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Short account of the Tōkyō Blind and Dumb School

Rō-a Gakkō
(Tokyo, Japan)

HARVARD UNIVERSITY



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SHORT ACCOUNT

OF THE

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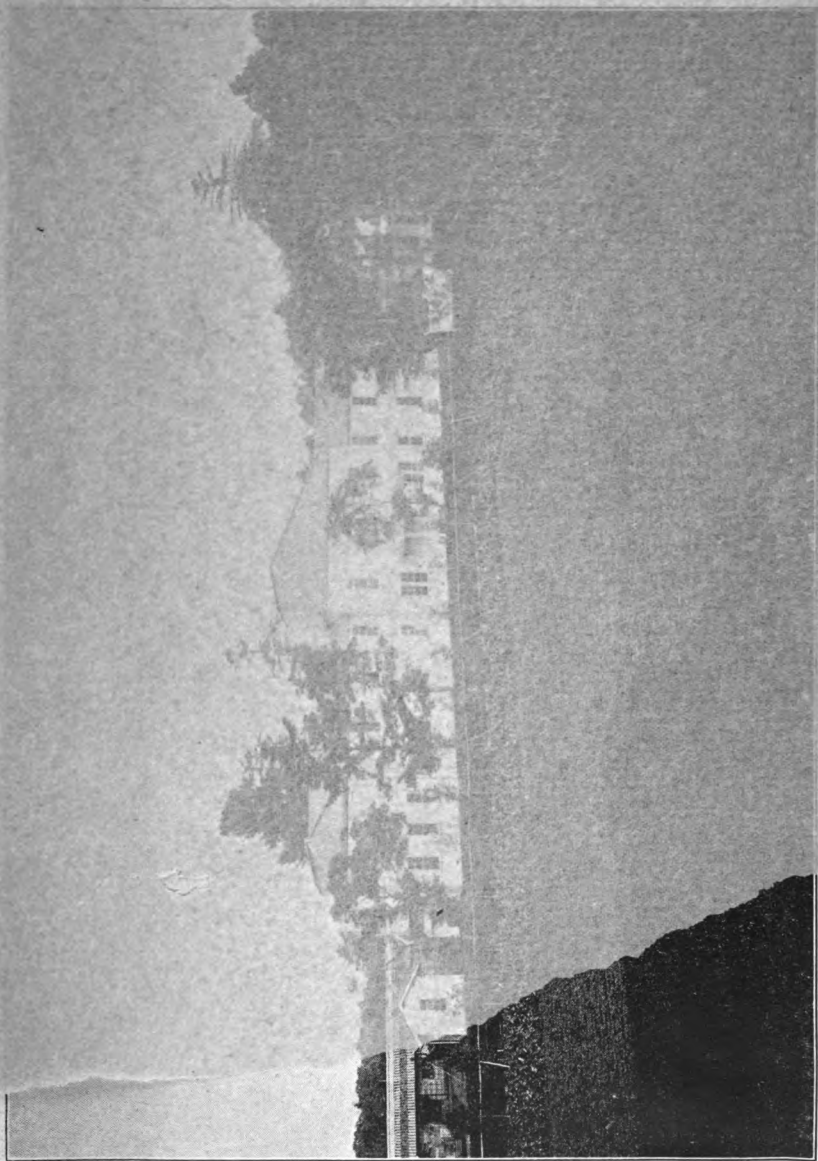
July 12, 1927

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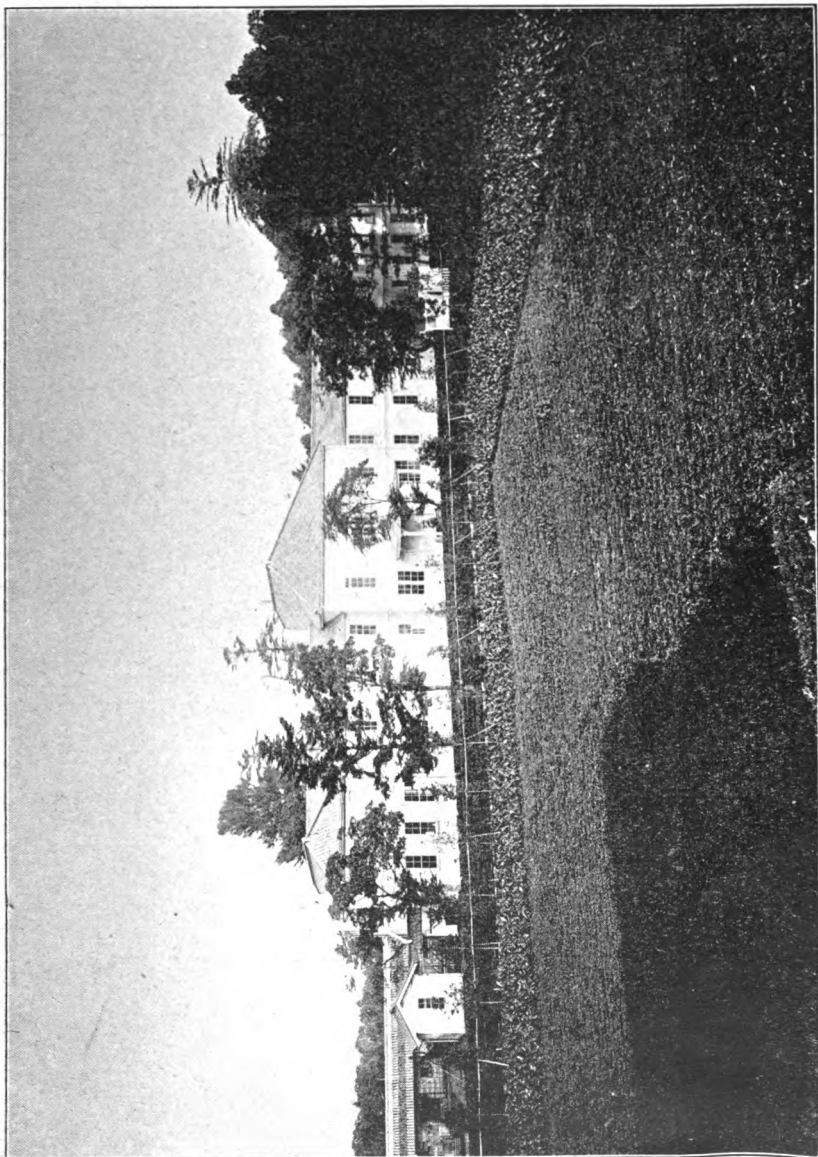
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THE TOKYO BLIND AND DUMB SCHOOL.

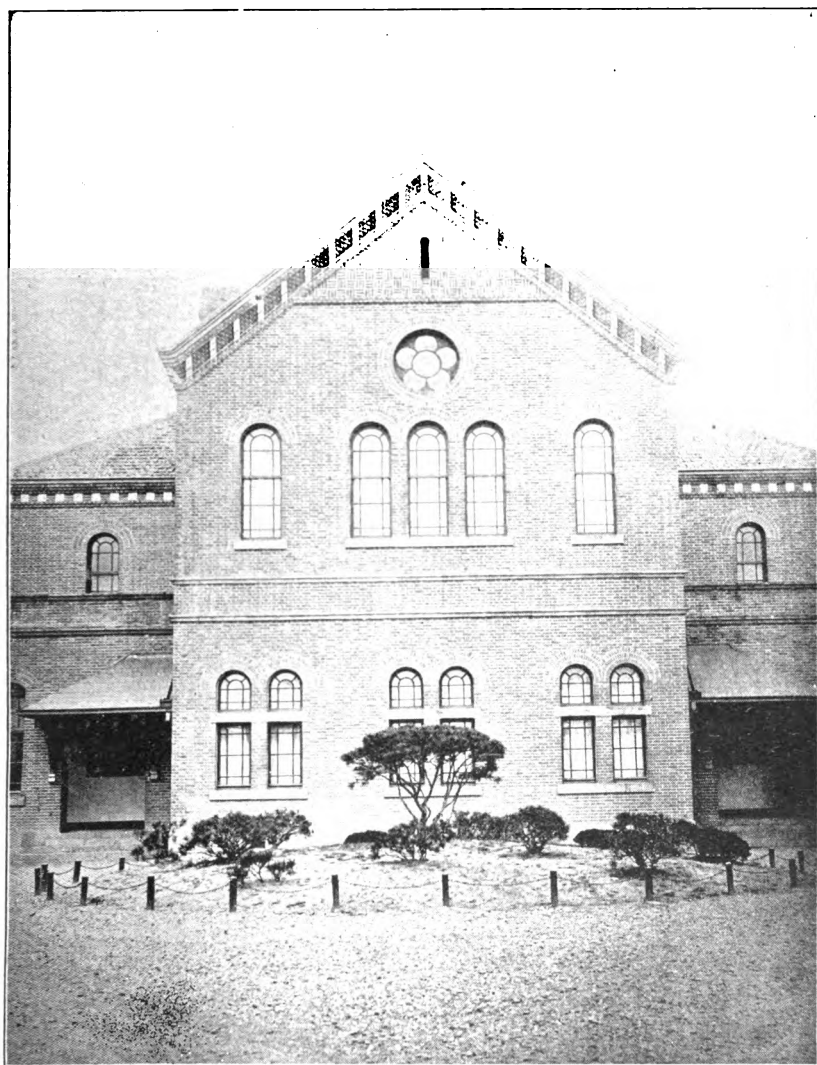
PHOTOGRAPH BY MRS. J. S. BROWN



THE TOKYO BLIND AND DUMB SCHOOL.

(ERECTED IN MAY, 1891).

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THE OLD BUILDINGS
OF
THE TŌKYŌ BLIND AND DUMB SCHOOL.

(ERECTED IN DECEMBER, 1879.)

THE FOUNDERS
OF
THE TŌKYŌ BLIND AND DUMB SCHOOL.



BARON H. MAIJIMA.



VISCOUNT Y. YAMAŌ.



MR. S. TSUDA.



MR. G. KISHIDA.

THE FIRST

SCHOOL.

MR. NAKAMURA.

LATE



LAS

MIYAKAWA.

THE FOUNDERS
OF
THE TŌKYŌ BLIND AND DUMB SCHOOL.



LATE DR. M. NAKAMURA.



LATE MR. A. KOMATSU.



LATE MR. M. FURUKAWA.



LATE. MR. J. SUGIURA

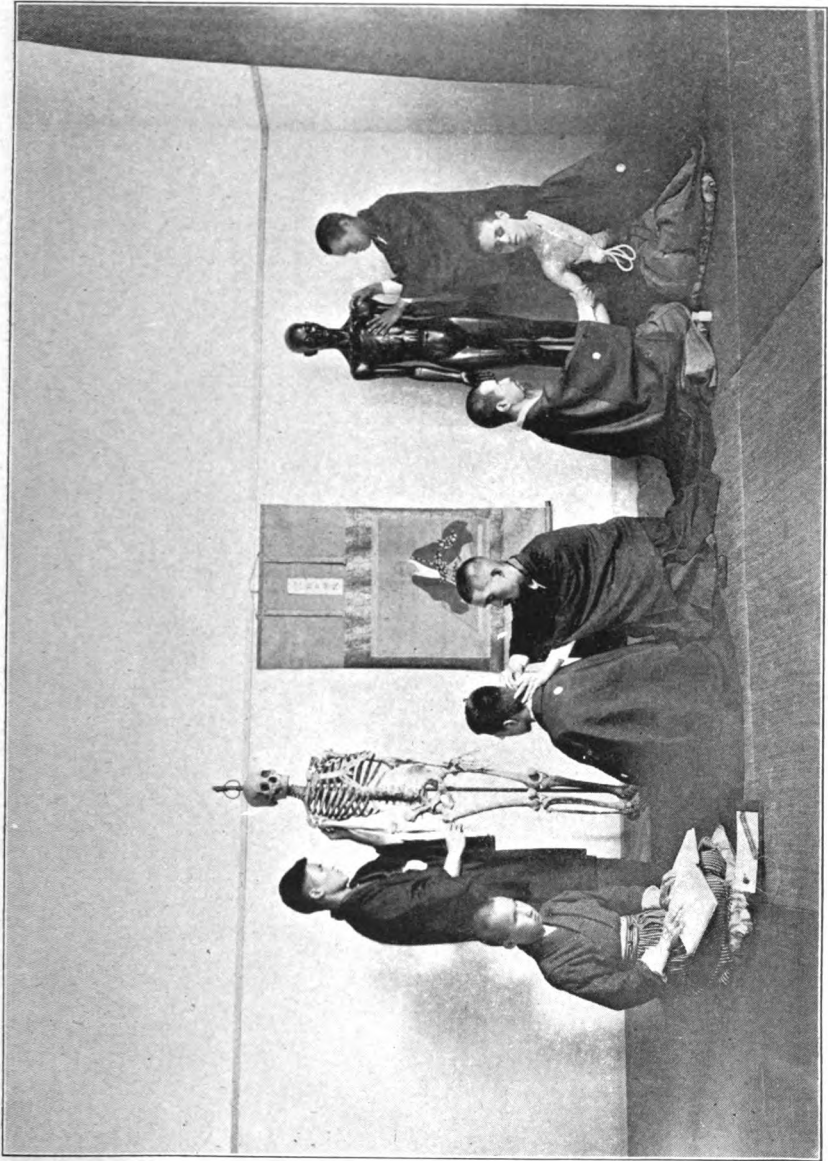
THE DIRECTORS
OF
THE TŪKYŌ BLIND AND DUMB SCHOOL.



MR. S. ŌUCHI.
FIRST DIRECTOR OF THE TŪKYŌ BLIND
AND DUMB SCHOOL.
(APPOINTED ON THE 6TH OCTOBER, 1880.)
(RESIGNED ON THE 22ND DECEMBER, 1883.)



LATE DR. R. YATAKE.
DIRECTOR OF THE TOKYO BLIND AND DUMB SCHOOL.
(APPOINTED ON THE 21ST DECEMBER, 1886.)
(RESIGNED ON THE 9TH JUNE, 1890.)

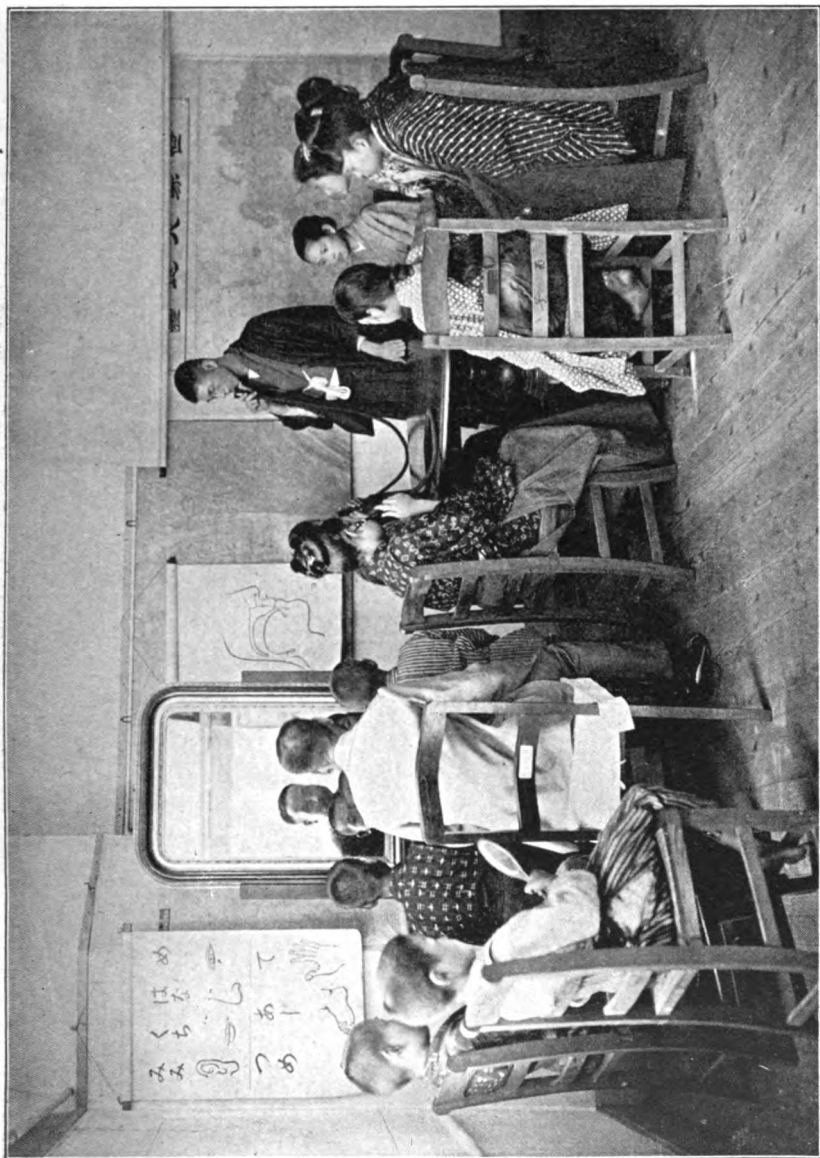


TEACHING MASSAGE AND ACUPUNCTURE.



PLAYING ON KOTO AND SAMISEN.





TEACHING ARTICULATION TO THE DEAF-MUTE CHILDREN.

SHORT ACCOUNT
OF THE
TOKYO BLIND AND DUMB SCHOOL.

HISTORICAL SUMMARY.

On the 22nd May, 1875, five gentlemen, viz., Messrs. M. Furukawa, S. Tsuda, M. Nakamura, G. Kishida, and Dr. Burchardt, Missionary of the German and American Lutheran Church, held a consultation at Dr. Henry Fauld's house at Minami Odawarachō, Tsukiji, Tōkyō, on the subject of education for the blind, and organized the Rakuzenkwaï, a philanthropic society, which gave rise to the foundation of this school.

On the 26th March, 1876, Mr. Y. Yamao, then Senior Vice-Minister of Public Works, joined the society. After hearing all the details as to the working of the society, he strongly objected to its dependence on a foreign church for its support, but proposed that, as to the mode of maintaining the society, there should first be a consultation among such Japanese as were interested in the education of the blind and dumb, regardless of the religions, whether native or foreign, to which they might be adhering, and that endeavours be thus made to accomplish the common object in view. This proposition was unanimously agreed to by all concerned.

On the 26th of the same month, *yen* 3,000 was graciously granted by His Majesty the Emperor towards the expenses necessary for the foundation of the Kum-mō-in (Institute for the Blind).

On the 23rd July, 1878, permission having been obtained to rent a piece of ground of 4,800 *tsubo** situated at Tsukiji Sanchōme and owned by the Naval Department, it was decided that the new institute should be established in the said ground and the work of building was entrusted to the care of the Department of Public Works.

In December, 1879, the construction of the new buildings for the institute was completed. They were brick-built and two-storied, covering a little more than 93 *tsubo*. The inside of the buildings was white-washed throughout. The cost amounted to *yen* 8,831. This comparative cheapness was owing to many contributions in the forms of labour, timber, etc.

In February, 1880, the institute was opened for the admission of blind pupils. Previous to this, Mr. C. Urata, after investigating the condition of the blind and dumb children in the city, advised them, with the permission of the Tōkyō local authorities, to attend the institute, but in vain. While such was the case, Mr. Y. Yamao succeeded in getting two blind pupils, after consultation with the *Kuchō* of Azabu, Tōkyō, where he lived. He paid for the two blind children the *jinrikisha* fare needed to take them to and from the institute every day, and thus they were admitted as day-pupils.

In June, a dumb pupil was admitted for the first time.

On the 6th October, Mr. S. Ouchi was elected director of the institute.

On the 5th, February 1882, *Koto*-playing, Acupuncture, and Massage were first taught to the blind, and Sewing to the dumb.

On 22nd the December, 1883, Mr. Ōuchi resigned on

*Equal to about 36 square feet Eng.

his own account, and Mr. H. Takatsu was appointed to act as director of the institute.

On the 17th April, 1884, Drawing and Carving were first taught to the dumb, but the latter only experimentally.

On the 26th May, the name of the institute was changed to that of Kunmōa-in (Institute for the Blind and Dumb).

On the 26th September, 1885, the institute applied for permission to be placed under the direct control of the Department of Education, together with the buildings, apparatus, and funds. This step was taken according to a decision made at the previous general meeting, as under the circumstances of the time, the institute could only be expected to exist, but not to prosper.

On the 21st November, the above application was granted, and Mr. T. Hirayama, the 2nd Junior Secretary of the Department of Education, was appointed director of the institute, in addition to his proper duties. At the same time, Viscount Y. Yamao, Prince T. Iwakura, and Messrs. M. Nakamura, T. Manaka S. Yajima, and S. Tsuda became deliberative members of the institute.

On the 13th January, 1886, Mr. T. Hirayama was released from his additional office, and Mr. M. Ōkubo, a first class clerk of the Department of Education, appointed chief manager of the institute in addition to his proper duties.

In March, Carving and Joinery were first introduced into the curriculum for the dumb pupils. At the same time, the subject of Acupuncture for the blind was omitted for a time. In the same month, the construction of dormitories was commenced. In May the buildings were completed, the expenses being defrayed out of *yen* 1,000 contributed by the Ladies' Charitable Society, the

deficiency being covered by aid from the Department of Education.

On the 21st December, Mr. M. Ōkubo, Chief Manager, was transferred to the post of Director of the Ordinary Normal School in the Ken of Aichi, and Professor R. Yatabe, Chief Professor in the College of Science, Imperial University, was appointed to act as his successor, in addition to his proper duties.

On the 23rd February, 1887, instruction in Pianoforte was first given to the blind experimentally.

In the same month, Acupuncture was again added to the curriculum of the industrial course for the blind.

On the 5th October, the institute was designated as the Tōkyō Blind and Dumb School; whereupon Professor R. Yatabe was appointed director of the school in connection with his proper duties.

On the 2nd February, 1888, instruction in Sewing in European style and in Violin Playing was first given to the dumb and blind respectively, for the purpose of experiment.

On the 1st December, certificates were conferred upon those who had completed the prescribed course of instruction in July. On this occasion were present His Excellency A. Mori, Minister of State for Education, Viscount Y. Yamao, Mr. Y. Hanabusa, Court Privy Councillor, higher officials in the Department of Education, members of the late Rakuzenkwaï, etc. His Excellency the Minister of State for Education delivered the following speech:—

“For many years past the education of the blind and dumb had been much neglected to the deepest grief and regret of those unfortunate members of the community as well as of their parents.

“It is a very gratifying matter indeed that with the New Era of Meiji many philanthropists have appeared and

founded this school, equipped with directors and instructors well qualified for their duties, and that the first ceremony of conferring certificates on the graduates could be conducted to-day.

“ You, graduates, be not content with your present condition, but endeavour to advance your knowledge and skill with a view to the increase of your happiness. I tell you this, as your prosperity will not concern yourselves alone, but will not a little incite even those whose senses are complete to study and work hard; and your endeavours will be productive of good results in the education of the whole community.

“ Lastly, I hope that you will deeply appreciate the benefits and the kindness you have received from your parents and also from the members of the late Rakuzen-kwai and keep them in your mind forever.”

After the ceremony was over, specimens of the school work intended to be exhibited at the International Exhibition at Paris, 1889, were shown to those who attended on the occasion.

On the 19th of the same month, it was decided, after consultation with the deliberative committee, that the school should be removed elsewhere, that the ground on which the school was situated be sold, and that the proceeds thus accruing be partly appropriated to the construction of new buildings, and partly added to the school fund, so that the school, after the lapse of ten years, might support itself independently. The matter was then submitted to the Minister of State for Education for his approval. This step was taken because now that an additional construction of class-rooms and dormitories had become necessary in order to accommodate the increasing number of pupils, it was considered highly probable that the then school site, lying close to

the business centre of the city, would surely become the scene of much bustle and great activity in the near future, and that it would thus become more and more unsuitable for a school of this kind. Besides, the lowness and dampness of the ground rendered the pupils' out-door exercises almost impossible for several days after rain, and also owing to such dampness of the ground, the pupils had suffered from *beri-beri* from year to year, in spite of all the precautions taken for their health.

On the 28th December, 1889, a new school site was fixed at Sasugaya-chō, Koishikawa, Tōkyō, or the garden of medicinal plants under the control of the Department of the Interior.

On the 13th February, 1890, a meeting was held by the deliberative committee, in order to discuss matters relating to the disposal of the ground and the school buildings thereon, as also concerning the construction of buildings on the new site.

On the 22nd March, the second graduation ceremony was held. On this occasion His Excellency Viscount T. Yenomoto, Minister of State for Education, Mr. S. Tsuji, Vice Minister of State for Education, Mr. A. Hamao, Director of the Bureau of the Special School Affairs, Mr. Izawa, Director of the Compilation Bureau, Mr. Watanabe, President of the Imperial University, and the members of the late Rakuzenkwaï were present, when the Minister of Education delivered a speech. After the ceremony was over, specimens of the school work intended for the Third National Industrial Exhibition at Uyeno, Tōkyō, were shown to those who attended the ceremony.

On the 9th June, Professor R. Yatabe, director of the school, resigned; whereupon Mr. S. Izawa, Director of the Compilation Bureau, was appointed as his successor in addition to his proper duties.

On the 1st July, the school was removed to the new buildings at No. 77, Sasugaya-chō, Koishikawa, Tōkyō.












On the 10th September, Mr. S. Izawa, director of the school, resigned, and Mr. I. Hattori, Director of the Bureau of General School Affairs, was appointed acting director in addition to his proper duties.

On the 27th of the same month, K. Ishikawa and K. Tōyama, assistant-instructors, two blind pupils, B. Itō and M. Muroi and others, held a meeting in order to select and adopt the best plan for applying the Japanese syllabary to the point system as designed by M. Louis Braille, a graduate of the Institute des *Jeunes Aveugles* at Paris. After the fourth meeting, K. Ishikawa's plan was adopted (1st November). Afterwards he was granted a reward of *yen* 25 from the Department of Education for the work done by him.

Point System for the Japanese Syllabary adopted from Braille's System, by K. Ishikawa, Assistant-Instructor in the Tokyo Blind and Dumb School.

ア	カ	サ	タ	ナ	ハ	マ	ヤ	ラ	ワ	ン
a	ka	sa	ta	na	ha	ma	ya	ra	wa	n
イ	キ	シ	チ	ニ	ヒ	ミ		リ	キ	
i	ki	shi	chi	ni	hi	mi		ri	wi	
ウ	ク	ス	ツ	ヌ	フ	ム	ユ	ル		
u	ku	su	tsu	nu	hu	mu	yu	ru		
エ	ケ	セ	テ	ネ	ヘ	メ		レ	エ	
e	ke	se	te	ne	he	me		re	we	
オ	コ	ソ	ト	ノ	ホ	モ	ヨ	ロ	ワ	
o	ko	so	to	no	ho	mo	yo	ro	wo	
ガ	ザ	ダ	バ	パ						
ga	za	da	ba	pa						
ギ	ジ	チ	ビ	ピ						
gi	ji	di	bi	pi						
グ	ズ	ツ	ブ	プ						
gu	zu	du	bu	pu						
ゲ	ゼ	テ	ベ	ペ						
ge	ze	de	be	pe						
ゴ	ゾ	ド	ボ	ポ						
go	zo	do	bo	po						

The Braille's Numeral Characters are adopted.

 prefix for numbers.										
	1	2	3	4	5	6	7	8	9	0

On the 11th November, Mr. I. Hattori was released from the duties as acting director of the school and Mr. N. Konishi was appointed as his successor.

On the 15th May, 1891, a gold medal was awarded to the school for the objects exhibited at the International Exhibition at Paris, 1889.

On the same day, the new buildings of the school were completed.

On the June 25th, His Imperial Highness the Crown Prince of Russia graciously presented *yen* 500 to the school.

On the 7th November, the new school was opened with ceremony. On this occasion Her Majesty the Empress paid a visit and graciously granted *yen* 300 to the school. After the ceremony was over, Her Majesty inspected the classrooms and purchased some of the articles made by the pupils. Among those who were present on the occasion were His Imperial Highness Prince Arisugawa, Count T. Ōki, Minister of State for Education, the Italian, Russian, German, and Chinese Ministers, Count T. Soyeshima, Vice President of the Privy Council, Mr. S. Tsuji, Vice-Minister of State for Education, other higher officials of the Department of Education, Mr. S. Nishimura, Director of the Peeresses' School, the directors of the schools under the control of the Department of Education, Count Iwakura, and other members of the late Rakuzenkai, Drs. Yatabe and Itō, together with the parents and relations of the pupils, to the number of about 300 in all. All of them were deeply impressed with Her Majesty's most tender care and interest in the education of the blind and dumb.

The programme of the day included a report on the completion of the work of construction by Mr. K. Nagai, Councillor and Chief of the Finance Section; a congratulatory speech by Count T. Ōki, Minister of State for

Education; a reply thereto by the director of the school; the reading of congratulatory poems and compositions by representatives of the blind and dumb pupils; and practical teaching of the point letters to the blind as well as of articulations by the dumb, conducted by K. Ishikawa and K. Tōyama, Assistant-instructors.

In the morning of this day, the third ceremony of conferring certificates was held, on which occasion Mr. S. Tsuji, Vice-Minister of State for Education, and others, were present. The programme consisted of a congratulatory speech of the Vice-Minister of State for Education, a report of the director and a reply by the representative of the graduates. The school was shown to the public for six days from the 14th to the 19th of the same month.

In March, 1892, pianoforte instruction in the industrial course for the blind, and sewing in European style in the industrial course for the dumb, were struck out of the curriculum, subject to the approval of the Minister of State for Education. This was owing to the fact that, since the introduction of these two subjects as an experiment, social customs have undergone so complete a change that the study of these subjects could hardly be of any use to those disabled pupils as a means for their future subsistence. The regulations were also revised to the effect that henceforward no tuition-fees be levied upon pupils for any one full month during which they have absented themselves from school. *Kana* (characters of the Japanese syllabary adopted from the Chinese), which had hitherto been chiefly taught in the ordinary course for the blind, was abolished and point letters were introduced in lieu thereof.

On May 7th, a charity concert was held for the benefit of this school, under the patronage of Princess Iwakura,

Marchioness Hachisuka, Viscountess Hijikata, Mesdames Tsuji, Katō, Yatabe, and Takamine. The number of those who attended the concert was about 700, and a sum of *yen*, 600 arising therefrom, was contributed to the school funds. On the 18th of the same month, a portrait of His Imperial Highness the Crown Prince was granted to the school.

On the 7th October, the school was inspected by His Excellency T. Kōno, Minister of State for Education, and Mr. Y. Kubota, Director of the Bureau of General School Affairs.

At 1 p.m., on the 7th of November, the fourth graduation ceremony was held, on which occasion were present His Excellency T. Kōno, Minister of State for Education, Mr. S. Tsuji, Vice-Minister of State for Education, Mr. A. Hamao, Director of the Bureau of Special School Affairs, Mr. Y. Kubota, Director of the Bureau of General School Affairs, Mr. K. Nagai, Councillor of the Department of Education, Mr. Ōshima, Private Secretary to the Minister, Viscount Fujimaro Tanaka, Messrs. H. Mayeshima, G. Kishida, S. Yajima, and Prof. R. Yatabe, and the parents, guardians, sureties of the pupils, &c., &c., to the number of about 150 in all. After the ceremony, articles made by pupils and intended for the World's Columbian Exposition were shown to those who attended the ceremony; and, from the 13th day the same favour was extended to the general public. Those who came to see the articles numbered more than 8,400.

On April 15th, 1893, the fifth graduation ceremony was conducted. On this occasion were present His Excellency K. Inouye, Minister of State for Education, Mr. N. Makino Vice-Minister of State for Education, Baron Senge, Director of the Bureau of General School Affairs, Mr. H. Kinoshita, Director of the Bureau of Special School Affairs, Mr. K.

Nagai, Councillor, Mr. Ōshima, Private Secretary to the Minister, &c., &c., to the number of about 150. The address delivered by the Minister was as follows:—

“Of all men who live in this world, none indeed are more unfortunate than the blind and dumb. But, when we carefully consider the matter, we must say that you are far more blessed than your companions, who lived in ages past and who could neither read nor speak; for, under the present reign of our most enlightened and benevolent Sovereign, the blind can read and the dumb can speak. You have studied various branches of arts and have, at last, graduated. During your study you must have encountered many difficulties to overcome which must have been much harder for you than for the more favored fellows. It would be almost needless for me to tell you that you must glorify as much as possible the light and benevolence of the present Sovereign, and always remember the care of the teachers so lavishly bestowed upon you. It is my most sincere hope and wish that you should not miss the right path of virtue, and that you should persevere in the arts which you have so far acquired, so as to let the world see that you are really the happy folks of the enlightened era of Meiji.”

On the 9th March, 1894, the school observed holiday in honour of the Imperial Silver Wedding. On this occasion, two volumes containing poems composed by the blind and the handwritings of the dumb were printed with the point letter printing machine, bought for this school in America last year. These printed matters, together with two other volumes of drawings by the dumb pupils, were presented to the Imperial Household. In commemoration, 25 cherry trees, 250 of pawllawnia imperials, and 2 salisburia adiantiforia were planted in the premises of the school.

At half past one in the afternoon of April 28th, the 6th graduation ceremony was held. On this occasion were present Mr. S. Makino, Vice-Minister of State for Education, Mr. H. Kinoshita, Director of the Bureau of Special School Affairs, Mr. S. Koba, Director of the Bureau of General School Affairs, Mr. K. Nagai, Secretary, Mr. T. Akitsuki, Councillor, Mr. M. Kuru, Technologist, Mr. J. Hosokawa, Director of the Peeresses' School, Prof. Matsui, Director of the College of Agriculture, Mr. T. Yoshimura, Director of the Second Higher School, Mr. Oshima, Director of the Fourth Higher School, Mr. H. Nakagawa, Director of the Fifth Higher School, Mr. T. Yufu, Director of the Higher Commercial School, Mr. S. Tejima, Director of the Tōkyō Technical School, Prof. K. Sekiya, *Rigakuhakushi*, Prof. R. Yatabe, *Rigakuhakushi*, Members of the Deliverative Committee of this school, the press representatives, and the parents and relatives of the pupils, &c., &c., to the number of about 200 in all.

At 9 a.m., on the 23rd, March, 1895, the 7th graduation ceremony was held, on which occasion were present His Excellency Marquis K. Saionji, Minister of State for Education, Mr. S. Koba, Director of the Bureau of General School Affairs, Mr. K. Nagai, Secretary of the Department of Education, Members of both Houses of the Imperial Diet, members of the late Rakuzenkwaï, the press representatives, &c., &c., to the number of about 150 in all. After the ceremony, specimens of school work intended for the Fourth National Industrial Exhibition were shown to those present.

On the 11th, His Excellency K. Marquis Saionji, Minister of State for Education, inspected the school. His Excellency delivered the following address:—

“Gentlemen:—This is a institution in which the young blind and dumb are taught the general branches of study,

and in which instruction in various subjects of industry is also given, with a view to enabling them to earn an independent livelihood. To-day, its seventh ceremony is conducted for conferring certificates upon graduates.

“ Education of this nature is the most splendid outcome of civilization ; and an establishment like this is not only the necessary work of State, but it also serves to elevate the position of a civilized country. My deepest thanks are due to all the members of the late Rakuzenkwaï, who had so carefully and laboriously laid the foundation of the present school.

“ Physically, you, graduates, are most imperfectly gifted ; but, in spite of that, you have studied many kinds of learning and industry ; and, to-day, certificates of graduation are honorably conferred upon you. Although your success is, to some extent, due to the favourable surroundings of the present age, yet it must mainly be attributed to the perseverance and industry so admirably shown by yourselves. In future, I hope you will adhere, more earnestly than ever, to the cause of loyalty, of filial piety, of truthfulness, and of courage, and I also hope that you will carry away with you the remembrance that you are members of a truly civilized nation.

“ In conclusion, allow me to hope that the necessity of this branch of education will be recognized in other cities and towns and that the day will soon come when it will be brought into practical execution.”

At 9 o'clock in the forenoon of the 11th April, 1896, the eighth graduation ceremony was held. On this occasion were present Mr. N. Makino, Vice-Minister of State for Education, Mr. Koba, Director of the Bureau of General School Affairs, Mr. Nakagawa, Private Secretary to the Minister, Count Madeno-Kōji and Messrs. G. Kishida, S. Yajima, S. Tsuda, Members of the late Rakuzenkwaï,

and the parents and guardians of the pupils, the press representatives, &c., &c., to the number of about 100 in all. For nine days, from the 11th to the 19th of the same month, an exhibition of paintings of the Nippon Kwaigwa Kyōkwaï (Japan Painting Association) was held in the school, and admission was granted to the public, who were at the same time allowed to inspect the school and its teaching.

ADDRESS DELIVERED BY H. E. MARQUIS SAIONJI.

“ You, graduates, have finished your respective studies, after many years of industry. Methinks, to study an art or to learn a craft is not an easy task even with a man of perfect faculties ; how much more difficult must it have been with men like yourselves ! Had you not striven with an uncommon assiduity and unbending spirit, you would never have attained the success of to-day. I am very glad of that, and I praise you. There is no doubt but that every one of you will hereafter discharge his proper functions in society, so as to deserve the name of a man of the prosperous world. With these words, I congratulate you on your success.”

REPORT OF Mr. SHIMPACHI KONISHI, DIRECTOR OF THE SCHOOL.

It is a great satisfaction of the managers of the school as also to the graduates themselves that, on the occasion of this eighth graduation ceremony, the school is honored with the presence of so many distinguished gentlemen.

First of all, allow me to express thanks on behalf of the school officials and pupils.

“ The number of graduates upon whom certificates have been conferred just now is 13, which, if enumerated in accordance with the number of the subjects taught, is 16; or, in other words, 6 pupils have graduated in the ordinary course for the blind, and one in *Koto*-playing and 4 in acupuncture, while 2 pupils have graduated in the ordinary course for the dumb, and 2 in drawing and one in sewing. In 1887, 2 graduates were, for the first time, turned out from the school; and since then up to this day, the total number of graduates is 64, including 35 blind and 29 dumb. On an investigation being made into the present condition of these graduates, it is found that out of 35 blind graduates 14 earn their own living by means of acupuncture and massage, 3 are engaged in hospitals as shampooers, 3 are employed in this school as assistants, 3 are pursuing other subjects in this school, 2 are giving instruction in *Koto*-playing, one occupies the position of teacher in a blind institute, one is engaged in business, 4 died, and, as to the remaining 4 no definite information has yet been received. Of the 29 dumb graduates, 6 became wood-joiners, 5 are taking the post-graduate's courses for drawing and sewing, 4 are living with their families, 3 are studying other subjects, 2 are employed in this school as assistant and clerk, one each is engaged in agriculture, joinery, and sewing respectively, and one died.

“ The number of pupils is at present 107, of whom 41 are blind (including 37 males and 6 females) and 64 dumb (including 35 males and 29 females). If these pupils be distributed over the various *Fu* and *Ken* to which they respectively belong, we find that these 107 pupils came from 3 *Fu* and 27 *Ken*. Again, if these *Fu*

and Ken be arranged in the order of the number of pupils, it will be found that the Fu of Tōkyō stands first with 30 pupils, followed by the Ken of Niigata with 10 pupils, the Ken of Ibaraki and Kanagawa each with 8 pupils, and the Ken of Saitama and Yamagata each with 6 pupils, while one pupil is furnished each by 16 other Ken, the pupils from the Ken of Shimane, Kumamoto, Wakayama, Ehime, Oita, Fukuoka, and Hyōgo being those who have been specially admitted. There are 49 day-pupils besides the 58 who are admitted to the dormitory. Investigations made into the causes that led to the loss of sight or speech in the case of the pupils show that out of 43 blind pupils, 13 lost their eyesight on account of congenital syphilis, and out of 64 dumb pupils 28 are connate, while 11 lost their power of speech through acute meningitis. There are many cases in which the blind pupils lost their sight between the ages of from one to 20 years, while all the dumb pupils lost power of speech before attaining their 9th year. But, in the case of the blind as well as of the dumb pupils, the loss of sight or speech takes place mostly between the ages of one and three years. To this point I venture to call the attention of those who take charge of infants.

“To those gentlemen who always take an interest in the work of this institution, I venture to make a report touching on the subject of finance, respectfully begging for their further support.

<i>Yen</i> 67,429	... ..	Total Amount of Funds, including :
40,000	... ..	Government Bonds
<i>Yen</i> 23,490	... ..	Japan Railway Co's shares (522 shares, of which <i>Yen</i> 2, 610 is unpaid).
<i>Yen</i> 3,939	... ..	Money deposited in the Chūō Kinko (Central Treasury).

A sum of *Yen* 5,400 constitutes the expenditure for the 29th fiscal year (1895-97); to wit, about *Yen* 400, interest arising from the 3 items mentioned above; about *Yen* 400, tuition-fees and other receipts; and *Yen* 914, Government appropriation.

“ If the amount of expenditure above enumerated be compared with that required in elementary or middle schools, it will be seen that, in consideration of the number of pupils in this school, *Yen* 5,400 is far from being an exorbitant expenditure. The subjects of study taught in this school require special arrangements and preparations, and, especially, the difference of character and feeling between the blind and dumb pupils call for a complicated system of instruction. Too many pupils, moreover, cannot be placed under the care of one teacher. In the ordinary course, at present, the blind and dumb pupils are taught together by one teacher,—an inevitable consequence of the present school finance. Under such circumstances the blind pupils get no benefit even from the most convenient system of instruction invented for the dumb, and *vice versa*. The blind and dumb pupils, therefore, must sooner or later be taught by entirely different instructors. The disadvantage of such a mode of instruction as is now unwillingly followed by this school is strongly urged by European and American educationalists. In the Institute for the Blind and Dumb in Kyōto, a new departure was lately made in this direction. It is regrettable that this school cannot, for the time being, follow so good an example. Suppose, for the sake of argument, we have 100 pupils (instead of 107). If the sum of *Yen* 5,400, the present income of the school, be distributed over these pupils, it will be seen that *Yen* 54 is spent for each pupil. Now, add to this amount, the sum of *Yen* 4.50, the monthly boarding

expenses paid by each pupil from his or her own purse, and it will make a total of *Yen* 108, not, by any means, a small outlay. Thus, we spend a considerable amount of money and yet the work done is far from being satisfactory. With the present income the school can only just retain its position, and no new attempt or expansion can be contemplated. It is, therefore, the wish of this school to increase its funded property to at least *Yen* 100,000. Then the interest arising therefrom will be *Yen* 6,000; and if the Government appropriation of *Yen* 1,000. be added to this, it will make a total annual income of *Yen* 7,000. In order to attain this end, the school officials and pupils are doing their utmost in saving money, regardless of all difficulties and troubles. Not one old postal card is cast away, without its being first used by the dump pupils in their practice of point letter printing. For this purpose also, charity concerts are from time to time held and public favours solicited. At the celebration of the twentieth anniversary of this institution, and also of the tenth of its transfer to the control of the Department of Education, we invite the public to inspect the school. An exhibition of paintings is also to be held, by the kind permission of the Japan Painting Association. Allow me, on behalf of this school, to thank the association for its generous promise to contribute to our funds a portion of the benefit arising from this exhibition.

“What I have stated so far are not the only hopes we entertain for the further prosperity of this school; for we hope that the school will some day act as a kind of wholesale-house for its graduates, that a sale-room may be constructed in the school, where pupil's works may be exhibited for sale, and that, admission be granted to idiots by birth as well as to those who have become idiots through the loss of the power of speech or hearing.

“In conclusion, let me address a few words to you, graduates. It is mainly due to the painstaking guidance of the teachers, that you have at last graduated after many years of study; but it cannot be denied that it is also due to your own perseverance and industry. You are doubtless pleased with your success; but how much more pleased and satisfied must your parents and guardians be, who have paid the school fees for you for these many years and watched your progress with eager anxiety. I can imagine how much pleased also you will be when, on returning to your respective homes, you begin to engage in various occupations, whereby you may earn your own livelihood. Then you will find that prudence and attention are most needed; for, it is an old saying that failure comes not in the time of *depression* but of *exaltation*. This is a warning against idleness, which is apt to creep in, in the time of exaltation. There will be many cases in which you, who have been accustomed to the love of parents and the kindness of teachers, will be thrown into competition with men of perfect faculties. In making your appearance in the field of competition, you must be armed with Prudence, Economy, and Honesty; otherwise you will be crowned in the end with nothing but failure. Don't listen to my utterances as mere ceremony! When you go into the world you must prepare yourselves to meet with a cold reception, and not with a welcome. In bidding farewell to you, I cannot refrain from saying that “constancy of mind” must be made your life-long motto. It is fundamentally necessary that you should always keep one steady and sound purpose in view, and never allow yourselves to go by fits and starts. The final success of all things depends upon “constancy of mind” and not upon a “heated spirit;” for the latter sometimes cooleth,

but the former overcometh thousands of obstacles. I hope you will clearly understand and remember the difference.”

On the 15th of the same month, N. Konishi, director of the school was appointed to go to the United States of America, England, Germany, and France, for the purpose of studying the method of education of the blind and dumb, for a term of one year and a half, and started for the United States on the 22nd of the same month. During his absence, K. Ishikawa, one of the teachers in the school was appointed to act as director.

On the 7th April, 1896, the 9th graduation ceremony was held. Marquis M. Hachisuka, Minister of State for Education was present and delivered an address for the occasion.

On the 23rd April, 1897, the 10th graduation ceremony was held. Mr. D. Kikuchi, *Rigakuhakushi*, Vice-Minister of State for Education was present and delivered an address. On the 29th September, N. Konishi, director of the school returned from Europe. On the 12th November, Mr. A. G. Bell, the American inventor of the telephone, delivered a discourse on the education of deaf mutes, in response to the request made by this school, attended by large audience consisting of Mr. Y. Ozaki, ex-Minister of State for Education, higher officials of the Department of Education, directors of, and instructors in, schools under the control of the Department of Education, members of the Tōkyō Academy and pupils of the Higher Normal School and the Higher Normal School for Females, and also of the Normal School belonging to the municipality of Tōkyō.

On the 15th March, 1898, Count S. Kabayama, Minister of State for Education, Mr. M. Kashiwada, Vice Minister of State for Education, and Mr. M. Uyeda, chief of the

Bureau of Special School Affairs visited the school for the purpose of inspection. On the 14th April, the 11th graduation ceremony was held, attended by Mr. Y. Okuda, Vice Minister of State for Education. On the 7th August, Prof. R. Yatabe, *Rigakuhakushi*, died at Kamakura, while bathing in the sea. He was then a member of the deliberative committee. When the institute for the blind and dumb was brought under the control of the Department of Education in 1887, with its organization still in a state of infancy, he undertook to discharge his duties as manager, in addition to his proper and heavier ones as professor and chief professor in the College of Science in the Imperial University. He was also appointed to the office of director, when the institute was designated as the Tōkyō Blind and Dumb School in the same year. Thereupon he devoted his whole energy to the attainment of its success, by consulting those gentlemen both native and foreign who are interested in the above object. Meetings for charitable purpose were also called together from time to time, in order to get subscriptions to the fund for support of the school. In 1890, when it was found necessary to enlarge the school buildings, he took the future interest of the school into consideration, and thought it advisable to remove it to Koishikawa. So he submitted his opinion to the late Viscount A. Mori, then Minister of State for Education for approval which was granted. The expenses for the new buildings were defrayed out of the proceeds from the sale of the old school site, and the surplus paid into the fund. The said fund had scarcely been more than yen 12,000, when the school was brought under the control of the Department of Education, but has now exceeded over yen 70,000. For such increase in the amount of the fund, the school owes so much to the labours of the

late director, whose name should thus forever be cherished in remembrance. When the increase in the number of pupils both blind and dumb made it recommendable to teach them in separate schools from the educational point of view, he made many useful suggestions and afforded valuable assistances in organizing the intended plan of instruction. But the said plan had not yet been brought to maturity, when the unfortunate event plunged all those engaged in the school as well as pupils into inconsolable grief and lamentations. On the 7th September, an arrangement for exchange of grounds was made with Baron J. Hosokawa, owner of a lot of ground adjoining to the site of this school, the same being thus appropriated for a site of female dormitories.

On the 29th March, 1900, the new buildings for female dormitories were completed. They are constructed of wood and consist of one storey, covering 242 tsubo, while the expense for buildings was yen 12,134, besides a stone wall 240 feet long, the expense for its construction being yen 459. On the 1st April, the tuition fees were abolished. The abolition of tuition fees has been taken into consideration on the part of the school authorities since a few years past. But from the year 1891, the amount of the annual appropriation was greatly curtailed, so that the intention of the school authorities could not be carried into effect. However in the year under review, the said tuition fees were finally abolished, owing to the amount of school appropriation having been increased from less than yen 3,000 for the previous financial year to yen 8,000 for the present. This increase in the amount of the school appropriation is due to the kind exertions on the part of the Department of Education and also to the concurrence of the Imperial Diet for the cause of education of the blind and dumb.

At the celebration of the wedding ceremony of Their Imperial Highnesses the Crown Prince and Princess that took place on the 10th May, a congratulatory memorial and a volume containing poems composed by the blind, and pictures executed by the dumb, were presented to the Imperial Household, and the school closed on the occasion.

On the 21st May, the 12th graduation ceremony was held, and Count S. Kabayama, Minister of State for Education was present, accompanied by the chief of the Bureau of General School Affairs, and directors of the various local normal schools. In September, female pupils were removed to the new dormitories, and blind pupils to those hitherto occupied by the former. In each dormitory a teacher in charge of the pupils is appointed to reside with his family, in order to stand in the position of parents, supervising the etiquette and conduct of the pupils, and regulating the management of dormitory affairs, so as to make them feel as at home as possible. On the 17th December, Mr. K. Kataoka, Speaker of the House of Representatives of the Imperial Diet visited the school, accompanied by some members of the same.

On the 16th April, 1901, the 13th graduation ceremony was held in connection with the 25th anniversary of this institution. The 10th anniversary of the introduction of the "Point Letters" was also celebrated at the same time. Those who attended the ceremony included His Excellency M. Matsuda, Minister of State for Education and Viscount Y. Nomura, Court Privy Councillor, besides higher officials of the Department of Education, directors of schools under the same department, members of the Imperial Diet, members of the National Educational Union, etc. His Excellency M. Matsuda, Minister of State for Education, Mr. S. Tsuda one of the founders of this

institution, and Mr. G. Draper, Principal of the Yokohama Blind Institute delivered addresses on the occasion. On the 2nd May, Viscount Y. Nomura, Baron H. Majjima and S. Ōuchi accepted memberships of the deliberative Committee at the request of the school. On the 14th of the same month, Her Majesty the Empress witnessed the sight of the pupils of this institution, while attending Her Majesty in procession on her way to the Botanical Gardens. On the following day, she was pleased to give them fine cakes specially made in the form of chrysanthemum. On the 22nd December, K. Ishikawa, instructor and teacher in this school was granted the decoration of the Sixth Order of Rising Sun, in consideration of his meritorious labours connected with the invention of the "Point System."

INSTRUCTION AND APPARATUSES.

A. ORDINARY COURSE FOR THE BLIND.

Instruction was commenced in February, 1880. Previous to this, S. Ōuchi, Principal of the Institute, and N. Takatsu, one of the instructors went to Kyōtō in order to inspect the Blind and Dumb Institute established at that city and to investigate the course of study, etc. It was then determined that the course of study should include writing, Finger Reading, Recitation, and Arithmetic. Writing is limited to the dictation of Kana (Japanese syllabary) and numerical figures. For finger reading, Kana and Kotobanokite (phraseology) both printed in relief were to be used. For recitation, "Shōgaku-Seito-Koko-roye" (Hints for elementary school pupils) and "Tango-hen" (Collection of

simple words) were to be used, the meaning of each word to be explained orally at the same time. Arithmetic was limited to notation, addition, subtraction, multiplication and division. These subjects were tried for experiment and by the end of June, all of them were completed, and especially a rapid progress was made in arithmetic, the pupils having been well acquainted with the operations in the various problems in four rules.

The "Kotobano-okite" was compiled by H. Takatsu, and a number of copies contributed by Mr. R. Tokunō, chief of Printing Bureau in the Department of Finance, after having printed it in relief. Previous to the introduction of the above copies, wooden letters in relief devised by a person called Kumagai were used. But as instruction could not conveniently be given to many pupils at the same time, letters made of lead were adopted, but still there were dangers of being stolen or affected by its poison. A further experiment was made with brick letters, but they are too brittle, and also very apt to injure the sense of touch in the extremities of the fingers. Therefore another experiment was made with pieces of wood with letters embossed in relief. But these required much labours and were so expensive in their manufacture as in the case of the wooden letters above mentioned, that they could not be distributed among all pupils. Since the relief books were supplied through the kindness of Mr. R. Tokunō, unnecessary labours have been much saved and their usefulness been admitted on the part of instructors and pupils, and the "Shōgaku-Seito-Kokoroye," and even text-books for arithmetic were printed in relief. In 1881, elementary school readers, "Senjimon", radicals of Chinese characters, as well as text-books for acupuncture and massage, and musical notes such as those for "Koto" were printed in relief, so that pupils began to take much interest in reading and to show

a remarkable progress in this direction. It was a matter of regret however that they were still unable to write out what they had learned to read. Therefore a set of wooden instruments for writing was devised, by which compositions were easily made and many of the pupils began to correspond with their parents and brothers. Notwithstanding the practical usefulness of the Japanese "Kana" in writing out our vernacular language, the Chinese characters were introduced from Kudara (Corea) in the 16th year of the reign of the Emperor Ōjin, (or in the year 285 A. D.). Since then, the Chinese language has gradually been introduced into the Japanese, and the Chinese characters have also come in vogue for daily use. But the long usage extending over more than 1,600 years could not be changed at once. This is the reason why the founders of this institution had insisted on the usefulness of the Chinese characters and caused the same to be learned by the pupils. However the Chinese characters are of complicated structure, consisting of many strokes, and even many of them have the same sounds, with different significations, so that it is not worth while for the pupils to take pains for study either in reading or writing. If taught with reliefs, they are able to read with much ease, but they are unable to write in relief. Even if they are able to write with pencil through the aid of a writing apparatus, they are unable to read by themselves what they have written. This gave rise to the necessity of devising some means by which they might be taught to read and write by themselves, and to communicate their thoughts to their more favored fellows. The object in view was partly attained by means of stamps which consist of oblong pieces of lead each fitted on one end with pins in a shape forming "Kana", to be pressed through paper. However the expenses needed for their

manufacture and repairs made it impossible to distribute them among all pupils; so that those in charge of this branch of instruction as well as pupils had the mortification to utter in despair that reading and writing would almost be useless for the blind.

In 1885 when the school was brought under the control of the Department of Education, instruction in Chinese characters was abolished in respect of the blind; while further investigations were prosecuted in order to frame a good scheme of instruction. In 1887 N. Konishi, one of the instructors, followed the advice of S. Tejima, then curator of the Tōkyō Educational Museum, in borrowing the point letter writer provided in the same museum, which was manufactured in England for writing the point letters devised by Louis Braille, a blind graduate of the Institut des Jeunes Aveugles. Then having translated some passages relating to the point letters from the "Education and Employment of the Blind" by T. R. Armitage, a practical experiment was made by N. Konishi and other instructors, by giving to a blind pupil named S. Kobayashi instruction in spelling with the Roman letters, and after some progress, with "Readers," attended with fine results.

However it was thought inadvisable to use the Roman letters in writing out the Japanese language, on account of the troubles necessarily to be taken for the combination of vowels and consonants for every character and also of their filling paper twice as much as the Japanese Kana. Attempt was then made by K. Ishikawa and K. Tōyama as well as by pupils, to apply the above point system to the Japanese Kana by introducing various changes into the arrangement of letters. But after all, finding that the above point system could not be applied to the Japanese fifty sounds with advantage, the project

was given up, while K. Ishikawa started a new idea. The system suggested by him was, after rejecting any of the fifty sounds which was deemed useless in the opinion of K. Tōyama, in order to make room for supplying any deficiency if necessary, and introducing some improvements into the system, finally adopted by the end of the year 1890, and K. Ishikawa rewarded by the Department of Education with a gift of yen 25. Since that time, recitation and oral instruction have been superseded by lectures and taking notes by means of point letters, both in the ordinary and industrial courses; great facilities being thus secured for the education of the blind which has now been entirely remodelled. In 1893, the Braille's Stereotype Maker and Braille's Writer were bought in the United States, for the use of this institution. By means of these apparatuses, books were printed in point letters, and very much labours saved for instructors and pupils. In 1895, a similar apparatus was handed over to the school by the Department of Education. The above apparatus was one of the articles received from the United States, in exchange for those exhibited by this school at the Worlds' Columbian Exhibition. In 1898, Ornderff's Dry Print was purchased in the United States for this school. But it was a matter of great regret that the said apparatus was broken through a mistake, before practical application was made of it. In 1900, a Stereotype Maker purchased in Germany arrived. It is so conveniently constructed that the blind can read an original copy in point letters with the left hand and operate on the apparatus with the other. However the size of the points produced by the operation is a little too large, so as to require a large space on the paper, thus causing a much greater loss in the results, if compared with those obtained by the American apparatus. Therefore the pupils in

this institution use the latter in preference to the former. But the American apparatus is equally attended by a drawback as in the case of the German one, namely the necessity of being attended by a copy reader in the case of a blind operator. In case where a copy reader is not provided, one blind must undertake two functions both as reader and operator, thus causing a considerable waste of time.

During the same year, Marquis T. Shijo purchased an embossed globe made in England and contributed the same to the school; thus affording great convenience in teaching geography. Previous to this, K. Ishikawa, assistant instructor, had prepared an embossed map of Japan about 3 by 4 feet and those of two hemispheres about 4 by 6 feet, all of zinc plates. The embossed globe above mentioned has for the first time enabled the pupils to conceive the form of the earth and to comprehend the positions of the various countries.

As regards arithmetic, M. Okubo, Manager, devised an abacus for the use of the blind. Ten specimens of the same were contributed to the school by the Educational Articles Manufacturing Company. However they have all broken, after a practical application. Therefore N. Konishi proposed a new model. In his abacus, 21 hexagonal counters are strung on the upper line and 20 ones on the lower. Both the upper and lower counters are all made to turn on the lines in the same places, so as to show any number required, according to the rules of written arithmetic, the abacus being thus entirely free from the danger of being broken. However some experience with the common abacus would rather be profitable for the pupils as he can use it anywhere if necessary. Thus there is no necessity of such abacus being specially manufactured nor such one is practically used at present.

However instruction in proportion or algebra cannot conveniently be given by means of the common abacus, and M. Martin's abacus and Rev. W. Taylor's Arithmetical Board are now being used for ascertaining their comparative merits; and according to the practical experiments made by pupils, the latter seems to be taken in preference to the former.

B. INDUSTRIAL COURSE FOR THE BLIND.

Acupuncture and Massage :—In October, 1881, acupuncture and massage were prescribed as the subjects of study for the first time. In December 1885 when the school was brought under the control of the Department of Education, instruction in acupuncture was suspended, the reason being this that though the trade of acupuncture has hitherto almost exclusively belonged to the blind, still most of the topics mentioned in the text-books connected with this branch of study at that time were such as are inconsistent with the scientific theories that are daily progressing.

In March, 1887, a request was made to Prof. S. Miyake, *Igakuhakushi*, Director of the College of Medicine in the Imperial University, to investigate the efficacy of acupuncture as a trade for the blind. Finally Mr. H. Katayama, Assistant Professor in the same college, gave his opinion that there would be no danger in connection with acupuncture, if carefully practised; so that it was determined that the subject should again be imposed on the pupils. Oral lessons were also given in the general principles of anatomy and physiology, by means of a model skeleton and the human body made of papier maché, thereby showing the importance of hygiene and suggesting at the same time some points in regard to

the use of needles. As regards the massage, some modifications have been made according to the European system. Among the trades for the Japanese blind, acupuncture and massage are reckoned the best, except the "Koto" playing. At the end of the year 1898, S. Okumura, instructor of acupuncture and massage devised an apparatus for the disinfection of needles, which will soon be used in general.

Koto-playing:—This subject was for the first time introduced in October 1881, and is still retained as a subject of instruction for the blind. Among the various trades carried on by the Japanese blind, the Koto-playing is most lucrative, and those expert in the music are generally engaged either as private tutors or teachers in schools.

Pianoforte:—This subject was introduced for experiment in February in 1887. But as no favorable prospect could be entertained of earning livelihood by an accomplishment in pianoforte, it was abolished by the month of March 1892.

Violin:—This subject was also introduced for experiment in February 1888. In March 1896, it was abolished for the same reason as in the case of the pianoforte. The number of those who completed the prescribed course was 3, of whom 2 were males and one female.

C. ORDINARY COURSE FOR THE DUMB.

In June 1880, the deaf-mutes were admitted for the first time. As to the course of instruction, the ordinary elementary school course was adopted with modifications, so as to make them acquainted with such simple topics as are indispensable to their daily life. Articulation was also tried for experiment. In May, 1886, N. Konishi,

one of the instructors, accompanied by K. Yoshikawa, a deaf-mute, received instruction from Mr. S. Izawa, Chief of the Bureau of Compilation in the Department of Education, in the method of teaching by "Visible Speech" devised by Alexander M. Bell. However as the circumstances of the case made it very difficult to give instruction to all pupils in this method of learning, only those who were most promising were taught in this method, while all other pupils were made familiar with written conversations. Afterwards, K. Ishikawa, one of the instructors, tried an experiment with K. Murayama, a deaf-mute, in teaching him articulation with the Japanese "Kana," with excellent results, thereby proving that the special signs of visible speech are not necessarily required for giving instruction in articulation. The method of visible speech furnishes an important guide for instructors in teaching accurate articulation; but as it would be unadvisable to compel all pupils to learn the above signs, it was determined that no compulsory measures should be taken in this respect.

The Japanese characters in daily use are derived from the Chinese, one character constituting one word. Each character has more than one sound, with different meanings. In writing also there are more than one styles, so that it would be exceedingly difficult to learn articulation by means of these characters, especially for those who solely depend on the power of sight. Moreover, there is a great difference between the written and spoken languages, and so also between the epistolary style and those of daily newspapers, historical records, essays, etc. Such is the difficulty which could not be imagined by educators both in Europe and America and the literary efforts to be made by the Japanese teachers and pupils must necessarily be twice as severe as the case in the Western countries.

When this institution was opened for instruction in 1880, Mr. K. Egawa then resident in the United States, contributed an audiphone for the use of the school. After an experiment was made with it, a specimen was constructed by Mr. S. Utsunomiya and sent to the United States where it was highly appreciated. But according to the results of experiments made by this school, the original as well as its copy being inadequate to the practical purpose, they finally ceased to be used for instruction. In 1892, Currier's Duplex Ear Tube was tried for experiment. Results were tolerable only with a few pupils, but not so successful as to recommend it for general use. On the other hand, those who are deficient in the power of hearing from old age or on account of illness were pleased to find in it a great compensation for the defect and some of them went so far as to construct new ones for themselves. In 1900, Prof. W. Okada, *Igaku-hakushi*, was invited to deliver lectures on the "Restoration of the Power of Hearing of the Deaf-mutes" (by Prof. Bezold of Germany) for a term extending from September to December, with a view to putting it into execution among the pupils in the future.

Finger Alphabet:—In 1880 when this institution was first opened, the finger alphabet devised by Mr. T. Furukawa, founder of the blind and dumb institute at Kyōto, was given and so retained up to the year 1885, when it was brought under the control of the Department of Education. It was then abolished, on the ground that it would be useless labor to study such art, on account of no communication being thereby possible between the deaf-mutes and their more favored fellows.

Arithmetic:—Instruction in arithmetic was chiefly given with the Japanese abacus at first. Since the school came under the control of the Department of Education, the

abacus arithmetic has been superseded by the written one, on account of its operation being easily comprehended by the pupils.

D. INDUSTRIAL COURSE FOR THE DEAF-MUTE.

Sewing :—Sewing was imposed on the pupils for the first time in February 1882, and has been so retained up to the present time. Among the branches of study prescribed in the industrial course for the deaf-mutes, there is none so urgently demanded both in cities and rural districts as sewing, for which neither fund nor apparatus is required, except skill which is only a chief element of success. The rate of pay is also almost uniformly fixed, so as to check the hope for unexpected gain. Sewing is therefore a most fitting trade to be carried on by the deaf-mutes, and a most recommendable one for both sexes. But as it is taken more by females than by males, owing to the difference in their characteristics, it is not prescribed as an obligatory subject for the latter. In February 1889, sewing of European garments was also introduced for experiment, and there was one of the pupils who completed the prescribed course thereof. But as the spirit of the times was such that sewing of European garments would hardly enable them to earn a livelihood, it was abolished by the month of March 1892.

Drawing :—Pencil drawing was given for the first time in February 1884. In April, the pen-brush drawing of the Nanshiū style was introduced, to be superseded by the Kanō style in March 1886. The drawing is divided into two courses, general and special, and so continues up to the present.

Carving and Joinery :—These two subjects have been

introduced for experiment since March 1886, and so retained up to the present time. Results were worthy of commendation in many respects, and particularly the mosaic work chiefly designed by T. Aoyama, one of the instructors was encouraged as a fitting subject to be pursued by the deaf-mutes. It was much admired by visitors and also awarded rewards of high excellence from the exhibitions of fine arts, etc. It was also executed in response to the orders of the Department of Imperial Household more than once. However the mosaic work above mentioned is still not so widely known to the public, as to secure the pupils an independent living. Therefore it is anticipated that carving and mosaic work will be abolished in the future and joinery only be retained.

GENERAL REGULATIONS.

ART. I.

This school is designed to give instruction to the young blind and dumb, so as to enable them to earn a livelihood.

ART. II.

The plan of study is divided into two courses, viz., an ordinary and an industrial course; and pupils may study one or more of the subjects of the ordinary and industrial course. They are also at liberty to take the subjects of the ordinary course or one of the subjects of the industrial course exclusively, according to their parents' or guardians' option.

ART. III.

The ordinary course for the blind pupils comprises the

Japanese Language, Arithmetic, Conversation, and Gymnastics. The industrial course comprises Music, Acupuncture, and Massage.

ART. IV.

The ordinary course for the dumb pupils comprises Reading, Writing, Composition, Arithmetic, Written Conversation, and Gymnastics. The industrial course comprises Drawing, Carving, Joinery, and Sewing.

ART. V.

The number of hours for instruction shall, as a rule, be six hours per day, but five hours for those who are pursuing the ordinary course exclusively, and three hours for those studying the special subject of Massage.

ART. VI.

The course for Massage extends over three years, and the other subjects over five years; but this shall not apply to those who, being less than twelve year of age, are admitted to the school.

ART. VII.

Examination of the work done by the pupils shall be held in March every year. They shall be promoted or degraded according to the results of the examination.

ART. VIII.

On the completion of the prescribed course of study, the final examination is to be held, and certificates are to be conferred upon those who shall have passed it.

ART. IX.

Those who desire to stay at the school after graduation, for the purpose of reviewing or supplementing the subjects they have studied, may be allowed to do so for a period not exceeding two years.

ART. X.

Pupils are admitted in April every year, but, should a deficiency occur among the fixed number of pupils, admission may exceptionally be granted.

ART. XI.

Applicants for admission must, as a rule, be between ten and sixteen years of age. They must be of sound health and must have either been vaccinated or else had the small pox.

ART. XII.

Applicants for admission must send in a written application in accordance with the following form (Form omitted).

Sureties must be of full age and reside within this city, with sufficient qualifications to discharge the duties as such.

ART. XIII.

Pupils are admitted into the dormitory on application.

ART. XIV.

Those wishing to be admitted into the dormitory shall send in a written application to that effect in accordance with the following form (Form omitted).

ART. XV.

Those wishing to leave school before graduation must send in a written application to that effect, countersigned by them and their sureties.

ART. XVI.

Should pupils or their sureties change their residence, the matter shall at once be reported to the school.

ART. XVII.

The dormitory expenses of pupils are fixed at five *yen* per month.

ART. XIII.

A portion of expense for study may be granted to those who have proved themselves so proficient in their study as to furnish good example for other pupils.

ART. XIX.

The dormitory expenses shall be paid to the school not later than the 10th of each month. In case of failure, the payment of the same shall be demanded by a letter postage due.

ART. XX.

If any pupils residing in the dormitory leave it temporarily on their own account, such portions of the dormitory expenses as have been paid shall be returned to them, according to the number of days of such absence.

ART. XXI.

The holidays of the school throughout the year are as follows: —

- 1.—Sundays.
 - 2.—Great festival days and other national holidays.
 - 3.—Summer vacation (beginning on the 11th July and ending on the 10th September).
 - 4.—Winter vacation (beginning on the 23rd December and ending on the 10th January of the following year).
-

Ordinance No. 7 of the Department of Education
issued on the 6th March, 1903.

ART. I. Pupils in the Training Course for Teachers in the Tōkyō Blind and Dumb School are under obligation, for a term of two years after graduation, to engage in the education of the blind and dumb, as the Minister of State for Education may appoint.

ART. II. In case a reason arises that disables any or the graduates to discharge the said obligation, an application for exemption from the same may be made to the Minister of State for Education, together with the above reason.

ART. III. Those who have failed to discharge their obligation after graduation must refund the whole or a part of the aid granted by the school during their attendance. However those exempted from the said obligations according to the preceding article may also be exempted from the above liability.

REGULATION RELATING TO THE TRAINING COURSE FOR
TEACHERS IN THE TŌKYŌ BLIND AND
DUMB SCHOOL.

(Established on the 10th March, 1903.)

ART. I. The Training Course for Teachers is designed to prepare pupils to engage in the education of the blind and dumb.

ART. II. The subjects of study include Morals, Education, Japanese Language, Physiology, Drawing, Use of Apparatuses, Singing and Gymnastics.

N. B. Those subjects of study which are deemed of no special importance for the education of the blind and

dumb may not be imposed on those intending to engage in such education exclusively.

ART. III. The number of pupils is fixed at ten.

ART. IV. The course of study extends over one year, and is divided into three terms: the first term commences on the 1st April and ends on the 31st August; the second term commences on the 1st September and ends on the 31st December; and the third term commences on the 1st January and ends on the 31st March in the following year.

ART. V. The qualifications of those to be admitted to the Training Course for Teachers are as follows:

1. Those who are sound in health and of good moral character.
2. Those who possess licences as ordinary regular teachers in ordinary elementary schools or have attainments equal to or higher than the requirements of the above standard.
3. Those who are at least twenty years of age in the case of males and eighteen years of age in the case of females. They must also be free from domestic concerns during attendance.

Those graduates in the Tōkyō Blind and Dumb School or in the Blind and Dumb Institute at Kyōto, who are deemed fit to engage in the education of the blind and dumb, may be granted special admission, to be trained in one or more than one subjects of study.

ART. VI. Pupils shall be recruited once in each year and admission granted after examination. However those possessed of licences as ordinary regular teachers in ordinary elementary schools and recommended by local governors may be admitted without examination.

ART. VII. The Training Course of Study shall be as follows :

Subjects of Study.	Weekly No. of Hours	First Term.	Weekly Hours	Second Term.	No. of Hour	Third Term.
Morals	1	Principal Points of Morals.	1	Principal Points of Morals.	1	Principal Points of Morals.
Education	8	Education and History of the Blind and Dumb.	8	Method of Instruction of the Blind and Dumb.	26	Practice.
Japanese Language	3	Paraphrase and Elements of Grammar.	3	Paraphrase and Elements of Grammar.		
Physiology	3	Elements of Physiology and Hygiene.	3	Composition of Poems. Elements of Physiology and Hygiene.		
Drawing	3	From Copies and Nature	3	From Copies and Nature.		
Use of Apparatuses	4	Point Letter Writer, Point Letter Type-writer, Point Letter Stereotype Maker.	4	Point Letter Writer, Point Letter Type-writer, Point Letter Stereotype Maker.		
Singing	2	Audiphone.	2	Audiphone.		
Gymnastics	3	Easy Singing, Common Gymnastics and Games.	3	Easy Singing.		
Total	27		27		27	

ART. VIII. In cases where pupils are recommended by local governors, the letters of recommendation shall be accompanied with personal records of the pupils.

Any applicant for admission not recommended by local governor shall send in written application through the local office.

The said application shall be accompanied with a personal record and a copy of census register written by a proper registrar.

ART. IX. Letter of recommendation, application for admission and personal record shall be made according to the following forms. (Forms omitted).

ART. X. When admission is granted, a written declaration signed by two sureties shall be presented. (Form of declaration omitted).

ART. XI. A monthly aid of yen 7 is granted to each pupil during his attendance.

ART. XII. In case a pupil wishes to leave school on his own account before graduation, or be dismissed on account of misconduct must refund the amount of aid already advanced.

ART. XIII. The results of study of each pupil shall be tested at the end of the last term, and certificates of graduation be conferred upon those who have successfully passed test. (Form of certificate omitted).

LIST

OF

DELIBERATIVE MEMBERS.

Iwakura Tomosada, Prince.
Maishima Hisoka, Baron.
Manaka Tadanao.
Nomura Yasushi, Viscount.
Ōuchi Seiran.
Tsuda Sen.
Yajima Sakuro.
Yamao Yōzo, Viscount.

SCHOOL OFFICIALS.

DIRECTOR.

Konishi Nobuhachi.

INSTRUCTORS

Konishi Nobuhachi.
Takatsu Hakuju.
Ishikawa Kuraji.

TEACHERS.

Ishikawa Kuraji.
Ishikawa Shigeyuki, *Superintendent of Dormitory for the
Blind.*
Tōyama Kunitaro, *Superintendent of Dormitory for the
Female Blind.*
Yamanoi Toraichi.
Ōtsuka Yonezo, *Superintendent of Dormitory for the
Dumb.*

- Utsunomiya Naoki, *Assistant Superintendent of Dormitory
for the Deaf-mutes.*
Ōmori Mitsu Miss, *Assistant Superintendent of Dormitory
for the Female Deaf-mutes.*

CLERKS.

- Takata Jujiro, *Chief Treasurer.*
Masanori Nakashima, *Treasurer and Manager of General
Business.*
Morimoto, Katsuji, *Book-keeper.*

MEDICAL ADVISERS SPECIALLY APPOINTED

(Unsalariéd.)

- Kako Kakusho, (*Igakushi*) *Aurist.*
Nakamura Seishū, *Dentist.*
Miura, Shōken, (*Igakushi*) *Physician.*
Suda Takuji, *Oculist.*

INSTRUCTORS SPECIALLY APPOINTED FOR THE DEAF-MUTE.

- Kano Tomonobu, *Drawing.*
Ishikawa Sano Miss, *Sewing.*
Sekiyama Kuniwo, *Ordinary course.*

INSTRUCTORS SPECIALLY APPOINTED FOR THE BLIND.

- Okumura Sansaku (blind), *Acupuncture and Massage.*
Hagiwara Gen-i (blind), *Koto.*
Uyēno Suzu Miss, *Samisen.*

INSTRUCTORS TEMPORARILY EMPLOYED FOR THE DEAF-MUTE.

- Kajita Takatomo (clerk), *Writing.*
Nakashima Eizō, *Joinery.*
Enomoto Etsu, Miss. *Assistant in ordinary course.*

INSTRUCTORS TEMPORARILY EMPLOYED FOR THE BLIND.

- Ishi-i Jūjiro (blind graduate), *Assistant for Koto playing.*
 Shinada Yūtarō (blind graduate), *Assistant in Acupuncture
and Massage.*
 Satō Rikizō (blind graduate), *Assistant for Organ
playing.*
 Nakamura Kyōtarō, *Assistant in ordinary.
Course.*

LIST OF DIRECTORS OF THE TŌKYŌ BLIND AND DUMB
SCHOOL SINCE ITS FIRST ESTABLISHMENT.

	Date of Appointment	Date of Resignation.
1. Ōuchi Seiran.	Oct. 6. 1879.	Dec. 22. 1883.
2. Takatsu Hakuju.	Dec. 22. 1883.	Nov. 25. 1886.
3. Hirayama Tarō, <i>Secretary of the Department of Educa- tion.</i>	Nov. 25. 1886.	Jan. 13. 1886.
4. Ōkubo Minoru, <i>Clerk of the Department of Education.</i>	Jan. 13. 1886.	Dec. 21. 1886.
5. Yatabe Ryōkichi, <i>Rigakn Hakushi, Chief Professor in the College of Science.</i>	Dec. 21. 1886.	Jun. 9. 1890.
6. Izawa Shūji, <i>Chief of the Bureau of Compilation in the Department of Education.</i>	Jun. 9. 1890.	Sept. 10. 1890.
7. Hattori Ichizo, <i>Chief of the Bureau of General School Affairs in the Department of Education.</i>	Sept. 10. 1890.	Oct. 11. 1890.
8. Konishi Nobuhachi, <i>Instruc- tor.</i>	Oct. 11. 1890.	

ALPHABETICAL LIST

OF

FOUNDERS.

(Members of the Rakuzenkwai.)

Akiyama Toshiki.	Miyajima Nobuyuki.
Atsumi Kei-en.	Nakamura Masanao. Dr. d.
Egawa Kumpei.	Nomura Yasushi. Viscount.
Furukawa Masa-o.	Ōuchi Seiran.
Haraguchi Shōrin. d.	Shimachi Mokurai.
Hasegawa Sokyō.	Sugiura Ryōno. d.
Inagaki Kanku. d.	Sugiura Yuzuru. d.
Iwakura Tomosada, Prince.	Suzuki Keijun. d.
Kishida Ginkō.	Takiya Takuso.
Komatsu Akira. d.	Tsuda Sen.
Kurimoto Jo-un. d.	Tsukahara Shūzō.
Madenokōji Michifusa, Count.	Urata Chōmin.
Maijima Hisoka, Baron.	Utsunomiya Saburo. d.
Masuda Jūseki.	Yajima Sakurō.
Mi-ike Shōhō. d.	Yamao Yōzō. Viscount.

TABLE SHOWING THE NUMBER OF PUPILS AT THE
END OF THE YEAR 1902.

		Blind.			Deaf-mute.			Total
		Male.	Female.	Total.	Male.	Female.	Total.	
Day-pupils.	Residents of Tokyo.	7	2	9	46	18	64	73
	Temporary Residents of Tokyo.	28	2	30	23	17	40	70
Boarders.	Residents of Tokyo.	...	...	...	3	9	12	12
	Temporary Residents of Tokyo.	23	6	29	46	34	80	109
Total.		58	10	68	118	78	196	264

TABLE SHOWING THE NUMBER OF PUPILS WITH
REFERENCE TO THE SUBJECTS OF STUDY.

Subjects of Study.	Blind.			Subjects of Study.	Deaf-mute.		
	Male.	Female.	Total.		Male.	Female.	Total.
Ordinary Course	50	7	57	Ordinary course	106	70	176
Koto playing {	* 3	* 3	* 3	Drawing {	4	3	7
	* 3	* 5	* 8		* 10	* 2	* 12
Acupuncture and Massage {	8		8	Sewing {	4	5	9
	* 43	* 1	* 44		* 12	* 13	* 25
				Carving and Joinery }	4	"	4
Total {	* 58	* 10	* 68	Total {	118	78	196
	* 46	* 6	* 51		* 25	* 15	* 40

* Those who pursued additional subjects.

TABLE SHOWING THE CAUSES FOR THE LOSS
OF EYE-SIGHT.
(Corrected up to the End of March 1902).

Age.	Congenital.	Nervositas.	Congenital Syphilis.	Suppurative inflammation of the conductiva.	Measles.	Inflammation of Cornea.	Purulent Ophthalmia Peritonitis.	Trachoma.	Cataract.	Inflammation of Retina.	Small Pox.	Purulent Ophthalmia of new born children.	Typhus.	Meningitis.	Brain Concussion.	Poison.	Unknown.	Total.
Congenital	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2
1 year	...	1	2	1	2	...	...	...	...	...	...	1	...	1	...	...	5	13
2 "	...	1	3	...	...	...	1	...	...	...	...	...	...	...	...	...	...	5
3 "	...	2	1	2	1	1	...	...	...	...	...	...	...	...	1	...	1	9
4 "	...	4	...	...	2	...	...	1	...	...	...	...	...	...	...	...	1	8
5 "	1	...	1	1	...	...	...	...	...	...	1	...	...	...	...	4
6 "	...	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	2
7 "	...	1	...	...	...	...	1	1	...	1	...	...	...	...	...	...	...	4
8 "	1	...	1	...	...	...	...	...	...	...	...	...	...	...	2
9 "
10 "
11 "	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...	2
12 "	1	...	...	...	...	...	...	...	...	...	...	...	1
13 "	2	...	...	1	...	...	...	...	...	...	...	...	3
14 "	2	...	...	...	...	...	...	...	...	...	...	1	...	...	3
15 "	1	...	...	...	...	...	...	...	...	...	...	...	1
16 "
17 "	1	...	1
Total	2	10	8	6	6	5	3	2	2	1	1	1	1	1	1	1	8	60

TABLE SHOWING THE CAUSES FOR THE LOSS
OF THE POWER OF SPEECH.
(Corrected up to the End of March 1902).

Age.	Congenital.	Meningitis.	Acute spasm of children.	Inflammation of Outer Ear.	Brain concussion	Nervositas.	Measles.	Influenza.	Eruptions on the Scalp.	Whooping cough.	Morbid growth of Brain.	Congenital Syphilis.	Hernia.	Heart Disease.	Vaccination.	Diphtheria.	Unknown.	Total.	
Congenital	69	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	69
1 year	11	8	7	3	2	1	..	1	1	..	..	..	..	..	..	..	..	..	36
2 "	4	8	2	5	..	2	1	..	..	..	1	1	..	..	1	..	..	..	26
3 "	9	6	3	2	..	1	2	1	..	..	..	..	..	1	..	1	..	..	26
4 "	..	..	1	..	1	..	..	..	1	..	..	..	1	..	..	..	..	..	4
5 "	1	1	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3
6 "	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1
7 "	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
8 "	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
9 "	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
10 "	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1
Unknown	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	11	..	12
Total ...	69	27	23	13	11	4	4	3	2	2	1	1	1	1	1	1	114	..	178

An investigation made into the causes that led to the loss of sight or speech in the cases of 60 blind and 178 deaf-mute pupils mentioned in the foregoing tables shows that the greatest number of causes in the case of the blind is furnished by nervositas and congenital syphilis, and in the case of the deaf-mute by connate as well as by inflammation of conjunctiva and acute spasm of children, the number standing at 69, 27 and 23 respectively. If investigated with regard to the ages of pupils, it will be observed that out of the above blind, there are only 2 cases of connate blindness, while other cases are found most between the time of birth and the 17th year of age. The number of the deaf-mute is thrice as many as that of the blind, but no cases of diseases are found beyond the age of six, only exception being furnished by one at

the age of ten, and the great majority being connate. But there may be some doubtful cases whether they are really connate or caused by some diseases contracted during infancy, but admitted as connate. Although there is such great difference in the proportion of the connate blind and dumb, still it will be seen that great majority of cases are found between the time of birth and the 3rd year of age, both in the blind and dumb.

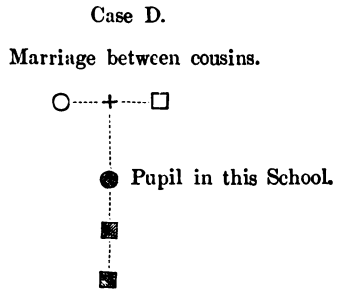
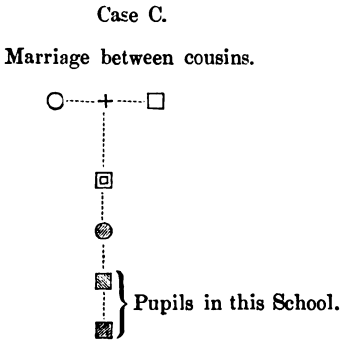
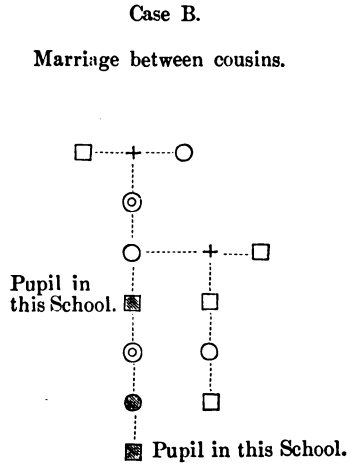
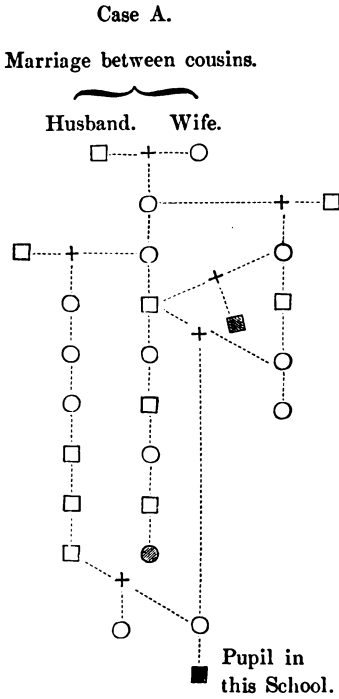
Of the connate dumb, more than half the number were born of parents who married cousins or second cousins. Among those who lost their power of speech after birth, many were born of parents who married near relatives such as above mentioned, while among the blind there are only two of such cases.

Those responsible for the training of infants must bear the above facts in mind, and be careful in avoiding whatever may be regarded as the causes that may lead to the loss of sight or speech. This is a most important question, if it is considered that such infirmities as these are misfortunes not only for those in question, but also for their families, and even the national energy may be jeopardised. The following diagrams show the most lamentable results of consanguineous marriage, which may serve as reference for those concerned in education.

The first diagram shows the marriage between cousins with five daughters and three sons, one of the former being deaf-mute.

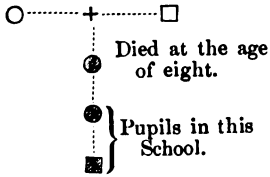
The third son married the first niece, giving birth to a deaf-mute child. After the death of the first niece, he married the second. By this marriage, he has two children, of whom the boy is deaf-mute.

The second diagram also shows the marriage between cousins, with six children, of whom two daughters died while young, and one daughter and two sons are deaf-mute.



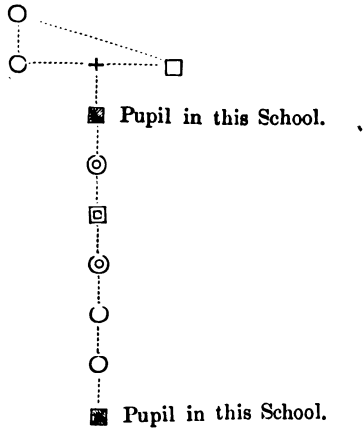
Case E.

Marriage between cousins.



Case F.

Marriage between cousins.



NOTE:— + Marriage.

□ Male.

○ Female.

■ Male deaf-mute.

● Female deaf-mute.

⊠ } Died young.
⊙ }

TABLE SHOWING THE COMPARATIVE RESULTS OF EXAMINATION OF PHYSIQUE OF PUPILS.

(April, 1900).

Age.	Classification of Pupils.	Males.						Females.					
		No. of those examined.	Height.	Weight.	Chest circumference in ordinary time.	Physical constitution.		No. of those examined.	Height.	Weight.	Chest circumference in ordinary time.	Physical constitution.	
						Strong.	Medium.					Strong.	Medium.
11 years.	Ordinary.	7	128	26	61	11	40	69	127	26	59	26	42
	Blind.							1	120	21	56		
12 years.	Ordinary.	57	133	29	63	11	32	44	137	27	61	12	31
	Blind.												
13 years.	Ordinary.	40	140	33	67	3	27	25	139	32	64	9	16
	Blind.	1	132	29	65								
14 years.	Ordinary.	68	144	36	69	10	41	43	143	37	69	19	21
	Blind.	2	142	34	67			1	128	27	58		1
15 years.	Ordinary.	61	151	42	73	25	25	61	145	39	70	21	33
	Blind.	4	134	32	65	1	2	1	150	46	81	1	
16 years.	Ordinary.	59	157	46	76	29	24	69	147	43	72	32	37
	Blind.	2	158	48	79								
17 years.	Ordinary.	34	157	48	78	15	14	49	147	43	74	22	27
	Blind.	4	157	46	74	2	1						
18 years.	Ordinary.	19	160	50	79	9	8	36	147	43	74	18	16
	Blind.	5	157	44	74	2	1						
19 years.	Ordinary.	3	160	49	81	2	1	6	149	47	76	6	...
	Blind.	4	158	52	78	3	3	1	141	41	76	1	...
20 years.	Ordinary.	1	162	50	83	1	...	3	145	45	74	3	
	Blind.	5	159	51	77	4	...	1	144	44	77		1

NOTE:—The ordinary male pupils of 11 and 12 years of age are taken from among those in the elementary school attached to the Higher Normal School and from 13 to 20 years of age from among those attending the middle school belonging to the same normal school.

The ordinary female pupils of the same ages as those above mentioned are taken from among those in the elementary school and the higher female school attached to the Higher Normal School for Females.

TABLE SHOWING THE NUMBER OF PUPILS AT THE END OF EVERY FIVE YEARS.

Years.	Blind.			Deaf-mute.			Grand Total.
	Male.	Female.	Total.	Male.	Female.	Total.	
1880	7	1	8	4	1	5	13
1885	11	4	15	15	6	21	36
1890	18	5	23	33	15	48	71
1895	37	6	43	35	29	64	102
1900	50	8	58	102	65	167	225
1902	53	8	61	60	43	203	264

TABLE SHOWING THE NUMBER OF GRADUATES WITH REFERENCE TO THE SUBJECTS OF STUDY THEY HAVE COMPLETED.

Subjects of Study.	Blind.			Subjects of Study.	Deaf-mute.		
	Male.	Female.	Total.		Male.	Female.	Total.
Ordinary	37	6	43	Ordinary course.	45	15	60
	* 10	...	* 10		* 4	* .5	* 9
Koto Playing.	1	4	5	Drawing.	2	3	5
	* 4	5	* 9		* 22	* 5	* 27
Acupuncture and Massage.	9		9	Carving and joinery.	2	...	2
	* 44	* 1	* 45		* 9	...	* 9
Violin.	1	...	1	Sewing.		6	6
	* 1	* 1	* 2		* 4	* 8	* 12
Total...	48	10	58	Total...	49	28	73
	* 59	* 7	* 66		* 39	* 18	* 57

* Those who had pursued additional subjects from 1887 to 1902.

TABLE SHOWING THE CAREERS OF THE BLIND PUPILS AFTER GRADUATION.

Subjects pursued in the School.	Careers after Graduation.											Total	
	Ordinary course, Acu- puncture, Massage.	Acupuncture, Massage.	Ordinary course.	Koto-playing.	Massage.	Ordinary course, Koto- playing.	Koto-playing, Massage.	Ordinary course, Koto- playing, Acupuncture, Massage.	Ordinary course, Koto- playing, Violin.	Acupuncture, Massage, Violin.	Ordinary course, Mas- sage.		Violin.
Practising acupuncture and Massage.	17	4	..	..	..	..	..	..	..	1	..	..	22
Instructors in Schools.	3	2	1	..	..	1	..	..	..	1	..	..	7
Shampoocers in Hospitals.	4	2	..	..	..	..	..	..	..	..	..	..	6
Assistants in this School.	2	1	..	..	..	..	..	..	..	..	..	1	5
Teachers in Koto-playing.	..	..	..	2	..	..	..	..	1	..	..	..	3
Studying the Special course for acupuncture.	..	..	2	..	..	..	..	..	..	..	..	..	2
Studying the Post-graduate course for Koto-playing.	..	..	..	..	..	1	..	..	..	..	..	..	2
Studying the Special course for Koto-playing.	..	..	1	..	..	..	..	..	..	..	..	..	1
Died.	5	1	2	1	3	..	1	..	..	..	..	..	14
Unknown.	..	..	..	1	1	..	..	..	..	..	..	..	2
Total.....	31	10	6	4	4	2	2	1	1	2	1	1	64

**TABLE SHOWING THE CAREERS OF THE DEAF-MUTE PUPILS
AFTER GRADUATION.**

Subjects pursued in the School.	Careers after Graduation.									
	Ordinary course.	Ordinary course, Drawing.	Ordinary course Drawing, Sewing	Ordinary course Drawing, Joinery	Sewing.	Ordinary course, Drawing, Carving Joinery.	Sewing.	Drawing, Sewing.	Ordinary course, Carving.	Total.
Studying the Special } course of Drawing. }	7	4	...	1	...	...	...	...	...	11
Assisting Household } business. }	1	1	...	...	...	1	1	1	...	6
Farming.	3	1	1	...	...	...	...	...	...	5
Studying the Special } course of Sewing. }	2	...	3	...	...	...	...	...	...	6
Engaging in House- } hold business. }	1	...	1	...	...	...	...	1	...	3
Tailoring.	1	...	1	...	...	...	1	...	...	3
Studying the Special } course of Carving. }	2	...	...	...	...	1	...	...	...	3
Assistants in this } School. }	...	1	...	...	...	1	...	...	...	2
Instructors in Schools.	...	1	...	...	...	...	1	...	...	2
Organ manufacture.	1	...	...	...	1	...	...	...	...	2
Photography.	...	...	...	1	1	...	...	...	...	2
Lacquering.	...	1	...	...	...	...	...	...	...	1
Seal Engraving.	...	...	...	...	...	...	...	...	1	1
Porcelain Painting.	...	1	...	...	...	...	...	...	...	1
Dyeing.	1	...	...	...	...	...	...	...	...	1
Sock-making.	...	1	...	...	...	...	...	...	...	1
Shoe-making.	1	...	...	...	...	...	...	...	...	1
While sick.	...	...	1	...	...	...	...	...	...	1
Died.	...	2	1	1	...	...	...	1	...	5
Unknown.	...	1	...	2	...	...	...	...	...	3
Total.....	20	14	8	5	2	3	3	3	1	59

TABLE SHOWING THE AVERAGE MONTHLY AMOUNT OF
INCOME OF THE BLIND GRADUATES.

Years.	No. of Graduates.	Amount of Income for Koto-playing.			No. of Graduates.	Amount of Income for Acupuncture and Massage.		
		Maximum.	Minimum.	Average.		Maximum.	Minimum.	Average.
1898	5	yen 30	yen 12	yen 22	19	yen 33	yen 5	yen 17
1899	6	33	10	22	21	50	5	20
1900	6	42	17	31	26	60	3	16
1901	5	42	21	33	29	60	7	26

TABLE SHOWING THE AVERAGE MONTHLY AMOUNT OF
INCOME OF THE DEAF-MUTE GRADUATES.

Years.	No. of Graduates.	Amount of Income for Drawing			No. of Graduates.	Amount of Income for Carving and Joinery.		
		Maximum.	Minimum.	Average.		Maximum.	Minimum.	Average.
1898	2	yen 6	yen 7	yen 7	4	yen 12	yen 7	yen 10
1899	2	7	7	7	4	13	7	10
1900	2	10	12	11	4	15	8	12
1901	3	15	10	13	3	17	10	14
1902	3	15	14	15	...	...	...	...

TABLE SHOWING THE AMOUNT OF INCOME AND EXPENDITURE
FOR THE FINANCIAL YEAR OF 1902.

Income.	Expenditure.
yen	yen
1. Government Ap- propriation 11,412	1. Regular and other Salaries 7,515
2. Incomes from Vari- ous Sources 4,025	2. School Expenses... 3,143
	3. Expenses for Re- pairs 1,044
	4. Allowances for the Dead and Wound- ed 1
	5. Damages and Legal Expenses 2
	6. Amount of Repay- ment of Miscel- laneous Income in Excess..... 1
	7. Travelling Ex- penses 140
	8. Miscellaneous Sala- ries and Expenses 2,211
	9. Expenses for Pupils. 1,380
Total..... 15,437	Total..... 15,437

SCHOOL FUND.

1. Nominal Value of the Consolidated Bonds.....	yen 33,000
2. Nominal Value of the Nippon Railway Com- pany's Shares	40,450
3. Money deposited in the Central Treasury	3,652
Total.....	77,102

SCHOOL-SITE AND BUILDINGS.

	Tsubo	yen
1. School site	6,937	34,768
2. School Buildings, Two Storied.	622	31,122
3. Dormitory Buildings for Males.....	337	9,840
4 " " " Females.....	204	12,240
5. Official Residences.....	42	1,435
6. Practice Room for Acupuncture and Massage	12	504
7. Store-rooms.....	46	690
8. Porter's Box and Waiting Seats for Servants	16	380
9. Bath-rooms belonging to Dormitories.	33	1,975
10. Store-house for Kerosine Oil	4	850

SCHOOL EQUIPMENTS.

	yen
1. Books and Charts	1,618
2. Instruments and Apparatuses	5,583
3. Specimens	1,185
4. Stationery and Furniture	4,255

Total..... 12,641

TABLE SHOWING THE AVERAGE AMOUNTS OF EXPENDITURE
FOR EVERY FIVE YEARS SINCE 1885.

Years.	Maximum.	Minimum.	Average.
	yen	yen	yen
1885*	.....	.....	680.60
1886-90	3,096.96	2,760.97	2,935.24
1891-95	5,050.06	3,555.91	4,215.86
1896-900	12,254.93	5,243.53	8,004.50
1901	.....	.....	13,900.00

* This is the year in which the school was transferred to the control of the Department of Education, and the figures mentioned at the bottom of the column show the amount of expenditure for the period extending from December of the year to the end of March in the following.

TABLE SHOWING THE AMOUNTS OF SPECIAL
EXPENDITURE FOR EVERY FIVE
YEARS SINCE 1885.

Years.		yen
1886	Expenses for new buildings for Dormitories.	698.33
1890	Expenses for new buildings after the removal of the school to Koishikawa.	16,333.22
1891		
1892	Construction of new buildings, continued.	5,151.67
1892	" " " " "	99.48
1897	Expense for the purchase of apparatuses.	456.43
1899	Expenses for building new dormitories for female pupils, and for repairs of the main school buildings.	16,813.00
1900		
1900	Expenses for the purchase of apparatuses.	1,497.52
1901	Expenses for building a new bath-room, laying water pipes, and reconstructing the front gate.	4,889.50
1901		

STOCK FUND.

FINANCIAL STATE AT THE END OF EVERY FIVE YEARS.

As regards the financial transactions during the period extending from January 1880, when the Blind and Dumb Institute was first opened, to December 1885, when it was transferred to the control of the Department of Education, it may be mentioned that in 1879, yen 8,831 were paid for the new buildings of the institute out of yen 21,200, contributed by those native and foreign gentlemen who are sympathising with the object of the Rakuzenkwaï, and the remainder was invested in government bonds and railway shares, the interest thereof being appropriated for the salary of teachers and other ordinary expenses.

During the period extending from 1885 to 1889, an annual aid of yen 3,000 was granted, to be appropriated for ordinary expenses. The government bonds of nominal value of yen 1,420, railway shares of nominal value of yen 9,309, and about yen 1,218 in money were reserved as a stock fund, to be augmented by addition of its interest and all other incomes such as contribution, tuition-fees etc., and further by contributions made by the special meetings held from time to time for the purpose of charity. Since the year 1893, the miscellaneous incomes, tuition-fees and interests accruing from the stock fund have been appropriated for the ordinary expense, except contributions which were to be added to the principal fund. In transacting financial matters, frugality has been maintained as strict as possible, and the surplus was to be added to the said fund. The following table shows the amount of the stock fund at the end of every five years, since the school has been brought under the control of the Department of Education.

TABLE SHOWING THE AMOUNT OF STOCK
FUND AT THE END OF EVERY FIVE
YEARS.

Years.	Money.	Gov. Bonds.	Railway Shares.	Total.
	yen	yen	yen	yen
1885	1,353	1,200	9,842	12,395
1890	18,431	1,000	16,450	35,881
1895	3,944	40,425	23,490	67,859
1900	1,059	33,000	39,928	73,987
1901	3,652	33,000	40,450	77,102

CONTRIBUTIONS IN MONEY AND KIND.

Since the establishment of the Blind and Dumb Institute, so many persons have made contributions either in money or kind, or in personal labor, and it is very regretful to say that all of them could not be mentioned here in particular. But more minute statements are kept in the school record, so that the generous intention of each contributor may not long be forgotten. The total amount of contributions and those of more than one hundred yen each are as follows :

The amount of contributions from 1880 to 1892, or before the control of the institute by the Department of Education.

Contributed by Japanese	Yen 16,351
„ „ foreigners	„ 5,488
	21,839

Contributions of yen 100 and upwards by Japanese :

	yen		yen
Department of Imperial Household	3,000	Mr. Ginkō Kishida ...	230
Charity Society	759	Mr. Shōrin Haraguchi	200
Mr. Yahei Mitsumura.	500	Lord. Sanetomi Sanjō.	150
Mr. Junji Koimai	500	Mr. Sen Tsuda	150
Mr. Kōshō Ōdani ...	400	Mr. Hōshō Mi-ike ...	136
Mr. Hisoka Maijima ...	210	Mr. Akira Komatsu ...	130
Mr. Kōson Ōdani ...	200	Mr. Masanao Nakamura	121
Lord Tomomi Iwakura	150	Mr. Munenori Tera-shima	100
Those sympathising with the object of this institute among the officials in the Police Office	716	Mr. Chyūsaemon Ito ...	100
Mr. Yōzō Yamao ...	450	Mr. Tadanao Manaka.	133
		Mr. Yuzuru Sugiura ...	125
		Mrs. Shige Komatsu ...	100
		Mr. Saihei Hirose ...	100
		Mr. Takayasu Kubota.	100

Contributions of yen 100 and upwards by foreigners :

	yen		yen
Mr. A. S. Aldrich ...	400	Mr. A. R. Brown ...	150
Mr. E. G. Holthan ...	350	Mr. Henry Dyer	150
Mr. A. C. de Boinville.	325	Mr. J. R. Devidson...	100
Mr. M. M. Bair	200	Mr. E. Schmid	100
Mr. H. Ahrens.....	200	Mr. R. J. Beaton.....	100
Captain Dethlessen ...	177		

THE AMOUNT OF CONTRIBUTIONS FROM 1893 to 1902,
OR AFTER THE CONTROL OF THE INSTITUTE BY
THE DEPARTMENT OF EDUCATION.

Contributed by Japanese	Yen 9,460
„ „ foreigners	„ 1,030
	10,490

Contributions of yen 100 and upwards by Japanese :

	yen		yen
Ladies' charitable Society.	1,000	Prince of the United States.....	801
Exhibition of Pictures, under the care of Mr. Theodor of the United States.....	903	Charitable Society for the Blind and Dumb	635
Baron Hachiroyemon Mitsui.....	500	„	612
Her Majesty the Empress.....	300	Count Hirokichi Mutsu	200
Mr. Seigoro Ito.....	250	Viscount Yozo Yamao	185
Mr. Shintaro Ōhashi...	200	Mr. Hideo Takamine..	150
Charity Concert, under the care of Miss		Mr. Gentoku Indō.....	100
		By a contributor.....	100
		Mrs. Sanko Minomura.	100
		Mr. Kuraji Ishikawa..	100
		Mr. Mitsukuri.....	100
		Mr. Takayuki Fujita...	100

	yen		yen
Viscount Tomoyuki Hayashi.....	100	Mr. Sai Renbō.....	100
Mr. Chōnosuke Yonekura.....	100	Count Hisamoto Hijikata.....	100
Mrs. Toki Ōhashi.....	100	Mr. Yūhachi Makishima.....	100
Mr. Shoin Yamase.....	140	Count Yasutoshi Yanagisawa.....	100
Mr. Kiyotsura Nakamura.....	100		
Mr. Chūzō Mōri.....	100		
Mr. Gonzaburō Yamaguchi.....	100		

Foreign contributors of yen 100 and upwards:

	yen
His Imperial Highness the Crown Prince of Russia ...	500
His Imperial Highness Prince Saishin of China	400

Contributions in kind made, since the control of the institute by the Department of Education, and valued each at yen 100 and upwards.

An Embossed globe made in England, valued at yen 60.	} By Marquis Taka-uta Shijō.
Chemical Apparatus for Elementary Schools, valued at yen 40.	
Kurosawa's Kana Type Writer, valued at yen 100.	} By Baron Hisoka Maijima.
Encyclopedia, valued at yen 100.	} By Mr. Teijiro Kurosawa.

TABLE SHOWING THE NUMBER OF THE BLIND AMONG CHILDREN OF SCHOOL AGE.

Years.	No. of Blind Children.			No. of Blind per 10,000 of Children of School age.	No. of the Blind attending School.		
	Male.	Female.	Total.		Male.	Female.	Total.
1896	* 2,320 11	* 1,883 6	* 4,203 17	5.43	31	4	35
1897	* 2,476 5	* 1,858 5	* 4,334 10	5.63	38	16	54
1898	* 4,513 12	* 1,897 18	* 4,410 30	5.75	27	6	33
1899	* 2,319 3	* 1,801 5	* 4,120 8	5.36	32	14	46
1900	* 2,455 4	* 2,225 7	* 4,680 11	6.33	62	34	96

* Those deprived both of sight and speech.

TABLE SHOWING THE NUMBER OF THE DEAF-MUTE AMONG CHILDREN OF SCHOOL AGE.

Years.	No. of Deaf-mute Children.			No. of Deaf-mutes per 10,000 of Children of School age.	No. of the Deaf-mutes attending School.		
	Male.	Female.	Total.		Male.	Female.	Total.
1896	2,457	1,781	4,238	5.45	100	30	130
1897	2,731	1,950	4,681	6.05	105	25	130
1898	2,812	2,038	4,900	6.35	123	38	161
1899	2,942	2,061	5,003	6.50	130	44	174
1900	3,570	2,635	6,205	8.38	227	76	303

MEMORIAL OF MR. YŌZO YAMAŌ,

Chief of the Bureau of Engineering.

May it please Your Majesty,

I, Chief of the Bureau of Engineering, hereby humbly submit to Your Majesty, the following memorial relating to the establishment of the Blind and Dumb Schools :

Having been appointed Chief of the Bureau of Engineering which has now been established, I fear that I am not well fitted for the important duty which I am now called upon to discharge, while I am wanting in ability and limited in knowledges. But as I am afraid that I might injure the gracious intention of Your Majesty, if I persist in my request to resign, I am now prepared to exert myself to the utmost, notwithstanding the want of experiences or knowledges. Therefore the schedule of study as well as regulations for the administration of the College of Engineering are now being investigated, with the view to a more enlarged organization for the future, consulting at the same time the various systems that prevail in the Western countries, and adopting the best that can possibly be found among them. All of these matters will be submitted to Your Majesty for approval. A careful investigation also reveals the existence of a multitude of such unfortunate people as are deprived of the powers of sight and hearing, and otherwise disabled ; and the number of this class of people would be very great, if calculated with regard to the large extent of the Empire. They are unable to earn independent livelihood, but are looking to the charity of others for maintenance. There are many instances of famine where these miserable people could not escape from being starved. The case is very different in the Western countries, where the laws and regulations relating

to the relief of the blind and deaf-mute are carried out everywhere, and even schools are established for their admission. In these schools, instruction is given in writing, arithmetic, and the various branches of industry, according to their respective capacities. Instances may be cited, where some of these people have, by their study and diligence, acquired the world-wide fame. While I was studying shipbuilding in England, there were many deaf-mutes among draughtmen, carpenters, smiths, etc., engaged in the dockyard, where I prosecuted my study. I saw them converse with each other by means of dactylology, acquiring a wonderful dexterity in this art and being not least impeded in the course of conversations. As regards the work executed by them, they showed exquisite workmanship that can hardly be attainable. This is due to no other cause than the diffusion of education which is represented in the national prosperity and civilization. From this, it can reasonably be inferred that even in this country, the education of the blind and dumb will, if properly administered, show the same results as those referred to above. But all those unfortunate people who are unable to support themselves are now left to perish with cold and hunger. This cannot be considered but as a defect in the administration of this Empire. Now in accordance with the systems adopted by the various Western countries I humbly beg to establish two schools, one for the blind and the other for the dumb. In each school, there should be two separate departments for males and females, to be taught by teachers invited from foreign countries. As regards those who have completed the prescribed course of instruction, they should be permitted to marry. If such measures should gradually be extended for the benefit of other disabled people, we shall soon be able to stand on the same level with the Western countries

in this respect. If those who are apparently useless be thus educated and turned into the useful members of the community, so much may be said to conduce to the welfare of the state, and they will thus be able to maintain themselves by their own labors and to enjoy their right of independence in common with the other good members of the community, under your Majesty's most benevolent government.

Therefore I respectfully beg Your Majesty to consider my humble opinion and to graciously permit the establishment of the aforesaid schools for the blind and dumb. As regards the expenses to be incurred for the establishment and maintenance of the same, it is not my intention to ask for the disbursement out of the national treasury, but to provide a fund by contribution to be made by those sympathizing with such benevolent object. In case of the above petition being graciously granted, detailed statements relating to the mode of providing the said fund and to the establishment of the schools will be submitted to Your Majesty for inspection.

YŌZŌ YAMAO,
Chief of the Bureau of Engineering.

September, 1871.



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