

AMERICAN ANNALS  
OF THE  
DEAF AND DUMB.

VOL. XI., NO. I.

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JANUARY, 1859.

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WORDS NOT "REPRESENTATIVES" OF SIGNS,  
BUT OF IDEAS.

BY HARVEY P. PEET, LL. D.,

President of the New York Institution for the Deaf and Dumb.

WHEN Mr. Jacobs affirms that "When he [the mute] ceases to connect in his memory the object, or in its stead, the sign he has adopted for it, with the written word, (horse,) he ceases to know the meaning of the word,"—he utters a truth as obvious as that when the moon ceases to shine, the nights grow dark. We submit, however, that Mr. Jacobs' "statement of facts" may be expressed in a form both more brief and more general. The alternative, "or in its stead, the sign," etc., may be rejected as pure surplusage; for what would be the use of "connecting" the word with a sign, if the sign did not, in its turn "connect in the memory" with the "object," or rather, with the idea of the object? If the word recalls the sign, the sign must recall the idea, or obviously the "meaning" is lost just as much as if there was no sign in the case. Mr. Jacobs' proposition then, is only equivalent to this; when the deaf mute, (or we beg leave to add, any body else,) ceases to connect suitable ideas with the word *horse*, (or any other word,) he ceases to know the meaning

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written language, without considering them as the representatives of spoken words or signs, then he can be led to use them as the direct signs of ideas, whether they represent visible objects, or abstractions.

For, Mr. Jacobs will please recollect that the "connecting" written words with visible "objects," which he so distinctly admits to be quite in the natural course of things in certain circumstances, is nevertheless, just as contrary to general experience as the connecting them with abstract ideas. The difficulty with *us*, and there being no "*radical* difference," with the deaf-mute as well, is to acquire the habit of remembering and repeating, (visibly or mentally) the written word, as a mere visible form,—not in the kind of ideas we attach to it. And we know that deaf-mutes, even though taught by colloquial signs, use words as the direct signs of abstract ideas, quite as readily as they do for visible objects. Take any word you please, explain its meaning, by examples in pantomime, and you will find it makes no difference (provided the idea is clearly developed,) whether it represents some sensible object, action or quality,—or an abstract idea (as color, time, experience, hurry, hope, etc.) If the pupil has no simple and convenient sign for the same idea, he will use the word given him as a sign. If it were not so, the teaching by colloquial signs would be mere delusion or pretense.

But, says Mr. Jacobs, "let it be particularly observed, for this is the gist of the question, that in the first instance, he (the person learning Hebrew words by sight alone,) did not think in the written word alone, but in the object itself, and in the written word, when he had occasion to use it, in connection with the object." Let it be particularly observed, we reply, that so far as this statement conveys anything favorable to Mr. Jacobs' peculiar views, it is a mere assumption, built upon a hypothesis. With all respect, we submit that Mr. Jacobs' mere opinions, as to what an imaginary person might do, in circumstances that probably never existed, ought not to outweigh notorious facts.

And these facts, we maintain, ought in all reason to "avail"



of the word. "Every unprejudiced mind must recognize this statement of facts to be true." But how does it "avail" Mr. Jacobs?

Neither, in our view, does it make any difference, either in the "facts," or in the logical conclusions from them, if the word represents some general or "abstract idea,"—"government," for instance. When the deaf-mute, or the speaking person ceases to attach correct ideas to that or any other word, he "ceases to know," (if he ever did know,) its "meaning."

We are aware that this is not Mr. Jacobs' view of the case. He holds, as nearly as we can understand him, that the deaf-mute cannot attach directly to written words any other ideas than the images of visible objects. On this point we appealed to *facts*. Mr. Jacobs replied by *hypothesis*, such as that of a speaking person learning certain Hebrew words by the eye alone, without any idea of their sound. Does Mr. Jacobs know of any case in which such an experiment was tried? We *guess* not. If it should be tried with a speaking person, as perseveringly as the same experiment (substituting English for Hebrew words, if you please,) has been tried with deaf-mutes in some of our Institutions, the result might not exactly correspond to Mr. Jacobs' expectations; for he will please observe that our "admission" "that we cannot (with our present mental habits,) attach our ideas directly to the visible forms of words," was only *because* we are not accustomed to recollect and repeat those forms of words independently of the sounds they represent; and that the difficulty for us, is just as great for the word *horse*, or *elephant*, as for the word "government," or *duty*. Agreeing with Mr. Jacobs that "it would be strange indeed if there were a *radical* difference in this respect between deaf-mutes and us," (though we know there is a great difference in mental habits,) and holding that it is much safer to argue from facts to hypothesis, than from hypothesis to assume facts,—we venture to affirm that if any body, deaf-mute or not, has acquired the faculty of remembering and repeating an "indefinite" number of Hebrew words, or words of any other

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THE AMERICAN ANNALS OF THE DEAF AND DUMB is a quarterly publication, appearing in the months of January, April, July, and October. Each number will contain at least sixty-four pages of matter, principally original on subjects appertaining to the deaf and dumb; consisting in part also of contributions from deaf-mutes and other reading for their use. Communications relating to the ANNALS may be, addressed to the Editor, or to W. W. TURNER, Chairman of the Executive Committee. The price to single subscribers is \$1.00 per year.

Deaf-Mutes wishing to receive the ANNALS as members of the New England Gallaudet Association, can do so by sending one dollar each year, to Charles Barrett, Esq., Treasurer, care of Hon. James Clark, No. 6, Joy's Building, Boston, Mass.

American Asylum,) daughter of Luke Allen, Esq., of the former place, both deaf-mutes.

At Fulton, Missouri, in the chapel of the Institution for the Deaf and Dumb, Dec. 23d, 1858, by Rev. Mr. Lewis, of the M. E. Church, Mr. R. P. Kavanaugh, teacher in the Institution, to Miss Sarah A. Talbot, educated at the Kentucky Institution, both deaf-mutes.

In South Reading, Mass., Dec. 13th, 1858, Mr. William Martin Chamberlain, of South Reading, to Miss Eleanor J. Keltie, formerly of Oak Bay, N. B., both deaf-mutes, educated at the American Asylum.

In Newburyport, Mass., Nov., 1858, Mr. Oliver D. Deering, of Saco, Maine, to Miss Hannah S. Richardson, of Newburyport, both deaf-mutes, educated at the American Asylum.

Dec. 21st, 1858, in South Carolina, Mr. Pinckney Burress, a deaf-mute educated at the S. C. Institution, to Miss Martha Cunningham, of that state, educated at the American Asylum.

In 1857, Mr. John Lindsey to Miss Louisa Beall, a deaf-mute, educated at the American Asylum; both of Georgia.

#### DEATHS.

January 30th, 1859, of epilepsy, Mahlon C. Roberts, for five years a pupil of the Indiana Institution for the Deaf and Dumb. The deceased, besides the misfortune of being deaf and dumb, was long afflicted with the disease which eventually carried him off.

At Gray, Maine, in 1858, of consumption, Matilda C. Libby, a former pupil of the American Asylum, aged thirty-seven years.

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An obituary notice of George E. Ketcham is inserted in the preceding pages; also of Josiah Smith and Mildred A. Young, under the head *Miscellaneous*. Other deaths and marriages are mentioned in the article on St. Ann's Church for Deaf-Mutes.

tution in our Union for the past and forthcoming Reports, and also, for the Proceedings of the late and future conventions of American instructors of deaf-mutes, to the address of  
Thomas Brown, West Henniker, N. H.

#### A DEAF-MUTE PRINTING ESTABLISHMENT.

The following item has been going the round of the newspapers, and is all the information we have in the matter.

A printing office employing only deaf and dumb hands, has been opened in the town of Zablagen, in Wurtemberg. Pressmen and compositors altogether number 160 men, all of whom are deaf-mutes. Eleven of the type-setters are women. The proprietor of the establishment, M. Theodore Helgerald, has educated the men and women for the business, at his own cost, and the King has conferred a gold medal upon him. There is at least one quiet printing office now, where there are no shouts for "copy" and no clamoring for "fat-takes."

#### EASILY FRIGHTENED.

The following is another newspaper scrap.

The keeper of a country tavern near Mount Pleasant, Virginia, has two deaf and dumb daughters, who often carry on animated conversations by means of signs. Last week, two nervous travelers who had been shown to a good room, did not stop to enjoy the comfortable fire and bed, but silently decamped, leaving on the table money for their supper, and a note stating that in consequence of signs made at the supper table by the young ladies, they did not think it safe to go to bed, and therefore paid their bill and took their departure.

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#### MARRIAGES.

In East Windsor, Nov. 24th, 1858, by Rev. Mr. Avery, Mr. William H. Weeks, teacher in the New York Institution for the Deaf and Dumb, and Miss Mary M., (educated at the

gentleman of our neighbors, who was acquainted with our way of talking, interpreted what the minister spoke. I have witnessed no more solemn sight. Your readers will have the advantage to read the following texts the minister selected for the occasion; 1 Sam., 20th chapter, 3d verse; Prov. 27, 1; Eccl. 9, 10; Matt. 24, 44; and 1 Pet. 4, 7.

The deceased lost his hearing at about seven years of age, after a fever, but he retained the use of articulation, and was educated in common schools. He read with ease. He was of moral character and good habits. He left behind him a farm with a neat house and a barn, the fruit of his labor, and three promising hearing children from his example.

It is supposed that the subject of my narrative was in the absence of mind, while he was crossing the dangerous line. He is well known by several mutes, which was the reason that I wrote the foregoing account, hoping it will be welcome to you.

Your pupil and friend,

THOMAS L. BROWN.

The writer of this is a son of Mr. Thomas Brown, President of the N. E. G. Association.

#### PORTRAIT OF MR. CLERC.

In the Annals for October, mention was made of an association of former pupils of the Kentucky Institution, for the purpose of procuring portraits of the late Mr. Gallaudet, and of Mr. Clerc. It gives us pleasure to say, that an excellent picture of Mr. Clerc has been already executed, to the order of this association, by an eminent artist, Mr. G. F. Wright, of Hartford.

#### REQUEST BY MR. BROWN.

Professor S. PORTER:

Dear Sir,—Will you be kind enough to insert this notice in the January number?

Several deaf-mute institutions in this country have the sincere thanks of the subscriber for their past annual and biennial Reports, and he would be much obliged to each insti-

She is not dead, but has gone before us to that "happy land" where all is peace and joy; and she, being no longer deaf and dumb, unites with the angels in singing and praising God. Oh! for grace to break the fetters of earth and sin, and to be fitted for the service of God here and his presence hereafter. Be with us, oh, kind Saviour, in temptation and sorrow; in hours of darkness and gloom; when the scenes of life are fading into the realities of eternity, be our rod and staff, and let us then stand in thy righteousness, and reunited to the loved and lost of earth, dwell in the endless sunshine of thine own presence, where no sorrow shall press its burden upon our hearts, nor any harm, sin or suffering reach us.

ROBT. H. KING.

Ky. Inst. for the D. & D.

Feb. 11th, '59.

ANOTHER DEAF-MUTE KILLED BY A RAILWAY TRAIN.

WEST HENNIKER, January 19th, 1859.

SAMUEL PORTER, Esq.,

Dear Sir,—For the sympathy of the readers of your valuable work, "Annals," I inform you of a fatal railroad accident that befell a semi-mute by the name of Josiah Smith, of Hillsborough, last Monday afternoon, 17th inst.

At noon, before the accident, he requested Mrs. Smith to prepare a *warm* supper ere his return from a chopping. Before dusk he shouldered his axe to return home, and was walking towards the Contoocook Valley Railroad, which he had to cross, and when planting a step on the track, the afternoon train from Concord put an end to his life by knocking him down, and his body was pushed over the smooth icy track over two hundred ninety-four feet, before the train stopped. Though at the head end of the engine, his skull, excepting the jaw, was found to be terribly crushed, and one of his heels was partly crushed, and none else. My pen is too feeble to describe the affliction of the widow, the two fatherless daughters and one son. The funeral took place at ten o'clock this forenoon, and seven deaf-mutes, including the widow, a semi-mute, were present, and in their behalf a

edly be duly weighed by those to whom it belongs to determine the matter. In the mean time, a repetition of the arguments in the Annals would hardly be worth while.

We shall be glad to hear from Mr. Gamage as well as Mr. Carlin, on other subjects of interest to the deaf-mute community at large.

#### OBITUARY.

[Mr. Jacobs, in sending us the following, says, "The writer is a congenital mute. The composition has undergone a few immaterial *changes*, rather than corrections."]

IN our chapel and in one of our school-rooms there is a vacant seat. Miss Mildred A. Young died on last Saturday morning, (5th inst.) in the bloom of youth, whose premature death has caused universal grief among her instructors and school-mates. She entered our institution when she was between eight and nine years old—had a good mind—was an industrious and attentive pupil, and had made good progress for her age and the time she had been at school, and was of a pleasant, cheerful and amiable disposition. She had been very ill for more than a month; and during her great suffering, often remarked, in the mute-language, that she saw her Saviour, who stood near her bed. Rev. S. B. Cheek, Vice-Principal of the Institution, delivered a funeral sermon in the chapel on last Sunday evening, from the text, Matt. xxiv. 44, which was the best we ever heard, and caused many of the pupils, and even some speaking persons who were in attendance, to be bathed in tears. He then made a most earnest and affecting prayer in the sign-language. After these services, the funeral procession was formed and proceeded to the beautiful cemetery near town, where we committed the mortal remains of our youthful friend to the bosom of our common mother earth, to rest until the morning of the resurrection.

Oh! Mildred is now safe from all harm and beyond the reach of sin or suffering. We need not weep for her; but we may indulge the thought that she is with Jesus, to be a stimulus to our faith and affections, and to draw them out after him.

## MISCELLANEOUS.

## THE WAGES OF DEAF-MUTE INSTRUCTORS OF DEAF-MUTES.

WE have received from Mr. G. C. W. Gamage, a polite and well written note, designed to correct the wrong impression which he thinks would be made by the notice of the debate on Mr. Carlin's communication, in the sketch of Proceedings of the Jacksonville Convention, in the Annals for October last. We said that none of the speakers agreed precisely with Mr. Carlin. "As for myself," says Mr. Gamage, "I assure you, that I did heartily agree with Mr. Carlin, though I only said that I did not consider any longer discussion of the subject necessary, as I felt confident that the salaries of deaf-mute teachers would be increased so soon as sufficient funds should be procured, and I begged that the debate might be closed." "Mr. Wait," he says, (and we agree with him,) "made an exceedingly able and clear argument, in which he showed, in a strong light, the comparative qualifications and capacities of the deaf-mute and speaking teachers. He took decided ground in favor of an increase of the salaries of the deaf-mute teachers." Now, what Mr. Carlin contended for, was, that the deaf-mute and the hearing teachers should be placed on the same footing, as respects compensation. Mr. Wait might think that, in some, or even in all cases, the deaf-mute teachers are not paid as much as they ought to be, and yet not agree fully with Mr. Carlin. We think he did not in his remarks at that time. The full and authentic report of the proceedings which is soon to appear, will show what he did say. So far as our brief statement may have tended to convey a wrong impression, we make the correction cheerfully and gladly.

Mr. Carlin also, at the tail of the valuable communication of his which we have inserted, let off a squib or two aimed at our report, which we have thought best to consider as designed for our private gratification.

The subject of *Wages* was debated at length in the Convention, and the considerations there presented will undoubt-



and dumb, and rendered to it important services. He adopted into his family a deaf-mute orphan girl, as did also Madam de Swetchine.

M. Ferdinand Berthier, (who is a deaf-mute and has been for forty years an instructor in the Paris Institution,) delivered for the deaf-mute portion of the assembly, an address in signs, which he also handed in, in writing. It was chiefly occupied with remarks in eulogy of the late distinguished friends of the Society, as just mentioned. He also alludes to himself, declaring his intention of soon retiring from his post of active labor, and makes mention of a project he has long entertained, "of a radical reform of the old system of signs," which he hopes yet to bring out.

The proceedings were closed with the drawing of a lottery, which had been got up for the benefit of the Society. Six thousand tickets had been issued at one franc each. There were 323 prizes, consisting of various articles of utility or taste, the contributions of friends. The list was headed by a silver dessert and tea service, from the Emperor, and a gold watch, from the Empress, and included articles from the lathe in the work-shop of the Institution, and needlework by female pupils.

The Society has, since its origin, continued to increase its means and extend its operations, and undoubtedly accomplishes much good and performs an important work.

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THE AMERICAN JOURNAL OF EDUCATION, for December, 1858, (edited by H. Barnard, LL. D., quarterly, at Hartford,) gives a memoir with an engraved likeness of Frederic A. P. Barnard, President of the University of Mississippi, who, it will be remembered, was once for several years an instructor of the deaf and dumb, chiefly in connection with the New York Institution, when he produced a number of able papers on subjects relating to this profession, besides the "Analytic Grammar, with Symbolic Illustration." Since that time, Mr. Barnard has distinguished himself in different departments of science, and as a writer on education, and evinced a capacity which would probably have given him a much higher renown, had he concentrated his energies within a narrower sphere

into some asylum for orphan or destitute children, assuming not unfrequently, the entire expense of their maintenance. For those who are older, it sometimes defrays the expense of apprenticeship to a trade; it assists in procuring employment, and when a support can not be so obtained, it bestows material aid.

The number of persons who had been helped by the Society during the year 1857, was 140, *viz.*, 69 children, (37 boys and 32 girls,) and 71 adults, (32 men and 39 women.) Of the children, 40 had received primary instruction adapted to their capacity; 24 in the day-schools, and 16 as inmates of some asylum or boarding-school. Of the 71 adults, 12 friendless females have been provided with a home, either in the House of Refuge for Indigent Female Deaf-Mutes, or at the house of the sisters *de Notre-Dame-du-Calvaire*. The other 59 have received aid at their own homes.

The members and subscribers of the Society were, for 1857, 271, *viz.*, 23 life-members, (made by the payment of 100 francs,) 226 annual members, (made by payment of not less than 10 francs,) and 22 subscribers (for any smaller sum.) There were also received, by donations and collections, 6,406 francs; avails of a concert, 3,460 francs; annual appropriations from the Ministry of the Interior and the city of Paris, 2,500 francs. Total receipts of the year, 18,531 francs, leaving a balance over the expenses, of 4,857 francs.

Of the expenses, 234 francs were for the religious service for the deaf-mutes of the city, which was held every Sunday in one of the chapels of *Saint Roch*, and conducted in the language of signs by the Abbé Lambert, the chaplain of the Institution.

The Secretary pays an appropriate tribute to the memory of the late M. Morel, one of the founders of the Society; also of the venerable Baron Hyde de Neuville, who was its President at the time of his death, and of Madam de Swetchine, who was an efficient promoter of its interests. M. Hyde de Neuville was ambassador from the court of Louis XVIII to the United States, and filled other high offices of state. He ever manifested a deep interest in the cause of the deaf

commodious building "formerly known as the East Alabama Masonic Female Institute." The Principal is Dr. Joseph H. Johnson, a graduate of the Medical School at Philadelphia, who has been for seven or eight years connected with the Georgia Institution for the Deaf and Dumb. There were thirteen pupils, when we were last informed, with a prospect of twenty in the Spring.

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CENTRAL SOCIETY OF EDUCATION AND AID FOR  
DEAF-MUTES IN FRANCE.

BY THE EDITOR.

WE have once before this, (in the Annals for July, 1857,) given some account of this Association. We have now in hand a pamphlet of 56 pages, containing the proceedings at the eighth anniversary meeting, and a list of the officers, members and contributors.

The meeting was held in the hall for public exercises, of the Paris Institution for the Deaf and Dumb, May 27th, 1858, the Marquis de Bethisy, one of the Vice Presidents, in the chair.

The Report of the Secretary General, M. Leon Vaisse, states that the society was in its origin, a development from another enterprise, which it superseded, and which had been founded in 1838, by the agency of M. Berthier, under the title of the Central Society of Deaf-Mutes. It aims at the same objects, but embraces members who are not deaf-mutes. Its object is the melioration of the condition, both physical and moral, of the deaf-mutes of all ages and of both sexes, those excepted who are inmates of the Institutions. It extends its care on the one hand, to the children who are not old enough for admission to the Institutions, and on the other, to adults, whether educated or uneducated. It provides that the young children have suitable preparatory instruction, either in the family or in ordinary schools, and if in need, provides for their bodily wants, and if the case requires, introduces them

porting themselves by their own industry. The public should be taught to feel that they do an injury instead of a benefit to those whom they encourage in such practices.

DISTRICT OF COLUMBIA.

The first annual Report of the Columbia Institution for the Deaf and Dumb and the Blind, is for the year ending June 30th, 1858, and comprises the report of the President of the Board to the Secretary of the Interior, and that of the Superintendent to the Board of Directors.

Among the officers of the Institution are the President of the United States, Patron; Hon. Amos Kendall, President; Edward M. Gallaudet, Superintendent; James Denison, Instructor, (of the deaf and dumb,) and Maria M. Eddy, (of the blind;) and Mrs. Thomas H. Gallaudet, Matron.

There were at the date of the report, *eleven* deaf-mute pupils, and *six* blind.

The buildings are insufficient and inconvenient, consisting of two houses, a considerable distance apart. It is to be presumed that provision will soon be made by Congress for a suitable edifice. The expenses had been about \$6,193.88. Of the receipts, \$1,250 were from private subscriptions, and nearly all the balance from the United States.

The charge to paying pupils is \$150 per year. "The government of the United States defrays the expenses of those who reside in the District of Columbia, or whose parents are in the army or navy, provided they are unable to pay for their education."

ALABAMA.

A school for deaf-mutes was started a few years since under the patronage of the legislature, and in charge of a deaf-mute instructor, but was suspended after a year or two.

The enterprise has been revived. A school was opened on the 4th of October, 1858, under auspices which give promise of permanence and success. It is located, at least for the present, at the town of Talladega, and occupies a

## MICHIGAN.

The annual Report of the Michigan Asylum for the Deaf and Dumb and the Blind, for the year 1858, embraces a report from the Trustees to the Legislature of the State, one from the building commissioner, and the report of the Superintendent, Rev. B. M. Fay. An appendix gives the proceedings on the occasion of the laying of the corner-stone of the main edifice in July, 1857, of which an account was given at that time in the *Annals*.

The Superintendent is assisted by three teachers in the mute department, Mr. William L. Breg, a deaf-mute, Miss Bella H. Ransom, a lady who lost her hearing after having acquired an education, and Mr. Jacob L. Green, recently employed, who had been a student of the State University.

The whole number of pupils since date of the previous report, was 74 deaf and dumb, and 37 blind, or 111 in all; though 90 is the largest number at any one time. Good health had been enjoyed. Much inconvenience was felt for want of room. The walls of the main building and the connecting wings and the roof were nearly completed. The legislature is desired to make provision for finishing the whole within the coming two years. The amount expended during the last two years on the building and for current expenses, was \$75,174.53.

The Superintendent offers some just remarks upon the importance of having thoroughly educated and capable men for the instruction of the deaf and dumb. He also deprecates the dishonorable practice which deaf-mutes sometimes take up, of wandering about and getting a living by imposing upon public sympathy. He mentions one or two instances in which relatives of deaf-mute girls, prepared little books for sale, professing to give their history, and then being allowed to travel back and forth in the rail-cars free of expense, have by this means acquired considerable sums of money. We are happy to say that the general sentiment among educated mutes, leads them heartily to despise all such modes of begging, and to take an honest pride in sup-

say, the whole work needs to be repainted and altered, and all the other fixings done up nicely. I am unable to do it at present, but I hope I may be able to, and hope you and all my friends will give me encouragement and assistance. I have a plan which I intend to accomplish at no distant day, to render the exhibition doubly interesting. When I take leave of you all, I pray you will remember me, and I will be thankful to you all my life.

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NOTICES OF INSTITUTIONS FOR THE DEAF AND DUMB.

BY THE EDITOR.

OHIO.

THE thirty-second Annual Report (for 1858) of the Ohio Institution, embraces, as usual, a report of the Board of Trustees, by their Secretary, to the Governor of the State, and a report from the Superintendent, and one from the Physician, addressed to the Board.

The Superintendent is Rev. C. Stone, who was assisted by eight Instructors, three of them deaf-mutes. The number of pupils at the close of the year was *one hundred and fifty*, which is all that the present buildings will accommodate, but "less than one-half the number of deaf-mute children in the State, who should at the present time be enjoying the benefits of education." Of these, the males were 84, and the females, 66. The reports from each department, urge anew the importance of larger and better buildings, and of the means of teaching trades. On the subject of trades, the remarks of the Superintendent are full and thorough, and are substantially the same as were presented by him in the report on this subject, made to the late Convention at Jacksonville.

The health of the inmates during the year was unusually good. The total receipts were \$21,686.38. Expenses, \$21,432.23. An appendix contains a table of the trades taught in the different Institutions in the United States.

to pay for a *caveat*. I have been, and am now, trying on a perpetual rocking, though I hardly know if I can succeed. I have borne the laughs of my neighbors patiently, and now if I had failed to make my friends take notice of this last invention, I wonder if I could have borne the disappointment again, but thank God I triumphed. I felt very gloomy, and made up my mind I was the most unfortunate man in the world. But not so with my wife. I first performed to her and my brother alone, and then to a few friends, who were delighted to see it, and advised me to make it public. I followed their advice, advertised a grand show to come off on a certain evening. The effect of such announcement from a deaf-mute, among my friends, can better be imagined than described. The hall was full, and I need not say what they said of it; they assured me of a perfect success by cheerings. After the performance, I ran home, I capered for joy, my wife laughed, I caught her, hugged and kissed her, our old puss flew away, my children were astonished, and what more can I say now.

Here let me introduce this gentleman, Mr. James Winston, who deserves your esteem, and of all the deaf-mutes also, as a worthy and useful man. He came nine miles and volunteered to open the first exhibition. His kind offer I gladly accepted, and I can never have cause to be sorry I have allowed him to accompany me on my tour of exhibition. I hardly know on whom I can rely so well for honesty and interest in my behalf.

How I went to Lexington to make a survey, is too well known to you. I reached home at midnight with ears frozen; my wife was up waiting for me. She had kept up a roaring fire; how I devoured my supper you had better guess.

I came here with this Battle, for I have been very impatient to show it to my dear teachers, and the pupils, and hope it will be the means of producing a beneficial effect on their despairing minds. They will learn to struggle against obstacles, and go to work with a will. I must stop and thank you all for your kind attention and your presence. I must

to work gloomily, for I had met with a disappointment. At last, a show-bill was handed to me, and on glancing at a word, I was thunderstruck to find that the very Battle of Bunker Hill I loved to think of and doated on, was to be exhibited on the following evening, at the City Hall. My apron was off instantly, for how could I hold myself at such unexpected news. I asked leave of absence, ran home, swallowed up my supper, for I could not eat it from great excitement, and before I knew where I was, I found myself the first at the Hall, begged admission; the proprietor kindly gave me a free pass. I must leave you to finish the story how I enjoyed it. I commenced right away the same evening. I did not sleep a wink until the morning sun admonished me to go to work at the shop. First, I set myself to learning to make figures with a knife, and then to study the history of the Revolution. There was a gigantic obstacle to overcome. I was undismayed, but sometimes I gave the work up in despair, and would have destroyed my plan and some of the works I had begun, but for my wife; she prevented my rash act. I fixed on Lexington, because I know it was the *first* place where the first blood was shed during the Revolutionary War, that rendered this country forever free from the yoke of Great Britain, and that I hoped it would be more attractive and interesting than any thing that I knew of. Before I had proceeded far into the work, I was compelled to remove back to my native place, by ill health and other circumstances. I have done this work, generally in evenings, and every spare moment when I was not engaged, and sometimes I would work on one particular thing all night, for fear what I found out would slip out of my memory. It will not be necessary for me to say any more than that I at last succeeded, after six long years of fear and doubts.

It is well for me to say, that before I began on this work, I had invented several things, such as doctor's pocket scales, a key and lock, an artificial water-fall, and two others; but they proved nearly all failures, except the scales, which I would have entered in the Patent Office, but I had no means



tie a string on one end for a bridle, and vault on it with pride, and gallop away with a wooden sword to my side and a cock's feather in my hat; but I was checked in my youthful career by being deprived of my hearing, and to this day I have a longing to follow the army. I had a brother who went but never returned. He was wounded at the storming of the castle of Chapultepec, and died from a wound. I tried hard to get the consent of Gen. Pierce to accompany my brother to the war, but the laws of the United States forbid deaf-mutes enlisting for the army. At the age of twenty-five, I determined to settle down. I married and settled down in my native town. I worked diligently at my trade, and after eight years of experience, I found the competition in the carpenters' business so great, I being a mute, I found it hard work to support a family. I have been much hindered in all kinds of work by sickness, and the expense more than I could get by steady work, &c. I hoped, if I could take a journey with the exhibition, I might be able to make myself and family independent and comfortable.

All the success I met with on this work, is owing much to my wife's encouragement and kind advice. She would lessen or drive away any gloomy thoughts that I was always apt to bear, and she would bear all the troubles with me with great patience, and I confess I have been more than once morose and cross to her in the day of trouble, but thank her for her kind look. When I succeeded, after a long time, in finding out a method I could work the figures, how her eyes brightened up! and she foresaw I might eventually succeed in the show business, and she often and alone of all my friends urged me along, showing pictures of future happiness and comfort to us all, put to silence so much malicious stories against us; God bless her, and let her be forever an ornament and a precious jewel to me, a brute of a man, and may she always by her kindness and gentleness, lead me along to prosperity.

Again you will ask, where I began to plan and work on this Battle. It was in Nashua, to which place I moved and got work in a door-factory. Not long after, one day, I went

the success; I learned to think possibly I could succeed in any work if I should try. Though very trifling as you suppose, yet it led me deep into thought for many years, and here is the effect of this memorable event. I learned two words, patience and perseverance. When I lay hold of any thing, I go to work with a will and overcome all difficulties if I meet them. You are welcome to make good use of this example in your work toward the pupils; they will follow your advice and my example to good effect during their lives after they leave the Institution.

You would ask, why was I willing to devote so much time on the Battle, when I ought to have attended to other things more necessary? If I am to say all the particulars which induced me to pursue the work, it would tire you to hear at present, but I will give you a few reasons and make the story short: I was born to be an inventor, or so I thought I was. I have been a great whittler, a curious and amusing business from the age 24 years old to my present age. You are welcome to laugh to your heart's content, but I turned it to good account. I loved all kind of machinery, and often felt gloomy and sick they were not of my own invention, nor could I invent any. I have studied natural philosophy, and many things, but I was not content with it. I wished I had been thrown into a good field, where I could make myself the most useful to my friends and the deaf-mutes in general. I wanted to have a good privilege to improve my mind with writing language, &c., &c. I thought by going on a journey with a show there may be a fine time to go to learning again and to great advantage, by conversing with persons, who have any interest with me. Very happily I had it to my heart's content, and hope I may continue to enjoy it a long time. I have been very fond of military music and seeing parade, ever since I was four years of age. I commenced to practice on the drum at five years old, with a tin pan and a stick. I thought to myself, before I lost my hearing, when I grow up to be a fine soldier, I will handle the musket, or brandish the sword, ride on a horse, a plume in my hat and epaulettes on my shoulder, &c., &c. Often I would get a long stick,

said nothing about it, nor did I attempt to say about it to him again. I tried to forget the beautiful thing, but could not, and have spent many restless days and sleepless nights. I dreamed of it while in bed, amused my mind in various ways by day. I do not exactly remember what the nature of the show was. I feebly tried to find out. I found I was too young, and destitute of inventive genius, as I have now in my older age. I have often told the boys that when I am older, I meant to make a diorama, but all the answers they gave me were none of the pleasantest. They believed a deaf and dumb person would never be able to make one, nor succeed in taking an exhibition journey. I determined to surprise them some way, if there was any chance, which I happily had on a Christmas day. It had been customary with them to decorate their sitting room with evergreen, pictures, and any thing they could find at their wit's end, and for my part I was too lazy to do any thing, and at the same time, I unconsciously kicked up a quarrel with one of the boys, when I forgot I had a beam in my eye, for I accused him of his want of interest in helping the boys. It proved a good lesson to me, and I got worsted by him. As if by magic, I forgot the quarrel, ran to the city, got some colored papers, and by the assistance of an old pupil I succeeded to a charm in making and arranging soldiers; I borrowed war-horse with an officer on, I made a cannon, I set it on the west shelf in the sitting room. Christmas evening came. The teachers came, next the ladies and girls, and at the head was the venerable Mr. Weld, to enjoy the sight of the decoration the boys had made. I can never forget, Mr. Weld, with a look which appeared like surprise, walked quietly up to the shelf, while I stood near by with both of my hands in my pockets; he surveyed the work with his piercing eyes so natural with him, he turned round slowly full before me, and with his face lightened up with pleasure, asked me who made those pretty soldiers, &c., pointing at them with his straight fingers. I told him it was I. Some of the teachers followed him round, and at this instant I got myself out of their presence; my heart beat with delight at

not but say, that I offer up my heartfelt gratitude to our Heavenly Father for his great kindness in keeping me alive, and in his kind care of my life's journeying, and at last bringing me safe to this place I so long desired to see, and to feel again all its blessings I bore when I was a school-boy; for even now I retain all those boyish feelings, and I still yearn to become a pupil again and commence with the A, B, C. Oh! let me again be under the rule of the teachers; let me sit in the same room that I used to, and study my lessons again; let me sit at the same table and eat my meals, and let me again sit in this dear chapel, where I may drink much of that religious teaching again, which I so often attended in my school days. All would have been forever darkness with me, but for the kind care of Providence, by which this Institution sprung up as if by miracle, and thousands of minds were enlightened, and thousands know their God. Allow me to say, that I owe all the education I got, and all the success I met with since I left Hartford, to the beneficent Institution itself, and to your (the teachers') kind care and exertions and your teachings. I have now returned with pride, to show the fruits of it.

You now ask, when it originated in my mind to make this diorama, the Battle of Lexington? I will now proceed to give you all the information I am capable of remembering. Once on a time, I can not remember precisely, but should think it was about the middle of my term at school, the pupils and myself were invited to see the diorama of the Battle of Bunker Hill at the City Hall. Time never can erase it out of my mind, on seeing the first scene, how I was startled and enraptured, and would not turn away my eyes from the moving figures, and I wondered if they had souls, until the performance was through. When, on leaving the Hall, and while on our way back to the Asylum, Mr. Turner came up to where I was walking alone, separate from the boys; he put his hand on my arm, and I could see by moon-light, with a smile, and asked me how I liked the exhibition; and what answer I gave I do not remember, but I am sure I made some remark which appeared to please him, and ever after he

ERRATUM.—In the report of the business meeting of the Worcester Convention, (see Annals, Oct. 1858,) George Ho-meris said to have been nominated for *Vice* President, and declined. It should read, he was nominated for President.

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### MR. SWETT AND HIS DIORAMA,—ADDRESS BY MR. SWETT.

[We gave a notice in the last Annals, of the miniature Battle of Lexington, constructed by Mr. William B. Swett, a former pupil of the American Asylum. Mr. Swett came to Hartford, and exhibited his work to the pupils and teachers of the Asylum, on Christmas day, and at the same time delivered an *Address*, which he had previously committed to writing. We insert it here, not merely for the gratification of his friends and fellow mutes; the frank simplicity with which he has laid open his experience, give it a peculiar interest for every reader.

Mr. Swett disposed of his work, while in Hartford, to Messrs. Goodwin & Co., proprietors of an attractive and popular show, which comprises a number of pieces of a similar description. He at the same time engaged his personal services in their employ, on terms advantageous to him.

Mr. Swett was born deaf of one ear, and perhaps partially with the other. He lost hearing entirely at ten years of age, by the measles and mumps. His mother, also a deaf-mute, is a sister of Mr. Thomas Brown, President of the New England Gallaudet Association of Deaf-Mutes, and he has several other deaf-mute relatives.

The intelligent readers of Mr. Swett's story, will be impressed with the importance of providing thorough instruction in the elementary principles of mechanics for pupils of a natural bent and capacity like his.—EDITOR.]

*Ladies and Gentlemen, the Officers and Teachers,*

*and the Pupils of the American Asylum :—*

I CONFESS, I am totally incapable of saying what the expressions of my heart are while I stand before you. I must leave you to imagine one's feelings after a long absence, to find himself back again here on this place he has so often trod in his school days; everything is brought back to his mind, the school exercises, religious services, &c., &c. I can

feeling of gratitude, and an appreciating sense of the honor conferred upon me. I shall always remember the many pleasant hours we have spent together, and the many ways in which you have shown your friendship for me. If I should hereafter see my way through life any clearer than before, I shall attribute it, under Providence, to your kindness."

It is hardly necessary to add, that on the following morning, Mr. Brown's friends had the pleasure of seeing his smiling face ornamented with their present.

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*Charles Barrett, Treasurer, in account with the New-England Gallaudet Association.*

DR.—Oct. 20, 1857, to Jan. 18, 1859.

Balance on hand at last account,	- - -	56.91
Cash received from members,	- - -	106.50
" Donation at Worcester,	- - -	20.00
" " from Hon. Stephen Salisbury,	- - -	100.00
" received for honeysuckles,		
donation of John Emerson,	- - -	16.08
" received as interest,	- - -	12.18
		<hr/>
		\$311.67

CR.—Oct. 20, 1857, to Jan. 18, 1859.

Express charges, paper, postage and printing.	-	9.09
Bills paid and incidental expenses at Worcester,	-	51.28
Paid American Annals, (1858,)	- - -	48.00
Balance on hand,	- - -	203.30
		<hr/>

EE.

\$311.67

CHARLES BARRETT, *Treasurer.*

BOSTON, Jan. 18, 1859.

BOSTON, Jan. 19, 1859.

This certifies that I have examined the above account, and find it properly vouched.

SAMUEL ROWE, *Auditor.*

BOSTON, MASS., Sept. 24, 1858.

HON. STEPHEN SALISBURY.

DEAR SIR:—I have your letter of the 22nd inst., before me, enclosing a check for one hundred dollars, as a donation to the fund of the New England Gallaudet Association of Deaf-Mutes. It becomes me, as its treasurer, to acknowledge its receipt, and, in its behalf, also gratefully to accept the gift.

The recent meeting at Worcester, to which you are pleased to allude in such pleasant terms, was gratifying to the members; more so, indeed, than any previous meeting of ours had been. And Worcester was judiciously selected as the place of meeting. We separated with the liveliest feelings of gratitude towards her citizens, for the kind interest they manifested in our behalf; for their hospitality, and for their benevolence, as shown by the liberal donations, that have already come from two of her citizens. Rest assured, Sir, that all this will be long remembered by the members of the New England Gallaudet Association. Accept the best wishes of myself and the Association, for your present and future welfare. I have the honor to be, very respectfully,  
your obedient servant,

CHARLES BARRETT.

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The following item was omitted in the report of the Worcester Convention.

PRESENTATION.

On Wednesday evening, Sept. 6, while the parlors of the Lincoln House were filled with deaf-mutes and their friends, Mr. Wm. Martin Chamberlain, in behalf of a number of friends, presented to Mr. Thomas Brown, the President of the Association, a sum of money, with which it was the desire of the donors, that he would furnish himself with a pair of *gold spectacles*, as a token of their regard and esteem for him, both as a friend and as an officer. It was their wish that he might live long to enjoy them.

Mr. Brown, who was taken by surprise, replied substantially as follows:—"I hardly know how to express myself; I accept this substantial token of your esteem with a deep

A number of toasts and speeches followed, and the festival closed with a benediction by Prof. Peet, and then the guests and members went to the parlor to finish the evening in social conversation.

It was really most pleasant to see the joy that beamed from all their faces, and the animation and grace with which they expressed their ideas in the beautiful language of signs.

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NEW ENGLAND GALLAUDET ASSOCIATION OF  
DEAF-MUTES.

The following correspondence explains itself. The munificent gift of Mr. Salisbury, will be valued by the deaf-mutes, more especially, as an evidence of the interest with which their efforts at self-improvement are regarded by a person of his standing and character, as they must be by all the intelligent and benevolent portion of the community.

WORCESTER, MASS., Sept. 22, 1858.

CHARLES BARRETT, ESQ.,

*Treasurer of the New England Gallaudet Association.*

MY DEAR SIR:—The recent meeting of your Association in this city must have been as gratifying to the members as it was interesting to others. Such public exhibitions of culture, good sense and capacity for business, will give to Deaf-mutes the self-reliance which is essential to a useful and happy life, while the community is made more willing to sustain their schools and to aid the difficult and honorable efforts of individuals to rise above the embarrassments of their lot.

I think many spectators will have carried away from your sessions the conviction, which rested on my mind, that such a worthy organization ought not to be permitted to want the means of efficient action. As a token of my sincere good will and of my respect, I offer the enclosed donation, (\$100,) to the funds of the New England Gallaudet Association. I remain, very respectfully, Your obedient servant,

• STEPHEN SALISBURY.



and G. W. Schutt, the only absent members. May this boon, of which by the permission of providence, they have been temporarily deprived, be speedily and fully restored to them, so that they may be enabled to resume their studies with a prospect of success." (Cheers.)

Dr. H. P. Peet being called on, made some interesting remarks in relation to the history of his son's early childhood, and expressed the hope that the future of the class would be full of even better promise than before, and that they would appreciate the social and religious advantages they enjoyed. He manifested great interest in their welfare. (Loud applause and cheers.)

Mr. John R. Burnet, of Livingston, N. J., a deaf-mute gentleman of learning, being called on, rose and said he remembered when Mr. I. L. Peet was so small a boy that he, Mr. Burnet, had to lift him up, which he could do with ease, to look at a map. That time was long past, but remembering how good and studious a boy he was, Mr. Burnet was not surprised that he had become so good, learned and useful a man. He gave as his sentiment; "May he long live and long continue to be useful, for in usefulness his noble nature will find happiness." (Loud cheers.)

William W. Farnum, a senior member, was disposed to be somewhat facetious, in the expression of his kind wishes. "The ladies of the High Class. May the beauty of their character expand in the graceful and admirable proportions of their hoops." (Cheers.)

Charles K. W. Strong rose again and gave "The health of the Class of 1859," a sentiment which was honored by a general rising.

Prof. Peet again proposed as a sentiment, "Behold, how good and how pleasant it is for brethren to dwell together in unity!"

Sidney J. Vail told the class that it would gratify him to toast them, but he found it quite impossible to collect his thoughts for that purpose, as he knew they were not fond of "dry toast," and whatever he could give, would be so dry that it could not be moistened by all the coffee in the urn.

and accept the infusion of the far-famed berry of "Arabia the blest," which we have the honor of presenting you, from the hand of one much more dear to you than Venus was to Jupiter, and though the cup which contains it will, in a few years, have crumbled back to the clay of which it was formed, may we hope that you will sometimes think of those who gave it, until the golden bowl is broken and you are seated with those who partake of the feast of everlasting life in the mansion of the blest.

Albert A. Barnes,  
Charles K. W. Strong,  
William W. Farnum,  
Gilbert Hicks,  
Sidney J. Vail,  
John Witschief,  
Melville D. Bartlett,  
Harley W. Nutting,  
Elias Perkins,  
Edward E. Miles,

Annie E. Thorn,  
Gertrude Walter,  
Amelia A. Noyes,  
Fanny Smith,  
Sarah J. Christy,  
Emily Thorne,  
Sarah A. Eastman,  
Eliza J. Montgomery,  
Dorothy Vosseller,  
Elizabeth Cook,  
Rhoda A. Wells,  
Alice McCormick.

Professor Isaac L. Peet, in reply, extended his warm thanks to the class for the present tendered by them, and spoke of keeping it always as a token of remembrance. He expressed himself as much surprised as gratified with this evidence of the affection entertained for him by the class, and said that it would encourage him to yet more earnest efforts for their advancement.

The *eatables* then began to disappear, and the wants of the body being satisfied, the marshal, Sidney J. Vail, called for toasts.

Charles K. W. Strong, a senior member, being called on, rose up and gave as a toast: "The chief professor of our Alma Mater. May he be blessed with long life and excellent health; that priceless boon secured to him, gives to us an unequalled instructor of literature and science." (Cheers.)

Prof. Peet rose up and responded in a few happy remarks, and concluded by proposing "The health of John H. Roche

lady. The applause at the conclusion of this address, was long and loud.

The address in a written form, and signed by all the members of the class, was then laid before Prof. Peet. It is as follows :

Prof. ISAAC L. PEET,

We, your pupils, wishing to testify our gratitude to you, and show that we have not forgotten the anniversary of the day which gave to us a teacher, and to the deaf and dumb of America, a great benefactor, have, by a unanimous resolution, adopted this method of expressing it. Daily, for years, you have set before us an intellectual feast, the viands of which were richer than those which pleased the fastidious palate of Vitellius, for they were selected from the choicest gardens of ancient and modern literature, or better still, the native product of your own prolific mind, and as you devote your time to the nourishment of our souls, and the cultivation and gratification of our intellectual tastes, you will permit us, for once, to minister to the wants and the gratification of your body. It is the last time that many of us will be permitted to congratulate you on the return of this joyous day, and personally express the hope that each succeeding year may be happier than the last until you have completed your sojourn on the earth. Though, when your next birthday arrives, many of those who are now gathered around you, will, if their lives are spared, be in their far distant homes, it will not be forgotten. It will ever be a day in which we shall pause in the toil and strife of the great world, of which we now know so little, to strengthen our minds and hearts, by living over again, in retrospection, the many years of almost unalloyed happiness we have spent under your faithful guidance, and not only then, but every day, our prayer that God's choicest blessings may ever rest upon you, will ascend from the deepest recesses of our hearts. Had we the power, we would bring you the goblet of Bacchus brimming with the nectar of Jupiter, and summon Venus for your cup-bearer, but as this is impracticable, we trust that you will be lenient enough to take the "will for the deed"

## A BIRTHDAY FESTIVAL.

HAPPENING, after a long absence, to be a visitor at the New York Institution for the Deaf and Dumb, I was honored with an invitation to the High (Class) Festival, got up by the class, (by a *conspiracy*, as Prof. Peet remarked he would have called it, were that word used in a good sense,) in honor of their worthy teacher's birthday. I felt desirous to preserve a sketch of this "green spot in memory's waste," and to cull some crumbs from the intellectual feast for the delectation of the readers of the Annals; but getting hold of the annexed account, written by one of the members of the class, I concluded that I would not try "to paint the lily, or throw a perfume on the violet;" certainly the credit which is reflected on the class by the tasteful manner in which they got up the festival, is not a little increased by the ability with which one of their number has described it. J. R. BURNET.

At ten o'clock on Saturday evening, December 4th, 1858, the gentlemen and ladies of the High Class, with several guests were escorted to the dining-hall, under the direction of Sidney J. Vail, Marshal, and sat down to a luxurious repast, which had been got up by previous arrangement, in honor of the birthday of their beloved Professor, Isaac Lewis Peet. The class, which consists of both sexes, had a very bright appearance, especially the ladies, who wore beautiful wreaths of natural verdure. The table, which was beautifully decorated and bountifully supplied with all manner of good things, was highly creditable to the matron and the ladies who took part in its preparation.

By invitation of the Marshal, a blessing was invoked in the sign language by Harvey P. Peet, LL. D., the President of the Institution. Albert A. Barnes, the Orator of the Day, and a senior member of the High Class then rose up, and in the name and in the behalf of the class, delivered an appropriate address, and then presented a beautiful cup and saucer to Prof. Isaac L. Peet, A. M., by the hands of his beautiful

*Resolved*, That this Board have heard with sincere regret of the death of Mr. George E. Ketcham, who for ten years was a teacher in this Institution.

*Resolved*, That in the death of Mr. Ketcham, this Institution has lost an excellent and efficient teacher, and the Board desire to express the high estimation in which he was held by them, as a teacher, a gentleman and a Christian, and to tender to his parents and friends their sympathy for this bereavement.

*Resolved*, That these resolutions be entered on the minutes of the Board, and published in the papers of the City; and also that a copy be sent to the father of the deceased."

WM. D. COOKE, *Secretary of Board.*

*Resolutions by the Oak City Guards.*

ARMORY, OAK CITY GUARDS.

RALEIGH, N. C., Nov. 20, 1858.

*Whereas*, by a dispensation of Divine Providence, our beloved friend and late companion in arms, George E. Ketcham, has been removed from this world to a blessed state of Eternity.

*Therefore, be it Resolved*, that while we desire to avoid any public manifestation of grief, or showy expression of sorrow, we tender to the bereaved friends of the lamented deceased, our warmest assurances of consolation in their sore affliction, and unite with them in dropping a tear to the memory of one who was an ornament to our corps, and a friend to every man who composed it.

*Resolved*, that this company wear on their left arms the usual badge of mourning, in respect to his memory, for thirty days.

*Resolved*, that a copy of these resolutions be sent to the family of the deceased.

WM. E. ANDERSON,	} <i>Committee.</i>
J. W. WIGGINS,	
JOSEPH JONES,	
WM. H. WILLIAMS,	

The following preamble and resolutions were then unanimously adopted.

*Whereas*, It has pleased Almighty God to remove by death Mr. George E. Ketcham, a resident of Raleigh, N. C., well known both as a distinguished graduate of the New York Institution for the Deaf and Dumb, and a competent and faithful instructor in the North Carolina Institution for the Deaf and Dumb. Therefore,

*Resolved*, That while we would humbly acquiesce in the divine will, we do hereby express a sense of personal bereavement in the mournful event.

*Resolved*, That we would express to the bereaved and afflicted family and relatives, our heartfelt sympathy in their deep sorrow and distress, and the assurance of our prayers to God for them, for divine grace and consolation.

*Resolved*, That a copy of these resolutions be printed in the American Annals of the Deaf and Dumb, and that a copy of them be sent by the Secretary, to the family of John W. Ketcham, Esquire. The meeting adjourned, *sine die*.

*Letter from the Principal, and Resolutions by the Board, of the N. C. Institution.*

INSTITUTION FOR THE DEAF AND DUMB AND THE BLIND,

RALEIGH, N. C., Nov. 22nd, 1858.

MY DEAR SIR:—We heard a few days ago, of the death of your son, and our esteemed friend.

From the time he first came to our Institution, to the time he left it, I have felt a very strong interest in him, and I now desire to express to you and his friends, the high estimation I have uniformly had of him. An intimate acquaintance with him, of ten years, has given me a good opportunity to judge of his worth.

It affords me pleasure to communicate to you the following resolutions passed unanimously by our Board of Directors, at a meeting held on Saturday evening last. With kind regards to your family, and sincere sympathy in their affliction,

I am truly Yours, W. D. COOKE.

Prof. I. L. Peet, desirous of honoring the memory of one who had reflected so much honor upon their *alma mater*. The service and address were translated into the sign-language. The body having been placed temporarily in a vault by the church, has since been committed as "dust to dust," in the family burial plot at Northport, Long Island, there to await the resurrection of the last day.

Thus has been taken from our profession a true man, one who tried to do his duty in that state of life to which it had pleased God to call him. He leaves an example for us all to imitate.

*Letter from R. S. Mason, D. D.*

RALEIGH, Nov. 12, 1858.

DEAR SIR:—I received this morning your letter of the 10th, and very willingly comply with the request contained in it. I had heard of Mr. Ketcham's illness, and indeed it was here announced that he had died. Be pleased to convey to him my assurances of continued regard, of my sincere sympathy for him in his bodily distress, and of my prayers that the good God will grant for His Son Jesus Christ's sake, that "peace which passeth understanding," "that joy which is unspeakable and full of glory." He was very much esteemed in this place. He was confirmed and received his first communion in this parish, and has always, as far as I know and believe, led a godly and Christian life.

Very truly, Your brother in Christ,

R. S. MASON.

REV. THOS. GALLAUDET.

*Resolutions by the High Class of the N. Y. Institution.*

On the thirteenth of November 1858, a meeting of the members of the High Class of the New York Institution for the Deaf and Dumb, was called to order, and organized by the appointment of Gilbert Hicks, Chairman, Charles K. W. Strong, Secretary.

small company of pupils from the Institution for the Deaf and Dumb, around the House of Refuge, of which his father has been for so long the respected Warden. He greeted me with a warm welcome, and we had a very pleasant conversation. A few weeks passed away, and I was summoned to his sick room. A great change had taken place in his bodily appearance. He had become thin and weak. But his mind was clear and composed. Death had no terrors for him. It was refreshing to witness the devout and intrepid bearing of this youthful soldier of the great Captain of our salvation. Older christians might have learned of him. Prayer in the sign language was offered, and a time appointed for him to receive the communion. He desired to be transferred from Christ Church, Raleigh, and to be received as a member of our Parish. In compliance with his wishes, I addressed a note to the Rev. Dr. Mason, the reply to which is given below. Our friend sank so rapidly that he was unable to receive the communion, and Dr. Mason's note, it will be perceived, was dated two days after his death. It was evident to all who stood in tears around this dying Christian, that the valley so dark to the natural man, was irradiated to the spirit's gaze with celestial light, and that the Good Shepherd's angels were conducting another of the redeemed to Abraham's bosom. On the 10th of November, 1858, George E. Ketcham was gathered to his fathers. His parents mourned the departure of an obedient, faithful son; sisters and brother wept as they thought that they should experience no more his kind and gentle attentions; friends grieved that one promising so well for an honorable and useful life had thus been stricken down in the morning of his days; but all were comforted with the reflection that for Christ's sake he had entered upon the glories and bliss of Paradise. What a comfort to the bereaved to find marked in his Bible such texts as the following: Psalms viii, 9; xviii, 28; xix, 7; xxxii, 1; Romans v, 2; Hebrews iv, 16! The funeral services were held on Saturday, Nov. 13, at the House of Refuge and the Methodist Church in Harlem. At the latter place there were present quite a large number of pupils from the Institution, under the charge of





OBITUARY NOTICE OF GEORGE E. KETCHAM.

BY REV. THOMAS GALLAUDET,

Rector of St. Ann's Church for Deaf Mutes, New York.

GEORGE ERASTUS KETCHAM was the oldest child of Mr. and Mrs. John W. Ketcham. He was born in the city of New York, January 7th, 1829. His parents did not discover that he was a deaf-mute, until he was over two years old. During the tender period of childhood, he was remarkable for gentleness and sincerity. At the age of nine or ten, he was very ill, and lay for several days at the point of death. Having attracted the attention of his mother, who was anxiously watching at his bed-side, he tried to make her understand by his signs that he wanted something in another part of the room. Being desirous of gratifying him, she brought to him various articles in succession, but all to no purpose. She could not find out what it was upon which he had so set his heart. The next morning, renewing her attempts to get the right thing, she at length brought to him the copy of the Bible which was in general family use. The expression upon his countenance showed that this was the longed for object. He placed the Bible upon his bosom, folded his little arms over it, and went quietly to sleep. His keen powers of observation had taught him that, among his loved ones, this book was held in great esteem, and in his hour of peril he wanted it near him. Though he was of course ignorant at that time of the great truths of this blessed volume, yet this touching incident proved indeed the key-note to his subsequent life, for as soon as education shed her light upon his imprisoned mind, and gradually unfolded to him the momentous doctrines of revelation, we find him ever embracing them with his heart.

Our departed friend and co-laborer entered the New York Institution for the Deaf and Dumb in his eleventh year. He graduated in July 1847 and left in 1848. During most of his course, he was under the instruction of the late Rev. J. Addison Cary, by whom he was greatly esteemed, though his teacher was not the only one who appreciated his sterling

mentally go through the same movements in bringing the words before their own minds. He introduces, for argument, a play upon words, by saying that thought is movement; as if it must therefore be the thought of some bodily movement. Is not imagination, or the power of forming images of things, an active and plastic power? But can it act, only by going to work with an imaginary pencil and pallet, or chisel and mallet, or pen or crayon, or other tool in hand? In fact, this power of taking impressions from visible objects, and of reproducing and combining them at will, is a leading faculty, and capable of acting for and by itself, and of acting with rapidity and force. It can furnish instruments of thought, having "movement, which implies succession of parts, not fixity or permanence;" that is, it can present to the mind words one after another in succession. If it is not now, it ought to be brought into full play, in aid of the deaf and dumb in the acquisition and use of language. Still, the faculty is undoubtedly stronger and more predominant in some persons than in others. There is in some minds a tendency to follow movements and run along a line of events in succession, rather than to picture objects in space. Minds differently constituted will seek different aids for their thinking processes.

We desire not to be understood as admitting that the majority of our pupils do become confirmed in the habit of thinking in words, under the form of the manual alphabet, so as to find it a difficult habit to overcome. Observation, as well as theory, leads us to the opinion that it is not so, and certainly that it need not be so. Of course, something depends upon the training.]

instant and what we consider a measurable extent of duration, or between an apparently instantaneous act, and one which seems to occupy time and involve distinct succession. There are, then, for us no absolute units, but only what are practically such in relation to our power of applying a measure. Practically, we say, a feather does not jar the rock on which it falls; but natural philosophy teaches us, that the shock is felt through the universe of matter. We can not set a limit, and say this body will jar the rock and that will not, though we may find a considerable range within which the vibration will be imperceptible to our senses, or to any tests we can apply. So it is in respect to the complexity of thought. All thought is complex, involving acts in succession, even though not so 'to our consciousness. All we have to say then is, that, practically and within certain limits, we can recognize or apprehend words as units, that is, recognize or apprehend them by an instantaneous act, or what we call such, and what is practically such to us, though involving a series of successive acts. The number of objects precisely alike which we can count by a seemingly instantaneous act, will not help us, as Mr. Burnet supposes, to find these limits. We are not obliged to count the letters of a word in order to recognize it; these are two quite different processes; and we can count unlike objects more rapidly than those precisely alike.

The instantaneous recognition of a visible object, a written word for example, depends more upon a previous familiarity with the object, than upon the number of parts which compose it. Some are more easily made familiar, or committed to memory, as we call it, than others; and this depends on a variety of circumstances, important in reference to that matter, but having no relevance to the present inquiry. The confounding of the process of committing to memory, with that of thinking in, or of, a word already familiar, will lead to error; though there may be important relations between the two processes.

Another reason advanced by Mr. Burnet is, that as deaf-mutes reproduce words only by movements, therefore they

[Why! A sign is a "movement." And if it is insisted that there must be some movement, or idea of movement, to help the mind along the track of words, it may much better be a single gesture, than a tedious manual spelling. In short, it is quite conceivable that such an expedient should aid in remembering or in constructing sentences. We do not, however, think it a needful, or on the whole, a useful one.]

After all, this multiplicity of parts is not so much the obstacle to deaf-mutes thinking in written words, as the want of life, or as Mr. Jacobs would probably call it, of *vitality*. This *vitality* can only be supplied by the gestures and expression of eye and face that accompany words. And as you will fully agree with me, indeed I think have made the remark yourself, this gesture and expression easily and naturally accompany spelling with the fingers, and can scarcely be made to accompany writing. Written words must, therefore, either recall finger-spelling as the primary form of words, or seem cold and lifeless in comparison.

[Mr. Burnet has given us several reasons opposed to the idea that deaf-mutes apprehend words as units. One is, that words are made up of letters arranged in a certain order, enforced by the consideration, that there is certainly a limit of length beyond which a word can not be recognized at a glance. We admit that in recognizing, or calling to mind a word, the mind must be cognizant of the parts and the order of the parts of which the word is composed. We admit also, that there is a practical limit to the number of parts in one whole, capable of being, as we say, instantaneously apprehended. But remember, that every object of perception or of thought, is complex. Each letter is complex. A line, or a dot, is complex. We know or recognize a complex object, only as we recognize its parts and combine them into the whole. Every object of thought requires, then, several mental acts. These acts are successive. They require, therefore, some extent of time. We can not have a thought in an absolute point of time. What we call an instant, is an extent of time so brief that we can not measure it. Yet it is impossible for us to draw the limit between what we call an

is trained. We have no doubt that the more he commits to memory without the aid of the manual alphabet, the better it will be for him. Besides the habit of rapid thinking thus formed, the relation between the clauses and members of the sentence will be likely to be observed; whereas, committing to memory by the manual alphabet, is apt to be little else than a mechanical process of hooking on each word to the next.]

To sum up, it seems to me a natural process, and analogous to our own mental use of words, that deaf-mutes should think *in* or *of* words by following the movements by which they reproduce them. Thought is itself movement,—progression; and signs to be used as the instruments of thought, (not merely suggesting ideas, but carrying them along and aiding their progress,) should have movement, which implies succession of parts, not fixity or permanence. The multiplication of parts, and hence comparative slowness of movement, is an evil; but either it must be accepted, and made the best of; or means must be found to reduce the number of parts, as by the use of a syllabic alphabet, or by abbreviations.

As to your suggestion that a sign for every word, as the “accompaniment, or if need be, the exponent of the word,” would aid in thinking in words, the idea, I suppose, being that the sign would supply the unity wanting in the written word, and, like the withe that binds a faggot, enable the deaf-mute to handle it faster,—that is to say, recognizing the word at a glance, instead of repeating its letters, he merely repeats the sign,—I merely observe that the *idea*, where the word or even the phrase suggests any distinct one, will serve just as well, and that the signs will, when made in the order of the words, often be a hindrance, rather than a help to the understanding of the sentence. If the attaching a distinct idea to a word does not enable the deaf-mute to dispense with the mental spelling of the word, the attaching a sign will not. And unless the sign enables him to dispense with this spelling, it only adds at least one more to the already great multiplicity of parts.

that all the words of the sentence were present to the mind at once; I suppose the meaning is that the mind glanced with extreme rapidity along a line of words marshalled up mentally. To me, however, it seems that the case is neither more nor less than that of a speaking person beginning a sentence orally, and having a clear idea of what he is going to say before he has pronounced the first word. Does it follow that he mentally ran over the words before he spoke them? Surely not.

[The case is the same undoubtedly. But the mind must go on in advance of the voice, more or less, of course, not merely with ideas of things, but with ideas of words. If the mind of the deaf-mute works so slowly with words, as is represented, he must in writing and composing, either carry on the actual writing of one word simultaneously with the mental writing of another, which we cannot believe, or there must be some pause or hesitation exhibited; the absence of which we considered as evidence of a rapid movement of thought in composition.]

The advantage which you ascribe to written or printed words over "finger letters," in that they "stand permanently before the eye," does not seem to me by any means an advantage that will promote rapidity of thought or composition in words. This *permanence* promotes distinct conceptions, but it neither impresses the word on the memory so well as repetition by the manual alphabet, nor surely can it enable the word to move faster through the mind. Does it enable the mind to glance quicker from word to word? That is the question we have to solve.

[Does the use of the written form promote rapidity of thinking in words? It enables each "word to move faster through the mind," because a word, supposed to have been already learned and made familiar, is more quickly apprehended in that form, than as spelled on the fingers. And what can be quicker than the glance of thought from word to word presented in the written form? As to committing to memory by means of the written form without the manual alphabet, much will depend on the habits to which the pupil

moreover, is not it easier to commit to memory three or four short words than one long one?

From these considerations, it appears to me that it must be one of the most difficult of intellectual feats, to have in the mental view *at once* all the letters of a long word. For a word of three or four letters or familiar parts, it may be practicable.

If then, words are nothing but arbitrary series of letters,—I conceive that the deaf and dumb, when they mentally repeat words, have the choice of three operations: 1, to spell them mentally; 2, to write them mentally, (stroke by stroke;) 3, to adopt some abbreviation which shall serve as the direct instrument of thought, but be convertible into the full word at will.

No doubt the deaf and dumb, while mentally repeating words in the finger form, have in mind an idea of their appearance on paper, just as we, in repeating words by syllables, have in mind their orthography. The manual alphabet has no equivalent for capital letters; yet the deaf and dumb are, I think, less apt than speaking children to fail to use capitals correctly in writing. This however is no aid in simplifying their conceptions of words, obviously indeed tending rather to complicate them than otherwise.

When you attribute the slowness with which deaf-mutes read, to their want of familiarity with language, (p. 237,) I rather suspect you put the cart before the horse. Your own previous remarks show that the slowness with which they are compelled to use words, [in communication with others and with their teacher, not in reading,] is the main cause why they do not become more familiar with language. You say, (p. 239,) "We could name educated deaf-mutes who, in conversation by writing, will set out on the instant without hesitation, and commence a sentence of some length, which they entirely see through to the end, before they have had time to write a word. Whereas, on the other supposition, [that they think words by following the strokes of the pen,] they would need a double time, that is, as much time to compose it, as afterwards to reproduce it." You can hardly mean here



That words under the forms of the manual alphabet can be and are used by deaf-mutes as the direct signs of ideas and instruments of thought, we know. That words in their written form are so used, may also be a fact;—but if so, is a much less common and less completely attested fact.

Thinking in a succession of images that pass through the mind as in a *camera obscura*, is doubtless, the *first* mode of thought; and it clings longer and prevails more with the deaf and dumb than with those who use speech. It may be asked, then, why a succession of written words may not pass through, or (if you prefer that expression,) *before* the mind, as well as a succession of any other visible objects? I suppose they may. But will they pass word by word, each word a *unit*? I doubt that; because, as I before remarked, the parts of the words have no natural cohesion, in fact no *unity*. One part does not of itself suggest another; but they follow each other in a customary series. Is not then this order or succession of the letters a part of the idea of the word, without which the word is no longer the same word? We recognize a *deer* in any position, even if his head should be cut off, and tied to his tail; but if we invert or transpose the letters of the word *deer*, the word is no longer recognizable. And if this order or succession of letters is essential to the idea of the word, how can we call the word before the mental view except by recalling its successive parts?

Moreover, if a long word can thus pass through the mind as a *unit*, it should be just as easy for a short sentence so to pass. Compare *hippopotamus*, or *responsibility*, with howdoyou do, or, whereismyhat. Evidently the written word has no more unity than the written sentence, and often as many parts. There must be a practical limit to this power of grasping words as *units*.

Where is this limit? Probably most minds can grasp no more letters at once, than they can count of distinct objects at one glance. Suppose words composed of the same letter repeated ten or eleven times, e. g. bbbbbbbbbbb, bbbbbbbbbbb. Can your eye, or any one's eye, tell the difference between these two combinations without careful counting? And

letters, for us cohering in syllables,—for the deaf and dumb, having no cohesion out of which an idea of unity can be formed. The parts of a *house*, of a *tree*, of a *book*, etc., have some natural cohesion. Each part suggests the whole. Not so the parts of a written word. Will not this fact make it, if a possibility, still a thing hardly to be looked for with minds of average powers, to regard words otherwise than as successions of letters?

And it seems to me easier to grasp and handle written words as successions of letters than as units. Letters have long been familiar things to the deaf-mute. Regarded as *units*, each new word would be a new arbitrary character. Is not it easier for a deaf-mute to commit to memory a long word in the familiar alphabet, than a much shorter one in an alphabet wholly unknown to him? A long Latin than a short Hebrew word, for instance? And if this be so, does not it show that it is easier for them to repeat mentally a few familiar letters, than to recall before the mental vision the visible forms of words as *units*?

The slowness of alphabetic words is only comparative. Where, as in the case of Laura Bridgman, the pupil had not been accustomed to a more rapid medium of thought and communication, this slowness offers no particular discouragement. And if fewer words are thus presented, that may be atoned for by a better choice of words, and a concentration of attention on each; but where the slowness is felt, impatience and discouragement may in some degree result. Still we learn by habit to be content with the best we can get.

Yet the highest rapidity of the manual alphabet, even without abridgments, is equal to that of deliberate speech. Professor I. L. Peet, of New York, it is said, can convey to his wife, almost every word of a sermon *pari passu* with its delivery; and the same, or even more, was said of the ability of the intimate friends of the deaf authoress, Charlotte Elizabeth, to communicate to her a sermon or other public discourse. The English manual alphabet was used in the latter case, and if less graceful and convenient, is not less legible and expeditious than ours.

a sign, a gesture, short, easy and simple, which he can repeat, instead of the spelling which it may once have suggested.]

The (*seemingly*) instantaneous recognition of a word, long or short, may be granted, without implying that the long word can pass through the mind, or before the mental vision, as rapidly as the short one. Certainly it does not for us. [In one sense it does, and in one sense it does not. As an image in the mind's eye, it does. As uttered, or conceived to be uttered, it does not.] And as for the deaf and dumb, I conceive that thought with them, as with us, takes, when it is carried on in words, the form suggested by the familiar phrase, "I said to myself." When we think, we say or speak to ourselves the words we would say or speak to another. Some people are said to usually think aloud, and all people, I believe, who think in words at all, speak to themselves; and of course the words pass mentally with the same succession of parts with which they would issue from the lips in speaking to others. Now, so far as those who hear and speak are concerned, this may seem a very flat truism; but it is pertinent to the present enquiry, when applied to the deaf and dumb. In speaking to others, they always either write by successive strokes, or spell by successive letters the words they use; and I apprehend they do so still when they speak to themselves, that is, think in words.

Still I am not prepared to deny the abstract possibility of overcoming this habit of going over words letter by letter. It *may be*, as you suggest, that we do not acquire the habit of reading without mentally pronouncing the words, because we can pronounce them about as fast as we are in the habit of thinking. Indeed, we know no easier or more rapid way of thinking than by words in syllables. But the deaf and dumb, accustomed to communication and thought in a language even more rapid than speech, must find this spelling letter by letter, excessively tedious. Hence, I suppose, the little pleasure most of them take in reading.

But there is another point to be considered. Words are assemblages of letters, not characters presenting any thing like unity or dependence of parts; but mere successions of

movements, and not fully, or necessarily at all, aware of his movements as motions in space. When Mr. Burnet could hear, there were to him certain sensations of sound indissolubly conjoined with certain sensations of utterance. He was led to regard the ear as the chief seat of the sensations and even of some of the emotions, awakened by poetical recitation; and such of them as he is still sensible to, he continues to locate in the same organ. We believe, however, that what he retains, is the greater part of what most people ordinarily perceive in the melody and the flow of verse. The lines seem to them easy or rough, lively or solemn, or stately, or smooth or harsh, more in reference to movement in utterance than to sound in the ear. This is shown, when verses, previously well appreciated, are invested, by the voice of some gifted speaker, with a charm quite new and not conceived before, and dependent not merely on the propriety of the recitation, but mainly on the quality of the voice. The correspondence of sound (so called) to sense, aside from the direct imitation of sound itself, has relation to the utterance more than to the ear. When "the line, too, labors and the words move slow," the labor is in the utterance, not in the ear, and the slowness is in the utterance, and only thus in the ear.]

Agreeing with me [only in part, we repeat,] as to the habit of the deaf and dumb to repeat words letter by letter, you think it can be overcome, [our observation also convinces us that it is in fact overcome,] just as a child gets over his habit of spelling words, as he improves in reading. I am not so sure of that. The child "breaking loose" from his spelling, learns to repeat the word in the shorter and easier form under which it was previously familiar to him. The deaf-mute knows no shorter or easier way of repeating the word than by spelling it on his fingers. That process seems to reduce it for him, to its simplest form, at least till he is furnished with a syllabic alphabet. [As the sight of the word suggests to the speaking child the pronunciation of the word which he repeats, instead of the spelling which it once suggested to him,—so it may to the mute suggest the idea, which being a mental thing can not be repeated, or it may suggest to him

tal process cannot go on beyond a certain rate of progress, corresponding to the number of movements. I think you are not quite correct in saying we cannot follow the movements mentally faster than we can actually make them "in an indistinct manner." It is my impression that words may pass through the mind much faster than they can be actually spoken or spelled, however indistinctly, and certainly with much less fatigue; but the rate of progress is certainly proportioned to the *number* of successive movements or perceptions. [We retain the opinion that it is conformed, not of course or altogether to the number of the movements, but to the rate at which we can perform them.]

I say successive movements *or perceptions*, because, in my own case, as nearly as I can judge, words do not pass through my mind as movements of the vocal organs, but as *sounds*. After more than forty years of as total deafness as any human being ever was afflicted with, I cannot be positive on that point; for all *other* reminiscences of sound have long since faded from my memory. Still the reading of any lively piece of poetry causes the words to ring in my ears. And it requires a slight effort of attention to have in mind as I read, the movements of the vocal organs required to pronounce the words. But this is another digression, though suggested by your supposing what I "would say of my own case."

[We do not believe, taking Mr. Burnet's account of his own experience, as he gives it, that he has any idea of the sound of words other than of mere beats and movements, or sensations connected with movements of the vocal organs. We do not mean that his perception involves any special attention on his part to the movements of the organs, as such, that is, as motions in space, so that he should be able to describe or delineate them, or that he is much attentive to the location of the sensations. A dancer may know, or may not know, much about the curves or lines described by his feet; and very likely does not know at all how his knees, and shoulders and head move at the same time. He is necessarily conscious only of the sensations connected with his

ordinary writing, inasmuch as it expresses each letter by a single movement, whereas in writing, each letter requires two or more strokes of the pen. Hence in part the preference which most deaf-mutes evince for the manual alphabet. And hence the preference which I would accord to a syllabic manual alphabet over any system of stenography.

The main objection, so far as I know, made to my syllabic alphabet, is that some of the positions would not be readily legible to a whole class at once; the one hand or the other hiding some of the positions and contacts from some of the extremes in a wide semicircle of pupils. This, I think, can be got over by practice, and a little modification of some of the positions. The syllabic alphabet of M. Recoing was free from this objection, but it was liable to the greater one that its positions were nearly all arbitrary, and moreover represented not syllables, but groups of letters. Instead of about thirty independent characters, the number on my plan, that of M. Recoing imposed on the memory the labor of recollecting several hundred. Such at least, is the idea I formed of it, from reading Bébien's strictures on it.

With respect to the mechanical contrivances you speak of, for rapidly exhibiting words by means of a machine with a "finger board," I would observe that if words are thus to be exhibited letter by letter, I doubt very much if such machines will surpass, or even attain, the rapidity of the present manual alphabet; the "finger board" cannot be played quicker than the fingers can move. And if it is proposed to produce whole words at once, (or even syllables, of which our language has thousands,) it would, I fancy, require a Briareus, with a hundred hands, and a head equivalent to fifty, to play such a machine. Still I would not discourage the efforts of any "inventive genius."

Returning from these digressions; leaving what *may be*; and considering the alphabet and the processes actually in use; I observe that you seem to agree with me as to the habit of most of the deaf and dumb, [not so; not of most of them, but of some of them, and to some extent,] to repeat words mentally under the form of finger movements; and also that this men-

labor on the stenography and the syllabic dactylology, I concluded the latter promised to be far the most useful, and gave up farther experiments with the former.

For, this fugitive character of the manual alphabet of which you complain, besides being a characteristic it possesses in common with speech itself, is much less obvious and disadvantageous with a syllabic alphabet, especially with a language like our own, so abounding in monosyllable. In spelling *literatim*, each letter must be retained in the memory, till the word is completed, (sometimes if the spelling is rapid and indistinct, till half a sentence is completed, the words often being run into one another, e. g., Our father who art in heaven, &c,) while by a syllabic alphabet a whole syllable, often a whole word, is presented at once.

There is another contrivance that occurs to me, for simplifying the forms of written words, thus making them more easily recognized and remembered as *units*. It consists in writing part of the letters one over another. Would not the word *Elephant*, for instance, look more like a simple character,—be easier to recognize and remember, as a mere character,

l p a      leph

ter, if it were written thus, Eehnt or Eant? [Not at all, we think. In fact, the difficulty alluded to seems to us wholly imaginary.] And when it has become familiar in this form, you can abbreviate it, by taking the first and last letters, and supplying the intermediate ones by strokes, e. g. E—nt. To pursue this idea, the strokes may be made oblique for a *verb*, horizontal for an *adjective* or adverb, and perpendicular for a *noun*. E. g., b || r, butter; b \ \ r, (to) bitter; b = r, bitter. The number of strokes, one for every two or three letters, would thus measure the length of the word. I merely throw this out as a crude suggestion, from which others may possibly elaborate something useful.

And certainly, if we propose that our deaf-mute pupils shall use words as the direct signs and instruments of thought, it greatly behooves us to simplify the visible forms of words for them. I maintain that the usual manual alphabet is both more simple and much more expeditious than

plicity of the characters. Greater precision, involving loss of speed, would be required, we think, to make the writing sufficiently intelligible. Another point also is to be considered. The deaf-mute in our schools, is now taught words under three different forms, *viz.* writing, print, and the manual alphabet. If we adopt stenography, we add still another. In making use of this, the deaf-mute will have either to attach his ideas directly to the stenographic form of the word, or will have to carry on a mental substitution between these characters and those of some one of the other orders, *viz.* writing, print and the manual alphabet. The same is true in respect to each one of these different forms: he must either attach his ideas directly to the words under each of these forms, or must, in the case of some of them, make the connection indirectly, through that particular form to which the idea is directly attached. The question is, whether the effect of multiplying the forms, will not be to encumber and confuse the mind, so as to hinder its fastening upon anything with a firm grasp. Such doubts and questions would best be solved by experiment. We should like to see a fair trial made of this stenography of Mr. Burnet's. We regret that we have not the means of exhibiting to our readers the specimens before us.]

And such a mode of writing would suit far better than the common one, with your idea of a transparent slate; inasmuch as its characters take less room, as well as less time to write them. By the way, this experiment of a transparent slate could easily be tried with any ordinary pane of glass; nor need the teacher practice himself in writing backward, since it would be much easier for his pupils to acquire facility in reading an inverted writing. Still, it will be difficult to write and look your pupils in the face at the same time, with even a transparent slate. Your attention must necessarily be drawn more or less to the writing, whereas, in spelling by a manual alphabet, whether *literatim* or *syllabic*, you have no need to watch your fingers at all, and can give the whole power of face and eye to enforce the meaning, and command attention. It is for this reason, after bestowing about equal



stenography, adapted to the use of the deaf and dumb. My idea was that as they know not the distinctions of vowels, consonants and silent letters, what they needed was a system capable, not only like the common systems, of abbreviating words, but also of spelling them at full length. Hence my alphabet gave some of the simplest marks to the vowels, and had a distinct mark for every vowel and distinct marks for letters expressing the same sound, as *k* & *c*. I cannot, of course, lay it before the readers of the *Annals*, for want of type; but I annex specimens for your own consideration.

[Stenography is a subject to which we have never given much attention. Mr. Burnet's characters appear to us, however, to have a general resemblance to those of some of the systems which were employed before phonography came into fashion. *A* is a straight line sloping upwards to the right; *b* is a loop and a line sloping downwards to the right; *c* a curve concave to the right; *d* a line sloping downwards to the left; *e* a horizontal line; *f* a line curving downwards to the right; *g* a curve concave to the left; *h* a loop and a line sloping downwards to the left; *t* is a vertical line. These will give an idea of the whole. There are also characters for double letters, and for some syllables of frequent recurrence.]

Now, from these specimens, don't you think characters for words can be devised, in which no letter shall be omitted, yet which can be written, (after sufficient practice) twice or three times as fast as by our usual alphabet, and at the same time, form a much more simple character to the eye? In rapid writing, letters will no doubt run into each other, making it difficult for a beginner to *spell* them out; still they will be in general, recognizable by one familiar with their appearance in this dress.

[There is this to be said against Mr. Burnet's stenography. Common writing consists chiefly of a series of parallel strokes up and down; whereas in these stenographic characters, the pen is moved in constantly changing directions. On this account, the gain in rapidity of execution would not probably be so great as might seem, considering the sim-

serious impediment to the operative machinery of his thought in verbal forms, and to the fluency of his written language.

Perhaps you, my dear Editor, will agree with me that this method, with such practical modifications as may be suggested, is better than any "machine" whatever,—the invention of which you wished to be made by some "inventive genius."

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IS IT EASIER FOR DEAF-MUTES TO SPELL WORDS MENTALLY, OR TO REGARD THEM AS *UNITS*?

BY JOHN R. BURNET, of Livingston, N. J.

[Mr. Burnet sent us, along with this communication, a note apologizing for the haste with which it was prepared. He says "I give you full permission to cut down or abridge. The object of both of us is to get at the truth, not to get an advantage." We have thought it best to present his ideas in his own words in full; and, for brevity's sake, have interspersed our remarks, in brackets, as we found occasion. We trust Mr. Burnet will accept the motive as an excuse for so interrupting the thread of his discourse.—EDITOR.]

MR. EDITOR, I agree with the greater part of your remarks on my communication in the *Annals* for October. Still there remain some points of difference, which as you invite me to pursue the subject, I will set forth. Very possibly we may arrive at an agreement, at least on all the material points involved.

You justly complain of the comparative slowness of the methods now in use for repeating words to the eye; and ask: "Is it possible to contrive any means of presenting language, in a written or printed form, which shall afford the advantages desired?" Since you attach so much importance both to the *permanence* with which the characters may stand before the eye, and to the ability to produce them rapidly word by word, as the thought and occasion call for them, I am surprised that you never once mention *stenography* among the possible contrivances that might aid a teacher of deaf-mutes. Some twenty-five years ago, at the same time that I was at work on my syllabic alphabet, I also devised a system of

words expressed by my signs, as a *guide* in his own compositions.

With the view of rendering himself master of the art, the teacher will have to practice systematic signs while his eyes are passing over words.

It is proper to remark that deaf-mutes' colloquial signs are often accompanied by grimaces, and laryngean creakings, extremely disagreeable to the ears; but in the exercise of systematic signs, these accompaniments are impossibilities, for a systematized mind regulates all things.

I confess I do not understand why Dr. Peet should labor to prove that the colloquial signs are the soul of our system of instruction, whereas I consider the English grammar really as its soul, vitalizing the deaf-mute's intellect, regulating his language and facilitating his expressions. I myself would certainly keep the grammar\* constantly in view before my pupils, throughout their term of pupilage.

To the four-year and more advanced classes will be given new words, explained by means of familiar words combined together, and that without signs. One example is sufficient, I suppose. For the verb, to *Treasure*, write on the large slate the following words which the pupil will recognize as old units:—

To Take	}	To Treasure.
Put in		
Take care of		

After being duly spelt,† this verb, to *Treasure*, will be treasured in his memory, to appear at his bidding as an unit in letters. It will be perceived that his mind, amply stored with *units*, together with the rules of grammar, shews that the defect of his *meatus auditorius*, *membrana tympani*, or *ampullæ*, though a drawback on his auditory enjoyment, is not a

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\* I intend writing for the next number, about a new book—THE DEAF-MUTE'S GUIDE—much needed by both pupils and graduates.

† The deaf and dumb, both pupils and graduates, will be able to spell at once new long words and names, by looking carefully over them and recognizing short familiar words within them,—as, for *Mississippi*,—Miss-is-sip-pi(e). They will find it as useful to them as it has been to me.

attributed to our philological poverty, which causes us to pause at every strange-looking word; to our imperfect knowledge of English grammar, especially the syntax; to our excessive use of colloquial dialect, *i. e.*, the jargon of gestures, which, by its irregularity and disconnectedness of language, deranges our understanding of the syntax.

Now, seeing the advantage of the deaf-mute over the hearing in recognizing words as units, and the vast importance of teaching him words, letter by letter, of course, I would respectfully suggest that, for the one-year, two-year and three-year classes, easy and familiar words should be taught by appropriate signs, on the fingers, and by writing; and that the simple rules of grammar should be explained in *the signs in the order of the words*, as recommended by Mr. Jacobs.

As the pupil needs but one systematic course of study, I would, were I his teacher, employ signs in the order of the words, which, for brevity's sake, I would call systematic signs, in relating all examples, illustrations, sentences and stories, the colloquial signs being altogether dispensed with.

To gratify curiosity as to the *modus operandi*, I shall explain my method, which I believe is the same as adopted and practiced by Mr. Jacobs. Perhaps a few words may suffice to give you a clear idea thereof. All know that colloquial signs, however beautiful in good sign makers, always appear barbarous—outlandish—jargon-like, when literally translated in words. For example, an incident is thus related: "Yesterday field that I walk see a boy fight boy another." But in systematic signs, retaining all the graces and flexibility of the above signs, that narration would begin thus: "Yesterday I walk—that field—see a boy fight another boy." This looks grammatical. And the hiatuses in this sentence are left expressly for my pupil to fill up with a preposition and a conjunction, and the tenses of the verbs to be spelt correctly in accordance with the time expressed by the first sign. Thus, my pupil's reflective powers are properly exercised; and his mind, systematized by this process, will ever treasure and employ the grammatical arrangement of the

to state that, notwithstanding my congenital deafness and my having no idea of syllabic sounds, I studied several years ago the principles of versification. In this study, I found it necessary to learn as many syllables as I could, and their accents,—they all being spelt *letter-by letter*, on the fingers; as, Incense (In-sensé), Incense (In'sens), Knowledge (Nol'-lej), etc. In order to render myself master of the rhythm, I read lines of poetry—for instance, Gray's Elegy,—at first so slowly as to note with accuracy long and short syllables, accents and cæsural pauses; by that process my mind unconsciously acquired a habit of reading poetry, syllable by syllable. So fixed is this habit that it is impossible for my mind to *glide* over verses without taking cognizance of their long and short syllables. I confess, for that reason, reading poetry is not as pleasant now as it was fifteen years ago.

From Mr. Burnet's remarks: "If deaf-mutes possessed the power of conceiving and repeating words as *units*, the words simply passing through the mind under the written form as single characters, they ought to be able to read faster than we do, whereas, I believe the contrary is notoriously the fact." I infer that all hearing persons conceive and repeat words by syllabic sounds only. Do they *invariably*, Mr. Burnet? In my mental vista, as well as other mutes, I have ascertained, words appear suddenly as *units* in written characters,—exactly as the familiar face and expression of our late friend, Dr. Gallaudet, with his spectacles on, would in yours; but if on the fingers, (always *sine corpore*—a phenomenon I cannot account for,) they are spelt letter by letter. Much oftener signs represent them than do their written characters. Perhaps it is worth mentioning that our mental signs are a sort of phantoms, visible in some parts and invisible in others; as an example, for the sign, *good*, our mental eyes see the hand, lips and *nothing else*.

If the hearing really recognize words by their syllabic sounds only, the deaf-mutes, recognizing units, should of course read faster than they do; yet Mr. Burnet with much truth says to the contrary. How came this paradox? He has not solved the problem. On my part, I can safely aver that it is

the real causes of the deaf-mute's want of fluency in spelling on the fingers, writing and reading; and to improve if possible his method, propose a few modes of systematizing the machinery of his thought. Still feeling the warmth of friendship existing between myself and the sturdy knight of Livingston and the modest knight of Hartford, who have just commenced a tournament promising to be memorable in the *annals* of history, I shall refrain from saying which side I take of this controversy; but my sagacious readers may find out, by seeing straw flying, where the wind blows from.

As to the forms under which deaf-mutes apprehend words, my experience—a born deaf-mute's—tells me that, in reading prose, I recognize written and printed words as *units*—no matter if they are as long as “incomprehensibility,” &c.; and that by their visible characters, just as you would recognize at a glance a friend's face by its lineaments. The meaning of each word recognized as an unit is understood simultaneously. Though words and their meaning may be recognized at a glance, the definite yet hidden idea of a sentence, of which they are composed, is perceived and understood only when the sentence is complete and in its perfect sense. Imperfect or complicated sentences sometimes baffle my mental perception.

In foreign languages, the words as units are as recognizable as the English; but in phraseology, I mean foreign, it requires much study to ascertain the subtle sense of whatever phrase may pass under my eyes, as the foreign phrases, idiomatically speaking, are so different from those in English. For example, in the Spanish, which you know is very copious, there are two auxiliary verbs for the term, TO BE,—as *ser* and *estar*, which however occasionally similar to each other, are essentially different in sense. BUENO is an adjective for *good*, in English.

El es bueno,            He is good.

El esta bueno,        He is well.

Thus, it will be perceived that the last verb (*estar*) changes *in toto*, the sense of the adjective.

In poetry, I read words *syllable by syllable*. It is proper

other sections of the country, good effects could not fail to follow. Those who have once experienced the pleasures of attendance upon a Convention of the Instructors of deaf-mutes, can not help wishing for another to come as soon as practicable.

Friends of deaf-mutes, we have worked during six years to promote the welfare of adult deaf-mutes. We have established a working Parish, in which they are the special objects of attention and care. We have led many, we trust, to become, by God's grace, sincere Christians. We have ministered to the sick and the dying. We have counseled those in trouble. We have found situations for those out of employment. We ask your sympathy, your co-operation and your prayers for complete success—to be reached only when we can worship in a church of our own.

N. B. Deaf-mutes and their friends visiting New York, will please remember that our Sunday services are at the corner of Second Avenue and Eleventh street, and our weekly Wednesday evening gatherings at No. 24 Cooper Institute.

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#### WORDS RECOGNIZED AS UNITS.—SYSTEMATIC SIGNS.

BY JOHN CARLIN, OF NEW YORK.

FRIEND PORTER:—I send you this letter for insertion in the January number, if it is not too late. I read with interest the paper of Mr. Jacobs, in the October number, treating of the signs in the order of the words; and also Mr. Burnet's, with your reply, with reference to the forms under which deaf-mutes apprehend words.

I agree perfectly with Mr. Jacobs, in the importance and practicability of his mode of facilitating the deaf-mute's language, for I have always condemned, and still condemn, the excessive use of colloquial signs in the school-room. In sustaining the correctness of his "theory," I shall here make some observations suggested by my own experience, show

sympathise with each other, and feel that they are laboring in different ways for the same great end, *i. e.*, the amelioration of the condition of the deaf and dumb in this world, and leading them to attain at length unto eternal life.

During the summer, the Rector had opportunities of presenting the claims of our cause at St. John's Ch., Hartford; St. John's Ch., Buffalo; St. James' Ch., Chicago; and St. Peter's Ch., Albany. Services for deaf-mutes were held in the three latter places. Much good was thus accomplished both among deaf-mutes and among hearing persons, many of the latter receiving for the first time, clear ideas in relation to the sign-language. The thought was strengthened that with our church fairly established in New York, possessing the ability to sustain an assistant understanding signs—we might minister to many deaf-mutes in distant places in these days of rapid traveling. A great work is yet to be done for the educated deaf-mutes of our land.

During the year, those deaf-mutes who attended the evening service, had frequent opportunities of having the sermons of other clergymen translated to them by their Rector, thus becoming acquainted with different styles of thought and various methods of treating the same subjects.

The weekly Thursday evening gatherings of deaf-mutes for intellectual improvement in secular matters, were continued until the warm weather began.

The writer can not close this brief sketch of another year's progress without referring to the very pleasant times which he had at the Conventions, of the Instructors of deaf-mutes at Jacksonville, Ill., and of the New England Gallaudet Association which was held in Worcester, Mass. They were impressive sights, those gatherings, the one of men laboring to devise means to improve the education of deaf-mutes, and the other of intelligent, substantial, respectable deaf-mutes of all ages, coming up from the farm, the work-shop, the store, the manufactory, to extend to each other a kindly greeting; to stimulate each other to renewed exertions in the pathway of duty, and to ask for God's blessing upon their silent community. Should such gatherings as the latter be started in



than a year before, arrived in New York. His father, knowing nothing of this, was taken suddenly ill, and died the next day. The two bodies were buried in the same grave, on the following Sunday.

A full record of all our Parochial work would show that the idea with which our Church started, is gradually, yet surely, working into a reality—*i. e.* a regular Parish, bound together for the special object of promoting the temporal and spiritual welfare of adult deaf-mutes, having three services every Sunday, morning and evening with the voice, and afternoon by signs. We are more and more convinced that we have been led to adopt the only method by which a church for deaf-mutes could be permanently sustained.

The great event of the year was our removal on the 1st of November, 1857, from the smaller chapel of the university, where we had worshipped for five years, to the beautiful and church-like lecture room of the New York Historical Society. Though it involved much greater expense, the removal proved judicious and successful. The credit of the original suggestion belongs to Mr. William L. Gallaudet, a gentleman to whom the church has from the beginning, been greatly indebted for its music.

As an account of the public meeting of the friends of our undertaking, held on Wednesday evening, May 19, 1858, has already appeared in the Annals, it will not be necessary to say anything more in relation to the proceedings. The resolution to raise \$1,000 in \$10 subscriptions toward the salary of the Rector for one year from October 1st, 1858, thus enabling him to resign his connection with the Institution, and devote himself more fully to the interests of the Church, speedily met with general favor. The proposed sum having been made up, the Rector, with many regrets at leaving kind friends and pleasant duties, delivered his farewell lecture on the last Sunday of September. It was a gratifying feature in this separation, that the venerable President of the Institution bade his retiring friend a cordial god-speed in the enlarged sphere of operations upon which he was about to enter. God grant that the Institution and the Church may always

During the year there were 11 baptized—3 adults (2 deaf-mute,) and 8 children (3 of deaf-mute parents); 9 confirmed, (4 deaf-mute,) one of the latter, a female, from the upper part of the State, being in the city on a visit, receiving the rite in Trinity Chapel;—4 couples married, (1 deaf-mute); and 6 burials, (2 for the remains of deaf-mutes.) There were 18 communicants added, (5 deaf-mute,) and 3 removed from us, (2 deaf-mute,) making the whole number 64, (31 deaf-mute.)

The marriage service for Mr. H. C. Rider and Miss H. A. Chandler, the deaf-mute couple referred to above, was performed in the Presbyterian Church of Mexico, Oswego Co., in December, 1857. It was witnessed by a crowded assemblage, the most of whom had never before seen the silent language used. The hearts of all were evidently touched, and a permanent interest aroused in that portion of the community for whose welfare we specially labor.

John Edward Vanderbeck and Asahel Andrews, Jr., were the names of the two deaf-mutes recorded upon our gradually lengthening list of the dead. They were both graduates of the N. Y. Institution for the Deaf and Dumb. The former was sick a long time with consumption. The latter died after a short illness, quite unexpectedly. There was good reason for hoping that both were prepared for the great change which came upon them, and for the Redeemer's sake were admitted to the joys of Paradise. At his urgent request, Mr. Andrews was baptized on the very day of his death. The sacrament was at the same time administered to his deaf-mute wife. It was a most touching scene.

In these sketches for the Annals, special reference to deaf-mutes seems appropriate,—though interesting statements in relation to the other portion of the Parish could be given. There occurred one very striking instance of the shortness and uncertainty of human life. At the funeral of a lady, her only son seemed in perfect health. In one week, his remains were placed in his mother's grave. A singular coincidence was the following. The body of a young man who had died of yellow fever, in the West Indies, more

plained by colloquial signs, the teacher makes or assists the pupil in making the signs for every word, (which in our view, as we have before intimated, is equivalent to explaining the methodical signs by colloquial signs,) if the signs in the order of the words are made so as to be intelligible, the pupil is saved the labor and exercise of independent thought; and if not intelligible, what is the use of them?

We believe we have now answered whatever was material in Mr. Jacobs' last article. We found nothing in it to change our views; and do not flatter ourselves that any thing we have advanced will change his. The discussion however, may be not without interest and benefit to younger teachers.

Of Mr. Jacobs' "honest desire to promote the best interests of deaf-mute instruction," we did not need to be assured. And it is a source of regret that the same honest desire compels us to differ from and controvert his opinions.

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### ST. ANN'S CHURCH FOR DEAF-MUTES, NEW YORK.

BY REV. THOMAS GALLAUDET.

THE following sketch will give some idea of the progress of this Church during the year commencing with the first Sunday of October, 1857—the sixth year of our undertaking. Owing to the mercantile revulsions, it was deemed expedient to make no special appeal for the increase of the building fund. Only a comparatively small sum was therefore received. The building site in 26th st., four lots, continued to be held free from debt. Enough was received into the parish fund from the Sunday offerings from Trinity Church, and from various persons interested in our welfare, to pay all expenses, and to do more than any previous year towards the support of the Rector. The fund for the sick and the poor received a sufficient sum to provide for the necessities of all who were in want. It was a gratifying announcement for the Sixth Anniversary, Oct. 3, 1858, that the Church was perfectly free from debt. It is to be hoped that our motto may ever be the apostolic injunction to owe no man anything but to love one another.

it be necessary to illustrate the obvious distinction between a synonym and a representative? The written word *seventy*, and the figures 70, both serve us as *representatives* of the spoken word *seventy*. The first thing we do at the sight of either, is to say to ourselves "*seventy*." But the Latin *Septuaginta*, the French word *soixante-dix*, etc, (and we may add the English phrase *three score and ten*,) are not representatives, but synonyms of *seventy*. We can, and when they have become familiar, do read and understand them without repeating the English word. As we have repeatedly stated that the association between words and signs is comparable to that between the corresponding words of different languages, we can only ascribe Mr. Jacobs' attempt to give our remarks "an intelligible signification" so wide of our meaning, to his inability to look at this subject through any other glasses than his own. And he immediately goes on to assume the whole point in dispute by saying; "But the written word has no independent meaning to the deaf and dumb,—it is the sign which vitalizes—which makes it a living thing to the mute," etc. (The allusion to Ezekiel's wheels we greatly admire as a rhetorical flourish, but it is not an argument.) We beg leave to submit that it is the *idea* that "vitalizes" both the sign and the word. Let Mr. J. make his signs in the order of the words for the Lord's prayer, for instance, to some intelligent man, entirely unacquainted with signs, and he may recognize what he seems in danger of forgetting, that making signs is not exactly the same thing as conveying ideas.

Mr. Jacobs lays much stress on the explaining each word (by colloquial signs,) before combining it in sentences. We are curious to know whether this previous explanation should embrace the several different senses of the word, or only the sense in which it is used in the lesson more immediately in view. As a mental exercise, it is well occasionally to let the pupil make out, if he can, the meaning of a sentence, or little narrative, each word of which has previously been explained. But we would prefer to let him do it from the words alone. If after each word has been separately and individually ex-

nearer Mr. Jacobs' signs for words approach "the significance and spirit of colloquial signs." The order of words may seem natural, or at least, appropriate to them. The arrangement of his signs in the order of English words must always seem unnatural to the deaf-mute. He may become accustomed to it by repetition; but the experience of many teachers who reject methodical signs, shows that he equally at least becomes accustomed to the order of words by repetition. What then is the gain by the use of methodical signs, in this respect, to balance the immense labor of inventing or learning signs for so many thousand words?

We have expressed the opinion that where the teacher possesses, like Mr. Clerc and some others, that power and facility in the language of signs that will enable him to interpret simple sentences clearly word by word, in the order of the words,—in such hands methodical signs will be useful in the earlier lessons. If Mr. Jacobs thinks this "a sufficient admission" in favor of his theory, either he is easily satisfied, or the real difference between us cannot be great. But surely he would not assume, because a teacher of Latin was favorable to literal translations word for word, in the beginning, (selecting of course, such lessons as would best bear such translation,) that therefore he would sanction the absurdity of repeating some English word for each Latin one in the Latin order, when his pupils get into the classics?

Mr. Jacobs' remarks on synonyms do not seem to us to be well considered. He could not have read with "unprejudiced" attention, our remarks on words being to the deaf and dumb, not representatives but synonyms of their own signs.\* Surely he knows that a synonym strictly and simply means a word of the *same* meaning with some other word (or sign). The term is loosely used for words that only approach in meaning; but we do not see how any attentive reader could imagine we meant to use it in that sense. Can

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\* Words are often synonymous with other words in one connection, but not in another; and every reader of the *Annals* knows the case is the same in respect to signs and words, the signs that correspond to words in one connection do not in another connection.

what spoken word it represents. The two cases are certainly very different.

Mr. Jacobs justly observes that "the order of his (the deaf-mute's) thoughts is inverse to the order of written words, and when he comes to express himself in the latter, he is prone to place the words in the order of colloquial signs." This fact would "avail" Mr. Jacobs much more if *he* proposed to discard colloquial signs altogether. But *we* do not understand him to propose to disuse colloquial signs. "Not at all." In his concluding paragraph, he "expressly" says, "that when ideas, facts, impressions, and not the use of language are the chief objects of communication, as in giving religious instruction, telling a story or narrative, &c., I (Mr. J.) would of course use colloquial signs." And in another place, he states that before making the "signs in the order of the words" for a new lesson, the teacher should explain freely by colloquial signs, the meaning of the words separately and individually." (In a third place, he says, "There is no necessity, as a general thing, for any "round about method of explaining methodical signs by colloquial signs, either before or after, as Dr. Peet gratuitously supposes." If every word is explained by colloquial signs, and with Mr. J. words only represent methodical signs, is not that equivalent to explaining the methodical signs by colloquial signs? But we have not time to dwell on this point.) So then it seems that Mr. Jacobs has to use colloquial signs whenever he would directly and certainly reach the understandings of his pupils. It follows that his pupils think habitually in the order of colloquial signs, and that he confirms them in doing so, by using colloquial signs whenever he has anything new, interesting, or impressive to communicate. If his "signs in the order of words" are reserved for set lessons in language, we do not see how their use will familiarize the pupil with the order of the words, more than will the simple use of the words themselves, after the words have become familiar things to the pupils. Indeed it seems reasonable that it should be easier to remember the order of words, than of methodical signs. The latter is a forced and unnatural order, the more so the

us, even though we prefer the expeditious process of teaching the meaning of language by signs, instead of the slower one of developing it by usage. For our facts show that not only do deaf-mutes learn words and phrases by usage, but that they accept as the direct signs of ideas, words explained to them by colloquial signs or pantomime, and farther that they sometimes forget through disuse, signs they once used, while they retain the corresponding words. What more is needed to support our position that deaf-mutes do not need a sign for every word, but may, and we think ought to be trained to get the meaning of what they read directly from the visible words before them; just as we do of Latin or French, when sufficiently familiar with those languages?

Mr. Jacobs asks, "How can the association formed between written words and signs be broken, so long as the meaning of the words is retained?" Just as easily as we sometimes forget a person's face while we remember his name, or even his coat; and *vice versa*; or just as easily as we understand Latin words without thinking of the English words which were used to explain them. When we know that a thing is done, such queries seem out of place.\*

Again he asks, "Is it not obvious, that if the written word becomes the representative of the spoken word to the speaking person, it equally and as necessarily becomes the representative of the sign to the deaf-mute?" Not at all; no more,—to repeat one of the illustrations in our former article,—than the French word *heureux* becomes the representative of the English word *happy*. The association between the sign and the word is just like the association between the corresponding words in radically different languages; the only connection is in their expressing the same idea. The association between spoken and written words is in that corresponding succession of parts by which the mere sight of the written word, (if we know the alphabet,) determines

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\* Mr. Jacobs seems, in this and other places, to confound signs with ideas. Surely the signs for many words are at first sight, as arbitrary as the words themselves. It is by usage and explanation that the one and the other equally acquire significance.

# AMERICAN ANNALS

OF THE

# DEAF AND DUMB,

EDITED BY

**SAMUEL PORTER,**

UNDER THE DIRECTION OF

W. W. TURNER, OF CONNECTICUT, H. P. PEET, OF NEW YORK,  
C. STONE, OF OHIO,

**EXECUTIVE COMMITTEE.**

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**SAMUEL PORTER,**

UNDER THE DIRECTION OF

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