

Mr. Gallaudet's Monument. We understand that the graduates of the various Deaf and Dumb Institutions in the United States, claim the privilege of erecting a monument upon the grave of Mr. Gallaudet. They have taken the necessary measures to raise the funds required for the purpose, (entirely among themselves,) and have appointed Mr. Clerc the President of the "Monument Association." This is a worthy tribute to the memory of the dead, and not less honorable to those who are so prompt to pay it.

Changes and Removals. Mr. William D. Kerr, formerly connected with the Kentucky Asylum, has been appointed Principal of the new Institution for the Deaf and Dumb in Missouri, some account of which was given in the last number of the Annals.

The Rev. J. A. Cary, of the New York Institution, has been elected to succeed the Rev. H. N. Hubbell, as Superintendent of the Ohio Institution for the Deaf and Dumb, and has entered upon the duties of his office.

Mr. O. W. Morris, also of the New York Institution, has been appointed Principal of the Tennessee Asylum, and has accepted the appointment.

Of Messrs. Cary and Morris the New York Daily News says, "The loss of these gentlemen will be seriously felt here, but their experience and ability will be invaluable additions to the young and comparatively feeble Institutions of the West."

Our best wishes, of course, attend each of the three gentlemen named above, in the new spheres of action to which they have been called.

Matrimonial. Married in Roxbury, Mass., October 2d, by the Rev. Mr. Stone, of the Park Street Church, in Boston, Mr. George Homer, of Boston, to Miss Ann M. Swift, of Manlius, N. Y. The parties and several of the guests being deaf mutes, the ceremony was performed in the language of signs. The bride was a pupil of the Rev. Mr. Stone, at the time he was professor in the New York Institution for the Deaf and Dumb.

and philanthropic works; of liberality without laxity; of firmness without bigotry; of sympathy with the vicious and the criminal in their sufferings, without undue tenderness toward vice and crime; and as furnishing in its whole development, a beautiful proof of the possibility of meeting the most rigorous demands of conscience and of God, and of securing, at the same time, the love and respect of all classes and conditions of men.

Resolved, That, by the death of Mr. GALLAUDET, society has lost one of its brightest ornaments; the cause of education a most able and faithful advocate; religion, a shining example of daily devotion to its principles; the young, a kind and judicious counselor; and the unfortunate of every class, a self-denying and never-wearying friend.

Resolved, That the noblest monuments of the deceased are already erected; and that his name will never be forgotten, so long as the two benevolent institutions, one of which received its existence from the labor of his early manhood, while the other enjoyed the devoted services of his later years, remain to crown the beautiful hills in the neighborhood of our city.

Resolved, That a committee of five be appointed by this meeting, to devise such measures as may seem expedient, in farther tribute to the memory of Mr. GALLAUDET; and to make all the arrangements necessary to carry these measures into effect.

In accordance with the last of these resolutions, a committee of arrangements was appointed, consisting of the following gentlemen:—B. Hudson, Esq., His Excellency, Thomas H. Seymour, James H. Wells, Esq., Philip Ripley, Esq., Dr. John S. Butler.

It was voted that the resolutions adopted by the meeting should be printed in the public papers, and that a copy of them should be sent by the Secretary to the family of Mr. Gallaudet.

The Committee of Arrangements having discretionary power in relation to all future proceedings, the meeting was adjourned *sine die*.

Resolved, That the Principal of the Asylum be requested to deliver an appropriate discourse in the chapel of the Asylum, on the forenoon of next Sabbath.

Resolved, That the Principal and Mr. W. W. Turner be requested to express to the bereaved widow and afflicted family our heartfelt sympathy in their sorrow, and the assurance of our prayers to God for them for divine grace and consolation; and to present them a copy of these resolutions.

Resolved, That the clerk of the Faculty be requested to copy these resolutions into their book of records.

In pursuance of a call signed by thirty of the principal citizens of Hartford, a preliminary meeting was held in the Lecture Room of the Center Church, on the evening of the 20th of October, in reference to the adoption of measures for some public tribute of respect to the memory of the late Rev. THOMAS H. GALLAUDET, LL. D.

The meeting was called to order by Governor Seymour, and organized by the appointment of the Hon. THOMAS DAY, Chairman, and LUZERNE RAE, Secretary.

A series of resolutions was presented by the Rev. WILLIAM W. TURNER, which, after brief remarks by the mover, the Hon. SETH TERRY, the Rev. Dr. BUSHNELL, and other gentlemen, were unanimously adopted.

Whereas, It having pleased Almighty God to remove by death the Rev. THOMAS H. GALLAUDET, LL. D., a resident of Hartford for half a century; universally known and not less universally beloved and honored, both as a private citizen and public benefactor,

Resolved, That, in the view of this meeting, the occasion is one which demands a more public and particular recognition, than properly belongs to the demise of an ordinary citizen.

Resolved, That the whole character of the eminent and excellent man whose death we mourn, commanding, as it did, our reverence and admiration while he lived among us, will be long remembered now that he is dead, as a happy union of various and often disunited qualities; of Christian faith

fect sketch. We can not now speak of Mr. Gallaudet, as a husband, a father, a citizen; a devoted friend and promoter of general education and of all that is good among men. We must omit much indeed which would recall him to us, as one full of charity, as a delightful and instructive companion, as a friend of man, especially of the suffering, and as a humble follower of the Redeemer. He was not unmindful of the good opinion of his fellow men; still he was not ambitious of worldly distinction, but rather of *that honor which cometh from God*. His last illness, though protracted and very severe, was borne with exemplary patience and submission. For several weeks he was considered as slowly convalescent, but the hopes thus raised were suddenly blighted. His original disease, the dysentery, had so exhausted the powers of life, that they could not rally, and he sank into the embrace of death with perfect calmness and apparent exemption from suffering. As a community we mourn, but not for him; rather for his bereaved companion, his children, his many friends; for the public institutions of which he was the ornament, for the church of Christ, for the common cause of piety and benevolence. A great and good man has fallen. When shall we *look upon his like again?* W.

HARTFORD, Sept. 18th, 1851.

At a meeting of the Faculty of the American Asylum, held on the eighteenth of September last, the following preamble and resolutions were unanimously adopted.

Whereas, in the providence of God, our friend and brother, the Rev. Thomas H. Gallaudet, LL. D., has recently been taken from us by death, leaving us to deplore the loss of a beloved associate, a wise counselor and a safe guide, therefore,

Resolved, That while we would humbly acquiesce in the divine will, we do hereby express a feeling sense of personal bereavement, and of public loss in the event.

Resolved, That the cause of education as well as that of benevolence, has been deprived of an able advocate and a zealous promoter, who never withheld his heart or his hand from any good work.

resign his situation as Principal of the Asylum, retaining, however, his life-directorship, and all his paternal interest in the institution and the cause of the deaf and dumb. He resigned in the autumn of 1830, and enjoyed for a time the rest he had so long needed. But Mr. Gallaudet could not continue inactive; nor could one so gifted and of such known benevolence and philanthropy, be suffered to remain in a merely private station. He loved writing, he loved the young, he loved to write for them especially, and devoted much of his time for several years to the preparation of that excellent series of books for their instruction which is almost universally known, and a portion of which has been translated into several of the languages of Europe and Asia.

But this was not all. The Retreat for the Insane in this city had resolved upon a most interesting experiment, as one of the remedial measures for the relief of its unhappy inmates. It was no less than to furnish, on a larger scale at least than was common, direct religious instruction and the regular conducting of public worship for all in a condition to participate in them; thus hoping greatly to aid, by the consolations of the gospel and the power of divine truth, the other means employed by that very successful and excellent institution. Mr. Gallaudet was regarded as eminently qualified for this delicate and most interesting work. His high intelligence, his knowledge of mental philosophy, his mild and conciliatory manners, his true benevolence, his cheerful piety, his ready sympathy with the unfortunate of every name, his deep interest in the object, the perfect confidence reposed in his prudence by the Directors of the Retreat, and by the Christian community, all conspired to fit him for the situation of chaplain in that institution; and he was induced to devote one-half his time to the duties of this place for the last thirteen years of his life. Suffice it to say, that the results of these labors have been such as not only to realize the best hopes of all the true friends of the institution, but to show that similar ones are indispensable to the highest usefulness of all such establishments.

But we must abruptly close this hurried and most imper-

ments at the outset, returned with Mr. Clerc in August, 1816, and in April, 1817, opened the little school of seven deaf and dumb youth, which in process of time, has become the American Asylum for the Deaf and Dumb, numbering more than two hundred pupils; and from which have sprung, directly or otherwise, the eleven other institutions of the United States.

Mr. Gallaudet continued the Principal of the Asylum for about fourteen years; carrying it through the period of infancy, and being the chief agent not only in the direction of its course of instruction, but in enlightening the public mind on the practicability, importance and duty of providing for the education of all the deaf and dumb youth of the land. This he effected by his writings, by many exhibitions of his pupils, and by sermons, lectures and public addresses, rarely equaled in their power of convincing the understanding and moving the heart. The result of his various labors during the time mentioned, aided indeed by the Board of Directors and by all associated with him, was the permanent establishment of the Asylum, the securing of legislative appropriations for indigent pupils from five of the States of New England, which still continue, and the education of a large number of pupils, some of them among the best informed of their class in the country.

To Mr. Gallaudet also belongs the high credit of suggesting and carrying out in his practice, many valuable improvements in the methods of instructing the deaf and dumb, and of giving to the whole subject of their education, intellectual, moral, religious and practical, an elevation and a moral power never attained, it is believed, in Europe, and never before in our own country, by any purely charitable enterprise.

But our limits forbid our enlarging on the many topics of interest connected with this subject. During all these years of labor and of much anxiety, Mr. Gallaudet was never in the enjoyment of good health, but was the subject of very frequent indisposition, until in his own view, his nervous system was becoming so much impaired, that he resolved to

not only enjoyed superior opportunities for pursuing his own course of study, but by actual practice in instruction, for preparing himself in some degree, for that life of usefulness in a peculiar sphere, to which he was destined in the providence of God.

About the time of Mr. Gallaudet's resigning his office of tutor, the seminary at Andover, Mass., was established for professional students only, preparing for the ministry of the gospel. Mr. Gallaudet who had chosen the ministry as his future profession, became a member of the sixth class which entered that seminary, and though during his connection with it he was much embarrassed by frequent and severe indisposition, he was yet the valedictory orator of his class on leaving the institution. He had previously received license as a candidate for the ministry in the Congregational Church; and the promise of his early efforts as a preacher was so great as to excite the highest hopes as to his eminent success and usefulness in his profession. There was even at that early day, a purity in his style of writing, a delicacy, a taste, a winning gracefulness and eloquence in his discourses and pulpit services generally, that rendered him at once a popular and most acceptable preacher.

While Mr. Gallaudet was in the midst of his course at Andover, the late Dr. Cogswell, of this city, was led, by the affliction of a beloved daughter in the sudden loss of hearing, to inquire into the possibility of *educating* children in her unfortunate condition. Becoming satisfied that this might be done, and that it might possibly be accomplished even here, Dr. Cogswell next sought for a suitable person to become the self-denying agent in carrying out this beneficent design. Many very interesting circumstances pointed out Mr. Gallaudet as the man, and by the aid of the little society of which Dr. Cogswell was the founder, (some of whose honored members still survive among us,) Mr. Gallaudet was sent to Europe to acquire a knowledge of the art of instructing the deaf and dumb. This was in May, 1815. He accomplished his object most satisfactorily, notwithstanding many impedi-

nology," seems to warrant the practicability of his theory, and the success of promoting the mutes' philology. Try it.

Having thus expounded the nature of the deaf mute's mind, pointed out the imperfections of our system and suggested their remedy, I retire ; and Shakspeare advances and says,—

“ Begin nothing that thou hast not well considered the end.”



DEATH OF MR. GALLAUDET.

[It is with no common sorrow that we record the death of that distinguished philanthropist and peculiar father of the deaf and dumb, the Rev. THOMAS H. GALLAUDET. In the next number of the Annals, we propose to present an extended account of the life and labors of the deceased. For the present, we have only room for a briefer notice.

The following was prepared by Mr. WELD, at the request of the editor of one of the daily papers of this city. Of course, for such a purpose, a few of the leading facts of Mr. Gallaudet's life, were all that could be presented. EDITOR.]

To the Editor of the Courant :

SIR:—Within the past few days your paper has announced the death of another of our distinguished citizens, the Rev. THOMAS H. GALLAUDET, LL. D. Still, it seems proper that a more extended notice should be given of one so highly beloved and respected in our own community ; so truly honored throughout our land, and among Christian philanthropists in all parts of the world. I propose to attempt no minute biography of Mr. Gallaudet, and no such estimate of his character, or detail of his labors, as would belong to a real portraiture of his life ; but rather to state a few leading facts which may now possess increased interest.

THOMAS HOPKINS GALLAUDET was born in the city of Philadelphia, on the 10th of December, 1787, but while quite a child his parents removed to Hartford. Here he possessed the best advantages for intellectual training, and at a very early age became a member of Yale College, from which institution he was graduated with high honor in the year 1805. He soon after became a tutor in the college, and thus

enter into the institutions next year and in the succeeding years, give them no individual signs,—but impose on them a *habit* of spelling their names, though, for the reason of old habit, the old pupils must still retain their individual signs—yet they themselves, as well as their teachers are also to spell the new ones' names. The new ones will in one month or two be able to spell their own as well as the others' names. Thus, this new habit you will undoubtedly perceive will tend to increase their mental sight of dactylogical images. Besides, all the signs should be given them to comprehend what the words they represent are, and, after they are repeated twice or thrice in order to make their impressions firm in their memory, they (the signs) must be discarded for ever (I mean in the school-room.) For example,—the teacher is to represent the word LION, by an impressive sign or a picture if within his reach, and then substitute in its place, and use always and uniformly the digital characters :—thus, his pupils will be *habituated* to see the word LION, spelt on the fingers. Again, for “a strong lion,” he is to define this abstract adjective by a gesture, and afterwards repeat the word by the fingers. It is to be remembered that the articles should be distinguished by the teacher's expressions, which his pupils, proverbially quick-sighted, will readily interpret; as—for the article A or AN, his face should present an *indefinite* and unfixed expression; and for THE, the expression should be *definite* and intensely fixed in attention to any particular object either visible or imaginary.

Were I to give more examples *ad infinitum*, it would require to fill a volume; but I trust these examples already shown are sufficient for the purpose; and I sincerely hope that all the instructors will heartily undertake the arduous and somewhat fatiguing task of spelling words to their pupils after their respective signs are given. All for their intellectual good. May God speed their success!

By the way, I would observe that “The Exposition of the Syllabic Dactylogy,” by Mr. J. R. Burnet, in the *Annals*, (Vol. III. No. IV.) which we might well call “Manual Pho-

comprehension. It is eminently qualified for defining all necessary abstract words and the principles of the English grammar. The natural signs, by their beauty, grace and impressiveness, have a tendency to encourage his predilection for them and excessive indulgence in their use, and, by their being mostly superfluous, to retard his intellectual progress. The pantomimic are sometimes useful in depicting passions and imitating others' actions for his edification,—yet his teacher should be extremely sparing and circumspect in their use at school. The individual, with a few exceptions, are wholly superfluous and nonsensical. What! our new pupils are to be marked like sheep by individual signs ridiculous in the extreme,—as for one, the right fore finger pressing the shut right eyelids, a compliment by no means agreeable to him or her,—for another the fore finger pushing the nose's end upwards, signifying that he or she has a pug nose, and so on with others. No such thing is ever known in the public schools, seminaries and colleges. Among the few exceptions, those for God and the Saviour are proper in the chapel. Of the pantomimic, I deem it a duty incumbent upon me, notwithstanding my extreme repugnancy, to remark the fact that in some public exhibitions (particularly of one of our leading institutions,) those signs have been used to excess: though a few *recherché* specimens of some little mute boys' powers of mimicry might perhaps suffice to render the whole exhibition attractive and interesting, the little theatrical representations displayed by young ladies would not seem to be in keeping with the high position the institution has been enjoying; and I question the propriety of making little mute girls, being non-professors in religion, to repeat the Lord's prayer in beautiful, graceful and measured gestures before the gaping spectators. The Lord's prayer is a solemn incense of the soul to our Heavenly Father, and not a show to court human admiration and applause.

I might be asked how the superfluity of signs could be effectually remedied, and I would with due respect submit a *modus operandi* to your consideration. When new pupils

On a new pupil's first entrance in the institution, his mind is all blank, though it retains in remembrance a few objects at his home and other places ; but the longer he remains in his new home, the more stored it gets with new objects, faces and signs. As the pupils uniformly converse with each other in the language of gestures, almost without the use of dactylology, the said pupil's mind, being constantly in contact with them, naturally receives and retains the impressions of what his eyes have seen, and of course is overloaded with signs, while but few words—one word to twenty signs—are treasured therein. At all times, in the daylight or in the inky darkness of the night, and every where, it sees nothing but gestures perpetually swinging, advancing, retreating and flourishing in the air. O, would to heaven that but half of these images haunting his brain were of the fingers moving in our own as well as the English manual alphabet, and of the printed or written letters !

Here I pause, and ask if the *learned* signs are his natural vernacular language ? If so, what is Laura Bridgman's,—certainly not of signs ? What has rendered her superior to most of us in written language ? Believe me to say that I candidly admit the necessity and indispensability of gestures to his mental improvement. Yet, what has always led him to commit such grammatical errors and blunders as to raise a flush of mortification and vexation in his teacher's face ? It is the exclusive preponderance of *superfluous* signs, impressed on his memory, which bewilders and entangles his ideas intended to be written down or spelt on the fingers. Nevertheless I am happy to mention that there are among us several mutes of superior intellectual capacities, who, having labored incessantly and with signal success to treasure so many words and rules of the English language as to countervail their mental signs, are able to convey their ideas in writing with almost as much ease and fluency as any speaking persons do.

There are four kinds of signs :—the NATURAL, the VERBAL, the PANTOMIMIC, and the INDIVIDUAL. Of these the verbal is the most necessary and appropriate to the pupil's faculty of

Thus, the speaking person's mind enjoys all the wonderful powers of his five senses: besides its power of thought and reasoning, it *sees* all things pertaining to nature, and art, *hears* all the sounds and noises, *smells, tastes* and *feels* all that have even long before passed through the organic channels. Hence, deriving from its constant repetitions of hearing words spoken, his superiority in language over the deaf mute. The speaking blind has but four senses. Unless he had lost his sense of sight in his youth, his mind can convey no clear, decided idea of nature with all her beauties of form and color. But yet, by his mind's constantly hearing words spoken, he has indeed gained a vast advantage over the poor deaf mute in the power of language. The celebrated Laura Bridgman, whom all know, has but three senses to enjoy. Her two lost senses (of seeing and hearing) which deprived her mind of the privilege of seeing nature, persons and things, and hearing words, (what a sad spectacle her case presents!) have increased the strength and exquisiteness of her sense of touching. Here I respectfully invite your attention to this fact that, by her mind's long practice in *feeling* the raised letters of her few books and words in the manual alphabet spelt within her hands, she has acquired a superiority in language over most of the deaf and dumb community.*

I now arrive at the main point—the deaf mute's mind. The generality of this unfortunate class of beings enjoy the benefits of all the senses except that of hearing, of which they are deprived by the wise providence for their *good*. (Query, if a deaf-mute child is born of deaf-mute parents, to which is its apparent misfortune to be attributed, to its parents', as some affirm, or to God's own pleasure and judgment for its future good?)

* When I and my wife visited her a few years ago, we were struck with the ease and rapidity of her spelling forth words, and the correctness of their grammatical construction; and I, incited by curiosity, asked her amiable and patient instructress if she ever made signs in explaining new words to her sightless pupil. She answered Oh, no.—*Not at all*; but it however cost her much pains to make her comprehend the meaning of a word by means of a sort of synonymes. It strikes us that she has no idea of signs except a very few plain ones necessary for her immediate wants.

and exposure of the imperfections of our system, I sincerely trust all the honorable professors of ten, fifteen, twenty and thirty years' experience will not allow their patience to be "pumped out," their equilibrium ruffled, and their dignity aggrieved. Here's a true philosopher described thus:—

"Il ne tend qu'à pouvoir se maîtriser soi-même ;
C'est là qu'il met sa gloire et sa bonheur suprême."

Destouches.

Well, my good friends, the human mind, a spiritual substance, closely connected with another spiritual and immortal substance known as the soul, consists of two distinct faculties,—the intellectual or rational, inclosed within the brain of man, and the sentimental, dwelling in the heart. Though partaking of the vitality, the mind is by nature motionless and blank; but having the five senses arranged by the All-Wise Creator, expressly to work on it, its strength increases with the physical growth of its carnal bearer. Its strength or weakness always depends on the expansion of the brain by means of the convolutions.

It is not my object to expound here' all the natures of the anterior, middle and posterior lobes of the cerebrum, their respective qualities and other things subservient to them; but I will confine myself to the main point—the deaf mute's mind. Nevertheless it is necessary first to show the influence of the five senses upon the mind, and its subsequent results. The susceptibility and retentiveness of both the faculties of the mind are of such a degree, that it always receives and retains the impression of every object that may ever come before, against or through either of these five organic faculties. It has all the peculiar powers of the senses, and will repeat any thing that has impressed itself on it, even after either of the senses has ceased its function.*

* In order to test the correctness of this demonstration, if you let your eyes rest on any particular object, and then shut them, you will distinctly find your mind capable of seeing what your eyes have just seen. Smell any particular flower or odoriferous thing, and on the following day, week or month, your mind will bring to you the peculiarity of odor of the thing your nasal organ has smelt. So on with the other senses, and the result will come decidedly in favor of my theory.

With the system of instructing deaf mutes in articulation, carefully and philosophically expounded by Messrs. Weld and Day, who visited a few years since the principal institutions of Europe,* we rest perfectly satisfied in the conclusion that that is not the one which has long been our desideratum. It has been to us a source of surprise and regret to see so much voluntary blindness and infatuation with which the German and other professors have continued, and are still continuing that system, utterly regardless of the strong and natural antipathy of their pupils to it, and also of the truth that they have made little progress in literature.

That the American system, adapted after the Abbés de l'Épée's and Sicard's, has proved itself superior to any already known, except the French, none can have reason to deny; nor can he ever disagree with me that the manual alphabet, being the principal branch of our system, is the best and surest channel of knowledge and communication for the deaf and dumb; nor can he offer any dissent to the fact that the language of signs, properly used, is indispensable to their mental improvement in the school-room and chapel. The latter is indeed an immense advantage offered to them to facilitate their intellectual power of comprehending even the most difficult principles of the English grammar, if clearly and plainly explained,—otherwise had it been, without that necessary assistance, that a deaf-mute pupil would have been a great wonder—worth exhibiting in the Crystal Palace, if he could form in a short time clear and correct ideas of new words spoken by digital gyrations only! Yet I regret to say the beautiful language of signs has given them grievous disadvantages to experience. It seems expedient now to lay the nature of the deaf mute's mind open before all those connected with our schools, that they may discern the impediments referred to, and see if there is any practicability of remedying them. By a *deaf mute's* metaphysical exposition

* Dr. Peet and his accomplished son Isaac Lewis, having just returned home from a European tour, will no doubt publish their journal containing much information respecting all the schools they have visited, and their respective systems; all of which we may expect will lead us to the same conclusion.

longer term of its scholars' studies than is proposed by Professor Van Nostrand, for the various courses of study named by him seem to require much more time to give them a slow, patient and intense application.

And may I be indulged to hope that our venerable "Pater Surdi-Mutorum"—Rev. Dr. Gallaudet,* will be the first to occupy its presidential chair, to which he is fully entitled, by his learning, piety and long-tried affection for the deaf and dumb?

Respecting the present system of instruction used in our schools, I trust that the writer will cheerfully allow me the liberty to answer two of his several questions in the same article. First, he submits this question:—"I would ask if we have reached in our own profession the point of perfection?" My answer:—You have *not yet*;—what our instructors have by every means endeavored to improve, has come far short of the "point of perfection;"—though many experiments have been devised, studied in theory, and tried in practice, to produce a *ne plus ultra* of perfection in the system, it does not appear to me better—not even one-millionth part of an iota better, than it was twenty-five years ago. My answer to his second question,—“Are there no more new methods for us to discover?”—is that there is much reason to believe that there *are* new methods yet undiscovered; and that the imperfections of the present system have not yet been *ascertained*, notwithstanding their being long in existence. But on my part, having ascertained some of these imperfections, rather to say impediments in the progress toward its perfection, I am inclined to think that if they be promptly removed and a more judicious arrangement be made in the general course of instruction, there will be no necessity to discover any new methods. These serious impediments I shall in time unveil by a metaphysical exposition of the deaf mute's mind, which it appears has not been thoroughly studied by those who have written and spoken much of the deaf and dumb.

* This article was written before the death of this eminent and excellent man.

ADVANTAGES AND DISADVANTAGES OF THE USE OF SIGNS.

BY JOHN CARLIN.

[The following article possesses a peculiar interest, from the fact of its being the unaided production of a born deaf mute; a former pupil of the Pennsylvania Institution, and now an artist of no little skill in his profession. It may be well to repeat here, that every writer in the ANNALS whose name is given, must bear the sole responsibility of the views which he advances. Free and full discussion is invited upon all subjects relating to the welfare of the deaf and dumb; in the hope that the conflict of opinion, if such shall arise, will strike out some spark of light which may now lie hidden. EDITOR.]

FULLY sensible how grave and momentous the nature of the ground is, along which I am about to tread, it will be my special care to render every argument in favor of my theory, perspicuous and worthy of consideration, at the same time avoiding any thing that may savor of dogmatical conceit or pedantry.

It gave me much gratification to peruse Professor Van Nostrand's excellent article, in the Annals, (Vol. III. No. IV.) on the "Necessity of a higher standard of Education for the Deaf and Dumb,"—a subject having long before been a theme of my night meditations; and on behalf of my brethren in misfortune I thank him for the deep interest he feels in our mental welfare, and we will second him in soliciting pecuniary assistance from all the institutions as well as private individuals of known benevolence. Such a college established, in a most convenient place, for making literati, philosophers and mathematicians of the most intelligent deaf-mute graduates of all the known institutions of this republic, will be hailed as a real blessing from Heaven by the hands of Human Philanthropy. For the want of that valuable "Alma Mater," many promising deaf mutes' minds have been allowed to wither and droop into obscurity, and they themselves have been compelled to earn a livelihood by common manual labors, by no means congruous with the elevated character of their minds.

In case of its erection, I would most respectfully suggest a

no selfish regard for his own institution induce any one to oppose its establishment.

When ought this enterprise to be undertaken? We answer, immediately. If there is a demand for such an institution, its establishment should not be delayed. There are no more serious obstacles to be surmounted, no greater difficulties to be encountered, no more labor or self-denial required at present than will be at any future time. Let the subject be carefully considered by this convention. Let the attention of the officers and patrons of all our institutions be directed to it. Let there be harmony of feeling and of views respecting it. Let there be unity of plan and of effort among the friends of the enterprise; and success is certain.

Who will undertake this enterprise? This is a difficult question and one which we are not prepared to answer. If the educated deaf mutes of our country were called upon to make the selection, their eyes would turn to him whom they have been accustomed to regard in a peculiar sense as their father and the founder of institutions for their benefit in this country. In confirmation of their choice our eyes turn involuntarily to the chair which he should have occupied on this occasion. To this election of grateful hearts there comes back no response. Our father, our teacher, our guide, lies low and helpless upon the bed of sickness, it may be upon the bed of death.* If his work is done, it has been well done; and the name of Gallaudet will stand conspicuous and high upon the roll of fame among the names of those who have been public benefactors and friends of suffering humanity.

* Mr. Gallaudet died on the 10th of September; just two weeks from the day this article was read before the convention.

be made to exist. They do not hesitate to say that it would be useful, but they fear that it could not be supported. On this point we have no apprehensions. Let it be made to appear that the usefulness and happiness of deaf mutes would be essentially promoted by such an institution, and their friends would promptly furnish the means for its establishment. Forty years ago it was doubted whether the whole country could supply deaf and dumb children enough for a single school or funds for its support. Now we see several of the States doing alone what it was then thought all of them together could not do. There is not an unsupplied want of the human race that will not, when made known, be met by the offering of Christian charity. The silent eloquence of the deaf and dumb asking for knowledge, has never yet been disregarded, and never will be while there is a heart of philanthropy to feel, or a hand of liberality to give.

Another objection to our project may be that it will detract from the institutions now in operation, by diminishing the number of their pupils and by lowering them relatively in public estimation. In reply to this we would say that some of these institutions are already too large. We do not think it desirable either on the score of health, of discipline or of improvement that more than from one hundred and fifty to one hundred and seventy-five pupils should be congregated in one establishment. This number of children would fully occupy the time of those who usually have the charge of them as a family, and would require a board of instructors sufficiently large for all purposes of mutual aid and consultation and for the rapid progress in learning of those entrusted to their care. Should the contemplated high school be established, it would indeed take precedence among the institutions for deaf mutes; but it would not on that account lessen their usefulness or importance. The existence of the college does not enable us to dispense with the academy, nor that of the latter with the common school. Each is honorable and useful in its appropriate sphere; and one is as important an auxiliary in the cause of education as another. If then the interests of this cause among the deaf and dumb demand a high school, let

partake equally with us of the enjoyment derived from reading and literary pursuits. We might expect to see them creditably filling stations for which their peculiar privation has been thought to disqualify them. We might expect to find them in families of cultivated minds and refined tastes, the chief ornament and attraction of the social circle.

It is not our design at the present time to give the details of a plan for the proposed high school: still we will on one or two points be a little more particular. One of the most important questions to be settled in reference to such an institution would be that of its location. This should be in a city or large town, easy of access, where there is no institution for the deaf and dumb. The ground should not be pre-occupied. Funds should first be raised, to pay the cost of a suitable site and buildings, in the place of its location and its vicinity. Money should then be obtained by subscription from all parts of the country enough to endow two professorships. We would next apply to the Legislatures of the different States for an appropriation to support a certain proportion of its beneficiaries (say one in every ten) at the high school. There would be, in addition to these, a considerable number provided for by their friends or sustained from their own resources:—enough in all to occupy the time of at least two instructors and the apartments of an establishment quite as large as would be desirable. In connection with this institution there should be a chapel for divine worship on the Sabbath and the religious instruction of its students and such other deaf mutes as might reside in its vicinity. Here lectures on subjects of general interest might be given, and experiments to illustrate the principles of science might be performed in the winter evenings, which should be free and open to all. It would thus become a center of attraction to the educated deaf and dumb, and would bring around it a circle of sure friends upon whose assistance and patronage it might confidently rely in any future emergency.

Our plan may seem desirable to many who may doubt whether it is feasible. They could wish that there was such an institution in existence, but they question whether it can

Nor can they be expected to prosecute their studies, even under the best instructors, with the zeal and success they would, if they were more favorably situated. They will of necessity feel that they are staying beyond the ordinary term of instruction ;—that the government and discipline of the institution are adapted to a different class of pupils. Having but few associates of their own standing, there will be little of that generous emulation so necessary to successful study. Comparing themselves with the multitudes below them in attainments, with some of whom they may perhaps be classed, they will be in danger of becoming proud of what they know, instead of being ambitious of knowing more. Their position would be very much like that of a young man who should attempt the acquirement of a college education in one of our academies or high schools. His teachers might be competent to aid him, and he might spend in study the usual time allotted to a college course. But it would be little short of a miracle if the result equaled his expectations. The circumstances under which he would labor to acquire knowledge are unfavorable to success. The atmosphere with which he would be surrounded is uncongenial to healthy action. He would lack the stimulus of ardent competitors, of college honors and college fame. The deaf mute, who attempts to prosecute his studies in any of our institutions much beyond the range of the regular classes, will meet with similar embarrassments. What he needs is a school expressly provided for him and for others in his circumstances, a High School for the Deaf and Dumb.

This High School should receive only those who had completed a regular course of study at the State institutions, together with those semi-mutes who had in other ways acquired an equal amount of knowledge. It should afford all its students a three years' course of instruction under two or more of the ablest professors of the art that could be obtained. In such a school, suitably endowed and judiciously managed, we might expect such a development of deaf-mute intellect as has not hitherto been witnessed in this or any other country. We might expect that its graduates would be fitted to

And very much in proportion to the amount of his knowledge will be his position and influence in society.

Were we to admit, as we are by no means disposed to do, that those of the deaf and dumb who engage in agricultural and mechanical pursuits spend as much time in school as is consistent with the necessary preparation for business, and are as well educated as the farmers and mechanics with whom they will associate in after life; there are others of them, destined by providence to move in different circles and aspiring to more elevated positions in society, to whom a more liberal education should be given, and for whom better means of obtaining such an education should be provided. These are the children of those who are well educated or wealthy, who can appreciate the advantages of learning and are disposed to keep their children at school a longer time than is allotted to the regular classes in any of our institutions for the deaf and dumb. There are also among our pupils young men of superior talents, wishing to qualify themselves for teachers, clerks or artists, who would gladly avail themselves of better means of instruction than exist at present. In saying this, we would not be thought to speak disparagingly either of the existing institutions for the deaf and dumb, or those who are engaged in teaching them. We know that these institutions are in general well managed and are answering the important ends for which they were established. We also know that those who teach in them are well qualified by their talents, education and skill to carry forward their pupils to any desirable extent. But until classes of pupils can be kept for a longer time than six years under instruction, we shall not expect to see much more accomplished than is at present. It is true that the time for which pupils are permitted to remain in these institutions is not limited, and that a few do remain seven or eight years. The best arrangement is made for the improvement of such which can be consistently with more important interests and with the present organization of the schools. But it can not be expected that the whole time of an experienced teacher should be devoted to three or four pupils of this description.

ence at the expense of language; while others have labored to elucidate and fix in the minds of their pupils the rules and idioms of language, without leaving sufficient time for the other branches of a common school education. In point of fact, our pupils go from our institutions with the ability to read and write the ordinary style of letters, narratives and conversation more or less correctly, without being able fully to comprehend the import of elaborate essays on elevated subjects. They understand as much of arithmetic as they will have occasion to use in their respective vocations, and they can pass a fair examination in geography and history. In short, they have laid the foundation of a good English education, without having completed the superstructure. This account of the matter is not, however, strictly applicable to all. While some dull or inattentive pupils fall below the ordinary level of a class, a few gifted minds rise considerably above it. These are to be regarded as exceptions to the general rule. But notwithstanding the incompleteness of their education, a majority of them will return home to friends less perfectly educated than themselves; and will consequently be thought to know more than they really do. And as most of them become farmers or mechanics, their education may be considered sufficient for persons in their stations in life.

The question still recurs, whether their usefulness and happiness would not be promoted by a more thorough mental training, and by a more extended and complete course of study. We do not hesitate to affirm that this would be the case. The same arguments which go to show that knowledge is power; that the condition of a people is improved in proportion as the masses are educated, have their application with equal weight to the deaf and dumb. Indeed those who can hear and speak will much better make their way through life without education than the former. The ability which uneducated persons possess of obtaining through the ear information communicated orally, and of imparting to others their own ideas through speech, affords them advantages which nothing but education can supply to the deaf mute.

that time was struggling into a doubtful existence, and whose success was regarded even by its well-wishers as highly problematical, now finds itself surrounded by eleven similar establishments; most of which are in a flourishing and healthy state. Incipient measures have already been taken for the opening of two other schools for the deaf and dumb; and we confidently believe that the means of a common education will, at no distant day, be afforded to every one of this unfortunate class of persons in our widely extended country.

While we rejoice in what has been accomplished in their behalf, and in prospect of what will soon be attempted, we feel constrained to inquire whether the friends of deaf mutes are to rest satisfied with past achievements and present expectations for the future. Whether all has been done for their improvement which is desirable. Whether a higher standard of education should not be adopted, and a more extended and thorough course of intellectual culture should not be provided for at least a portion of the deaf and dumb. Our present design is to show that more may be and ought to be done for their mental and moral training; that they have yet higher claims upon the benevolence of the philanthropist and the Christian; that they may be fitted for more elevated spheres of usefulness and happiness, and that the time has come for the commencing of efforts to secure these important objects. That the desirableness and necessity of such efforts may be seen more clearly, we shall exhibit briefly the character of the existing schools for deaf mutes, and shall show what is attempted in them, and what is actually accomplished for the education of their pupils.

The institutions for the deaf and dumb in the United States hold the same relative position as the better class of public schools in our cities. Like the latter, they teach beginners the elements of language; then its principles and construction; afterwards arithmetic, geography and history. But as all this must be done in five or six years, it is obvious that a thorough knowledge of these subjects can not in most instances be acquired. In view of the difficulties to be overcome, some instructors have chosen to teach facts and sci-

closing moments of the Convention, he could not allow the occasion to pass without expressing the great pleasure he had enjoyed in attending its proceedings. He also felt it due, in behalf of those who had been present from the New York Institution, that he should express their gratification at the manner in which they had been received at this Institute (the American Asylum) by its Directors, and particularly by the Rev. Mr. Baldwin the Steward, and by Mrs. White the Matron.

The speaker thought that such meetings have a direct tendency to bring about harmony of designs, and unity of action, thus aiding largely in the accomplishment of the objects we have in view. He regarded it as proper that the deliberations, which had been conducted in such a spirit of kindness and courtesy, should be closed with prayer and thanksgiving to God. He therefore moved that the Rev. Mr. Turner be invited to close the sittings of the Convention with an oral prayer.

Prayer was then offered by Rev. W. W. TURNER.

The Convention then adjourned ; to meet at Columbus, Ohio, on the fourth Wednesday of August, 1852.

HIGH SCHOOL FOR THE DEAF AND DUMB.

BY W. W. TURNER.

MUCH has already been done for the education of the deaf and dumb of the United States. Thirty-five years ago, it would have been impossible to have communicated by writing the simplest idea to any deaf mute in the country. Now, it is almost as difficult to find one, of suitable age to be instructed, who cannot hold a conversation by that medium on all the common topics of daily intercourse.

On the fifteenth of April, 1817, the first school for deaf mutes on this continent was opened at Hartford, with seven pupils and two instructors. The single institution, which at

labic Dactylogy, reported that little progress had been made, and the Committee were not prepared with a Report.

On motion of Mr. STONE, the subject of Syllabic Dactylogy was continued in the hands of the same Committee.

Mr. TURNER inquired, whether the publication of the "Annals" would be placed on the same footing during the next year as in that just ended?

Dr. PEET considered that it was so understood.

The business of the Convention being now concluded.—

Mr. CARY offered the following resolution, viz :

Resolved, That the thanks of this Convention be tendered to the Hon. THOMAS DAY, for his benevolent interest in the cause of Deaf-Mute Education, as manifested in his consenting to preside over the deliberations of this body ; and also for the faithful manner in which he has discharged the duties of presiding officer during its protracted sessions.

On motion of Mr. EDWARD PEET,

Resolved, That the thanks of this Convention are justly due and are hereby tendered to the President and Board of Directors, and to the instructors and immediate officers, of the American Asylum, for the ample accommodations and abundant facilities afforded to the body for the transaction of business ; and for the kindness and attention shown to the individual members, and for the very complete provision made to secure their comfort during the sitting of the Convention.

On motion of Mr. JAMES L. WHEELER,

Resolved, that the thanks of this Convention be presented to Messrs. Thomas Gallaudet, Isaac L. Peet and Dudley Peet for their kindness in interpreting the proceedings by signs for the benefit of the deaf and dumb present at the sittings of the Convention.

On motion of Mr. GALLAUDET,

Resolved, That the thanks of this Convention are hereby voted to the Secretaries, for the faithful discharge of their duties.

The minutes of the day were then read and approved.

Dr. PEET remarked, that in these closing hours, if not the

lect Committee under the resolution previously offered by Dr. PEET, in relation to Statistics of Disease and Mortality among the Deaf and Dumb, viz:

Mr. PORTER, of the American Asylum.

" AYRES, do. do.

Mr. MORRIS, of the New York Institution.

" I. L. PEET, do. do.

Mr. FOSTER, of the Pennsylvania Institution.

" PETTINGILL, do. do.

Mr. CARY, of the Ohio Institution.

" GILLET, do. do.

Mr. BROWN, of the Indiana Institution.

Mr. JACOBS, of the Kentucky Institution.

Mr. OFFICER, of the Illinois Institution.

Mr. TYLER, of the Virginia Institution.

Mr. COOKE, of the North Carolina Institution.

Mr. WALKER, of the South Carolina Institution.

Mr. FANNIN, of the Georgia Institution.

On motion of Dr. PEET,

Resolved, That the Rev. J. ADDISON CARY, Superintendent of the Ohio Deaf and Dumb Asylum, be a Committee to issue notices of the time and place of holding the next Convention; and also to make arrangements for the meeting.

On motion of Mr. I. LEWIS PEET,

Resolved, That the thanks of this Convention be tendered to the reporters of the public press, who have attended its sittings and given publicity to its proceedings.

On motion of Dr. PEET, Mr. LUZERNE RAE was reappointed Editor of the *American Annals*, by acclamation.

Reports from special Committees appointed at the last Convention, being called for,—

Mr. MORRIS reported, that the statistics on the subject of Insanity among the Deaf and Dumb, which subject had been referred to him, were imperfect; and his report was accordingly unprepared.

On motion of Mr. TURNER, the subject was continued, and recommitted to Mr. MORRIS.

Dr. PEET, from the Committee on a New System of Syl-

Whereas, some considerable acquaintance with the principles and practice of the art of deaf-mute instruction is requisite in order to enable one to appreciate the difficulties of the instructor of the deaf and dumb, and to sympathize with him in his discouragements, and whereas it is especially desirable that the Directors of our Institutions should possess such a knowledge of the theory and practice of this department of education as will enable them in the most advantageous manner to co-operate with and aid the instructor,—therefore

Resolved, That the increased interest manifested of late on the part of some of the Directors of our Institutions, by their attendance at the sessions of our Conventions, is regarded by the Convention with much gratification and encouragement, and with the hope that in future a still greater degree of interest will in this manner be manifested.

On motion of Dr. PEET,

Resolved, That the Proceedings of this Convention, including the papers which have been read, be referred to a select Committee, with power to publish them in such form as it may deem expedient.

The resolution was adopted.

Dr. PEET then moved that the Committee consist of three; one from each Institution represented in the Convention.

The Committee were appointed by nomination, as follows:

Mr. Collins Stone, of the American Asylum; Mr. Thomas Gallaudet, of the New York Institution; Mr. J. A. Cary, of Ohio.

Mr. TURNER, from the Executive Committee on the publication of the "American Annals of the Deaf and Dumb," presented a report of the operations of the year.

The report was accepted.

On motion of Mr. STONE,

Resolved, That the Executive Committee appointed by the Convention of last year, be continued with the same powers until the meeting of the next Convention.

The resolution was adopted.

The PRESIDENT appointed the following gentlemen a se-

Dr. PEET moved the following resolution, which was adopted unanimously, viz :

Resolved, That the draft of the letter submitted by the Select Committee in reply to one addressed to the Convention, be accepted and approved ; and that the Committee be instructed to address the same to the Rev. Dr. Gallaudet.

Mr. AYRES of Hartford, introduced a resolution in relation to the primary instruction of the deaf and dumb, and supported it in a few remarks, dwelling upon the need of some instruction for deaf mutes at an early age, before they can be admitted into our Institutions.

The subject was discussed by MESSRS. PEET, AYRES, BARTLETT, TURNER, WELD and others, and the resolution was amended to read as follows, and adopted, viz :

Resolved, That the Select Committee to whom was referred the subject of a High School for the deaf and dumb, be instructed to inquire whether any plan is to be recommended for the education of deaf and dumb children, previous to their admission into the existing Institutions.

Mr. CARY presented an invitation to the Convention from the Directors of the Ohio Asylum for the Deaf and Dumb, to hold its next session at the Institution in Columbus.

In presenting this invitation, Mr. Cary alluded to the peculiar advantages of Ohio for a meeting of this character, its capital being now the centre of the representative population of our country, and the centre of Western enterprise and industry. He offered the following resolution in relation to the subject, viz :

Resolved, That the next Convention of Teachers of the Deaf and Dumb of the United States, be held at the Institution for the Deaf and Dumb at Columbus, Ohio, on the fourth Wednesday of August, 1852.

The subject of the resolution was discussed by Messrs. WELD, PEET and TURNER, and others.

The resolution was then adopted.

Mr. BARTLETT presented the following preamble and resolution, viz :

TO THE REV. THOMAS H. GALLAUDET, LL. D.

Reverend and much respected Sir :

The Convention of Teachers and other friends of the Deaf and Dumb, now assembled at the American Asylum, have heard with the deepest regret of that protracted and severe indisposition under which you are laboring ; and by which they are deprived of your presence, your counsel and co-operation in the business of their meeting.

The teachers of the deaf and dumb throughout our land regard you, honored sir, as the father of the cause to which they are devoted, and those of us who were induced to engage in this good cause through your personal agency, who received our initiation into the art of deaf-mute instruction immediately from yourself, or under your direction, feel that we have a peculiar claim to regard you in the light of a parent and to offer you the affectionate homage of sons.

While as individuals and as a Convention, we all sympathize with you and your immediate family in your present afflictions, and earnestly desire their removal, and that your life, health and usefulness may be greatly prolonged, we would also render our devout thanks to Almighty God that He has made you an instrument of so much good, *especially to the deaf and dumb*, and other subjects of peculiar misfortune ; so that multitudes will have occasion in all future time, *to rise up and call you blessed*.

We thank you for the kind wishes and advice expressed in your note of yesterday, and assure you of our earnest desire to promote in every way in our power, the best interests of that department of education and philanthropy to which our respective institutions and ourselves individually are devoted.

With sentiments of affectionate regard as well as of the highest respect,

We are, dear sir, ever yours.

In behalf of the Convention,

LEWIS WELD,

J. ADDISON CARY,

Committee.

American Asylum for the Deaf and Dumb,

August 29th, 1851,

olent cause in which he was engaged. He called attention to the fact that this gentleman was the same who was present at the first Convention of American Instructors of the Deaf and Dumb held in New York.

The Committee on Invitations introduced Dr. Butler, Superintendent of the Retreat for the Insane, at Hartford.

On motion of Mr. WELD,

The Convention took a recess till half past two o'clock, P. M.

AFTERNOON SESSION.

The Convention reassembled at half past two o'clock, the PRESIDENT in the chair.

The Committee on Invitations introduced Mr. Henry W. Terry.

Dr. PEET read a paper on the "Elements of the Language of Signs."

The consideration of the communications of Mr. JACOBS was resumed.

Dr. PEET offered the following resolution, viz :

Resolved, That the question of making provision for the instruction of the deaf and dumb in heathen lands, as set forth in the communication of Mr. Jacobs, be referred to a select committee, to report to the next Convention.

The resolution was adopted.

The PRESIDENT announced the following gentlemen as the Special Committee under the resolution offered by Professor Barnard, viz : Messrs. F. A. P. BARNARD, of Alabama ; J. A. JACOBS, of Kentucky ; J. A. CARY, of Ohio.

The subject matter of the resolution offered by Dr. PEET, was referred to the same Committee.

Mr. WELD, from the Committee appointed to address a reply to Rev. THOMAS H. GALLAUDET, reported the following letter for the consideration of the Convention, viz :

These amendments being accepted by the mover, the resolution was altered to read as follows, viz :

Resolved, That the subject of the existing deficiencies of provision in the United States for the instruction of the deaf and dumb, and especially the expediency of immediate effort for the establishment of new institutions in the South-western and Western States, where such at present are needed, be referred to a select committee, and that so much of the communication of Mr. Jacobs read before this Convention, as relates to this subject, be referred to the same committee, with instructions to report to the next Convention.

The resolution, as amended, was then adopted.

Mr. SAMUEL PORTER read a paper on "Scrofula among the Deaf and Dumb."

After the reading of this paper, Dr. PEET made a few remarks, and submitted the following resolutions, which were adopted, viz :

Resolved, That a Committee on Statistics be appointed, consisting of *two* from each of the Institutions at Hartford, New York, Philadelphia and Columbus, and of *one* from each of the other Institutions in the United States, and that said Committee be instructed to collect and arrange facts illustrating the subjects of disease and mortality among the deaf and dumb, together with that of the causes of deafness, in this country particularly, and to embody the results in a report to be presented to the next Convention.

Resolved, That said Committee be also requested to prepare and present to the next Convention a plan which may be adopted in all the institutions for the deaf and dumb in this country, for conducting inquiries and collecting and recording facts on these subjects in future.

Mr. I. LEWIS PEET read a paper translated from the French, entitled a "Notice of James Edward Meystre, a Deaf, Dumb and Blind Young Man of Lausanne, Switzerland."

Dr. PEET gave a brief account of the Institution in which the subject of the foregoing Memoir has received his education; and paid a high tribute of praise to Mr. HENRI HIRZEL, the Principal of the Institution, for his devotion to the benev-

MESSRS. STONE, PORTER and TURNER, of the American Asylum, followed in further explanation of the system pursued in that Institution.

Dr. PEET stated the practice in the New York Institution.

Dr. Peet from the Business Committee, in continuation of their former report, presented extracts of letters addressed to him by Mr. JOHN A. JACOBS, Principal of the Kentucky Institution, relative to the establishment of new Institutions; and also on the propriety of making provision for the deaf and dumb on missionary ground, with accompanying resolutions.

The report was adopted.

Dr. PEET, in presenting the report of the Committee, read extracts from the communications of Mr. JACOBS.

PROFESSOR BARNARD offered the following resolution in relation to the subject of New Institutions, as proposed by Mr. Jacobs:

Resolved, That the subject of the existing deficiencies of provision in the United States, for the instruction of the deaf and dumb, and especially the expediency of immediate effort for the establishment of new Institutions [*in States where none at present exist*,] be referred to a Select Committee; and that so much of the communication of Mr. Jacobs, read before this Convention, as relates to this subject, be referred to the same Committee, with instructions to report to the next Convention.

Mr. TERRY, of Hartford, objected to so much of this resolution as is included above in brackets. He deemed it proper to make a distinction expressly in relation to the Southern and Western States; and was fearful that an impression might be caused, by the passage of the resolution in this shape, that the American Asylum was not competent to supply the wants of New England in the instruction of the deaf and dumb. To guard against this misapprehension, he moved that the resolution be so amended as to read "in the Southwestern and Western States."

Mr. TURNER moved a further amendment,—“where such are at present needed.”

olent effort bring to our view the great idea of the universal brotherhood of man. The speaker looked upon every effort, every Institution of this character, as a great Christian idea. He should carry with him a better impression of the magnitude and value of this work. It will receive the full approbation of all good men, and its future successes will impart high satisfaction to every honorable mind.

On motion of Dr. PEET,

The Convention adjourned till nine o'clock, A. M., on Friday.

THIRD DAY.

Friday, August 29, 1851.

The Convention met at nine o'clock, A. M. President DAY in the chair.

Devotional exercises were performed by Rev. J. ADDISON CARY, and an exposition of Scripture given from Mark vii. 34. "And looking up to heaven he sighed, and saith unto him, Ephphatha, that is, Be opened."

The SECRETARY read the minutes of the previous day, which were approved and accepted.

On motion of Mr. WELD,

Resolved, That a Committee of two Delegates be appointed by the chair to prepare an answer to the note of the Rev. Dr. GALLAUDET, received yesterday, and submit it for the approval of the Convention.

The resolution was adopted unanimously.

The chair appointed Mr. WELD and Mr. CARY as said Committee.

The special order of business, being a statement of School Room Operations, was then taken up.

Dr. PEET suggested that the statements from the different Institutions be made in the order of their age.

Mr. WELD stated the general plan of operation in the American Asylum.

principles of written discourse, no instrument can be advantageously substituted in their stead."

The discussion was then dropped.

A paper on "Deaf-Mute Idioms" was read by Mr. CARY.

Mr. EDWARD PEET read a "Sketch of the Life of the Baron de Gerando."

Mr. CLERC offered some remarks on the subject of this paper, giving some reminiscences of the Baron, whom he knew.

A paper on "Natural History as a Branch of Study for the Deaf and Dumb," was read by Mr. O. W. MORRIS.

Some remarks were offered on this paper.

Dr. PEET wished to correct a possible impression that might arise, that sufficient attention was not paid to Natural History in the instruction of the deaf and dumb. In the New York Institution, quite as much time was devoted to it as was consistent with proper attention to other branches of study.

Mr. MORRIS rejoined that he had no intention to imply any thing to the contrary. He had made, in the paper itself, a distinct reservation in this particular.

Mr. TURNER believed the subject of Natural History was one of great interest to the deaf and dumb, as they derived most of their happiness through the sense of sight. The kindred sciences of Botany, Mineralogy and Geology were also calculated to interest them, and enlarge their ideas.

Mr. WELD instanced the case of a young man in Maine who had been employed as State Mineralogist, who was a graduate of the American Asylum.

Hon. Mr. WALKER, of Massachusetts, here begged leave to offer a few remarks, being about to leave. He had been highly gratified with all that he had seen and heard. He was more than ever impressed with the difficulties of teaching this unfortunate class of persons; and, also, of the benefits of teachers being associated together in these conventions. Harmony of interest and action was the great Christian idea. We can not give sight to the eye, nor hearing to the ear, but we can give light to the mind. These organizations of benev-

Mr. WELD observed that in this discussion of the use of methodical signs, the idea had been thrown out that we can not convey instruction by them. In his opinion we do in fact communicate much instruction by their means; causing them often to convey condensed, but beautiful definitions of the words for which they stand, and thus producing accuracy of discrimination in the mind of the pupil, as well as increase of knowledge. We help him thus to think and reason. As to their *arbitrary use*, he would say, we can scarcely use them arbitrarily at all, if we use them well.

Dr. PEET said he had no desire to trespass upon the time of the Convention, but wished to read an extract from the Twentieth Annual Report of the New York Institution, bearing directly upon the question in point, viz:

“In regard to the utility of the employment of methodical signs, as a means of instruction, teachers have differed. Though they are ill adapted to the expression of connected thought, many have believed them valuable auxiliaries, for recalling to mind the individual words with which they are associated. It has been thought that the economy of time which their use admits, and the greater tenacity with which the memories of deaf mutes fasten upon signs than upon words unconnected with any simple representative gesticulation, are advantages which ought not to be neglected. It is further believed that in communicating, through the medium of signs, ideas which are required to be embodied in alphabetic language by the learner, they possess a superiority over written examples, since the elements out of which the sentence is to be constructed must be retained in the mind and reduced to a grammatical arrangement according to certain fixed principles of construction. This process of translating ideas into written forms, by the pupil, if such it may be called, impresses the memory, and calls into exercise the judgment to an extent not demanded by merely reading the formula upon the teacher’s slate, or even by transferring it to his own; and accordingly, it has been found after careful and long continued experiment, *that for the purpose of teaching the*

used to recall it. Some complex ideas included in single words, require several simple signs fully to express their meaning. For convenience we abridge these signs and use one or two as expressive of the whole. All such signs we term arbitrary. Both natural and arbitrary signs are used in teaching, and when arranged in the order of the words in a sentence, combined with signs to express the grammatical modifications and relations of those words, we have what are termed methodical or systematic signs. These answer a good purpose in the school-room, especially in the earlier periods of instruction, because they express the idea clearly and teach the proper order of words in sentences. They are of great service to the teacher also in correcting the mistakes of his pupils, when writing from signs upon the large slates.

In regard to the plan of instruction, the speaker agreed in the main with Dr. Peet. The only question is, whether we shall use methodical signs to any very great extent, and we all answer, No. In the speaker's opinion, the main point of difference was only to what extent these signs shall be used.

Mr. CARY thought we had arrived very near the close of this discussion, judging from the very general agreement to which we had arrived. He considered the proper use of methodical signs desirable in the earlier years of instruction. He suggested as one advantage of this, that, as deaf mutes use signs naturally, it is well to adopt the mode which will make the greatest impression on their minds.

Mr. I. L. PEET remarked that if the idea were conveyed to the pupil in the form most familiar to him, it would be better impressed on the mind. He thought this was well illustrated in our own language. We know that in the study of Latin, it is difficult to translate English into Latin; but this difficulty may be obviated by placing the English words in the Latin order. So with signs. Like all inexperienced teachers, he had at one time fallen into the idea that methodical signs were worse than useless, and that the method of analysis only should be employed; but he had since met with success in the use of them, when he had despaired of it by any other method.

ter to teach the pupil, after he is fully possessed of the idea from natural signs, to arrange the words correctly for himself, by understanding the principles and laws of construction.

Mr. TURNER believed we should have avoided much perplexity if we had made a clear definition at the beginning. The great question which lay at the foundation of all this discussion, seemed to be, What is the work to be done? The deaf and dumb children are brought to our Institutions, what shall we do for them? The answer is, teach them language. Without language, they can hold no communication with their families, their friends, or the world around them. In what time, then, are we expected to do this? We are expected to take them at an early age, frequently not exceeding six or eight years, and to teach them a knowledge of language in five or six years; but we cannot do it with ordinary minds, in the short period allowed us. We are required to give them such a knowledge of common language as will enable them to hold intercourse with their friends, and read common articles in the periodicals of the day. This is the most important thing to be done. The object at which we aim is to give each pupil such a knowledge of language as will fit him for the common occupations and duties of life.

The means by which we are to accomplish this, are what we term signs. We mean by signs precisely the same as we mean by words. A sign is the substitute for a word. There are two general classes of signs—one termed *Natural*, the other, *Arbitrary*. Natural signs are those which would be made by man in a savage state—signs prompted by the wants of the individual; an acting out of the idea. This is the first great division of signs.

The deaf and dumb, in their uneducated state, originate a great many signs of this class. They are obliged to use them in communicating with their friends to make known their wants. These signs are generally expressive of the wish, and are therefore called natural signs.

The next great division of signs is the arbitrary. There are some ideas for which no expressive sign can be made. It is therefore necessary to fix upon some sign with which the idea shall be associated, and which may afterwards be

Mr. PORTER remarked upon the use of dictation by methodical signs in recalling to the mind of the pupil words which, though previously taught, might have been wholly or partially forgotten, or might otherwise be confounded with other words of similar form; their use also in indicating which of the several meanings of a word, or which of two or more words spelled alike, is intended.

The Convention here took a recess.

AFTERNOON SESSION.

The discussion on the subject of methodical signs was resumed at half past two o'clock.

Mr. STONE considered that an important distinction should be made between methodical and natural signs. Methodical signs were designed to *recall* words, not to explain their meaning. Within a few years a great change had taken place in the views of teachers with regard to the value of methodical signs. When the speaker had received his own instruction, he was taught to believe that the methodical method was the only true one, but his own experience had led him to a different conclusion. In teaching the elementary forms of language, he had no objection to the use of methodical signs, but he thought they should be used sparingly. In teaching idioms, he would explain the idea fully and thoroughly by natural signs, and give the pupil a model sentence by writing. The pupil would become familiar with the use of the idiom by constructing sentences after the model. Two or three years ago he had made much use of methodical signs in teaching an intelligent class of five or six years' standing, and found them to have very little practical value for pupils of that age. A great labor of attention and memory was imposed upon the pupil, while his stock of ideas was not increased. Methodical signs simply show the order in which the words occur in a given sentence, and they give no reason for that which they indicate as the true one. He therefore considered them of but little use in giving the pupil a knowledge of language. In his opinion, it was much bet-

hoped that the subject would not be dropped until it was used up. To give time, he therefore moved an adjournment.

The motion for adjournment was subsequently withdrawn.

At this stage of the proceedings, Mr. THOMAS GALLAUDET asked leave to introduce a letter from his father, Rev. THOMAS H. GALLAUDET, addressed to the members of the Convention.

Unanimous consent being given, the letter was read by Mr. GALLAUDET, as follows, viz:

HARTFORD, August 28th, 1851.

To the President, Officers and Members of the Convention of those interested in the cause of instruction of deaf mutes, now in session in this city :

GENTLEMEN,

With deep regret I perceive that the state of my health is such as to prevent my enjoying the pleasures and the privileges of participating with you in the objects of the Convention. Look to God for his wisdom and grace, and may it be richly imparted to you. Accept the assurances of my personal regard and best wishes for your success in your various operations.

Yours sincerely, T. H. GALLAUDET.

The above communication was written at the dictation of my father, by myself.

THOMAS GALLAUDET.

The letter of Mr. GALLAUDET was ordered to be entered in full upon the minutes.

The discussion was resumed.

Professor BARNARD referred to the topics which were last before the Convention. He did not regard the system of methodical signs as a new system, but as an enlarged and cultivated style of natural language. It is not like learning a new language, but extending the vocabulary of the old. Still, he would say again that he would use methodical signs only to a certain extent.

Mr. GALLAUDET considered the idea of learning a third language to be a fallacy. He conceived that the whole of this discussion amounted only to a matter of personal experience.

the deaf and dumb, or others, is one of our highest attainments. The manner in which the deaf mute comprehends language is probably very much the same as with ourselves.

Professor BARNARD rejoined that he did not hold, nor believe it was possible to begin a school without the use of the alphabet.

Dr. PEET observed that Jacotot's principle is, that the word must be taught without its component parts—*e. g.* "This old man is carrying a bundle of sticks on his back." Dr. Woodbridge gives an instance of a child who learned to read in six weeks, and was able to read well by this system.

Mr. TURNER supposed this system could not be carried out with twenty or thirty thousand words. What is the philosophical system? Mr. Turner thought that if the elements of words were taught, the pupil can learn the other system, and it may thus be carried out to a small extent.

Professor BARNARD made a difference between the two systems. That which he had proposed had only a limited scope.

Mr. AYRES, without knowing it, had arrived at the same conclusions in the matter of methodical signs, as Professor Barnard. He had formed one further conclusion also, that the pupil's success depended much more on the skill and faithfulness of the teacher than on any system. The speaker classified the three methods of instruction, viz: 1st, Instruction by natural signs. 2d, Methodical signs, or signs for words. 3d, Alphabetic writing, or dactylology. He gave some illustrations of these systems. He had used methodical signs, and with nearly as great success as with any other method. A great difficulty, however, lies in the way of methodical signs. If an ignorant child be required to labor at the word-system and then to bring together these words and form a sentence, he finds it a laborious effort.

Mr. TERRY rose to express his feelings on this subject. He conceived that time was wasted in any discussions regarding the modes of teaching elementary principles. He urged the importance of pursuing the question of establishing higher institutions.

Mr. BARTLETT, in reply to the suggestion of Mr. Terry,

muscular sense, which, as an aid to the memory, is in some respects superior to the sense of sight. The mode of presenting words best adapted to aid the apprehension and memory, will vary somewhat according to the peculiarities of individual minds. Mr. Porter thought that a teacher should avoid confining himself too exclusively to any one of the forms under which language is presented to the deaf and dumb, but should make the pupil familiar with them all, and employ them all as aids to memory.

Professor BARNARD rejoined, objecting to too free a use of the alphabet.

Mr. CLERC observed that words spelled with the fingers were lost upon the air, but the written word remained fixed before the pupil. He conceived it necessary to spell, and then write.

Dr. PEET followed with some remarks upon muscular action.

Mr. BARTLETT considered that the thoughts of a pupil ran in the current where they are first directed. He would ask Professor Barnard, whom he was heartily glad to see here on this occasion, whether he would teach words to any extent without the use of the alphabet.

Professor BARNARD replied that he would not teach a word letter by letter, but would have the whole word upon the slate at once. He had been asked how he would get along if there were no written language? In that case, he would teach a child the connection between words and ideas, and give him words enough to embrace all the letters in the alphabet; and then words to vary the combinations of the letters. He would not begin by teaching that there is any alphabet at all.

Mr. TURNER thought this would be a reversed order—an inverted process, and more difficult than to learn the successive parts of words. The mechanical use of the fingers had nothing to do with the subject. It would be idle for a hearing person to acquire a knowledge of Hebrew without learning the elements of the language. So with the deaf and dumb. The faculty of taking in words at a glance, either for

their use to the same extent as some teachers, so as to apply them to every sentence in the school-room.

Mr. WELD was happy to find his own view of the great value of methodical signs sustained by Dr. Peet and others of much experience in the instruction of the deaf and dumb. He gave a little different definition to the term, and made it embrace a larger sphere. That a very high importance was to be attached to their use *in the proper way*, is most certain; the experience of his own life had proved it as well as that of others, and he should regret to see the system abandoned. He held that it should be preserved, as a very important element in the instruction of the deaf and dumb, although he would not discard other methods, but would employ them constantly in connection with this.

Professor BARNARD remarked that in the use of methodical signs, his own opinions had undergone a change of late years. When he commenced teaching, he used them altogether, regarding Sicard as the great teacher of the system; but he afterward underwent an entire revolution of opinion, discarded from the school-room every thing like methodical signs, and taught every thing by natural signs and by writing. Still he resolved not to practice any thing which could not be wrought out in theory, and underwent a kind of intellectual relapse. He began to introduce again methodical signs, and arrived at the conclusion that, in the instruction of the deaf and dumb, a great deal depends upon the number the teacher had to instruct. Where there is only one pupil, of ordinary intelligence, the speaker would not use methodical signs at all. If he had a class now, he should use methodical signs very much according to the plan he had heard expressed by Dr. Peet. Where there were many pupils, as in a large class, much labor and time would be saved by using methodical signs. The alphabet is used too much; and the speaker would not teach the pupil to spell on the fingers till the habit was established of apprehending words in the written form.

Mr. PORTER agreed with the opinion that the use of methodical signs was a saving of labor, but he was unwilling to disparage the manual alphabet. There is, he remarked, a

prove ineffective, as in dictating an abstract proposition, the meaning of which is not comprehended by the pupil, though he may be able to write correctly the words which embody it.

The principal use of methodical signs is in dictation, and if oral dictation is useful in instructing a hearing child, why should not dictation by methodical signs be equally so in teaching a deaf mute? In this connection the speaker referred to the case of a young man at the idiot school at Bicêtre, who is a sort of Zerah Colburn, having the ability to arrive at mathematical conclusions with marvelous facility,—who understood language and wrote on the black board from dictation, in the main with surprising accuracy. He must say he was surprised at this circumstance, and he believed it was one of the strongest arguments that could be urged in favor of the use of methodical signs. Still, it was nothing more than presenting, in a proper and prominent form, the parts of the sentence, and thus impressing more strongly upon the mind of the pupil the idea and the forms of a sentence. We need some such aid as this in our own system. It is important that the idea should always be first presented through the medium of natural signs, and then be reduced to a grammatical arrangement by the employment of methodical signs.

The speaker conceived that in the early stages of instruction, methodical signs might be used to advantage; but he would not employ them after the pupil has arrived at a point where he can understand language. The great object in the earlier stages of instruction, is to teach the laws of the construction of language. When the pupil has reached the point when he can comprehend ideas conveyed to him in plain phraseology, the speaker would pour into his mind through the medium of natural signs, the information in the various departments of human knowledge which might be communicated to a hearing child. This was his view of the case, and he would use methodical signs as a help to arrive at this state; afterward laying them aside, because they are not necessary. The pupil has acquired a knowledge of the laws of construction of language, and he does not need the further use of methodical signs. Dr. Peet would not carry

Norman Smith, Esq., of Hartford; James C. Donnell, Esq., of Philadelphia; and Rev. William A. Smallwood, of Zanesville, Ohio.

Dr. PEET called for papers on the subject of Instruction, continued from the previous day.

Mr. WELD, Principal of the American Asylum, then read the following paper—"Suggestions on Certain Varieties of the Language of Signs, as used in the Instruction of the Deaf and Dumb."

Mr. COLLINS STONE read a paper on "The Use of Methodical Signs."

A discussion of considerable length took place after the reading of the papers.

Dr. PEET said he was reluctant to take the initiative in the discussion of any question or questions which might grow out of the papers read. Still, there were points which should be distinctly brought out. He had listened with great interest to the papers which were read in the morning, and agreed with some of the positions taken by both. The paper read first seemed to enlarge the domain of methodical signs to an extent beyond what by common consent has hitherto been assigned them. The speaker did not see why methodical signs should be used in colloquial discourse, when we are giving ideas simply, without reference to language. They are not used in conversational intercourse with the pupil, nor in his religious instruction, or in the lecture. Methodical signs, as used in the common acceptation of the term, and as used by the deaf and dumb, are strictly verbal signs—signs used for words. They are confined to represent words, and not unfrequently are termed verbal as well as methodical signs. Methodical signs and natural signs are not unfrequently identical, the grammatical sign being merely superadded to the former to designate the relations or inflections of the parts of speech. Thus the sign for *eating* is the same in both. But the speaker did not consider it proper to apply the term *methodical* to descriptive signs, simply because they were made according to a certain order or method.

Dr. Peet cited instances where methodical signs would

SECOND DAY.

MORNING SESSION.

Thursday, August 28, 1851.

The Convention opened at nine o'clock, the PRESIDENT in the chair.

Dr. PEET gave an exposition of a passage of Scripture, Mark x. 52: "And Jesus said unto him, Go thy way; thy faith hath made thee whole. And immediately he received his sight, and followed Jesus in the way."

Prayer was then offered in the language of signs.

The SECRETARY read the minutes of the previous day, which were approved.

The Hon. Mr. WALKER, Secretary of State of Massachusetts, appeared and took his seat as a delegate to the Convention.

Dr. PEET, from the Business Committee, reported the following resolution in regard to school-room arrangements:

Resolved, That a detailed statement of school-room operations, embracing the entire history of a day, or such longer period as may be required to present a complete view of class exercises, be made the special order for to-morrow, (Friday,) immediately after the reading of the minutes.

Mr. O. D. COOKE moved that the discussion be confined to one hour.

Mr. STONE seconded the motion.

Dr. PEET did not know whether it need exceed an hour; yet, if we set out to accomplish a desirable object, it should be accomplished, or our time is spent to disadvantage. He was not in favor of restricting the discussion, but considered that it need not occupy an hour.

The amendment offered by Mr. COOKE was then withdrawn, and the resolution adopted.

Judge TERRY, from the Committee on Invitations, reported the names of the following gentlemen who had been invited to attend the sittings of the Convention, viz: Rev. S. Bartlett, of East Windsor, Conn.; Nelson Smith, Esq., of Carrollton, Alabama; Mason C. Weld, Esq., of the Chemical Department, Yale College; Hon. Mr. Manly, of North Carolina;

reported that Hon. Henry C. Deming, who was present, had been invited to sit with the Convention; as also the following gentlemen: Hon. Andrew T. Judson, District Judge; Hon. Henry Barnard, 2d, Superintendent of Common Schools; Hon. Henry L. Ellsworth, of Indiana; John Hooker, Esq., of Springfield; John M. Atwood, Esq., of Philadelphia; Frederick S. Giddings, Esq., of Illinois.

On motion of Gen. WETMORE, the following resolution of thanks to Joseph C. G. Kennedy, Esq., Superintendent of the Seventh Census of the United States, was unanimously adopted, viz:

Resolved, That the thanks of this Convention are due and hereby tendered to Joseph C. G. Kennedy, Esq., Superintendent of the Seventh Census of the United States, for his prompt and cordial assent to the request made to him under the authority of the last Convention, through its President, for a convenient and methodical arrangement of the census details relating to the deaf and dumb in this country; and that the officers of this body communicate to Mr. Kennedy a copy of this resolution, with the assurance that the friendly interest evinced by him is appreciated and acknowledged by all the friends of the cause in which the Convention has been assembled.

On motion of Mr. GALLAUDET,

Resolved, That the question be taken, in all questions, by raising the right hand, in order that the deaf-mute members of the Convention may participate.

Dr. PEET read a paper on the "Course of Instruction for the Deaf and Dumb."

A paper by Mr. LAURENT CLERC, entitled "Some Hints to Teachers of the Deaf and Dumb," was read by Mr. Weld. Mr. CLERC followed with some illustrations of his principles upon the slate.

On motion of Mr. TURNER,

The Convention adjourned to meet at nine o'clock, A. M., on the following day.

done, he had no doubt. There are gentlemen connected with these Institutions who are qualified to undertake the work, were time allowed them. Still, it cannot be expected that the necessary advantages can be obtained without difficulty, any more than a pupil can be fitted for college in a common school. The school at Rugby, to which reference had been made, was constructed on a plan entirely different from that which the speaker proposed. It was a private school, established on private responsibility; and the pupils were received at the beginning without previous preparation.

It had been said of pupils abroad, that their education was commenced and finished earlier than here. The same tendency is prevailing here. Parents are anxious to press their children into our Institutions much earlier than they should be received. There will be an increase of this tendency. To meet the difficulty, it may be necessary to establish Primary Schools for the Deaf and Dumb in different parts of the United States. On this point, the speaker would not dwell.

Returning to the proposed plan for a High School, Mr. Turner observed that there would of course be difficulties in the way of such an Institution. No good enterprise was ever commenced and pursued to success without encountering opposition. The numbers would at first be small; but we know that when our classes graduate and their term of study expires, there are two or three, more or less, in each Institution, who wish to remain longer, and the Institution proposed would exactly meet their case. The plan suggested by the gentleman from Ohio, that the establishment should be a National Institution, is a happy thought. The speaker confessed he had not ventured to aspire so high.

After some further remarks,

The resolution of Gen. WETMORE was put to vote, and unanimously adopted.

The CHAIR appointed the following gentlemen a Special Committee to consider and report upon the subjects comprised in the resolution, viz: W. W. Turner, J. A. Cary and Jacob Van Nostrand.

Hon. SETH TERRY, from the Committee on Invitations,

Institution might be as it were a flowering of the plant which has had so vigorous a growth.

Mr. MORRIS expressed his feelings of high gratification at the manner in which the subject of a High School had been treated. Reasoning from the facts presented, the analogy would be, that such an Institution would certainly benefit the deaf and dumb as well as others. He hoped it would not be confined to any class or society, and believed that enough would be found in the United States to sustain it. He hoped the resolution would pass, and be acted upon at once.

Mr. AYRES observed that the want of a High School was felt among parents and by the deaf mutes themselves. He believed that public opinion was ready to sustain such an Institution.

Mr. TURNER added that he was not an advocate of the plan except on general grounds. It had been stated that parents were unwilling to keep their children at school for so long a time. True: this evil has been felt by all our Institutions, more or less. He thought, however, that the very way to counteract the evil was the establishment of a High School for the Deaf and Dumb. If the scholar is to become more accomplished, the parents will more highly appreciate the advantages of education. The pupils may then be prepared to fill stations in society which they have not occupied heretofore. Already we have examples of the capacity of the deaf and dumb for the liberal professions. Some of those who have gone from among us have become teachers, merchants and distinguished artists. One is now employed as copying clerk in the Treasury Department at Washington. Two others are employed in the same manner in the Register's office in Boston. Avenues of usefulness, influence and wealth might thus be opened to all; and the consideration of qualifications which will command larger salaries might induce parents to keep their children at school, who would otherwise take them away.

As to the education of a higher class in our present Institutions, Mr. Turner desired to say a word. That it can be

Judge CAMPBELL offered a few remarks on the proper age of pupils. He thought the term of instruction was not sufficiently long in our Institutions. As we grow more wealthy and the country extends, a change must occur, and the term will undoubtedly be lengthened. The public mind is preparing for such an extension. The change which has already taken place in the community in relation to matters of this character, is a forerunner of what is to come. The efforts which were made thirty years ago, bear no comparison to what we do now. Our requests for aid at the present day are not only answered, but they are answered promptly and kindly. The appeal which the deaf mute makes has never been made in vain. The question, then, in the mind of the speaker, was, whether the work should be done by our existing Institutions or in another Institution? He believed it was agreed that some improvement on our present method is wanted.

Mr. GALLAUDET thought we were begging one question. Why may we not have a higher standard of education in our Institutions as they already exist? We have now learned the idea; suppose we try the experiment in our own Institutions? He considered that two establishments need not necessarily interfere with each other.

Mr. VAN NOSTRAND had listened with considerable interest to the debate as it had progressed. He thought the great object for deaf mutes was to elevate their ideas. It was not probable, however, that any thing would be accomplished by individual Institutions during the approaching year. He suggested whether it would not be better to rest the matter, and await the report of a Committee.

Mr. CARY remarked that the cause of deaf-mute instruction in this country is progressive. New Institutions are springing into existence as the popular outgrowth of the progressive spirit. The spread of Institutions for the Deaf and Dumb may be likened to the growth of a plant. The stalk springs from the earth, and puts forth leaf after leaf, and branch following branch, until the flower appears. So is it with these Institutions; and he trusted that the National

The subject was then, by unanimous consent, deferred till the afternoon session.

Mr. D. E. BARTLETT, from the Committee on Credentials, reported the following list of Delegates, viz :—

From the American Asylum for the Deaf and Dumb at Hartford. Hon. Thomas S. Williams, President of the Asylum; Hon. Thomas Day, James Ward and James B. Hosmer, Esq's, Vice Presidents of the Asylum; Hon. S. Terry and A. M. Collins, Esq., Directors; Lewis Weld, Principal; Laurent Clerc, Rev. W. W. Turner, Samuel Porter, Collins Stone, J. A. Ayres, Rev. H. B. Camp, O. D. Cooke, J. L. Wheeler, Rev. A. C. Baldwin.

From the New York Institution. H. P. Peet, LL. D., President of the Institution; P. M. Wetmore, Esq., Vice President; Hon. W. W. Campbell, of the Board of Directors; Professors D. E. Bartlett, O. W. Morris, J. Van Nostrand, Thomas Gallaudet, I. L. Peet, Edward Peet, Dudley Peet, F. A. Spofford and G. C. W. Gamage.

From the Ohio Institution. Rev. J. A. Cary, Principal of the Institution.

Professor F. A. P. Barnard, of the University of Alabama.

Dr. J. L. Comstock, of Hartford, and Mr. Lee Comstock, of New York; Rev. N. P. Bailey, of Ohio.

Hon. Christopher Morgan, Secretary of the State of New York, and ex officio Superintendent of Common Schools, was appointed by the Board of Directors of the New York Institution, as an Honorary Delegate from that Institution to the Convention, but was not present.

On motion, the Convention took a recess until half past two o'clock, P. M.

AFTERNOON SESSION.

The Convention was called to order by the President.

The discussion on the subject of Mr. TURNER's paper was resumed.

the wealthy is comparatively small. Their friends are generally satisfied with a five or six years' course of instruction, and, in the American Asylum, children are frequently taken away before this short course is completed. Mr. Weld adverted to the Rugby school, mentioned by Dr. Peet, and remarked upon its ill success as a *collegiate* institution, apprehending that the case would be the same among ourselves.

Mr. CARY thought the idea was capable of being realized. There were obstacles to be overcome, it was true, but they were not insurmountable; and he trusted that the project would be deemed worthy some practical attempt. He suggested that the Institution be planned with reference to its national character. We have a Military Academy at West Point, supported by the Government. Why may we not apply to the National Legislature for aid to establish an Institution where the deaf mutes in the United States may receive a higher education? He believed a sufficient number might be selected to make the Institution of sufficient size.

Gen. WETMORE said he had a proposition for the disposition of the subject. In his own opinions, he had been led to agree with the gentleman who had last spoken. Although the project contained within itself the elements of difficulty, it cannot be pronounced unfeasible. He desired to lay on the table for subsequent consideration the following resolution, viz :

Resolved, That the proposition for the establishment of a High School for the Deaf and Dumb, submitted in the paper read by Professor Turner, be referred to a Select Committee, with instructions to report at the next Convention, on the points of expediency and feasibility, and if the report be affirmative, with such practical suggestions for carrying the same into effect as they may deem advisable.

Dr. PEET observed that, in stating the difficulties which had appeared to his own mind, he did not intend to be understood as taking an antagonistic position in the matter. He had merely desired to call attention to the obstacles which would really exist.

ence of opinion. Local feeling might be aroused, and conflicting claims, founded on superior numbers or supposed advantages, might be urged. The speaker, from his experience in his own State, had become cautious of exciting any local feeling. He had a very great desire to see the scientific and literary education of the deaf and dumb carried to a greater extent than it is. He had recommended to the Directors of the Institution with which he was connected, a plan of this character. He considered such a course far better than any provision for the admission of children at too young an age. Our Institutions ought to be Institutions for the *education* of the deaf and dumb; and he desired that provision might be made in connection with our present Institutions, by which the education of the deaf mute could be carried to a greater extent. If this *could not* be done in our existing Institutions, he held that the subject should then be fully entertained of establishing a High School, or an Academy, or whatever we may please to call it, for the higher education of the deaf and dumb. We shall need some method to instruct them in the Fine Arts, in Science, in the Mechanic Arts, Civil Engineering, etc., etc., for all which they are fully competent.

Mr. WELD remarked that in theory this was a very interesting proposition; one that commends itself to the benevolent dispositions of us all. He thought, however, that the difficulties and objections in the way were very numerous. We have already made many appeals to the generosity of the community, and have been led to depend upon the kind and benevolent feeling of a Christian public to sustain our Institutions. By this project, we should be obliged to go back and renew our appeals; not without danger, as he feared, of reaction on the public mind, and consequent injury to our present institutions; for it seemed that the great object, for the benefit of the few who would become inmates of such an Institution, would not be otherwise attained. It is well known that the deaf and dumb are mainly from the classes of society which look to the public for aid in the education of their children; the number from the families of

was supported by means of a legacy from a gentleman lately deceased in Paris. After the pupils have gone through the ordinary course of instruction in the Institution at Paris, they are formed into a class to be instructed for a period of three years longer. Dr. Peet here explained the mode of operation; remarking that, although their attainments were not uniform, the course of study was so arranged, that no particular branch was passed over by the same pupil more than once. He also adverted to the College at Rugby, in England, for the education of the deaf and dumb. It was not regarded with much favor by the teachers of the English Institutions. In relation to the wants of the deaf and dumb after they leave our Institutions, the speaker believed they should be regarded with continual interest; and in this feeling he was doubtless joined by many persons in this and other countries.

In Paris, Institutions have been established to aid the adult deaf and dumb. In London, where there are fifteen hundred to two thousand deaf mutes, the question what shall be done with them, is engaging the attention of many benevolent persons. There, the children enter the Institutions earlier, and finish their education so as to enable them to go out and be apprenticed to trades. Many of them are admitted as pupils at the age of seven, eight and nine; while in most of the schools twelve would be considered the maximum. The subject cannot be reached by any other means than special legislation. What progress can a deaf mute of the age of eight be expected to make in mastering the difficulties of language? A great part of what he may be able to learn between the ages of nine and fourteen, will very probably be forgotten.

It therefore becomes a question of great importance with the gentlemen who have taken hold of this matter, where to place these pupils; and the subject is at present under advisement by a committee.

Dr. Peet considered that another difficulty in the way of the proposed establishment in this country, would grow out of the location. On this point there doubtless will be, as there has been on other questions of a like nature, a differ-

views on the matter, because the cause should be entered into with heart and hand.

Dr. PEET deemed the subject under discussion one of great importance; but did not feel qualified, on the spur of the occasion, to present a coherent argument either for or against such an establishment. He had long felt the importance of carrying forward our Institutions for the Deaf and Dumb to a point far beyond that which is now attained; in the New York Institution he knew it was very desirable. But there are very great difficulties to be overcome. Great energy, and it may be added, great industry and perseverance are required to accomplish this object. One great difficulty will occur, almost to a certainty—parents *will* withdraw their children.

The speaker regretted to say that there was a disposition, on the part of parents and others who have a right to control the labor of the deaf and dumb, to set a greater value on the products of their hands than on the acquisitions of their minds. When the pupil is able to write home a letter, in many instances, superior to those he receives from his friends, the letter is perused by his family, and circulated through the neighborhood, and the child is at once regarded as well-educated. He must then be taken from the Institution, and return home. This is a difficulty under which the New York Institution, and, so far as is known, other Institutions, South and North, are laboring, and the speaker knew no means of overcoming it.

Some of the pupils remain in our Institutions for a considerable length of time, but they are not generally of the class who would be selected as the inmates of a High School. Some of them are deficient in intellect; others are orphans, and, others again, are desirous to accept any position of profit in the world by which they can realize a livelihood.

Dr. Peet was not fully prepared to say whether the proposed establishment would be sustained by those who had undergone an ordinary course of instruction. Provision, however, might be made in our existing Institutions to carry forward a class of this nature. The speaker had recently had an opportunity to visit a class formed upon this plan, which

12. Notice of James Edward Meystre, a deaf, dumb and blind young man; by Mr. H. HIRZEL, Director of the Asylum for the Blind at Lausanne, Switzerland. Translated from the French by I. LEWIS PEET.

On motion, the paper

“On the Mode of Teaching Language,” by HORACE S. GILLET, of the Ohio Institution, was read by Rev. J. A. Cary.

An invitation to the Convention to dine at the American Asylum, was received from Mr. BALDWIN.

A paper on the subject of a “High School for the Deaf and Dumb,” was read by Rev. W. W. TURNER, of the American Asylum.

A discussion ensued after the reading of the above paper, in which Gen. Wetmore, Dr. Peet, Mr. Weld, Mr. Cary, Mr. Turner and others participated.

Gen. WETMORE was satisfied that the suggestions thrown out in the paper read by Mr. Turner, pointed to something useful in the future. The advantage of papers like these is that discussion may follow, and that we may pronounce upon suggestions contained in them. The speaker rose to invite such discussion; and was struck very forcibly by the arguments presented. He had often regretted that pupils should go out from our Institutions for the Instruction of the Deaf and Dumb, before their education is thoroughly completed. In the State of New York, the term is limited, and the course of study cannot exceed seven years. In this short period, it cannot be expected that the pupil should attain beyond a moderate point in his acquirements.

But there was another point, in regard to the feasibility of the plan of a High School. There can be no improvements in science if we stop short on the appearance of an obstacle. We must surmount obstacles and overcome difficulties if we desire the accomplishment of an object. It had struck the mind of the speaker that there might be a difficulty in selecting a central position for the proposed establishment. This difficulty might prove insurmountable, but still the effort might be made. He called upon gentlemen present for their

II. The President or one of the Vice Presidents, or in their absence a member chosen by the majority for the purpose, shall preside at each meeting of the Convention.

III. The proceedings at each meeting shall be in the following order:

1. Reading of the minutes of the previous meeting.
2. Reports from committees.
3. Reading of communications.
4. Unfinished business.

IV. All committees shall report in writing.

V. Every resolution shall be reduced to writing and subscribed by the name of the member offering the same.

VI. At all meetings of the Convention, the rules of proceeding shall be those contained in Jefferson's Manual, except in those cases herein specially provided for.

The Business Committee further reported the following Titles of Papers to be read before the Convention, viz:

TITLES OF PAPERS.

1. Course of Instruction for the Deaf and Dumb. By H. P. PEET, President of the New York Institution.
2. Elements of the Language of Signs. By H. P. PEET.
3. Suggestions on Certain Varieties of the Language of Signs, as used in the Instruction of the Deaf and Dumb. By L. WELD, Principal of the American Asylum.
4. High School for the Deaf and Dumb. By W. W. TURNER, of Hartford.
5. Sketch of the Life of Baron de Gerando. By EDWARD PEET.
6. On the Use of Methodical Signs. By COLLINS STONE.
7. Natural History as a Branch of Study for the Deaf and Dumb. By O. W. MORRIS.
8. Scrofula among the Deaf and Dumb. By SAMUEL PORTER.
9. Some Hints to the Teachers of the Deaf and Dumb. By L. CLERC.
10. Deaf-Mute Idioms. By J. ADDISON CARY.
11. The Mode of Teaching Language. By HORACE S. GILLET.

by the chair to receive and examine the credentials of delegates.

The following gentlemen were appointed on this committee: Mr. Bartlett, of New York, Mr. Ayres, of Hartford, Mr. Camp, of Hartford.

At this stage of the proceedings,

Rev. Dr. HAWES expressed his regret at his inability to attend the sessions of the Convention, and, after a few remarks upon the origin and history of the American Asylum, took his leave. He remarked that as a Christian man and a minister, he was reminded by the history of this Institution how much could be accomplished in a comparatively short period of time. Thirty-four years had elapsed since he came to Hartford. The Institution was then small. He had been an interested witness of its growth; he had seen how it had spread itself abroad through the land; and he rejoiced to learn that twelve or thirteen Institutions were now established, and that others were in contemplation, for the instruction of this unfortunate class of our fellow-beings. He considered it a triumph of Christian benevolence; a mark of the progress of civilization.

On motion of Dr. PEET,

Resolved, That delegates be requested to report in writing to the Committee on Business, the titles of papers which they are prepared to present to the Convention.

The Committee on Invitations reported, through Hon. SETH TERRY, that they had invited J. L. Comstock, M. D., of Hartford, and Lee Comstock, Esq., of New York, to attend the meetings of the Convention.

The Business Committee reported the Rules adopted by the Convention of the previous year, as suitable for the government of the present Convention.

The report was adopted, and the Rules agreed to, as follows:

RULES.

I. The members of this Convention present at any time appointed for a meeting, shall constitute a quorum for all purposes of general discussion and debate and of adjournment.

the contrary, I shall still continue to do what I may be able to forward its important mission.

With respect to the State of Indiana, I can say, that at no former period have the people felt a more decided interest in the cause. A feeling of gratified state patriotism has connected itself with all our benevolent Institutions, which promises results alike honorable to the people, and beneficial to the unfortunate. Allow me, in conclusion, to express the ardent desire of my heart, that the day may soon come when the doors of all *Asylums* for the unfortunate shall be opened; that their blessings, like the rains and dews of heaven, may descend to cheer the children of sorrow, without money and without price.

With sentiments of the highest regard,

Yours truly, J. S. BROWN.

Mr. WELD also read the following extract of a letter from Rev. J. D. TYLER, Principal of the Virginia Institution:

Extract of Joseph D. Tyler's letter to Mr. Weld.

"I regret that the occurrence of the meeting of teachers, &c., in the first month of our term hinders our attendance. I think triennial meetings would be better attended, more interesting, and more than equally profitable. If you please, say to the Convention, that should it be disposed to meet here next year, or at any other time, we shall be most happy to give its members a *Virginia* welcome. They will better know what that means after they have tried it."

On motion of Dr. PEET,

Resolved, That a committee of five delegates be appointed by the chair to report the order and form of business to be submitted for the consideration of the Convention, together with rules for its government.

The following gentlemen were appointed: Dr. Peet, of New York, Mr. Turner, of Hartford, Mr. Cary, of Ohio, Mr. Barnard, of Alabama, Mr. Stone, of Hartford.

On motion of Mr. D. E. BARTLETT,

Resolved, That a committee of three delegates be appointed

Proceedings of the

Chairman appointed Mr. Weld and Dr. Peet to conduct the Session. THOMAS DAY to the chair.

Mr. DAY briefly returned his thanks, remarking that he should rely upon the intelligence and assistance of the members of the Convention to enable him to fulfill the duties of the office.

Mr. WELD presented the following letter from Mr. J. S. BROWN, Principal of the Indiana Institution :

Milwaukee, Wisconsin, Aug. 14, 1851.

LEWIS WELD, Esq.

Principal American Asylum,

MY DEAR SIR, It is with feelings of deep regret, that I have to request you to announce, that the Indiana Institution cannot be represented, at the approaching Convention of the officers of American Mute Asylums.

A conviction of duty induces me to spend a portion of our annual vacation, in striving to awaken an interest in behalf of the deaf and dumb, in the States of Wisconsin and Michigan. For this purpose, I am here with four pupils of the class just graduated from our Institution, giving exhibitions. I have thus far received such encouragement as induces me to hope that much good may be accomplished. I am anxious to witness Asylums for Mutes established in both these States; and hope this may be done within the next two or three years.

I trust that the deliberations of the Convention at its next session, may be productive of much good; and tend to unite in mutual respect and esteem, all who labor for the unfortunate deaf and dumb. Its proceedings will be looked to with the most intense interest, by all who love our cause.

Please state to the Convention, that, thanking them for the compliment, (entirely unsought and unexpected,) which they last year paid me, by placing my name on the Committee of Publication, they will, as I believe, in all probability, far better subserve the interests of the cause, by appointing some other person in my place. This conviction in my own mind results from no want of interest in the "Annals;" on

pioneer and the mother of similar Institutions in this country. He was proud of his native State, that she had provided so munificently for the education of all her children. None of the States of the Union had done so much in this respect, in proportion to her means and extent of population, as Connecticut had done. He cordially seconded the resolution to give general publicity to the proceedings of this body, connected as it was with an important branch of public instruction.

The CHAIRMAN coincided with the views expressed by the previous speaker in relation to the propriety of making the proceedings public. He also fully sympathized with the remarks of the same gentleman in regard to the State of Connecticut and her munificent provisions for education. He himself had some claims upon the State; for though not a native of its soil, he had derived from it a venerated ancestry.

The question was then taken on the motion of Dr. PEET, and it was carried unanimously.

On motion of Hon. SETH TERRY,

Resolved, That a committee of three be appointed to invite strangers from abroad who may be in town, and who may take an interest in the objects of the Convention, to attend its sessions.

The following gentlemen were appointed: Messrs. Seth Terry, W. W. Turner and Col. James Ward.

Mr. WELD, from the Committee on Nominations, reported the following gentlemen as permanent officers of the Convention:

President,—Hon. THOMAS DAY, Vice President of the American Asylum.

Vice Presidents,—Mr. LEWIS WELD, Principal of the American Asylum; Dr. HARVEY P. PEET, President of the New York Institution; Rev. J. ADDISON CARY, Principal of the Ohio Asylum; Prof. F. A. P. BARNARD, University of Alabama.

Secretaries,—Prof. Jacob Van Nostrand, of New York; Mr. Oliver D. Cooke, of Hartford.

The Report of the Committee was accepted, and the

cherished with himself, a deep interest in the welfare of the cause of deaf-mute instruction.

Mr. COLLINS STONE, of Hartford, was appointed Secretary *pro tem*.

On motion of Mr. VAN NOSTRAND,

Rev. THOMAS GALLAUDET was requested to act as interpreter of the proceedings for the benefit of the deaf-mute members of the Convention.

The preliminary organization of the Convention being now completed,

On motion of Gen. P. M. WETMORE, of New York, the proceedings were opened with prayer by Rev. Dr. HAWES, of Hartford.

On motion of Gen. WETMORE, it was resolved that the services of each day be commenced with devotional exercises.

On motion of Mr. LEWIS WELD, of Hartford, a committee of five was appointed to nominate permanent officers of the Convention.

The CHAIR appointed the following gentlemen as said committee, viz: Messrs. Weld, Gallaudet, Turner, I. L. Peet, and Stone.

The Committee on Nominations then retired.

Dr. PEET moved that the proceedings of this Convention be open to the public, and that the usual facilities be furnished to the reporters for the public press.

Gen. WETMORE, in seconding the motion, dwelt upon the objects and the occasion which had drawn the Convention together. He deemed it desirable that, on this and similar occasions, as much publicity as possible should be given to the proceedings. The Institutions here represented depend for their efficiency and support on the continuance of public sentiment in their favor. As a representative of the New York Institution, the speaker could not refrain from expressing his satisfaction that the present series of conventions had been commenced. He believed they were but the first of a long and useful course.

Referring to the origin and history of the American Asylum, the speaker remarked upon the fact that it was the

time and place for holding the Convention had also been inserted in the newspapers.

On motion of Dr. Peet, Hon. WILLIAM W. CAMPBELL, of New York, was elected Chairman *pro tem*.

Judge CAMPBELL, on taking the chair, returned his grateful acknowledgments for the honor conferred upon him. He was rejoiced to meet with those who were assembled on this occasion; for, from his earliest childhood, he had been interested in the education of the deaf mute. A younger brother had been among this unfortunate class, and he had been compelled to establish a means of communication, whereby their thoughts might be interchanged. If it was true in the language of the poet that his hero

—"lisp'd in numbers, for the numbers came,"

it was true also that he himself spoke early in the sign-language. Judge Campbell adverted to the venerable Institution in which the members of the Convention were gathered. It was venerable, not for age—for the moss of time had not yet settled upon it, but venerable as the pioneer Institution in the education of the deaf and dumb. If we did not invent the methods of imparting this instruction, it may be safely said that we have largely improved upon the lessons given us. The Institutions for the instruction of deaf mutes in the United States, are generally better conducted and better calculated to promote the great cause for which they are established, than the kindred Institutions on the other side of the Atlantic. May the day soon come when the advantages of education shall be extended to every individual of this unfortunate class.

The speaker deemed these conventions productive of much good; they aggregate together all engaged in the pursuit of the same end; they promote harmony, extend our knowledge, enable us to profit by experience, and improve our ideas of the proper method of instruction. The speaker expressed a hope that they may be long continued, with harmony and profit to teachers and pupils; as well as those who

As the members of the Committee, consisting of the Heads of the different Institutions, are widely separated and consequently unable to meet in Committee, a Circular Letter was addressed to each, containing some general principles upon which the decisions of the questions, submitted in the foregoing Resolution, should be based.

From a majority of the members of the Committee, answers have been received, and, with the exception of those who, from considerations of delicacy, not expecting to be able, themselves to attend, decline to express any preference, the opinion is nearly unanimous that the next convention should be held in connection with an eastern Institution.

In conformity with these views, I hereby give notice, that the next convention to promote the cause of deaf-mute education will be held at the American Asylum, in Hartford, Connecticut, on Wednesday, the 27th day of August next, at 10 o'clock in the forenoon. This notice is issued with the full understanding, that it is not only agreeable to Mr. Weld and his associates, but that they will cheerfully co-operate in furthering the objects of the Convention.

The persons embraced in this notice are

1. Present and former Instructors of the Deaf and Dumb.
2. Trustees and Directors of Institutions for their instruction.
3. Governors of States and other officers acting as Commissioners in the selection and supervision of State beneficiaries.

It is earnestly hoped, that every Institution in the country will be fully represented, and that the delegates will come prepared to read such papers and present such questions for discussion as will serve to illustrate the best mode of promoting the present and future well-being of those entrusted to their care.

HARVEY P. PEET,

Chairman of the General Committee.

NEW YORK, Feb. 10, 1851.

This Circular was addressed to each Institution for the Deaf and Dumb in the United States; and notices of the

AMERICAN ANNALS
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DEAF AND DUMB.

VOL. IV. NO. I.

OCTOBER, 1851.

PROCEEDINGS OF THE SECOND CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF AND DUMB.

THE Instructors of the Deaf and Dumb in the United States, and others interested in the Education of Deaf Mutes, assembled in Convention, at the American Asylum for the Deaf and Dumb in Hartford, Connecticut, on Wednesday, August 27, 1851.

The Convention was called to order at 10 A. M. on Wednesday, by Dr. H. P. PEET, President of the New York Institution, and Chairman of the General Committee, who read the following Circular issued by the Committee, viz :

CIRCULAR.

The Convention of Instructors and other friends of the deaf and dumb, held at New York, in the month of August last, passed the following Resolution :

“Resolved, That in view of the present apparent good results of this first experiment of a Convention of the Instructors of the deaf and dumb, in the United States, the members of this Convention have much cause for mutual congratulation and much encouragement for the future; and that it is desirable that a Convention of this body should take place one year hence, at some convenient time and place to be designated by the General Committee.”

NUMBER IV.

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History of the Kentucky Asylum, by J. A. Jacobs.

Poetry.

Mr. Peet's European Tour, " the Editor.

The National Institution for the Deaf and Dumb at Paris.

High School for the Deaf and Dumb, " W. W. Turner.

Miscellaneous, " the Editor.

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laudet, . . . " H. P. Peet.

Public Services in honor of Mr. Gallaudet.

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Indian Language of Signs.

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Obituary Notice of the Rev. J. D. Tyler, . . . " T. T. Castleman.

Sketch of the Life of Baron De Gerando, . . . " Edward Peet.

On the Use of Methodical Signs, . . . " Collins Stone.

Miscellaneous, . . . " the Editor.

AMERICAN ANNALS
OF THE
DEAF AND DUMB,

EDITED BY

LUZERNE RAE,

UNDER THE DIRECTION OF

W. W. TURNER, OF CONNECTICUT, H. P. PEET, OF NEW YORK,

J. S. BROWN, OF INDIANA,

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