. We need not, therefore, be surprised if now and then some most worthy person emerges from his limited field of observation, and suddenly proclaims to all England, and especially to the Blind, the incalculable advantages of a new, easy, perfect, and infallible system of reading or writing, which he has himself invented. He achieves greatness in one stride, from little Pedlington *éclat*, to the merit of an universal benefactor. So, at least, *he* imagines.

Forthwith particular districts, or localities, are canvassed for subscriptions; a printing-press is set up; portions of the Scriptures are advertised for publication, and if sufficient funds are forthcoming, perhaps, a school is the result, and *one more system* of an arbitrary character is added to a list already too long. This might, perhaps, be

a desirable state of things were it our misfortune to be a community of blind men. Every locality might then have its own printers, authors, and system ; even Gotham might still boast of her three sages. But happily the case is far otherwise. There are but between thirty and forty thousand blind persons in this country, more than two-thirds of whom are unable to read. It is therefore evident, that to multiply systems, is to multiply difficulties, and impede progress ; and thus it happens, that the blind, bewildered in the midst of endless systems all promising what they want, at last make a choice, to which, perhaps, mere accident leads them.

“ Water, water, everywhere, and not a drop to drink.”

It is, indeed, a strange and sad fact, that whilst the education of all other classes has been deeply and seriously considered, scholars, divines, and philosophers, alike emulating one another in elucidating points of difficulty and obscurity, yet, on the subject of the education of the Blind, there has been neither conference nor deliberation, unity of action, nor general scheme for its advancement.

The period of the visit of so many strangers to our metropolis last year, might have been well chosen for so grand a purpose. Delegates from the several Blind schools might then have met and discussed the merits of any proposed alphabet or character, and the Blind would thus have had the advantage of one common system, known to, and adopted by, all. That opportunity is now lost. As the case stands, the blind man who reads by Alston's system is at an utter loss among the books of Lucas,

Frere, or Moon, while he who reads by an arbitrary system is equally at a loss with those in the Roman type, and the series of American publications.

Funds have been raised, and large sums expended, to produce this very state of things. Supposed improvements have been, with much public toil and expense, ushered into the expectant world, and after all have proved to be little better than mere arbitrary, perhaps ingenious, but useless devices.

The ordinary systems of embossed printing in present use for teaching the Blind to read may be divided into two classes: one in which arbitrary characters are used to denote letters, sounds, or words—and a second in which the ordinary Roman letters are used, all alike presenting a raised surface to the touch of the “*reading finger*.” Modifications of these two great classes may be subdivided thus:—

<i>Arbitrary.</i>	<i>Alphabetical.</i>
1. Lucas' System.	1. Alston's System.
2. Frere's „	2. The American System.
3. Moon's „	3. French Alphabetical.
4. Le Système Braille.	4. Alston Modified.
5. Le Système Carton.	

We will say a few words on each of these.

LUCAS' SYSTEM.

Lucas' system has been adopted by the “*London Society for teaching the Blind to read*,” and possesses advantages of no common kind for those who enjoy but an imperfect

sense of touch, or are employed in hard manual labour. It is justly considered to be easy of acquirement, and the least difficult of all the English *arbitrary* systems. It however possesses the disadvantage of being complicated in some of its details ; while the abbreviation of words, and syllables, and the purely arbitrary formation of its characters, render it troublesome for those *with* sight to teach, and difficult for those *without* to understand. It is less bulky than some others, but more so than Alston's, the American, Braille's, or Carton's ; as may be seen from Table, p. 41, as well as from the report of the London Society; the secretary writing thus, at p. 17, "At the close of the year 1851, 23 vols. of the embossed Bible had been published, as well as new editions of three of the Gospels, and of the Acts of the Apostles, and that 13 more volumes, which it is hoped will be embossed within the space of a year and a half, will complete the whole of the sacred Scriptures."

It is evident that, to complete the Scriptures, 36 vols., or perhaps a greater number, will be required; while, in the books that have been printed in Boston with so much success, the whole Bible occupies but eight large volumes, six of the Old Testament, two of the New.

The author had the opportunity, whilst in Belgium, of discussing Lucas' system with the famous Abbé Carton, who directed his attention to a Report on the Blind Schools of England (written by the Abbé), in which we find these apt remarks:—"Le relief est beau, mais les caractères sont sténographiques. Il admet conséquemment une masse d'abréviations qui rendent la lecture plus ou moins incertaine." "Les éléments sont on ne peut plus

simples, et si un alphabet arbitraire pouvait ou devait être adopté, je préférerais celui de M. Lucas.”

These remarks were of course applied to the means then adopted in England for producing a stenographic type for the blind, but would be much modified now that the Abbé has himself invented a new system of dotted letters, which will be noticed among other similar plans.

The following specimen of Lucas' system is taken from the printed instructions appended to every volume embossed by the London Society for teaching the blind to read; and for a clear explanation of its peculiarities, the writer is indebted to the kindness of Mr. Wood, the able and indefatigable master and teacher at St. John's Wood :

“GENERAL RULES:—1, All letters not necessary to the sound are omitted, as *da* for *day*; *mit* for *might*; *no* for *know*; *eir* for *heir*, &c. 2, When the sound of a word is *decidedly* different from the spelling, the spelling is altered, as *shurly* for *surely*; *sed* for *said*; *laf* for *laugh*; *brawt* for *brought*, &c. 3, The final *e* is generally omitted: as *giv* *gav*, *fac*, &c. 4, Vowels in the middle of a word are sometimes omitted, if no mistake can thereby be made, as *xcdingly* for *exceedingly*; *chldrn* for *children*. 5, The following tables of contractions are employed, and should be committed to memory, except the 5th, which need only be read over occasionally.

“TABLE I.—*Words expressed by a single character.*—A and. B but. C Christ. D down, debt. E ever, every. F for, Father. G God. H have, he, hither. J Jesus. K king, kind. L Lord. M me, mother, among, amongst. N into. O over, owe. P put, patience, upon. Q question, queen. R are, or, ready. S is, as, us. T the, to, thee. U unto, you, unity. V verily, vanity. W we, with, will, world. X except, example. Y yet, yesterday. Z zeal, zion, sion. LL one, [1] once, first. SS two, [2] twice, second. FF three, [3] thrice third, from. TH four, [4] fourth, thou. SH five, [5] fifth, shall shalt. PH six, [6] sixth, pharisee. CH seven, [7] seventh, church. NG eighth, [8] nothing. WH nine, [9] ninth, which. GH [0] ghost.

“TABLE II.—*Prefixes expressed by a single character, but not generally used when followed immediately by a Vowel.*—C com, con.

D

D dis, des. F for, fore. M mis. N under. P pre, pro. R re. S super, sup, sub. T trans. W with. X extra.

"TABLE III.—*Terminations expressed by a single character in words of more than one syllable.*—B ble. D ed, dom. F ful. H hood, head. I ing. L less. M ment. N ness. R ary, er. S self, selves, soever. T ity, tive. W ward. SH tion, shion, sion. Th eth. Self and selves, after *her, your, and our*, are expressed by SL, to distinguish them from *hers, yours, ours*.

"TABLE IV.—*Words contracted by the omission both of Vowels and Consonants.*—Bf before. Bl blind. Br brother. Brn brethren. Fr friend. Gl glory. Gr grace. Hn heaven. Pl pleasure. Pr prayer. Sp spirit. St saint. Str strong and strength. Tr trouble. Kd kingdom. Cd could. Shd should. Wd would. Thf therefore. Thrf thereof. Whf wherefore. Whrf whereof. Nvs nevertheless. Nsg notwithstanding. Imy immediately.

"TABLE V.—*Words contracted by the omissions of Vowels only.*—Abt about. Abv above. Ftr after. Agn again. Gnst against. Lws always. Bcs because. Bth both. Bn been. Sn seen. Cm come. Cn can. Dd deed. Dvl devil. Dn done. Dst dost. Dth doth. Gd good. Grt great. Hm him. Hs his. Ths this. Hr her. Hw how. Nw now. Hd had. Hst hast. Hth hath. Lt let. Lw law. Sw saw. Mnth month. Mr more. Nr nor. Ndr under. Nt not. Pc peace and piece. Srv serve. Std stood. Thr there and their. Whr where. Wr were. Tht that. Wht what. Whm whom. Whs whose. Wk week. Wrk work. Wrđ word. Ws was. Yr year. Bk book. Lk look. Tk took. Dp deep. Kp keep. Shp sheep. Swp sweep. Wp weep.

"S is added to some of the above contractions to form the plural, as *frs* for *friends*; *tabs* for *tables*, &c., and some of these contractions are also occasionally used in compound words, as *elasti* for *everlasting*, *otak* for *overtake*.

"6, When, according to the preceding rules, two contractions would immediately follow each other, only one *generally* is used. And when any of these rules are departed from, it is to prevent mistakes, as *died, present*, &c. are not changed into *did, pnt*, &c.

"It will be seen in Table I. that the double letters stand for the numbers, 1, 2, &c. The numbers above 9, are expressed by putting these characters for the figures, as LL GH for 10; LL NG for 18; TH CH LL for 471, &c.

"The word Lord being in our Bibles sometimes printed all in capital letters (LORD) which marks out that the original word, in the Hebrew, is Jehovah, this distinction is kept up by spelling the word Lord, in

CHARACTERS USED FOR THE ALPHABET

IN

T. M. LUCAS'S EMBOSSED STENOGRAPHIC SYSTEM FOR THE USE OF THE BLIND.

A	B.	C	D	E	F	G	H.	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
LL	SS	FF	TH	SH	PH	CH	NG	WH	GH	&c.		
1	2	3	4	5	6	7	8	9	0			

SPECIMEN.

“As Moses lifted up the serpent in the wilderness, even so must the Son of man be lifted up: that whosoever believeth in him should not perish, but have eternal life.” JOHN iii. 14.

such cases, at full length, except when followed by the word God, as it is then almost always Jehovah.

“Proper names are spelt at full length. A semicolon or colon is expressed by a single dot at the bottom of the line, and a period by two dots. A greater space is also left whenever there is a fresh paragraph. The blind value these contractions as well as the short-hand writer, because by their aid they can read as fast with their fingers as any good reader (when he reads aloud) who is privileged with the blessing of sight.”

Books on Lucas' System, published by "The London Society for Teaching the Blind to Read."

	Price to		Non-			Price to		Non-			
	Subs.		Subs.			Subs.		Subs.			
	<i>s.</i>	<i>d.</i>	<i>s.</i>	<i>d.</i>		<i>s.</i>	<i>d.</i>	<i>s.</i>	<i>d.</i>		
Genesis, in 2 vols	6	0	...	8	0	Liturgy . . .	3	6	...	4	8
Exodus, do.	5	6	...	7	4	Prayer-book					
Numbers, do.	6	0	...	8	0	Psalms . . .	6	6	...	8	8
Deuteron. do.	5	0	...	6	8	Prayers & Hymns	3	6	...	4	8
Joshua . . .	3	0	...	4	0	Hymn Book, em-					
Judges and Ruth	3	0	...	4	0	bossed by the					
Proverbs, Eccle-						Blind Pupils in					
siasates, and						1845 . . .	1	0	...	1	4
Song of Solo-						Scripture Lessons	0	6	...	0	8
mon . . .	3	6	...	4	8	The Church Ca-					
Isaiah, in 2 vols.	5	6	...	7	4	techism, with					
Jeremiah and La-						Scripture Re-					
mentations, do.	6	6	...	8	8	ferences . . .	1	0	...	1	4
Ezekiel, do. . .	6	0	...	8	0	First-Class Book	0	6	...	0	8
Daniel, Hosea, &						Second-Class Book	0	6	...	0	8
Joel . . .	3	0	...	4	0	Card Alphabet . .	0	2	...	0	3
Amos to Malachi	3	6	...	4	8	Printed and Em-					
Mark . . .	2	9	...	3	8	bossed Key to					
Luke, new edition	3	6	...	4	8	Lucas's System	0	6	...	0	8
John, do. . .	3	0	...	4	0	The Figures of					
Acts, do. . .	3	6	...	4	8	the First Book					
Corinthians to						of Euclid's Ele-					
Ephesians, in-						ments of Geo-					
clusive . . .	3	0	...	4	0	metry, on Five					
Philippians to						Boards, by Mr.					
Hebrews, do. .	3	0	...	4	0	Wood, each . .	10	6	...	12	0
James to Revel-											
ation, do. . .	3	0	...	4	0						

FRERE'S SYSTEM.

Mr. Frere's System for teaching the blind to read is based entirely on the *Phonetic Principle*, or combination of elementary sounds. "These elementary sounds consist of the vowel sounds, and the pure sounds of the consonants; which latter are expressed in the final sounds of the words," according to the order of the short-hand alphabet.

It would almost appear at first sight as though great ingenuity had been exerted to make reading difficult; but notwithstanding its complications and its *memoria technica*, many persons read fluently by this System.

Mr. Frere has conducted the *printing* and *embossing* with care and success; though it is a matter of regret that he should lend his valuable and charitable endeavours to a plan both difficult and arbitrary.*

In reading Mr. Frere's books, a half circle, at the end of each line, directs the finger to the line beneath, "that the blind reader may not be embarrassed by losing his place: the lines read alternately from left to right, and from right to left, forming of each page one continuous line."

This arrangement has since been adopted by Mr. Moon with advantage, and may be used equally with short-hand as with the common Roman letter.

The accompanying list of books, printed on Mr. James H. Frere's system, is copied from the Jurors' Report of the Great Exhibition.

* The symbols, or type, employed, are cut in copper wire, and placed upon sheets of tin; muriate of zinc and heat being then applied, an adhesion of the copper to the tin is effected, and a stereotype plate is produced, from which any number of impressions may be printed.

MR. J. H. FRERE'S
SHORTHAND ALPHABET FOR THE BLIND,
-ON THE
PHONETIC PRINCIPLE.

*Books printed on Mr. J. H. Frere's Phonetic System.**Juror's Report, p. 421.*

Titles.	No. of vols.	Size.	Date of publication.	No. of pages.	No. of square inches.	Price.
						£ s. d.
New Testament complete . .	8	ob. 4to.	1839-51	723	110	2 10 0
The Old Testament, (as far as printed) .	7	"	—	811	—	2 0 0
(Each vol. sold separately.)						
Matthew	1	"	—	83	—	0 6 0
Mark	1	"	—	72	—	0 5 6
Luke	1	"	—	88	—	0 7 0
St. John	1	"	—	96	—	0 5 6
Acts	1	"	—	110	—	0 7 0
Romans to Corinthians . .	1	"	—	89	—	0 6 0
Galatians to Philemon . . .	1	"	—	74	—	0 5 6
Hebrews to Revelations . .	1	"	—	111	—	0 7 0
Genesis	1	"	—	132	—	0 8 0
Exodus	1	"	1843	112	—	0 7 0
Joshua	1	"	1852	65	—	0 3 6
Judges	1	"	1852	65	—	0 3 6
Proverbs & Ecclesiastes . .	1	"	—	76	—	0 5 0
Isaiah	1	"	1843	128	—	0 7 6
Daniel, Esther, & Ruth	1	"	—	69	—	0 5 6
Psalms (Prayer Book version)	2	"	—	164	—	0 12 0
Grammar	1	"	—	13	—	0 1 0
Morning & Evening Prayer .	1	"	—	33	70	0 2 0
Hymns from Cowper and Newton	1	"	—	40	70	0 2 0
Five Addresses to those who wish to go to Heaven . . .	1	"	—	21	110	0 1 6

MOON'S SYSTEM.

Mr. Moon's system may be considered as based upon those of Messrs. Frere and Lucas. It professes to be an alphabetic arrangement, though decidedly of an arbitrary character; while its chief recommendation is its being the invention of a blind man, who by industry and talent has raised himself to the position of master in the Brighton School.

Mr. Moon, of course, considers his system perfection. His experience, however, has been but small, scarcely extending beyond the Brighton Asylum, which, in 1850, contained twenty-four inmates, of whom, by the way, not all could read. One advantageous feature it certainly has—borrowed, we believe, from Frere's system—of preventing the constant recurrence of the finger to the ends of lines on the left side of the page. This is effected by printing every alternate line in a *converse* position, so as to admit of its being read backwards. The finger travels along the first line of a page from left to right, but returns by the second line from right to left; a bracket guiding the touch of the reader from the end of line 1, to the beginning of line 2. Thus the finger of the blind reader need not be removed from the paper. *The place is never lost.*

Five abbreviations are used for the termination of words, but it is nevertheless a voluminous and expensive system.

Not long since there seemed to be great reluctance to

SPECIMEN OF THE ALPHABET

USED BY

MR. MOON

IN PRINTING BOOKS FOR THE BLIND.

A B C D E F

G H I J K L M N

O P Q R S T

U V W X Y Z &c.

1 2 3 4 5 6 7 8 9 0

ing

ment

tion

ness

and

impart to the author the process of preparing the stereotypic plates, used for producing impressions. But Mr. Frere's method is so excellent, and so well known, as to make this reluctance a matter of no import.

It is not easy for any one uninterested in the matter to realise the full advantages held out by the advocates of this plan, although Mr. Moon deserves high praise for his ingenious and well-intentioned labours.

He himself thus writes :—

“In order to avoid the complicated form of the Roman letter, and the still less discernible angular type, W. Moon has invented an alphabet, each letter of which is formed of one or two lines only. Most of them have a partial resemblance to those in common use ; where this could not be attained, the simplest possible form has been adopted. By the use of nine forms, turned in different directions, the whole alphabet and figures are represented : one form, for instance, serving for A, V, K, and X ; another for E, L, M, and Y.

“No contractions are used, except the common one of representing the terminations *ment*, *ing*, *tion*, and *ness*, by their last letter. L, G, J, and C, also, in the Holy Scriptures, stand for the frequently-recurring names of *Lord*, *God*, *Jesus*, and *Christ*.”

Of the Moon alphabet a specimen is given from the authorised key distributed amongst subscribers to the Brighton school.

Between Lucas's, Frere's, and Moon's system, the following points of resemblance are to be noted :—

LUCAS .. \ F / R — S | T O o
 FRERE .. \ D, deh / ur — un | Teh O us, & o
 MOON .. \ R / S — T | I O o

LUCAS ... U n U m C D) P
 FRERE ... U u, ul U peh C keh) um
 MOON ... U u U w C c) D

LUCAS . ʃ H ʃ W ʃ th ʃ wh ʃ K ʃ Z
 FRERE . ʃ uf, f ʃ geh ʃ jeh ʃ beh ʃ i
 MOON . ʃ G ʃ f ʃ J ʃ b ʃ P ʃ q

LUCAS . ʃ J ʃ Y ʃ ll, I ʃ FF.3 ʃ ss 2
 FRERE . ʃ A ʃ A ʃ u ʃ o ʃ o u
 MOON . ʃ 6 ʃ 2 ʃ 5 ʃ 8

LUCAS .. ʃ &c. ʃ L ʃ V ʃ q
 FRERE .. ʃ u ʃ E ʃ e ʃ o i
 MOON .. ʃ 9 ʃ 7 ʃ 3

LUCAS ʃ X
 FRERE ʃ O
 MOON ʃ 4

Works published by Mr. W. Moon of Brighton.

Psalms, in 2 vols.	£1	1	0
Prophecies of Isaiah, in 2 vols.	1	1	0
St. Matthew's Gospel	0	12	0
St. Mark's Gospel	0	7	0
St. Luke's Gospel	0	13	0
St. John's Gospel	0	8	0
The Acts of the Apostles	0	13	0
Epistle to the Romans, and the 1st and 2nd Epistles to the Corinthians	0	12	0
St. John's Gospel, Chapter III., in the Irish language	0	1	6
St. Luke's Gospel, Chapter I., in the Hindustani language	0	1	6
Prayers, &c., and Chapter XV. of St. Luke's Gospel in the Ningpo Colloquial	0	2	0
First Book (for those who have never learnt to read), con- taining <i>Freeman's Card</i> , and <i>Scripture Texts in easy words</i>	0	1	6
Morning and Evening Devotions, from <i>Bogatzky and others</i> , in 2 vols.	0	6	0
Hymns of Resignation and walk with God	0	1	6
Ecclesiasticus, Chapter II.	0	1	0
Epistle to the Galatians to the Epistle to Philemon, inclusive	0	7	8
Epistle to the Hebrews	}	0	10
Epistle of St. James			
1st and 2nd Epistles of St. Peter			
1st, 2nd, and 3rd Epistles of St. John			
Epistle of St. Jude			
1st, 2nd, and 3rd Epistles of St. John	0	4	0
Revelation	0	7	0
The Last Days of Polycarp	0	1	0
The Last Days of Cranmer	0	1	6
The Cataract of Niagara	0	1	2
Light for the Blind ; or, Embossed Specimens	0	3	6
The Sagacity of a Lioness	0	1	0
Anecdotes of Two Dogs	0	1	0
Hymn for the Blind	0	1	0
Alphabet, with Instructions	0	0	3
The Lord's Prayer (printed wide)	0	0	4
Ditto with Alphabet (printed closely)	0	0	4
Ditto in the French, Spanish, German, Irish, Italian, and Chinese Languages each	0	0	6
Geography, Part I.	0	5	0
History of England, from <i>Goldsmith and others</i> , Part I.	0	5	0
Animals (various) each	0	0	6
Maps,—Africa and Jerusalem each	0	1	0

SYSTEM BRAILLE.

It is not the writer's intention to present to his readers (were it possible in so small a space), a lengthened account of what has been done in France, to provide an universal system of embossed characters for the Blind; the present aim being simply to describe the means now generally adopted for conveying to the Blind, through the medium of the touch, those impressions which the seeing receive from *printed words*.

"*L'institution pour les jeunes aveugles*," at Paris, has the advantage of an able director, Monsieur Dufour, whose intimate acquaintance with the Blind, their wants, and ways, is second to that of no other *savant*. After devoting much attention to the subject, he now recommends a system of raised dots, in preference to all others; and has, unfortunately, given up printing in raised alphabetical letters, after many years of merited success. To the surprise of many, printing, in the lower-case Roman type, has now been discontinued, and this new arbitrary system of dots adopted throughout the French schools; its only recommendation being simplicity and compactness. The use of abbreviations renders it inferior to the plan of Abbé Carton, and thus it is liable to the same objections and to the same fate as those of Lucas, Frere, and Moon.

The Blind, throughout the French institutions, are supplied with a small frame and style, and at length taught to become their own bookmakers and printers. Hence

ÉCRITURE À L'USAGE DES AVEUGLES,
PROCÉDÉ DE MONS. L. BRAILLE,

PROFESSEUR À L'INSTITUT DES JEUNES AVEUGLES, À PARIS.

A B C D E F G H I J

K L M N O P Q R S T

U V X Y Z ç é à è ù
oin ien

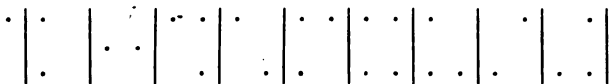
an in on un èu ou oi ch gn u
â ê î ô û ë ï ü œ w

ï
ian ion œ
ien

signe
des nombres

its great advantage. Great facility in writing, and in producing printed books, is no doubt attained. But Braille's has the great fault of all arbitrary systems,—that it requires a peculiar course of training, both on the part of the Blind, and the teacher who may have sight, ere it can be deciphered and understood. The descriptive plan accompanying these remarks, clearly demonstrates Braille's system. Six raised dots, in various positions, not following the outline of any Roman letter, form its main idea.

There are ten primitive signs :—



“C'est en ajoutant à ces points un autre point ou à gauche ou à droite, ou bien deux points, qu'on forme les quatre premières series, telles qu'on les voit sur le tableau ci joint.”

It will be seen, by the opposite plate, that the same forms, slightly varied, stand for letters, numbers, and abbreviations.

We cannot yet fairly arrive at any practical conclusion as to the utility of this most ingenious system, as it has been but lately adopted in the French schools. In frequent visits made to the Blind School, in Paris, during the reign of Louis Philippe, the alphabetical system was exclusively used. Many books were printed in that system, and it was only during the last year that the “Chiffres” of M. Braille had not only been approved by M. Dufour, but to the entire exclusion of all other sys-

tems for teaching the Blind to read. Surely, if success be at all a test of merit, this was an unwise act. The original plan had succeeded admirably, while the new one held out few advantages either in cheapness or lightness of bulk.

In justice to M. Aguen, it must here be mentioned, that to him the Blind, in France, are indebted for the admirable manner in which their books are printed. He has the sole direction of the printing department in the institution at Paris, and exhibited at the Great Exhibition, his process of embossing on both sides of a single sheet of paper. We are also greatly indebted to him for an explanation of the means of printing, embossing, and composing for the Blind, as carried on in France.

SYSTEM CARTON.

A recent sojourn in Belgium enabled the author to visit many of the institutions devoted to the Blind, on whom a large amount of care and attention is there bestowed. Unlike our own, the Belgic institutions are mostly under the superintendence of officers appointed by Government; and are less spacious and less patronised than those in England. The schools are in general conducted by priests, or members of some religious order, whose kindness and attention to their afflicted pupils is most unremitting and praiseworthy.

The schools of Bruges, Brussels, and Antwerp, are most worthy of a visit, and Liege contains a well-ordered and

useful institution. One peculiar feature is to be noticed, viz., that in Belgium the Deaf and Dumb not only live under the same roof, but receive instruction in common with their fellow-sufferers, the Blind. But, it is probable, that this arrangement exists only until the Government is enabled to make larger grants for the support of separate charities.

“*L’Institution des Sourds Muets et des Aveugles*” at Bruges, is one of the most extensive, as well as the best managed institutions in Belgium. It is presided over by the famous Abbé Carton, of whom, after having devoted a life to the study of the Blind, it is not much to say, that he is one of the highest authorities in Europe. The kindness which every traveller and philanthropist experiences at his hands, the readiness with which he imparts information, and the affability of his manner, have gained for him a well-earned fame. A visit to England furnished him with much information concerning our own blind schools; and he has published three large volumes, as well as a Report of the British Schools, as the result of his experience, and to which report we have often referred whilst writing these pages.

There were but sixteen blind pupils at Bruges, and about thrice as many deaf and dumb, who were chiefly congregated in two small rooms; many employed in knitting stockings and working tricot work, and others busy with basket-making, assisted by “*Les Sœurs de Charité*.” Education is here in an advanced state. The pupils write and read with facility, on a system of M. Carton’s, similar to M. Braille’s, and perhaps of all *arbitrary* systems the one most easy of acquirement—re-

sembling in form letters of the lower-case type. Books are written in this type by the pupils themselves, and used in mutual instruction.

One of the girls read English, and it appeared that she had herself printed or stamped many of Peter Parley's Tales of Europe, and embossed a complete library, at a very small cost—about one franc and a-half per volume. The plan by which this success has been attained is so simple, and so easy, as to deserve introduction into the English Schools. It is less arbitrary than the system of M. Braille, following more closely the forms of the Roman letters, as may be seen from the subjoined plate.

So simple is the system, that a blind friend who accompanied the Author at once deciphered the letters, without the slightest previous acquaintance with them.

The study of languages is also much cultivated—Flemish, French, and English being generally taught, and by some spoken most correctly. The girl who had made such progress in English as to be able to write Peter Parley's Tales, spoke it also with fluency.

A glance at Carton's Alphabet will show the reader its similarity to M. Braille's, and the readiness with which a pupil soon learns to emboss it, by the help of a small brass frame placed on a grooved plate to guide the embosser.

The writing is effected with ease and despatch, is most perceptible to the touch, and small in bulk. *Still it must be regarded as an arbitrary system*, though approaching most nearly to the lower-case letters of our alphabet.

No other alphabet is now in use in Bruges, and the Belgians generally are in favour of a dotted character.

The Abbé thus describes his own system :

ÉCRITURE À L'USAGE DES AVEUGLES

PROCÉDÉ DE

MONS. L'ABBÉ CARTON À BRUGES.

A B C D E F G H I

J K L M N O P Q R

S T U V W X Y Z

1 2 3 4 5 6 7 8 9 0

, ; : ! P .

“ Les moyens que j’ai employé pour imprimer les différents mots qui se trouvent sur ma petite carte, servirait aussi à l’impression des livres, et j’y trouverais *deux avantages*.

“ Le relief ne pouvant être refoulé, mes livres pourraient subir une pression assez forte, ce qui rendrait beaucoup moindre l’épaisseur des volumes : ensuite, cette manière d’imprimer n’exigerait pas le matériel ordinaire, une presse serait la seule chose nécessaire pour exécuter ce procédé.”

“ J’ai essayé de combiner ces deux méthodes d’écriture (Paris, Braille) et de conserver autant qu’il était possible, la forme des lettres en n’employant que six points, et j’y ai réussi pour un grand nombre :

“ L’analogie entre le *b, c, d, e, f, h, i, j, l, p, q, s, u, x, y* est frappante, l’*a* et le *v* en traçant par l’imagination des lignes entre les trois points, conservent évidemment les rapports sensibles avec l’*A* et le *V* capitales. J’emploie pour l’*o* un seul point placé en haut, et pour le *Z* le dernier point des six que l’on peut former. Le *k*, qui a partout des rapports avec le *c*, s’écrit comme le *c*, mais renversé.

“ J’ai ajouté du *c*. un point pour le *g*; le *r*; et le *t*, conservent aussi quelque ressemblance, de manière qu’il n’y a que les *m, n, et w*, qui soient tout-à-fait arbitraire.”

ALSTON’S SYSTEM.

Mr. Alston of Glasgow ranks among the benefactors to the Blind, on account of the attentive labour he has bestowed on the production of books for their use. He adopts entirely an Alphabet identical with that used by those who have sight—the *Roman Capital letter*. His long experience has convinced him that the simplest and most perfect system consists in the employment of *ordinary* letters which those who can see can at once understand and use for the benefit of the blind. He grounds his views on the following just and conclusive data :—

“ I had long been convinced,” says Mr. Alston, “ that arbitrary characters, however ingeniously constructed,

threw unnecessary obstacles in the way of the blind, and that an assimilation of the Alphabet of the blind to that of the seeing, would, from its great simplicity, not only be free from all objections, but that, in the case of those who having lost their sight after they were familiar with the Roman Alphabet, it would be attended with manifest and peculiar advantages, whilst its similarity to the common printing would enable blind children, at a distance from any institution, to attend an ordinary school, without giving more trouble or inconvenience to the teacher than any of his other pupils; having this further advantage—being common to the seeing and the blind, the former can not only judge of the correctness of the latter's reading, but are qualified to assist them in the process, wherever they are. The advantages of a literature for the blind, so simple, practicable, and so easily taught, are obvious to every one."—*Page 9 and 10 of Report of Glasgow Asylum.*

Mr. Alston employs a large and a small Alphabet, the former for a less keen, the latter for a more sensitive, touch; of both of which, specimens are subjoined, as well as a *priced* list of published works.*

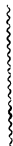
The following books are printed at the Glasgow Institution Press, in raised Roman letters, for the use of the blind, and on sale at the Asylum :—

The Bible, containing the Old Testament, complete in		
15 vols.		£7 15 0
Volume 1, Genesis		0 10 0
— 2, Exodus and Leviticus		0 13 0
— 3, Numbers		0 9 0
— 4, Deuteronomy		0 7 6
— 5, Joshua, Judges, and Ruth		0 10 0

* It is to be noted that copies of these works are not to be procured, without considerable difficulty, from the agents of the Glasgow Press.

MR. ALSTON'S SYSTEM.

GLASGOW.



Volume 6, Samuel	0	11	0
— 7, Kings	0	11	0
— 8, Chronicles	0	11	0
— 9, Job, Ezra, and Nehemiah	0	9	0
— 10, Psalms	0	13	0
— 11, Proverbs, Ecclesiastes, Song of Solomon, and Esther	0	8	6
— 12, Isaiah	0	10	0
— 13, Jeremiah and Lamentations	0	11	0
— 14, Ezekiel	0	10	0
— 15, Daniel, to the end	0	11	0
The New Testament, complete in 4 volumes	2	0	0
The Four Gospels, bound separately:—			
St. Matthew's Gospel (small type)	0	5	6
St. Mark's do. (do.)	0	4	0
St. Luke's do. (do.)	0	5	6
St. John's do. (large type)	0	6	0
Acts of the Apostles (do)	0	7	6
The Epistle to the Romans	0	4	0
The Epistles to the Galatians, Ephesians, &c.	0	4	0
The Church of England Catechism	0	1	0
The Church of Scotland Shorter Catechism	0	1	0
Selection from Eminent Authors	0	1	6
Selections of Sacred Poetry, with Tunes	0	2	0
Selection of Scotch Songs, set to Music	0	3	0
Todd's Lectures, in 3 volumes, 2s. 6d. each	0	7	6
The Psalms and Paraphrases, in 2 volumes	0	16	0
The Morning and Evening Service of the Church of England	0	2	6
The History of the Bible	0	2	0
Meditations on the Sacrament of the Lord's Supper	0	4	0
Description of London, by Chambers	0	3	0
A Selection of Æsop's Fables, with Woodcuts	0	2	6
Introduction to Astronomy, by Chambers	0	3	6
English Grammar	0	5	0
First and Second Book of Lessons	0	1	6
Outlines of Natural History, with Woodcuts	0	1	0
Description of Birds, with Woodcuts	0	0	6
Lessons on Religion and Prayer	0	1	6
Lessons on Natural Religion	0	2	0
Alphabet Cards, large and small, (each)	0	0	1
Beautiful Maps of England and Wales	0	2	0
Arithmetic Boards	0	10	6

M. Carton praises Alston's system, and considers it one of the best known at that time, since which date, 1838, it has received much improvement, and become more worthy of his praise.

The Rev. W. Taylor was the referee on whom the Edinburgh Society of Arts confided, in deciding on "The Best Alphabet for the Blind;" and the Author considers himself fortunate in having that gentleman's permission to print the following letter. The opinion of so experienced and able a judge is of course very valuable :—

" Royal Institution, Albemarle Street,
" Nov. 9, 1852.

" DEAR SIR,—As you expressed a wish to know which of the various alphabets or systems for printing in raised characters, for the use of the Blind, I think the best, I beg to state that, after more than thirty years' close attention to the subject, no alphabet, or system of characters, that has yet come under my observation seems to me to possess, (AS A WHOLE) so many advantages as the Roman alphabet (*capitals and lowercase*) when divested of all useless ornament. It should, indeed, be something very superior to induce us to depart from the one in common use.

" In comparing alphabets, the size of, and distance between, the letters should be taken into consideration, or the comparison is not a fair one. Most alphabets or systems possess some advantage or other, but all the arguments I have yet heard in favour of them only serve to confirm me in the opinion that the one in common use is on *the whole* (for that is the way we should judge of it) by

far the best. As many of my reasons for coming to this conclusion have already been published, I need not repeat them here.

“ I am, dear Sir, yours truly,
“ WM. TAYLOR.

“ To Edmund Johnson, Esq.”

On the same subject, also, Mr. Hughes, the worthy Governor of the Blind School at Manchester, writes as follows :—

“ Henshaw’s Blind Asylum, Manchester,
“ 15th Nov. 1852.

“ MY DEAR MR. JOHNSON,—Your valuable favour of the 8th instant came duly to hand, but the extreme pressure of other business has prevented my earlier reply.

“ The system of embossed typography in use at this establishment is Dr. Fry’s, more commonly known as the Glasgow Roman capitals, which we have hitherto considered the best for all ages, and under all circumstances, of blind persons.

“ At the formation of a new Society, for the *benevolent object of producing Books for the Blind*, I would discourage all systems of embossing, which could not be read and taught by seeing persons, without special instruction. No necessity exists for thus separating the blind from the seeing.

“ One universal system of embossed *letters* is desirable. The multifarious arbitrary systems founded on the caprice of individuals, will vanish and be forgotten. I would adopt no novelty for the sake of differing from others ; but

I would examine if, after mature consideration, any and what combinations of the various shapes of the ordinary readable letters can be made to form one embossed alphabet, having greater distinction between those letters which are nearly alike to the touch.

“Accept my best wishes for your prosperity in your new and arduous task.

“Believe me, my dear Mr. Johnson,

“Yours most truly,

“WILL. HUGHES, Gov. & Sec.

“E. C. Johnson, Esq.”

Dr. Beverley Morris, the talented Superintendent of the Blind School at York, has also favoured the author with the following letters:—

“Blind School, York, Nov. 29, 1852.

“MY DEAR SIR,—I have much pleasure in replying to your letter of the 24th. I think the question as to the system most calculated for teaching the Blind to read a most important one, and it is one which has long engaged my own attention and that of our Committee. I feel satisfied that the ordinary Roman character is not only amply sufficient for all practical purposes, but that it has certain advantages which can be obtained by no other system. This has long been the conviction of our Committee; and the Rev. William Taylor, who succeeded me as superintendent in the school, was strongly of the same opinion; so that now the only system which *we teach by* is that embracing the ordinary Roman character.

“The great advantage which the Roman character has

over all arbitrary systems is, that a blind person may be taught by *any one* who can read, and also it is so much easier for the blind to get assistance, should they come to a word which they cannot make out, or do not understand. In the case of arbitrary characters, few people can or will learn them, and thus the blind person is left to his own resources. I shall be very happy to give you any further information in my power, and remain,

“Dear Sir, very sincerely yours,

“BEVERLEY R. MORRIS.

“E. Johnson, Esq.”

“York, Dec. 7, 1852.

“MY DEAR SIR,—I am delighted to see that you are organising a Society for printing for the Blind, and trust it will meet with every success. It is greatly wanted, and will, I hope, be supported by *all* the Blind Institutions in the country. I should be glad of any more detailed account of it, more particularly as to the *characters* to be used; I wish all were agreed to use *one kind*. I remain,

“My dear Sir, very sincerely yours,

“BEVERLEY R. MORRIS.

“E. Johnson, Esq.”

Extract of a letter from Mathew Semple, Esq., Superintendent of the Glasgow Asylum for the Blind, addressed to the Author, Nov. 29, 1852:—

“Our system of reading is that introduced by our late lamented Treasurer, Mr. Alston, viz. the *Roman Capital*

letter. So far as I can judge from experience, our system is the best, and is better adapted for general use than any *arbitrary* character.

Letter from Rev. B. G. Johns, Chaplain of the School for the Indigent Blind, London :—

“Blind School, St. George’s Fields,
January 4, 1853.

“MY DEAR SIR,—I gladly comply with your wish that I should write to you a few words on the subject of ‘Reading for the Blind,’ and specially as to the system which seems best fitted for general adoption. All parties are, I think, now agreed that the blind, as a class, shall be educated, but meanwhile are most busily disputing on the very threshold of the work, *viz.* *how* the blind shall learn to read, whether by Brown’s infallible stenographic, Smith’s unrivalled abbreviations, Jones’s unsurpassed contractions, Robinson’s easy symbols, or by any other of the numerous perfect systems which unfortunately for the blind have been invented. For every one of these systems eager and unwearied partisans labour night and day; each unalterably convinced of the infinite advantages of his own plan, and equally assured of the errors and mistakes of every other.

“It is clear that while matters remain thus, little will be in reality done in that good cause for which all are so earnestly toiling; and the question is, ‘How shall a change of circumstances be effected?’ There seems to be but one way of doing this, and that is, by the adoption of *one common system.* At present, to the learner of one

system, all other systems whatever are incomprehensible and useless until he has again toiled through a new alphabet, and a new detachment of elementary sounds or abbreviations. It is in fact almost like learning another language. The poor blind man, therefore, can read only the few books *in his own system*, and can be assisted only by the few who have already mastered it. His friend who drops in for an hour after his day's work, and would cheer his solitude with the words of the Holy Book, shuts it up in despair when he looks at the mystic title-page, as unintelligible to him as the writing on a mummy case.

“It may be said, ‘Why does not the blind man read for himself?’ I answer: ‘Sickness or old age may have made his hand feeble or trembling, or rough work hardened his fingers; or, possibly, the book he has had given to him is not on the exact system which he learned when a boy, and therefore puzzles him; or he may wish to earn his supper by making a basket while his friend reads, being perhaps obliged to work without intermission during the day to gain a livelihood.’ Any one of these causes may deprive him of the means of instruction and amusement. The blind form a peculiar and almost distinct race of people; peculiar as being deprived of one of the most important senses given to us by God, and distinct as in a measure cut off from the visible world in which they still remain, in which *their appointed work lies*, and their fellow-men are engaged. On every account, therefore, it is most desirable not to render them more peculiar or more distinct, but rather to make them, as far as may be, one in privileges, enjoyments, and duties, with those about them in the world.

“ From a consideration of these facts it is evident that *the System of embossed Printing for the use of the Blind for general adoption* must embrace at least the following features :—

“ 1. It must resemble as nearly as possible the type in ordinary use among those who have eye-sight ;

(a) that the blind scholar, in learning to read, may have every possible help from his remembrance of *letters* and *words* he *may* have formerly *seen*, but which now his *fingers* must decipher;

(b) that he may derive *help in learning* from any one who can read an ordinary book ; or, if needful, that his friend may be able to read *to him*.

“ 2. It must present the words *correctly spelt in full*, that when he learns to *write*, he may do so in a correct manner, which others can read.

“ 3. The raised characters must be clear, sharp, and well defined; that the finger hardened by long work, and the keen touch of the little child, may be equally able to discern them.

“ The only system which can ever offer such advantages as these must clearly be some modification of Alston’s and the lowercase type. It remains to be seen whether science, which has done so much for all other readers, cannot help in providing for the blind a literature and typography which will aid in making them wiser and better men. Many thousands in all parts of our land are nobly working for this good cause; let us hope that all differences will soon be laid aside, and that, by working together, they will meet with the strength and success which unity

of action as well as purpose can alone give. May God speed the work with the coming year.

“ If these few hasty words are of any service to you, pray make what use of them you think fit, and

“ Believe me, my dear Sir, very faithfully yours,

“ E. C. Johnson, Esq., &c.

“ B. G. JOHNS.”

Such evidence as this is alone sufficient to recommend an ALPHABETICAL SYSTEM FOR GENERAL ADOPTION ; but should a doubt still exist on the subject, the conclusions of the Abbé Carton, even in the face of his own system, are yet to increase its weight :—

“ En effet, si un caractère, connue des clairvoyants, est employé dans l'impression en relief pour les aveugles, ces infortunés sont plus rapprochés des autres hommes que s'ils se servaient d'un caractère inconnu de ceux qui les entourent : quoiqu'on en dise, il nous en coûte d'apprendre un nouvel alphabet pour l'enseigner à des enfants et cette difficulté rebutera plusieurs personnes qui, sans cela, se seraient occupées de cet enseignement. Diminuer la difficulté qu'auraient les clairvoyants à connaître l'alphabet des aveugles, est réellement travailler en faveur des aveugles.

“ Le plus grand nombre d'aveugles se trouve parmi la classe pauvre, et le plus grand malheur des aveugles est leur isolément ; tous nos efforts doivent tendre à les rapprocher de nous, et à rendre leur instruction aussi semblable à la nôtre qu'il est possible, et à commencer cette instruction aussi vite que l'on peut : et qu'on ne croie pas qu'il faille une institution particulière pour leur

apprendre à lire. Si le caractère de leurs livres est celui que nous enseignons aux autres enfants, les écoles ordinaires pourront admettre dès leur tendre jeunesse ces infortunés qu'on en tenait jusqu'ici éloignés, sous un faux prétexte, et leur malheur leur pèsera moins, leur intelligence se développera et le profit qu'ils retireront de leur séjour dans des établissements particuliers sera en rapport de ce qu'ils auront déjà appris avant d'y entrer.

“ Les jeunes aveugles sont très-sujets à l'abattement, à cause de l'exclusion de toute participation aux occupations, aux jeux etc. des autres enfants ; cloués toujours à la maison, traînés plutôt que guidés, trop de soins mal éclairés les empêchent d'acquérir cette confiance qu'ils devraient avoir dans eux-mêmes, et par crainte d'une chute ou d'une petite blessure, les parents ne leur laissent pas découvrir les lieux qu'ils habitent et les objets qui les entourent, ce qui leur serait cependant d'un si immense avantage. Si les jeunes aveugles fréquentaient les écoles avec les autres enfants, ils participeraient à leurs jeux et l'exercice les fortifierait ; ils seraient forcés de s'appuyer d'avantage sur eux-mêmes, car, par insouciance naturelle les enfants clairvoyants les abandonneraient souvent à eux-mêmes ou se contenteraient de les guider par paroles, ce qui serait plus heureux encore. Or, l'adoption du caractère ordinaire rend tout cela possible, et l'instruction des aveugles devient par-là aussi simple que celle des autres.

“ La lecture pour un aveugle a une grande utilité, elle l'occupe et l'instruit ; mais l'écriture est plus utile encore et un besoin plus souvent senti. Pour communiquer avec les autres par l'écriture, il faudra qu'il se serve d'un

caractère connu de ceux avec qui il vent entrer en correspondance. C'est donc doubler les difficultés que de leur donner un alphabet pour la lecture et un autre pour l'écriture.

“ La question a pu être agitée il y a quelques années, mais à présent elle est décidée. La France, l'Allemagne, la Suisse, l'Angleterre, et l'Amerique ont adopté le caractère commun ; ut seul essai de quelque importance a été fait par des caractères arbitraires, et c'est l'impression de l'Evangile de St Jean et d'un petit livre de lecture avec les signes sténographiques de M. Lucas, de Bristol, qu'aucun institut n'a adoptée ni n'adoptera, car la conviction des avantages de l'alphabet ordinaire est trop fortement enracinée dans l'esprit des directeurs des institutions.”

AMERICAN BOOKS.

The American Books are all printed on a modification of Alston's system, and are a strong testimony in its behalf.

Taken as a whole, they offer many advantages of no common kind. They can be procured in America with ease, at a cheap rate ; they are well printed in a clear, sharp type ; are light, and much smaller in bulk than those of any other system.

At present, there is *great difficulty in procuring copies* of these works *in England*, as the Author ordered a complete set from America eight months since, and has not yet received them, although a celebrated publisher in England has frequently corresponded with Dr. Howe of Boston on the subject.

*List of Books printed in America, at the Perkin's Institution, Boston, by
Doctor Howe.*

Titles.	No. of vols.	Size.	Date of publication.	No. of pages.		Prices.						
				Square inches	inches	Dol.	Cts.	£	s.	d.		
The Bible, containing the Old Testament	6	4to.	1842	1849	117	16	03	6	1			
" " " " " " " " "	4	"	1836	624	84	4	00	16	6			
The New Testament (small). (large).	2	"	1842	430	117	4	00	16	6			
The Acts of the Apostles	1	"	1834	—	84	—	—	—	—			
Lardner's Universal History	3	"	1837	437	88	9	01	17	2			
Howe's Geography	1	"	1836	174	88	3	00	12	6			
Howe's General Atlas	1	folio	—	—	—	3	00	12	6			
Howe's Atlas of United States " " " " " " " " "	1	"	—	—	—	2	00	8	4			
" " " " " " " " "	1	4to.	1838	44	80	2	50	10	4			
English Reader—Part I.	1	"	1838	146	75	3	00	12	6			
" " " " " " " " "	1	"	1839	139	75	3	00	12	6			
Dairyman's Daughter	1	"	1835	162	50	1	00	4	2			
The Harvey Boys	1	"	1837	77	85	1	00	4	2			
The Spelling Book	1	"	1835	80	51	1	00	4	2			
Bunyan's Pilgrim's Progress	1	"	1836	184	84	2	50	10	4			
Baxter's Call	1	"	1836	139	76	1	50	6	3			
Murray's English Grammar	1	"	1835	112	51	1	00	4	2			
Howe's Blind Child's First Book	1	"	—	32	30	1	00	4	2			
" " " " " " " " "	1	"	1846	45	30	0	75	3	1			
Sixpenny Glass of Wine	1	"	—	26	41	0	50	2	1			
Book of Proverbs	1	"	1842	38	117	0	50	2	1			
Life of Melancthon.	1	"	1837	50	32	1	00	4	2			
Book of Sacred Hymns	1	"	—	—	—	1	00	4	2			
Howe's Blind Child's Manual	1	"	1840	65	35	0	75	3	1			
Constitution of United States	1	"	—	25	75	0	75	3	1			
Book of Diagrams	1	"	1836	58	48	0	75	3	1			
Viri Romæ	1	"	1839	52	75	2	00	8	4			
Peirce's Geometry, with Dia- grams	1	"	1840	85	75	2	00	8	4			
Political Class Book	1	"	1841	112	75	2	00	8	4			
First Table of Logarithms	1	"	1841	75	88	1	00	4	2			
Second " " " " " " " " " "	1	"	1841	133	80	2	00	8	4			
Principles of Arithmetic	1	"	1840	49	75	1	00	4	2			
Astronomical Dictionary	1	"	1841	49	63	1	50	6	3			
Smellie's Philosophy of Na- tural History	1	"	1845	189	75	3	00	12	6			
Olmsted's Rudiments of Na- tural Philosophy	1	"	1845	122	80	3	00	12	6			
Cyclopædia	6	"	1845-49	1388	114	18	03	14	4			
Book of Common Prayer	1	"	1845	240	114	1	00	4	2			
Guide to Devotion	1	"	1846	141	114	1	00	4	2			
Book of Psalms	1	"	1837	146	88	1	00	4	2			
Psalms in Verse	1	"	1835	97	73	1	00	4	2			
Psalms and Hymns	1	"	1848	189	120	2	00	8	4			

DR. HOWE'S SYSTEM,
BOSTON, UNITED STATES.



FRENCH ALPHABETICAL SYSTEM.



1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is essential for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and techniques used to collect and analyze data. It highlights the need for a systematic approach to data collection and the importance of using reliable sources of information.

3. The third part of the document focuses on the analysis and interpretation of the collected data. It discusses the various statistical and analytical tools that can be used to identify trends and patterns in the data.

4. The fourth part of the document discusses the importance of communicating the results of the analysis to the relevant stakeholders. It emphasizes that clear and concise communication is essential for ensuring that the findings are understood and acted upon.

5. The fifth part of the document discusses the importance of monitoring and evaluating the performance of the organization over time. It highlights that this is essential for identifying areas for improvement and ensuring that the organization is meeting its goals and objectives.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is essential for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and techniques used to collect and analyze data. It highlights the need for a systematic approach to data collection and the importance of using reliable sources of information.

3. The third part of the document focuses on the analysis and interpretation of the collected data. It discusses the various statistical and analytical tools that can be used to identify trends and patterns in the data.

4. The fourth part of the document discusses the importance of communicating the results of the analysis to the relevant stakeholders. It emphasizes that clear and concise communication is essential for ensuring that the findings are understood and acted upon.

5. The fifth part of the document discusses the importance of monitoring and evaluating the performance of the organization over time. It highlights that this is essential for identifying areas for improvement and ensuring that the organization is meeting its goals and objectives.

Philadelphia Press.—List of Books. No Price appended.

Title.	Size.	No. of Vols.	Date of publication.	No. of Pages.	Square inches.
St. Matthew's Gospel . . .	4to.	1	1834	—	60
St. Mark's do.	"	1	1833	160	60
St. Luke's do.	"	1	1835	—	60
St. John's do.	"	1	1835	—	60
Select Library	folio	5	1839	500	—
Ruth and Esther	"	1	1838	50	—
Student's Magazine (monthly)	"	6	1838-43	—	140
Proverbs	"	1	1839	96	—
Spelling Book	"	1	—	86	—
Church Music	"	3	1840	300	—
Psalms and Hymns	"	1	1840	68	—
Early Days of Washington, and Declaration of Independence	"	1	1834	71	—
De Oster Eier (in German).	"	1	—	84	—
Aus Wahl (in German)	"	1	—	44	—
French Verbs	"	1	1839	25	—
Dictionary of Musical Terms	"	1	—	—	—

From Juror's Report, p. 417 :—

"If now the New Testament, printed in all the six systems used in the English language, be taken as a standard of comparison, the following table will show the results :—

Systems.	No. of vols.	Size.	No. of pages.	No. of lines in page.	No. of square inches in page.	Price.
American	2	4to.	430	—	117	£ s. d. 0 16 0
Alston's	4	"	623	42	90	2 0 0
Lucas's	9	"	841	27	70	2 0 0
Frere's	8	ob. 4to.	723	—	110	2 10 0
Moon's	9	"	—	25	110	4 10 0

"By a comparison of all these lists, it will be found that the American books are not only much less in bulk than any of the others, but are also much cheaper."

FRENCH ALPHABETICAL SYSTEM.

The books printed by Mons. Dufour at the Great Institution in Paris, before the employment of the Dotted System, are of a peculiar kind, and may be considered as the first great step towards the introduction of a general literature for the use of the Blind. The type used is the common rounded lowercase letter, with capitals. These books are generally known throughout the Continent, *although not procurable in England*. Many works of interest and amusement are contained in the series, as will be evident from the following list of books already published :—

Title.	No. of vols.	Size.	Date.	No. of pages.	No. of square centimetres.	Price.
Grammaire Française	1	4to.	1846	144	476	5 fr.
Traité à Arithmétique Elémentaire . . .	1	do.	1845	146	do.	5 fr.
Géographie Élémentaire	1	do.	do.	114	do.	do.
Histoire Ancienne .	1	do.	1847	159	do.	do.
Histoire de France .	1	do.	1845	146	do.	do.
Histoire Naturelle .	1	do.	1847	108	do.	do.

The facility with which the pupils at L'Institute pour les Jeunes Aveugles read, is most encouraging; and it is a matter of surprise to the Author why so good a system should have been discouraged for the introduction of any artificial or stenographic plan.

In the Jurors' Report of Class XVII., of the Great Ex-

SPECIMEN OF THE TYPE USED BY W. M. WATTS, OF CROWN COURT, TEMPLE BAR,
IN PRINTING BOOKS FOR SWEDEN.



THE UNIVERSITY OF CHICAGO
LIBRARY
540 EAST 57TH STREET
CHICAGO, ILL. 60637
U.S.A.
SERIALS ACQUISITION
3624 UNIVERSITY AVENUE
TORONTO, ONTARIO M5S 1A5
CANADA
SERIALS ACQUISITION
300 NORTH ZEEB ROAD
ANN ARBOR, MICHIGAN 48106
U.S.A.

hibition, these books have been most favourably noticed in the following terms :

“ Mons. Dufour has devised a system of types, consisting of capitals and lowercase Roman letters ; and has greatly improved the character of embossing.”

All that can possibly be said against this style of printing is, that the letters are perhaps too rounded, too closely packed together or set up, and that too thick paper has been employed. All these objections would vanish with increased care in the composing and working of the sheets.

Other books have been published in France, in the Roman type; but they are all so voluminous, and so badly finished, as, for want of purchasers, to have shared the fate of many other noble works, and been sold as waste paper. The Author had great difficulty in procuring a copy of “ English Extracts,” published in Paris in the year 1818, by Dr. Guillie. It is curious, as illustrative of the style of embossing then used in teaching the Blind to read.

MODIFIED ALPHABETICAL SYSTEMS.

The British and Foreign Bible Society, and a Society at Bristol have both advocated the employment of the Roman type (capitals and lowercase). The former instructed Mr. Watts, of Crown Court, to print the Gospel of St. Mark for the use of the Blind in Sweden, and a specimen of the type used is subjoined.

It nearly resembles the lowercase letter so long employed in Paris. Its capitals are clear, distinct, and most

easily felt, and, if printed alone, would be found preferable to those from the Glasgow Press.

A sentence is printed, to show how easy it would be to apply Frere's plan of making each page a continuous line, even to the Roman character.


The Society at Bristol have also made experiments as to the best type for the Blind, and have adopted the Roman character, capitals and lowercase. Their plan is clear, distinct, and sharp, and, through the kind permission of the Rev. J. Taylor, the adapter, and Mr. Taylor, of Queenstreet, the printer, a specimen of this type is appended to these remarks.

It is hoped that some great results may be anticipated from the exertions of a Society for *Printing and Distributing Books for the use of the Blind*, now established in London. The plan of this Society is so admirable, and its utility so great, that the author of these remarks, though a member of its Committee, cannot refrain from introducing an account of its proposed object. All books in all systems will be procurable at a very low price; the poor Blind will have a rich field of instruction and amusement opened to them; whilst strenuous endeavours will be directed to the attainment of *a system* best calculated for universal adoption.

“SOCIETY FOR PRINTING AND DISTRIBUTING
BOOKS FOR THE USE OF THE BLIND.

“The object of this Society is to prepare a Series of Standard Books printed *on the most approved systems*, at the lowest possible cost.

*Specimen of Types for the Use of the Blind, designed by the
Rev. W. Taylor, of York, and cast for Mr. J. E. Taylor,
Printer, Little Queen Street, Lincoln's Inn Fields.*



“ Books for the use of the Blind are now procured with much difficulty, and at a great expense. The aim of this Society is to lessen both expense and difficulty, by printing such a selection of approved books as shall bring within the reach of *the Poor Blind* not only the Holy Scriptures, but also such works of instruction and amusement as the Committee shall deem fit.

“ The Committee propose to have all the books printed and bound in the very best manner *by contract*; the annual expenses being thus restricted to a certain sum.

“ The series of books is intended to comprise:—

“ 1, The Holy Scriptures; 2, Volumes illustrating the text of the Holy Scriptures—the Manners and Customs of the East, &c.; 3, Simple Elementary Works for the Young; 4, A Selection of Voyages and Travels; 5, A Short Course of Modern History; 6, Biography and Standard Essays.

“ To carry out the above objects, the following gentlemen have consented to act as a Committee.

The Viscount Cranborne, Arlington Street.

*S. H. Sterry, Esq., Bermondsey
W. H. Smith, jun., Esq., Kilburn House.

*F. Howell, Esq., Queenhithe.

Rev. J. Evans, Tower.

A. Jas. Beresford Hope, Esq.

Jas. Merriman, Esq., Kensington.

*R. Tubbs, Esq., 23 Harley St., Cavendish Square.

Rev. S. Clark, Battersea.

*H. Warner, Esq., Hornsey.

*E. C. Johnson, Esq., 6, Saville Row.

Major Lyon.

*T. G. Sambrooke, Esq., 32, Eaton Place.

*J. Rutland, Esq., 2, Paragon, Kent Road.

*T. Grueber, Esq., 5, Billiter Street.

*Rev. B. G. Johns.

“ Those gentlemen whose names are thus (*) noted

have consented to receive Subscriptions on behalf of the Society.

“ 1. Annual Subscribers of One Guinea and upwards to be Members, and to have the privilege of purchasing Books at a reduced cost.

“ Donors of *Five Guineas* and upwards to be *Life Members*.

“ All communications to be addressed to the Rev. B. G. Johns, Honorary Secretary, Surrey Chambers, Arundel Street, Strand.

CONCLUSION.

It seems obvious, from the foregoing remarks, that the general adoption of any system based on arbitrary characters, would be most undesirable on every ground.

The Blind are already a peculiar and isolated race. But the adoption of an arbitrary system would render them more isolated than ever, by shutting them entirely out from the help of those who have eyes, unless acquainted with the stenographic abbreviations.

Bad spelling would necessarily follow, and no good effected which is not to be attained by the use of ordinary letters, which those with or without sight can at once understand and apply to all practical purposes.

On the whole, the combination of Roman capital letters with the lowercase type appears to be the plan most worthy of recommendation.

By a well-considered combination of this kind, probably a modification of the American system, with the larger type of Alston, or of the lowercase letter, many works of instruction and amusement, now utterly beyond the reach of the poor Blind, would be easily and cheaply provided; especially, as all those who read Alston, quickly learn any modification of that system.

Printed on the American system, a fair and well chosen library already exists,—from the Boston press,—which, if *procurable in England*, might easily be expanded into an ample supply for the Blind of all classes.

If these remarks have but the effect of inducing any readers, for the first time, to think with interest on the welfare of the Blind, and those who have already thought and toiled for them, still to work on heartily and hopefully, the Author's aim will be accomplished.

