

terest, doubtless, they review these lectures since their author's death, and behold his manly, robust form again standing on the platform before them ; behold the depth of earnestness exhibited in every feature and every gesture ; the clear, vivid representation of scripture truth ; the searching application and tender entreaty ; and again behold many a tear in that silent, solemn assembly.

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### III.

BY A. L. CHAPIN, D. D., LL. D., BELOIT, WIS.

I CHEERFULLY comply with the request of the editor to furnish for the *Annals* some personal recollections of the late Dr. H. P. Peet.

At his invitation I entered the New York Institution for the Deaf and Dumb as a teacher in the fall of 1838, and continued my connection with it for nearly five years. I count them among the most pleasant and profitable years of my life, and have ever cherished the acquaintance and friendship of Dr. Peet there formed. During the previous seven years of his administration, he had been laboring with intense devotion and energy to raise the institution from the low estate in which he found it, and before the world to "magnify his office"—to secure a proper and general appreciation of efforts to educate the deaf and dumb. The success of those labors was then quite apparent. He was sustained by a board of trustees thoroughly in sympathy with his aims, who gave him their full confidence. Through his repeated visits to the legislature with pupils able to illustrate in actual results the nature and value of his work, the State appropriations needed for the support and enlargement of the institution had been readily secured. He had gathered around him a corps of able men as instructors, who caught his spirit and gave him their hearty co-operation. Through his suggestion and direction, a series of reports had been issued in which the history and philosophy of the processes of deaf-mute instruction were so thoroughly

Occasionally a class was made up for him which he taught several weeks continuously—more than anything else, as it seemed, for the sake of demonstrating how great progress was possible in a given time by efficient teaching.

Dr. Peet excelled as a disciplinarian. In the earlier times of deaf-mute instruction, pupils were admitted to the institution at quite an advanced age; sometimes they were thirty years old. Some of these had never been taught to submit to any authority; in fact, were totally unconscious of any such thing as submission, and when required to yield to the orderly arrangements of a public institution, often manifested great stubbornness. Dr. Peet insisted on obedience and order in the school-room, study-room, and other departments. When some violent act of insubordination occurred, and the Doctor presented himself upon the scene, at first there appeared a terribly dark cloud rising on his brow, sure presage of the thunder and lightning soon to follow. Deaf-mutes sometimes know when it thunders; they feel the jar; often it is a little doubtful whether or not it be thunder which is felt; but there was never any doubt about Dr. Peet's thunder—the jar that was felt could not possibly be mistaken. In the most angry and defiant exhibitions of resistance, he demanded and received unconditional submission.

He gave high prominence to moral and religious training, being persuaded that these unfortunate children would attain the highest end of education when brought to a right apprehension and personal reception of the gospel of Christ; and he was permitted from time to time to indulge the hope that not a few of his pupils had by the grace of God reached this result in their individual experience. No one, I think, was ever more skilful and successful than Dr. Peet in imparting to young pupils, by natural signs, the elementary ideas of religion. In the Sabbath lecture services he was a master workman, entering into them with great earnestness, making deep and lasting impressions. The main points of these discourses were written out, and are still retained by many of his pupils. With redoubled in-

cating the deaf and dumb. Dr. Peet was obliged to take what remained of this school and build upon it—a task much more difficult than to have started *de novo*, because, by those already engaged in the management of this school, he was regarded as an intruder, and his efforts were misinterpreted and opposed. But with that adroitness and genuine Yankee sense so characteristic, he worked his way through these embarrassments, and raised this deficient and unpopular school into an institution which at once secured confidence and support.

Dr. Peet was an enthusiast in the cause he had undertaken, and to it devoted all his energies, never turning aside to other pursuits. His interest and labor were not limited to the instruction and management of the institution over which he presided, but he contributed to the common cause, and was, more than any other man in this department, the author of lesson books, and numerous articles and discussions representing the history, philosophy, and general literature of deaf-mute education.

An able article in the last number of the *Annals* comes to the conclusion that teaching the deaf and dumb “does not have an elevating influence on the teacher himself;” that he must “gain mental strength and vigor” by reading, studying, and writing on subjects outside of the school-room; but that in preparing text-books to be used in the instruction of the deaf and dumb “is a field, and a broad one, in which the mind of the teacher can busy itself.” Into this broad field Dr. Peet entered, labored in it for more than thirty years, and kept up “mental strength and vigor” to the last; but he never turned aside to the *neglect* of the duties of the school-room. Every week, if not every day, he knew what lessons were taught in the several classes, the progress made by each class, and nothing displeased him so much as failure in progress. In his visits to the school-rooms, he would sometimes take charge of the class, and teach for a short time; and by his emotion, energy, and will, with his clear, expressive signs, would arouse to the highest degree the attention and exertion of the pupils.

ceeded in making others applaud his doings. This was by the company present considered good philosophy—a pertinent case of reasoning from cause to effect. The applause was long and loud, and the good old Doctor seemed to enjoy it as well as the rest of the company.

But I must close. It is with grateful remembrance that I think of the many kindnesses I received from my old friend, Dr. Peet, during the twenty years of my sojourn with him in the New York Institution, and with deep emotion that I recollect the many scenes of greatly varied interest in which I participated with him, his family, and others whose names and characters are deeply engraven in the memory of my heart. *Hæc olim meminisse juvabit.*

Well, the good old Doctor has gone, we believe, to the good world where characters are purified of even negative virtues, and where positive virtues shine forever in unalloyed brightness of ever-increasing perfection. As he did well, let us endeavor to imitate his example.

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## II.

BY B. M. FAY, M. A., SARATOGA, N. Y.

I BEGAN teaching in the New York Institution for the Deaf and Dumb, of which Dr. Peet a few years previously had been appointed principal, in the year 1833. He was then in the prime of life, had received a classical education at Yale College, and had been a teacher for several years in the American Asylum, associated with those other noble pioneers, Gallaudet, Turner, and Clerc.

A perfect master of the natural sign-language, with vigorous health, a strong will, and the experience already acquired at Hartford, Dr. Peet was eminently adapted to the post assigned him.

There had previously been in New York city a school for the deaf and dumb, which had attained so small success that its patrons and friends had become quite discouraged, and were half inclined, I think, to abandon the project of edu-



sternness and severity. Indeed, in estimating his character, I am reminded of an observation that some one has made upon faults and virtues, viz: that in the case of persons of strongly-marked character "faults are often only virtues in excess." This was, to a considerable degree, true of Dr. Peet. He was strong and vigorous in the accomplishment of his purposes, which he honestly considered right and worthy of accomplishment; but his friends had sometimes occasion to remind him that others had purposes equally worthy of regard with his. One of the most prominent traits of Dr. Peet's character, well known and often remarked by his most intimate friends, was self-approbation. This, though considered a fault, was but a virtue in excess. Self-respect is absolutely indispensable to one who would be an efficient actor in any condition of life. Had Dr. Peet not possessed this to a considerable extent, he would not have been the efficient man he was. A man who has not enough vigor of character to have a fault must be a very feeble man.

I now recollect an occasion on which this strong tendency in Dr. Peet was very felicitously remarked upon by one of his old and intimate associates, in his presence, and in a public assembly. It was an occasion when much had been said complimentary to the Doctor, and his success in the management of the New York Institution had been strongly commended. His old friend remarked that were he called upon to assign one especial cause for Dr. Peet's successful career in life, he should say it was *his own good opinion of himself*. He recollected an incident of Dr. Peet's early life which would illustrate this. Mr. Peet was walking the street one day in Hartford, with two of his fellow-instructors, when, turning to them, and straightening himself up to his full, manly height, with an expression of strong self-assurance, he said: "Fellows, hold up your heads, and show the people that you have a good opinion of yourselves. If you don't think well of yourselves, nobody will think well of you." Acting upon this principle, he said, Dr. Peet had always maintained a good opinion of himself, and had suc-

selves in the cause of deaf-mute instruction and in promoting the prosperity of the New York Institution, have since in no small degree become distinguished in their several professions.

There was at that time a tide in the affairs of the New York Institution which we all united to take at its flood and lead on to success, *and it was done*. Of our doings, social and professional, inside and outside of the institution, I should like to discourse, and give reminiscences of Dr. Peet and his collaborators, without let or hindrance, but my limits forbid. The institution lived by popular favor; so, by entertaining visitors at the institution, by our public exhibitions\* in the city and before the legislature of the State, and by insisting upon the matter in extended and exhaustive annual reports, we kept the subject before the people, and the people responded. Those were the palmy days of the New York Institution. We glorified and were glorified, and Dr. Peet received glory, and was nothing averse to it. Who would have been, in such circumstances?

Some sharp criticisms have in former time been passed upon this season of glorification in the New York Institution, and, on some accounts, it must be admitted that it was obnoxious to such criticism; yet, for a public institution dependent on public favor and annual appropriations of money for its support, there are many reasons in justification of such a style of management. It prevents stagnation. To be obliged to make a show of doing something often proves advantageous, both to individual persons and to public institutions. One of the great dangers in this world, I think, is that of falling into conditions of morbid thought, feeling, and action, or into stagnant inaction.

It will hardly be expected that I shall go into an extended analysis of Dr. Peet's character. He was a man of strong will and deep emotion. His energy at times led him into

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\* I remember one entire summer vacation of between five and six weeks spent by Dr. Peet and myself, with a company of our proficient pupils, giving exhibitions in the interior and western towns and cities of the State, with manifest benefit to the institution.

some deliberate consideration before declining the situation. I told him I expected to be in Hartford the following week, and after thinking of the matter would inform him of my decision.

Little thought he or I at that time how intimately for twenty or thirty years we should be associated in instructing and training deaf-mutes; and little did I imagine that I should be for forty or fifty years—indeed, through the subsequent period of my life—a deeply entertained and interested teacher of these same wry-faced, oddly-gesturing people, (as they then appeared to me.) My readers must excuse me if I seem in this to be writing my own history rather than giving recollections of our worthy friend, Dr. Peet. When the editor asked me to give recollections of Dr. Peet, I could not refrain from thinking somewhat of myself in connection with him; and when I talk of affairs connected with him and the deaf-mutes, I am very apt to say, *quorum pars fui*. I have peculiar reason for remembering Dr. Peet in connection with my engaging in the profession of deaf-mute instruction, as it was he who first proposed it to me. It was, however, Dr. T. H. Gallaudet, who, after I had twice declined the situation, by a judicious representation to me of the true nature of the profession, persuaded me to try it. Now, after more than forty years' experience, I am happy to say that since the day I entered my class-room, in October, 1828, I have never regretted having encountered my old friend, Dr. Peet, at the college gate.

Dr. Peet left the American Asylum in the winter of 1830-'31, having been called to take the direction of the New York Institution. In 1832, in company with my friend and college classmate, F. A. P. Barnard, who was at that time associated with me in the American Asylum, I received a second invitation from Dr. Peet to teach deaf-mutes—this time to join him at New York; and this time I did not decline his proposal. The New York Institution was at that time taking a new start under the skilful management of Dr. Peet, assisted by an able corps of teachers, men of vigor, education, and talent, who, having effectively exerted them-

My earliest recollection of Dr. Peet dates back to the time when, myself a school-boy at the grammar school in the city of Hartford, I used often to see him driving a remarkably vigorous mettlesome white horse, in a remarkably voluble four-wheeled curricule, through the streets to and from Asylum Hill. He was at that time one of the teachers in the American Asylum for Deaf-Mutes, and also steward of the Asylum. Among the citizens of Hartford at that time, no one of an observing turn of mind, I will venture to say, failed to gain the impression that the man who drove that horse and curricule was inclined, and moreover destined, to make an impression upon whatever section of the world it might please Providence to place him in. The result has abundantly proved that such an impression was not a mistaken one.

My next recollection of him dates from a certain morning in September, 1828, the morning after I had taken my sheepskin at Yale. Full of an intention of looking for a situation as teacher off somewhere southward, and having the day before received a cordial invitation from a friend in New York to come down and pass a few days with him, and perhaps find a situation in that city or in its vicinity, I was rushing speedily out of the college yard, leaping the fence, and pushing with hurricane haste for down town, when I was called to a sudden halt by one of my classmates, and introduced to a grave and dignified gentleman, who inquired if I would like to become a candidate for the situation of instructor of deaf-mutes in the American Asylum at Hartford. Such an invitation was to me just at that time as disagreeable as it was unexpected. I had unfortunately acquired a dislike for deaf-mutes, having, when a boy, often seen them passing my grandfather's house in Hartford, gesturing and making wry faces at each other in a manner that seemed to me very odd. My antipathy to them was such that the idea of becoming associated with them was anything but agreeable, so I gave as direct a negative as I could politely give, begging the gentleman to extend his invitation to some one else. He very prudently suggested that I had better give the matter

the reception of our departed friend was like that of him to whom it was said: "Well done, thou good and faithful servant. Enter thou into the joy of thy Lord."

The funeral services were held in the spacious chapel of the institution, on the 6th of January. The halls of the institution and the walls of the chapel were draped in black. A portrait of the great and good departed, hung round with crape, looked serenely on the throng that had assembled to pay the tribute of respect and affection, and take their last look at the grand old face. Among those present were many former graduates of the institution, some of them from a distance, and several former associates of Dr. Peet, including Dr. Gallaudet of New York, Dr. Brinsmade of Newark, and Dr. Day of Yale College. Several members of the board of directors were also present, three of whom, Rev. Dr. C. A. Stoddard, long pastor of the church to which Dr. Peet had belonged, Rev. Dr. Adams, president of the board, and Rev. Dr. Gallaudet, spoke eloquently from personal knowledge of their departed friend and associate.

With a crown of flowers on the head, a wreath of autumnal leaves and a little sheaf of ripe wheat in the hand, the mortal remains of Harvey Prindle Peet were conveyed to Hartford, and interred by the side of his first wife and of his two sons, Edward and Dudley, there to await the fullness of time.

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## REMINISCENCES.

### I.

BY DAVID E. BARTLETT, M. A., HARTFORD, CONN.

THE name, character, deeds, and reputation of Dr. H. P. Peet as one of the prominent men in the profession of deaf-mute instruction in our country are too well and widely known, both inside and outside of our profession, to need any words of mine to increase his fame. But the editor of the *Annals* has asked me for some expression of regard for him in the way of personal recollections, and I cordially give my contribution.

education, and as the author of the best existing series of works in our language—perhaps in any language—on the instruction of the deaf and dumb, though inadequately set forth, will, I trust, be apparent to the reader. But to his many friends, and to the hundreds of deaf-mutes who, educated under his care, learned to love and honor him as a father, such a portraiture will appear not only feeble but very incomplete, as omitting one of Dr. Peet's most prominent traits of character—his warm benevolence of heart—of which the best illustration is the filial affection with which he was regarded by his pupils, the warm and active interest he ever took in their temporal and spiritual welfare, and the aid he was ever ready to give to any of his former pupils who deserved and stood in need of his assistance. When dismissing his pupils at the end of their course, he was wont to give each a little letter of advice, in which, encouraging them to seek his aid in any future season of trouble, he said: "Come to us, I repeat, with the confidence of children to a father. We shall be ever ready to redress your wrongs, to seek for you employment that shall insure for you comfort and respectability; and in those afflictions which only time and Providence can relieve, to afford the sympathy and advice that may inspire consolation, patience, and cheerfulness." And the instances are not few in which this pledge was fulfilled.

When, on the 19th of November last, the family connections and a few old friends of Dr. Peet met at a congratulatory dinner, celebrating his seventy-eighth birthday, the venerable man bore his part in the proceedings in a manner to suggest years yet to come of comfort and usefulness. It was, indeed, remarked by one of the elder guests that while such an anniversary reminded them all that they were drawing nearer to the dark river beyond which the eye of faith sees the shining ones waiting, and the towers of the New Jerusalem in glorious prospect, their venerable host seemed to be a few steps in advance. Yet all felt that no one could foresee whom the Master might first summon. A few brief weeks, and the summons came. It was not unexpected; and as far as man can judge, we may reverently believe that

with whom he lived for nearly thirty of his best years, left fragrant memories with all who knew her. And the kind care of the estimable lady who was his third wife greatly promoted the comfort of his declining years.

Dr. Peet was a man of large and athletic frame, of commanding presence, and remarkably pleasing manners. His powers of command were wonderful. Young men were often brought to his school who had grown up without instruction and without restraint, and were as wild and reckless as savages, but they submitted at once to his authority. As a teacher, Dr. Peet's great success was due to the clearness and impressiveness of his pantomime, to his power of awakening in his pupils an enthusiasm that fixed attention and made study easy, to his happy facility in seizing on the most important points, and to the aptness of his illustrations. His lessons were well planned, clearly understood, and well remembered by his pupils. Thus there was no waste of labor. And in a branch of instruction so intrinsically difficult as that of a deaf-mute in written language the highest success can only be attained by a teacher who has the faculty of exciting enthusiasm, and of leading his pupils in a progress that leaves no unconquered or but partially conquered territory behind.

By birth and education a New England Puritan, Dr. Peet ever took a deep and warm interest in all ecclesiastical matters. He was for many years a ruling elder and one of the main pillars of the Presbyterian church at Washington Heights, and was ever a warm friend and promoter of missions at home and abroad.

The numerous personal friends of Dr. Peet have a lively recollection of his social qualities. He had a remarkable fund of humor, which overflowed in his conversation and in his private correspondence.

From this sketch of Dr. Peet's public life, his character as a Christian gentleman, as the head of an institution, as a teacher, as an accomplished master of the language of pantomime, as a leader and energetic laborer in all movements for the benefit of the common cause of deaf-mute

sion house" near the institution, aiding his successor with his counsels, and occasionally taking the place of the latter when necessarily absent. Till within a few months he was an active member of the board of directors of the institution, hardly ever missing one of their meetings. He has several times taken part in the annual examinations of the classes of the institution, acting no longer ago than last June as the chairman of the committee to make that examination—a duty involving much labor for a man of his years.

For some years past Dr. Peet's once vigorous constitution has been slowly giving way. Rheumatic affections nearly deprived him of the power of using the manual alphabet of the deaf and dumb, and made it difficult to walk. A few years since he was threatened with blindness—a calamity averted by a successful surgical operation. Yet he continued his labors in behalf of the deaf and dumb whenever he could aid their cause by his voice or pen. He experienced benefit to his rheumatic affections from a residence at Avon Springs, N. Y., in the summer of 1871, but a second visit to those mineral waters in 1872 failed to give the hoped-for relief. During the closing month of the last year he had been confined to his bed, but his medical attendants did not consider his case alarming till within a few hours of the end. Then the heart, it is believed, was affected, and by its suspended action induced congestion of the lungs.

Dr. Peet was three times married. We have spoken of his first wife, who died in 1832, leaving three sons, who all became able and accomplished teachers of the deaf and dumb. The bright promise of usefulness of the two younger was cut off by premature death eleven years ago. The elder and only surviving son, the present principal of the institution, (Isaac Lewis Peet, LL. D.), is carrying on with rare zeal and ability the work to which his father so long consecrated his life and talents.

In each of his three marriages Dr. Peet was singularly fortunate in the intellectual endowments, moral virtues, and Christian graces of his chosen partners. His second wife, a daughter of Dr. Matson Smith, of New Rochelle, Conn.,



In 1867, the semi-centennial year of the New York Institution, Dr. Peet, after forty-five years of arduous labors, thirty-six of them as the head of the New York Institution, retired from the active duties of his profession. The event was marked by the greatest gathering that the world has ever seen of educated mutes, who, in taking leave of their teacher and life-long friend, testified their esteem and gratitude by the presentation of a beautiful and costly service of silver. Both the gift and the manner of it attested the moral and intellectual elevation attained by this class of persons, who at no very remote period were held by the wisest philosophers and soundest theologians to be utterly incapable of instruction.

In the presence of six or seven hundred educated mutes, one of their number, in the name of the rest, made this presentation in a graceful speech, "as a testimonial," to quote his own words, \* "of our high appreciation of your long devotion to the instruction of deaf-mutes, and our gratitude for the benefits of education which you have bestowed on us."

Well might Dr. Peet reply as he did :

"With emotions too deep for utterance. I accept the testimonial which you have so gracefully and kindly presented to me. It shall ever be cherished as one of my most precious possessions. and as such be transmitted to my descendants. The sight of it will ever awaken pleasant feelings, reminding me of this, one of the happiest days of my life—the crowning day of more than forty-five years of zealous labor in behalf of the deaf and dumb. Retiring now to seek the repose, grateful after long labor, necessary at my advanced age, this memorial will be to me a proof that I have not lived and labored in vain ; that the deaf and dumb in whose service the best years of my life have been spent have minds and hearts capable of the very highest cultivation, as is testified by their warm gratitude to their teachers, and their graceful mode of showing that gratitude."

Though retired from active service, Dr. Peet retained till his death the title of Emeritus Principal, living in the "man-

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\* The deaf-mute (Mr. John Witschief) selected as the *orator* on this occasion wrote out his speech in words, but delivered it in signs, and Dr. Peet replied in the same way.

of town, and surrounded by orchards, woods, and swamps. As the increase of numbers demanded more room, these buildings were three times enlarged, but finally the pressure of population and the opening of new streets through the grounds, making them unsafe for the necessary out-door exercise of several hundred children, made a removal necessary. Thirty-seven acres were purchased on the Hudson river, at One hundred and sixty-second street, near the historic battle-ground of old Fort Washington, and buildings put up capable of accommodating 500 pupils. The increase of pupils soon justified this liberal provision. The institution was removed to its new site in December, 1856, with 300 pupils. For several years past the average number has exceeded 500.

Dr. Peet thus reached the accomplishment of his last great labor—the planning and erection of buildings that make the New York Institution, in that respect as in all others, a model one of its kind. In this, as in other labors in behalf of the deaf and dumb, he was ably seconded by an intelligent and energetic board of directors. From the mode of election, by a few life members and subscribers, and the gratuitous nature of their services, the directors of the New York Institution were men attracted together by benevolent interest in the cause of the deaf and dumb, and respect for and sympathy with the character of their president and principal. Hence it is that they were so ready to appreciate and encourage his labors. In this matter of the erection of the new buildings especially it required zeal, foresight, and sanguine trust in the future, to prevent that perfection of plan and proportions so admirable in the new buildings from being sacrificed to a severe though temporary pecuniary pressure.

The large debt incurred in the erection of the new buildings was about three years since liquidated by the sale of little more than one-third of the grounds. Thus Dr. Peet had the satisfaction of seeing this splendid property, now worth not much less than a million dollars, secured for the benefit of the deaf and dumb of New York for all time to come.

younger brethren, papers of great value, and prepared with much labor and research, were presented by him at each convention, and published with its proceedings. Of these papers, I will particularize that on the "Origin and Early History of the Art of Instructing the Deaf and Dumb," presented at the first convention, and also inserted in the *American Annals*, (vol. iii, page 129,) and the "Report on the Legal Rights and Liabilities of the Deaf and Dumb," presented at the fourth convention. The former of these papers corrects several errors of Degérando, hitherto almost the only authority usually referred to on that subject; and the latter has been pronounced by competent judges a valuable contribution to our legal literature, and supplies information which hitherto could be obtained only by very extensive and laborious research.

At the fifth convention, held at Jacksonville, Ill., in August, 1858, Dr. Peet again took a prominent part, and read a paper, extending to more than sixty pages, bringing the history of the art down to our own times. The war caused a suspension of these conventions for several years. When they were renewed, Dr. Peet, though he had in the meantime retired from the active duties of his profession, still took a leading part in them. He presided with dignity and ability over the conference of principals at Washington in 1868, and undeterred by a journey of a thousand miles, at the age of seventy-six, took an active part in the seventh convention, held at Indianapolis in August, 1870.

The increase of the New York Institution in numbers, while under Dr. Peet's care, has no example in the history of kindred institutions. When he took charge of it in 1831, after it had been in operation 13 years, the number of pupils was 85. Under his management, the number had increased to 134 in 1833, to 160 in 1836, to 200 in 1845, to 290 in 1855, and to 439 when, after 36 years of arduous labor, Dr. Peet retired, in 1867.

When Dr. Peet first entered on his duties as principal, the institution occupied a building on Fiftieth street, now part of the buildings of Columbia College, then quite out

public estimation the place they had so hardly won. To this end, each of the two oldest and largest American institutions for the deaf and dumb sent an agent to Europe. The American Asylum sent its late esteemed principal, Mr. Weld, and the New York Institution sent one of its former instructors, Rev. George E. Day, afterwards a professor in Lane Theological Seminary, and now of Yale Theological Seminary. The reports of these gentlemen, made after very full and candid examination, were justly held to be conclusive that, on the whole, the results of our system of instruction were superior to those obtained in the German schools. Mr. Peet's letter of instruction to Mr. Day, prefixed to the report of the latter, (see twenty-sixth annual report of the New York Institution,) is esteemed a model paper of its kind; and shows how fully and clearly its author understood, in advance, all the bearings of the question at issue. Seven years later, (in the spring of 1851,) Dr. Peet himself, with his eldest son and three of his pupils, visited Europe on a similar errand, and made a voluminous report on the condition of the European schools he visited, and on the various systems of instruction he found in use, which is one of the most valuable and interesting documents of the kind extant, and at the same time a graphic and agreeable book of travels. While in London on this occasion, he took part in the first annual convention of British teachers of the deaf and dumb.

The first convention of American instructors of the deaf and dumb had been held at the New York Institution a year before this time, (in 1850,) and Dr. Peet returned from Europe just in time to attend the second convention, held at Hartford in August, 1851. Three other conventions were held before the late war, (the interval having been changed from one to two years, and two meetings postponed a year from unfavorable and unforeseen circumstances.) At all these conventions, Dr. Peet, to whose exertions and influence the holding of the first convention was mainly due, took a leading part. Besides, in the discussions that arose, freely imparting the benefit of his rare experience to his

regents of the University, three or four years later; the degree of Doctor of Philosophy was conferred by the National Deaf-Mute College in 1870.) This change of title brought no change in the immediate relations of Dr. Peet to the institution. He continued, as he had ever done, to reside in the building, to fulfil the duties both of the head of the institution and the head of the family, and to give his personal attention and the benefit of his great experience in all cases of difficulty in any department of the establishment.

It was, I think, early in the year 1844 that the Hon. Horace Mann, returning from a visit of inspection to the educational institutions of Europe, especially of Germany, published his report, in which he took occasion to say that, in his opinion, the "institutions for the deaf and dumb in Prussia, Saxony, and Holland are decidedly superior to any in this country." On examination, it appeared that the distinguished author of this report, who, with all his eminent zeal for the cause of education and admitted ability, was too apt to jump to conclusions upon insufficient premises, had formed this opinion upon a very superficial examination of the German schools, and no examination at all of our own. Still, the specific point of difference on which his opinion was based, that the German teachers teach or attempt to teach their deaf pupils to speak, while ours had long since formally relinquished that attempt, was *prima facie* such as to make an impression on the public mind, ever moved by novelties, and prone to believe in the marvelous. Though, therefore, all the evidence we then had went to show that even in the German language, much more favorable to such an attempt than our own, the teaching of articulation to the deaf and dumb seldom yielded any results of real practical value, while it certainly involved a heavy waste of time and labor, still it seemed proper to ascertain by actual examination whether we were in fact so far behind the German or other European schools that, if there were valuable lessons to be learned, we might learn them, and if not, that our institutions might retain in the

no longer to be procured in sufficient numbers for a school. Dr. Peet, therefore, finding nothing he could use, and little even to improve upon, beyond some hints in the French work of Bébien and the manuscript lessons previously used in his own school, was obliged to go back to the first principles of the art, and following these to their logical results, in the light of his long experience and intimate acquaintance with the peculiarities of the deaf and dumb, he produced a course of lessons on a plan in many respects entirely new. The first fruit of his labors, after being tested for a few months in his own school, was published in the spring of 1844, with the title of "A Vocabulary and Elementary Lessons for the Deaf and Dumb." It met (says Dr. Peet, in the preface to the second edition) with "favor and success beyond the author's hopes," being received with a satisfaction amounting in some cases to enthusiasm. The first edition being exhausted much sooner than was anticipated, it was revised with great care, and under the title of "Elementary Lessons, being a course of instruction for the Deaf and Dumb, Part First," has gone through two or three editions, and is still the only text-book in general use for the younger classes in the American institutions for the deaf and dumb. Orders have also been received for copies to be used in British schools; and missionaries, whose task, like that of the teacher of deaf-mutes, is to teach the first rudiments of the English language to intellects but imperfectly developed, have found Dr. Peet's Elementary Lessons a very suitable text-book for that purpose.

The success of the First Part encouraged the author to proceed with his undertaking of supplying that total want of acceptable elementary books which had so seriously increased the labors of teachers of the deaf and dumb. A Second Part was published in 1845, a little volume of Scripture Lessons in 1846, the new edition of the First Part, already mentioned, the same year, and finally a new Second Part, by which the Second Part published in 1845 became the Third Part, appeared in 1849. A carefully-revised edition of Dr. Peet's Scripture Lessons appeared in the lat-

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prompt each to warmer and more earnest efforts in those cases that may come to his knowledge; if, finally, the pastor or magistrate or professional man, in whose neighborhood there may be a deaf-mute growing up in ignorance, and in danger of being left for life without the pale of social communion and of Christian knowledge, could be fully impressed with the momentous consequences at stake, and fully apprised of the only and easy means of escape, then we should have less cause to complain that parents and guardians, often uneducated themselves, take too little thought for the education of their deaf and dumb children.

“In this point of view, we trust our excursion has, in many places, sown the seed which may hereafter spring up and ripen to a gladdening harvest. Many men, now wielding or destined to wield an important influence, attended our exhibitions. In two or three places the opportunities of this kind were peculiarly favorable. In Auburn, for instance, the students of the Theological Seminary were present at our lecture and exercises. These young men are destined to go forth into the various cities and towns in the State, to exert a high moral and intellectual influence, and *ex-officio* to take the lead in benevolent undertakings. That this body of men should be correctly informed of the extent to which the instruction of the deaf and dumb is practicable; that they should be warned against the blind enthusiasm, that, aiming at too much, fails of accomplishing the greatest practical good; and that their feelings should be interested, in view of the striking intellectual, moral, and religious contrast between the educated and uneducated deaf-mute, is a great point gained, and can hardly be too highly appreciated.”

When Dr. Peet (I find it easier to speak of him by that now familiar title, though the degree of LL. D., conferred on him by the regents of the University of New York, is of somewhat later date than the period we are now speaking of) had been able to collect around him such a corps of well-trained teachers that his daily attention to the routine of instruction was no longer required, he turned his attention to the preparation of a course of instruction, or a series of language lessons, adapted to the peculiar circumstances of a class of deaf-mutes—then a very serious want. Several attempts, under the spur of urgent necessity, had indeed been made to provide such lessons, and in two or three instances they had been printed, to save copying with a pen; but these little books were of a character unsatisfactory even to their authors, and, such as they were, copies were



tion of his teachers and pupils from the Hudson river to Buffalo and Niagara, holding exhibitions at the principal places on the route. A lively and graphic report of this tour is annexed to the twenty-sixth annual report of the institution, from which we make an extract, bearing on a question that has been raised by some, as to the propriety of public exhibitions of the pupils of such an institution :

“ From the above brief sketch, it will be seen that we held exhibitions in seventeen of the principal cities and villages west of Albany, in five places repeating our exhibitions at the urgent request of the citizens. The audiences assembled were estimated at from two hundred to two thousand. Probably in all from ten to fifteen thousand persons, many of them among the best educated and influential citizens of the State, have had the opportunity, through this excursion, of acquiring correct notions on the subject of the instruction of the deaf and dumb, and of witnessing, many of them for the first time, practical illustrations of the success attained under our system.

“ Many thousands besides, who could not personally attend, have had their attention awakened to the subject, and have acquired some degree of correct information, through the notices of our exhibitions published in the papers of the various places we visited. We have reason to believe that the results have been highly beneficial, and that the large accession of promising pupils to the institution within a few weeks after our tour is, in part, attributable to the interest and attention which we were the means of awakening.

“ The obstacles which the friends of deaf-mute education have to encounter are partly the prejudices of many, formed from occasional instances of partial failure in instructing deaf-mutes under unfavorable circumstances ; partly the incredulity of others, who refuse to believe, upon report, facts as contrary to their own previous experience as is the congelation of water or the lengthened day and night of polar regions to that of an inhabitant of the equator ; and partly the indifference with which the great bulk of mankind regard matters which no peculiar circumstances have pressed upon their personal notice.

“ There are thousands who regard the deaf and dumb with some degree of compassion, and hear of the efforts made in their behalf with cold approbation, but the subject has never taken hold of their feelings. They hear of deaf-mute children in the families of their acquaintances ; perhaps they meet them ; they advise their being sent to the institution ; but the advice is too coldly given to turn the scale, when, as is too often the case, there exists disinclination on the part of the parent or guardian. If we could infuse into the mass of our benevolent and educated men a more heartfelt interest in this subject ; if we could

by marriage, with Miss Sarah Ann Smith, daughter of Matson Smith, M. D., whose wife was a lineal descendant of the first Mathers of New England.

As soon as the success of the institution, under its new head, had become such as to invite public confidence, successful application was made to the legislature of the State for an increase of pupils and appropriations; and there was at the same time an increase of those pupils from families of better circumstances, who are attracted by the reputation of a school. The New York Institution became, within a few years, the largest on this side of the Atlantic; and gaining slowly but surely, since that time, in the confidence of the public and of the legislature, it has overtaken and passed even the institution of London, long the largest in the world.

Mr. Peet did not confine himself to exhibiting such marked results in his school as should challenge investigation and inspire confidence. Feeling it his duty to use every means to secure the opportunity of a good education to all the deaf and dumb children of the State, he labored, by his annual reports and other publications, to diffuse correct information, and keep alive an interest in the cause of these unfortunate children. Almost every year he visited Albany to urge the claims of his institution on the legislature; and on such occasions, his tact and knowledge of the world, not less than his distinguished reputation, gave him much personal influence among the members of the legislature. It was customary, when an application on the part of the deaf and dumb was before the house, to exhibit the attainments of a few of the pupils, by special invitation, in the legislative hall itself—a scene always of great interest to the members, and which never failed to convince the most incredulous of the benefits of instructing the deaf and dumb. On one occasion, in order to awaken in remote parts of the State an interest which might (and did) result in sending to school several promising deaf-mutes, hitherto kept in heathen ignorance by the apathy or want of information of their friends, Mr. Peet travelled with a deputa-

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young family the duties of matron at the American Asylum, and, on removing to New York, continued to devote herself to the general oversight of the female pupils and of the domestic department, though relieved by her friend, Miss Dudley, of much of the actual labor. There is reason to fear that her warm sympathy with the efforts of her husband to elevate, in every sense, the institution with whose interests and success he had identified himself, led to greater exertions in her own department than her feeble frame could support. A constitutional tendency to consumption became developed in the year following their removal to New York, and soon assumed that character of beautiful yet hopeless decline so familiar to thousands, whose dearest connections have travelled this gentle declivity to the grave. Removed to her native air in the vain hope of relief, she died at Hartford, on the 23d of September, 1832, leaving three little sons—an infant daughter having been taken to heaven before her. Those who watched by her death-bed remember with deep and solemn interest, that in the last moments of life, after the power of speech had failed, the dying one was able to spell distinctly the word MOTHER with her weak, emaciated fingers. Did she mean to recall to her weeping sister her promise to be a *mother* to the babe left motherless; or to convey that the sainted spirit of her own mother, who had departed six years before her in the triumphs of faith, was hovering to welcome her on the confines of the spirit land? In the words of Lydia Huntly Sigourney, whose little poem, "The Last Word of the Dying," commemorates this touching incident:

"We toil to break the seal with fruitless pain,  
Time's fellowship is riven, earth's question is in vain."

But in view of this and other instances in which dying persons have been able to make intelligible communications by the aid of the manual alphabet, after the power of speech has failed, we would suggest that a familiarity with that alphabet may be of priceless value in many exigencies easy to be conceived, but impossible to predict.

Three years after, Mr. Peet formed a second connection,

selection of new ones was a difficult task, for it is not every clever and well-educated young man who is found, on trial, to possess the mental and physical adaptation necessary to success in the instruction of the deaf and dumb. But in making the selection, Mr. Peet displayed his accustomed tact, and met with his wonted success. Within a few years, the institution could boast of a corps of teachers hardly to be rivalled for zeal, talent, and special adaptation to their profession, by those of any similar institution in the world.\*

In proportion as Mr. Peet succeeded in training up an efficient corps of teachers, his labors were lightened. Each teacher, as he acquired sufficient skill and readiness in pantomime, conducted the religious exercises in turn, and took charge of the pupils out of school in turn. And after the first three or four years, the principal was relieved from teaching a class personally, to enable him to superintend more at ease the general course of instruction and the general affairs of the institution. At a much later day, however, he voluntarily assumed the instruction of the highest class for several terms, in a temporary scarcity of experienced teachers.

Mr. Peet was soon called to experience a bereavement of the heaviest kind. His amiable, intelligent, and accomplished wife for seven years had added to the cares of a

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\* Among the associates of Dr. Peet in the New York Institution at various times were D. E. Bartlett and J. R. Keep, now of the American Asylum; F. A. P. Barnard, D. D., LL. D., president of Columbia College; B. M. Fay, formerly principal of the Michigan Institution; George E. Day, D. D., professor in Yale Theological Seminary; Joseph R. Haven, D. D., professor in Chicago Theological Seminary; Rev. S. R. Brown, D. D., missionary in China and Japan; J. A. Cary, formerly superintendent of the Ohio Institution; A. L. Chapin, D. D., LL. D., president of Beloit College; Rev. A. L. Stone, D. D., of San Francisco; Jacob Van Nostrand, principal of the Texas Institution; Samuel Porter and Edward A. Fay, professors in the National Deaf-Mute College; Rev. Thomas Gallaudet, D. D., rector of St. Ann's Church for Deaf-Mutes, New York; Egbert L. Bangs, principal of the Michigan Institution; Warring Wilkinson, principal of the California Institution; H. H. Hollister, principal of the West Virginia Institution, and others who are now able and useful ministers of the Gospel. Of those above named, all except Mr. Cary are still living.

## REFLECTIONS.

"1. Children who indulge in wicked feelings do not belong to the kingdom of heaven.

"2. Children should be kind and affectionate to others, and try to lead their companions to Christ.

"3. Children should not seek their happiness in this world, for they cannot obtain it.

"4. They who are humble and pious will go to heaven when they die, and be happy forever.

"5. If you are impenitent, and do not seek the favor of Christ, you cannot be admitted into heaven."

In delivering a lecture like the above to a congregation of deaf-mutes, for most of whom signs are far more clear and impressive than words, and many of whom are in so rude a state of ignorance that they have never distinctly contemplated many of the ideas which seem simple and elementary to those who hear and speak, it is necessary for the teacher, at almost every word on his slate, to go back to the simplest elements of thought; to define, analyze, and illustrate; to adduce familiar examples, and to prefer always the concrete to the abstract. In this art of adapting his explanations and illustrations to the comprehension of intellects as yet very imperfectly developed, as in other branches of his profession, Mr. Peet was eminent.

The effect of Mr. Peet's labors was soon evinced in a marked improvement in every department of the institution, which from that day to this has been steadily gaining in reputation and usefulness. In the domestic department he was well seconded by his excellent wife, and by her devoted friend, Miss Martha Dudley. In the department of instruction he had the able assistance of Mr. Léon Vaïsse, who had been invited a few months previously from the institution of Paris, to which he returned three or four years later.\* With this exception, Mr. Peet had for some time to labor alone. The old teachers left within a year or two, and the

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\* Mr. Vaïsse was subsequently for nearly forty years a professor in the institution of Paris, in which he rose by successive steps to the office of *director*, equivalent to our term *principal*. He resigned a few months since. He has made some valuable contributions to the literature of deaf-mute instruction.

to deliver in pantomime a religious lecture or a moral exhortation, or explain a scripture lesson. Where some other teachers were only understood by a particular effort of attention, the signs of Mr. Peet were so clear and impressive, even to those not much conversant with the language of the deaf and dumb, that they could have imagined themselves actual spectators of the events he related, and in his gestures, and the play of his features, traced all the thoughts and emotions of the actor.

The following, preserved by one of his assistants, as the first Sabbath lecture delivered by Mr. Peet in the New York Institution, (February 6, 1831,) may serve as a specimen of the outlines or skeletons of these lectures, which were written out on the large slates at one side of the room, fitted up as a temporary chapel;\* the object of preparing and writing out these skeletons being in part to aid the lecturer, and in part to make the lecture an occasion of improvement for the whole school in written language, as well as in moral and religious knowledge. But no words would give an adequate idea of the spirit and power with which these written outlines were explained and illustrated in pantomime. What appeared on paper a mere skeleton, under the hand of the teacher started to life, and swelled out in full, natural, and graceful proportions.

“Matthew xix, 14: But Jesus said, suffer little children to come unto me, and forbid them not, for of such is the kingdom of heaven.”

“The kingdom of heaven is that kingdom of which Christ is king. All belong to it, whether in heaven or on earth, who love and obey him.

“All these enjoy his present favor, and they will enjoy eternal glory with him.

“This is the kingdom to which children who seek the blessings of Christ belong.

“They belong to it because they are united to it,

“1st, in their feelings; 2d, in their services; 3d, in their enjoyments; 4th, in their prospects.”

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\* There was no room fitted up as a chapel in the New York Institution till Mr. Peet took charge of it.

great family, and himself as its head, taking with his wife and children his meals with the pupils, rose to ask, in the visible speech of the deaf and dumb, a blessing, and return thanks at every meal. He ever gave prompt and paternal attention to the complaints and little petitions of his pupils, and devoted for the first few weeks a large share of his personal attention to inculcating and enforcing habits of order and neatness. He conducted, for the first year or two, without assistance, as he afterwards continued to do in his turn, the religious exercises with which the school is opened each morning and closed each evening. On Sundays he delivered two religious lectures in signs, each prepared with as much care as many clergymen bestow on their sermons, and delivered with the impressive manner, lucid illustrations, and perspicuous pantomime for which he was so eminent. He gave his personal attention to the school-room arrangements of all the classes, and to preparing lessons for the younger classes. He kept the accounts and conducted the correspondence of the institution, and attended the meetings of its directors. He planned numerous improvements in the details of every department of the establishment, down to dividing the classes by screens,\* painting the floors, and marking the linen, and superintended their execution. And in addition to all this amount of labor, enough to task the full energies of most men, he taught with his accustomed eminent ability a class during the regular school hours.

Those who were then members of the institution still retain a vivid recollection of the wonderful powers of command which Mr. Peet displayed over the male pupils, many of them stout young men, grown up wild before coming to school, habitually turbulent, and prejudiced in advance against the new principal. Equally vivid is their recollection of the lucid and forcible manner, strongly in contrast with the style of the former teachers, in which he was wont

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\* When Mr. Peet took charge of the institution there were two large school-rooms, each intended for three or four classes, in full view of each other. These he had divided by screens, till, by enlargement of the buildings, it became practicable to provide a separate room for each class.

tution for the Deaf and Dumb, the second American school of its kind in priority of date, which had been for years losing ground in public estimation, were awakened to the importance of placing their school on higher ground. Seeking for a man whose weight of character, acquaintance with the most successful methods of instruction, and tried efficiency as a teacher and as an executive officer, would invite confidence in advance, and justify it by the results; who could introduce improved methods of instruction in the school-rooms, and, at the same time, order and efficiency in all departments of the institution, their attention was fortunately directed to Mr. Peet, who, almost alone in his profession, had established a reputation for equal and eminent efficiency as a teacher and as the superintendent of an asylum. The offices of principal teacher and superintendent had been separated at the New York Institution, much to the disadvantage of the institution. The title of principal, uniting the two offices, was now tendered to, and accepted by Mr. Peet. He held likewise the office of secretary of the board of directors, till he became its president fourteen years later. The new head of the institution thus had immediate control of all departments of the establishment, with a seat in the board of direction itself. While such an arrangement increases the labors and responsibilities of the principal, it also makes success more fully dependent on the qualities and personal exertions of that officer, and, where the man is equal to his task, will secure higher results by securing unity of will in all departments of the establishment.

Mr. Peet, entering on his new duties in New York on the first of February, 1831, found, in the task before him, abundant need of all his energies and resources. Order and comfort in the household, discipline and diligence among the pupils, and interest and method in the school-room, had to take the place of confusion, negligence, frequent insubordination, and imperfect methods of instruction. The labors which Mr. Peet imposed upon himself at that period were multitudinous and herculean. He practically inculcated that all the inmates of the institution formed one



fession. Thus began that career which has proved so honorable to himself, and so beneficial to that afflicted portion of the human family in whose service his life has been spent.

In embracing this new career, Dr. Peet disappointed many of his friends, who, knowing his rare gifts, had looked forward to a career of great usefulness for him as a minister of the Gospel; but when they came to visit him in his school, and witnessed the solemn impressiveness of his religious exercises, and the rapt attention of the deaf-mutes, to whom, for the first time, the scenes of Bible history and the promises of the Gospel were revealed, they confessed that this missionary work to a class of our fellow-men so long inaccessible to the light of the Gospel was well worthy of all the zeal and talent which the Christian student brought to his task.

The early success and reputation of the American Asylum, which made it, thirty years ago, in popular estimation, the model institution of its kind, was mainly due to the careful and felicitous choice of its early teachers. Mr. Peet's associates at Hartford were all able and most of them distinguished men. When we find that, among such teachers as his seniors in the profession, Thomas H. Gallaudet, Laurent Clerc, William C. Woodbridge, Lewis Weld, and William W. Turner, Mr. Peet was early distinguished in all the qualifications of an efficient teacher of the deaf and dumb, we are prepared for the subsequent eminence he attained. Within two years after he joined the Asylum, he was selected as its steward—an office giving him the sole control of the household department, and of the pupils out of school-hours. The duties of this post were superadded to those of the daily instruction of a class, either alone sufficient to occupy the energies of an ordinary man. Shortly before assuming the duties of steward, he had married his first wife, Miss Margaret Maria Lewis, daughter of Rev. Isaac Lewis, D. D., an estimable, accomplished, and pious woman, who proved in every sense a helpmeet for him.

In the year 1830, the directors of the New York Insti-

freedom of movement, physical hardihood, and practical tact that have eminently fitted him for the exhausting work of a teacher of the deaf and dumb.

His early advantages of education were few. Working on a farm in the summer, and attending a district school in the winter, and fond of reading at all seasons, like many other New England boys who have worked their own way to education, and in the rough process acquired the power of working their way to subsequent distinction, he began at the early age of sixteen to teach a district school. This employment he continued during five winters, till at the age of twenty-one he had established a character for ability in his profession which procured him the situation of teacher of English studies in schools of a higher class—at first, in that of Dr. Backus already mentioned, in his native town, and afterward in that of Rev. Daniel Parker, in Sharon, Conn. He now saw prospects of higher usefulness opening before him, to the realization of which the advantages of a college education would be important. In the school of Dr. Backus he began his Latin grammar at the same time that he taught a class in English studies. After a delay, chiefly occasioned by want of means, he went, in the fall of 1816, to Andover, and fitted for college in Phillips Academy, under the care of the late John Adams, LL. D., father of Rev. William Adams, D. D., of New York.

As an illustration of the early difficulties that young Peet manfully met and overcame in his pursuit of a liberal education, we mention that, at Andover, he earned a portion of his support by gardening in summer, and sawing wood in winter.

Mr. Peet entered the time-honored walls of Yale in 1818, and graduated in 1822, taking rank with the first ten in his class. He had made a public profession of faith in Christ some years before, and his original purpose was to devote himself to the work of the Christian ministry, but an invitation to engage as an instructor of the deaf and dumb in the American Asylum at Hartford gave him an opportunity of discovering his special fitness for this then new pro-

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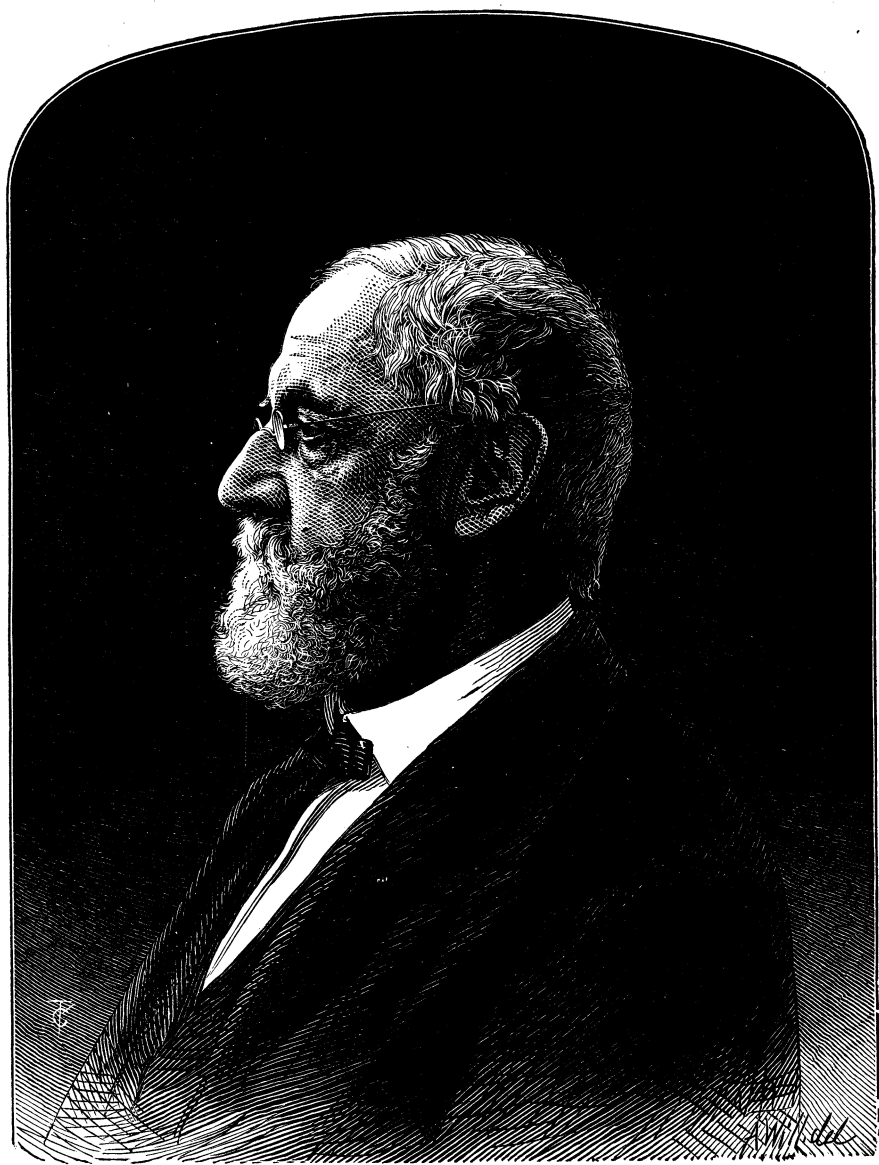
MEMORIAL OF HARVEY PRINDLE PEET, PH.D., LL. D.

[THE eminent position in our profession held by the late Dr. Peet, and the great services rendered by him to the cause of deaf-mute education, make it proper that more than ordinary notice should be taken of his death. It seems fitting also that this periodical, of which he was for a long time one of the executive committee, and whose success in the past is largely due to his efforts, should be the vehicle of the tribute thus offered to his memory.

The present issue of the *Annals* therefore is designed to be a memorial number, and it has seemed desirable that the memorial, instead of being the work of any one man, and looking at Dr. Peet from a single point of view, should come from several representative men of the profession, especially from those who from time to time have been associated with him in various ways, and whose contributions, taken together, make a many-sided and comprehensive tribute.

The biographical sketch by the venerable Mr. Burnet, Dr. Peet's friend and co-laborer during many years, was published in part in *Barnard's American Journal of Education* for June, 1857; it has been revised by the author, and brought down to the time of Dr. Peet's death.

The reminiscences that follow, so far as they come from those who have been personally associated with Dr. Peet in the work of instruction, are arranged chronologically with respect to the



# AMERICAN ANNALS

OF THE

## Deaf and Dumb,

EDITED BY

EDWARD A. FAY,

UNDER THE DIRECTION OF

E. M. GALLAUDET, OF WASHINGTON, E. C. STONE, OF  
CONNECTICUT, I. L. PEET, OF NEW YORK,  
W. J. PALMER, OF ONTARIO, AND  
THOMAS MACINTIRE, OF  
INDIANA,

Executive Committee.

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VOL. XVIII, No. 2.

APRIL, 1873.

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WASHINGTON, D. C.

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The AMERICAN ANNALS OF THE DEAF AND DUMB is a quarterly publication, appearing in the months of January, April, July and October. Each number contains at least sixty-four pages of matter, principally original. The subscription price is one dollar and fifty cents a year, payable in advance. Communications relating to the *Annals* may be addressed to the Editor,

EDWARD A. FAY,  
National Deaf-Mute College,  
WASHINGTON, D. C.

*American Annals of the Deaf and Dumb.*—A complete set, bound in eight volumes.

*The Silent World.*—A complete set, bound in one volume.

All of these volumes were neatly, some of them very elegantly bound.

It has been asked what the final destination of these contributions is to be. The Commissioner of Education desires that at the close of the Exposition all the educational material shall be presented to the Austrian government. We have suggested that the portion relating to the deaf and dumb would find an appropriate depository in the Royal Imperial Institution for Deaf-Mutes in Vienna, and the suggestion will doubtless be adopted.

If an international convention of instructors of the deaf and dumb is held during the Exposition, as has been proposed, but not yet, so far as we are aware, definitely determined, President Gallaudet, who is now in Europe, will probably be present, and we hope that our American institutions will be represented by others also.

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*Reports Received.*—We have received the recent reports of the Pennsylvania, Kentucky, Ohio, Virginia, Indiana, North Carolina, Illinois, Georgia, Missouri, Louisiana, Wisconsin, Michigan, Mississippi, Texas, New York Improved Instruction, Clarke, Arkansas, Oregon, Halifax, and Montreal Protestant Institutions, all which, with such others as may be received in season, we shall endeavor to review in the next number of the *Annals*.

institutions, and we have had the pleasure of forwarding a collection of material which will certainly be regarded as highly creditable to our country. We wish, indeed, that all the institutions had contributed, so that the representation of American schools might have been complete; but enough was sent to show fairly what our institutions are and what they are doing.

The contributions were as follows:

*American Asylum*.—A complete set of reports, bound in four volumes, and the discussion on articulation before a committee of the Massachusetts Legislature, in 1867, (one volume.)

*New York Institution*.—[The contribution of the New York Institution was sent direct to the steamer at the Brooklyn navy-yard which was to convey the material to Europe, and as this number goes to press we are not informed of what it consisted.]

*Pennsylvania Institution*.—A volume of reports and a photograph of the buildings.

*Indiana Institution*.—A complete set of reports (two volumes) and the Proceedings of the Seventh Convention, (one volume.)

*Iowa Institution*.—A volume of reports and a photograph of the buildings.

*Texas Institution*.—A complete set of reports, (one volume.)

*Columbia Institution*.—A complete set of reports (one volume) and a portfolio of photographs of the buildings.

*Minnesota Institution*.—A complete set of reports (one volume)\* and a photograph of the buildings.

*Clarke Institution*.—A complete set of reports, (one volume.)

*National Deaf-Mute College*.—A complete set of catalogues, etc., (one volume.)

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\* Mr. Noyes generously contributed his own copy, there being but two others in existence, one in the library of the institution and the other in the library of the State Historical Society.



replies that it was not, and gives further details of the census returns with regard to the persons thus classed. The whole number in Ireland reported as "dumb, not deaf," is 723, of whom 96 are said to be "dumb with paralysis," 270 "dumb with idiocy," 92 "dumb with both paralysis and idiocy," and 265 "dumb *without other defect!*" In Ulster the returns are 27 dumb with paralysis, 91 dumb with idiocy, 34 dumb with both paralysis and idiocy, and 99 dumb without other defect.

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*The Ontario Institution.*—The Canadian papers contain descriptions of the visit of the lieutenant-governor and legislature of Ontario to this institution. It was evidently quite an important occasion, the legislature having adjourned expressly for this purpose. A satisfactory exhibition of the attainments of the pupils was given, and then followed addresses by the governor and members of the legislature, who, without distinction of politics, united in warm praise of the management of the institution, and promised it their hearty support. We trust that one result of the visit will be the removal of the charge now made for the board of pupils, which deters many parents from sending their children to school, and yet brings but a small income to the institution.

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*St. Mary's Institution.*—We learn with regret that St. Mary's Institution of Buffalo has recently lost two of its officers by death: Sister Mary Joseph, the teacher of articulation, and Sister Mary Nicholas, who was connected with the domestic department. Both were zealous workers in their labor of love, and the former, especially, had such a peculiar aptitude for her position that the loss is very deeply felt.

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*The Vienna Exposition.*—The invitation given to American institutions in the last number of the *Annals* to send reports, etc., to the Vienna Exposition through the Bureau of Education, met with a cordial response from some of the

the important work that it has performed. Its peculiar organization, intended to benefit both deaf-mutes and hearing persons, has been very successful, and its rector, while burdened with the arduous duties of a large parish of hearing persons, has yet been able to promote in a wonderful degree the spiritual and temporal welfare of the deaf-mutes of New York, and at the same time to establish religious services for the deaf and dumb in several other cities and towns of the Union. More recently, a society called the "Church Mission to Deaf-Mutes" has been formed through Dr. Gallaudet's efforts, and has been incorporated by the legislature of New York. Bishop Potter is president of the society, and Dr. Gallaudet general manager. Its objects are to increase the number of religious services for the deaf and dumb throughout the country; to relieve deaf-mutes who are in sickness or trouble; to find work for those who are out of employment, and especially to provide a home for the aged and infirm. The home has already been opened in rented rooms; a building will be erected as soon as the necessary funds are obtained. The benefits of this home are to be national, and it is proper that means for its support should come from all parts of the country. It is certainly a noble charity, and one which we trust will be appreciated and sustained. As a suggestion of one way in which the good work may be helped, we will mention that last year the pupils and students of the Columbia Institution, by voluntary contributions of little sums at their monthly concerts, were able to bestow between sixty and seventy dollars for this purpose. They will doubtless give as much, or more, this year. Will not other institutions adopt the same course?

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*The Census of Ireland.*—Noticing in the last report of the Ulster Institution an extract from the census of 1861, in which it is stated that in Ulster there are 245 persons "dumb, not deaf," (the number of the deaf and dumb being 1,704,) we wrote to the Rev. John Kingham, principal of the institution, asking whether this was not a misprint. He

ceived a copy of the "Natural Alphabet" recently invented, and, we believe, patented by Mr. Zerah C. Whipple, who has an articulating school for deaf-mutes at Mystic, Conn. The characters used in the alphabet are designed to suggest the actual positions assumed by the vocal organs in making the sounds, as in Professor Bell's method of "Visible Speech," of which this, it must be confessed, seems to be an imitation, and far inferior to Professor Bell's truly ingenious and useful "Universal Alphabetics," in point of simplicity, elegance, convenience, and variety of application. But we have no doubt that Mr. Whipple's pupils find this alphabet, as he says in his letter to General Eaton, a great aid in acquiring distinctness of articulation.

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*Amusements.*—One of the subjects discussed at the Michigan Conference of Principals was Amusements. We are glad to notice that this important element of school life receives a good deal of attention in many of our institutions. The Ontario Institution is especially to be commended in this respect; it has a fund upon which every year it draws liberally for Christmas and other festivities. Descriptions of the Christmas proceedings last year were published in the Belleville papers, and Dr. Palmer wisely had these descriptions reprinted in circular form and sent to the parents and guardians of the pupils, thus at small expense and trouble making many who were not present sharers in the pleasures of the occasion.

We observe with pleasure that the appropriation for the Michigan Institution made by the legislature a few days ago contains an item of "two thousand dollars for books, engravings, maps, mottoes, and *amusements*."

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*Church Mission to Deaf-Mutes.*—The *Church Journal* of Oct. 31, 1872, contains the sermon preached by the Rev. Dr. Thos. Gallaudet, rector, on the twentieth anniversary of the founding of this church. The sermon reviews the early history of the church, and gives a brief outline of

sense of hearing. The pupils of the Boston school, being under the care of their teachers but a small portion of each day, do not show as favorable results, yet some of its inmates are making good progress."

Upon the other question, Mr. Hancock decides against day-schools in all cases where, as in Ohio, ample provision is made in State institutions. The reasons assigned are substantially the same as those brought forward in the discussion of this subject at the Indianapolis Convention. He presents his conclusion in these words:

"I do not forget the comfort parents would derive from having their children educated at home, so that they may have a constant oversight of their welfare, and enjoy their society. Yet, notwithstanding this consideration, and it is a weighty one, I think the balance of advantages for having the class of children under discussion educated in the institutions prepared for their benefit is so decided, that every thoughtful parent will be willing to make the required sacrifice of present feeling for the future good of the child.

"I am clearly of the opinion that our present law for the admission of pupils into the State educational institutions ought to be so changed as to allow them to enter at an earlier age."

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*Visible Speech.*—It is perhaps not too late for us to be of service to some of our readers by announcing that Mr. A. Graham Bell, whose article in the *Annals* last year upon his father's method of "Visible Speech" \* excited so much interest, has opened an establishment in Boston for the purpose of giving practical instruction in this subject to philologists, missionaries, teachers of the deaf and dumb, and deaf-mutes. Mr. Bell's method of teaching articulation is now practised in five American institutions for the deaf and dumb with satisfactory results, and seems destined to come into general use. The terms for the course of instruction may be ascertained by addressing Mr. Bell, at 35 West Newton street, Boston, Mass.

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*Whipple's Natural Alphabet.*—Through the courtesy of General Eaton, Commissioner of Education, we have re-

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\* Vol. xvii, p. 1.

cock, superintendent of public schools of that city, last year visited several schools for deaf-mutes, including the Boston, Pittsburg, and Cleveland day-schools, the Ohio and Clarke Institutions, and the American Asylum. This, certainly, gave him an opportunity of judging fairly upon the two important questions at issue, which were, first, What is the best method of instruction? and, second, Are day-schools as well adapted as institutions to promote the welfare of deaf-mutes? The conclusions reached are given in his annual report just published, and will have interest and value for our readers as coming from an intelligent outside observer, whose only aim seems to have been to arrive at the truth. After presenting the arguments upon each side, he gives his own conclusion with regard to the first point, as follows:

“If the limited observation and investigations I have been enabled to make entitle me to an opinion, I should say that the articulate method of teaching deaf-mutes can never be adapted to the masses of that class of persons. That most may be taught to speak I do not doubt, but with the congenitally deaf, or those otherwise deaf, who have forgotten all sounds, it must be done at an expense of an almost infinite amount of care and labor—at such an expense of labor, indeed, as to tempt one ‘to wonder how their parents could have been induced to allow them to go through so much to learn so little.’ It is within the knowledge of all who have had experience in teaching, how much more readily those whose sense of hearing is perfect learn through the eye than through the ear. To substitute, then, in the instruction of the deaf, for a language attractive, graceful, and expressive, one that can at best be but a mechanical imitation of that used by hearing persons, and which can be taken from the lips of the speaker only after a long and painful drill, seems contrary to the dictates of a sound philosophy; and, even after they have learned to speak, there can be but little doubt that this knowledge will be forgotten in no very great length of time, or, if not entirely forgotten, that the tones of the voice will grow more and more harsh and unpleasant, from the extreme difficulty of making the inflections of tones without the aid of a teacher. That very remarkable and gratifying things have been done by this method in training the more fortunate classes of the deaf every one will gladly acknowledge who has had the opportunity of witnessing some of the results of the training in the Clarke Institution. Pupils of the most advanced class in that institution seemed to catch the questions from their teacher’s lips as readily as though they were possessed of the

the "combined method" of instructing the deaf and dumb, advocated in Mr. Kruse's treatise,\* is substantially the same that has been employed by himself for two years with great success. Mr. Bélanger had not previously seen this treatise, but had adopted the method after visiting a number of European institutions, especially those of England, France, Belgium, and Germany. With respect to the results obtained, Mr. Bélanger says:

"Of the pupils I have had since adopting this method, if I except those who are somewhat idiotic, all have learned to speak pretty well, and some well enough to deliver addresses in some of our largest halls in Montreal, and before large audiences. And I am happy to say that articulation has been taught to our deaf and dumb without any damage to the other branches of instruction, for we use the signs as before."

We confess that this statement, taken in connection with Mr. Bélanger's previous declaration that there are *no* semi-mutes among his seventy-five pupils, would seem to us extravagant and improbable, if it did not come from so high an authority. Mr. Bélanger has sent us a printed copy of his method. It contains long lists of the elementary sounds and their various combinations, printed in large type on separate sheets of paper, which seem to be suitable for hanging on the wall. No explanations accompany it, and, as Mr. Bélanger remarks, it is impossible to judge of its value without seeing it in practice. From the cordial way in which Mr. Bélanger invites the editor to visit his institution and witness the results of his method, we feel sure any member of the profession would be made welcome. If Montreal lies in the way of travel of any of our readers, we hope they will call upon Mr. Bélanger, see what he is doing, and report their impressions in the *Annals*.

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*Mr. Hancock on Articulation and Day-Schools.*—As our readers are probably aware, the proposition of establishing a day-school for the deaf and dumb in Cincinnati has been for some time under consideration. Mr. John Han-

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\* *Annals*, vol. xvii, p. 197.

The *Canadian Monthly* for December, 1872, contains an article by John Lesperance, entitled "The Dumb Speak." The author attended an exhibition of the Montreal Catholic Institution last year, and startled at hearing "some twenty of these unfortunate creatures speak out loudly, distinctly, without apparent effort, and quite intelligibly in both English and French," inquired into the matter, corresponded with teachers of the deaf and dumb, read authorities, and finally produced an article as accurate and valuable as such articles usually are. He sketches in an interesting manner the theories and methods of the Abbé de l'Epée and Samuel Heinicke respectively, and reviews the present state of deaf-mute instruction, giving a preference to the combined method used in the Montreal Institution. The inaccuracy of his information about the schools of America is evident from his asserting that "the method of articulation has not yet been tried in New York nor anywhere on this continent, except in the Montreal Institution, and partially at Northampton, Mass." He is equally incorrect in saying that pupils are not admitted into the New York Institution under twelve or fourteen years of age.

The following statement of one of Heinicke's devices for teaching articulation will be new to many of our readers:

"To soften the articulation of deaf-mutes and render the impression of the vowels lasting in their memory, he imagined a scale of gustatory senses—*Scala des Geschmacksinnes*—by which he intended to endow the sense of taste—which in man is very keen—with the acoustic qualities of the voice. He argued that by placing on the tongue of deaf-mutes a bitter, a sweet, or a sour substance before and after the articulation of one or the other vowel, they would attach the particular movement of the vocal organ to the simultaneous sensation which they experience. The coincidence and the fusion of the two impressions must necessarily give fixity to articulation, when the exercise is repeated a certain number of times. Thus, for the vowel *a*, Heinicke employed pure water; for the vowel *e*, worm-wood; for the vowel *i*, vinegar; for the vowel *o*, sweetened water; for the vowel *u*, olive oil."

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*The Combined Method.*—The Rev. J. A. Bélanger, principal of the Montreal Catholic Institution, writes us that

several months in the American Asylum. Miss Sweet writes :

"I have fourteen pupils, who leave their school-rooms daily and come to me at different hours to be taught articulation. These pupils are in various stages of progress. Six are semi-mutes, who talk so as to be readily understood by any one, and can themselves understand me well by reading from my lips. The others are congenital mutes, and those who lost their hearing before language was learned. You ask the number of sounds acquired. The six first mentioned could speak when they entered the class. In several cases nasality and harshness of voice have been removed, and many imperfections in articulation have been corrected. Great pains are taken to improve their knowledge of lip-reading. As to the congenital mutes, a part of them can give all the English sounds, both separately and in many different combinations. Those who have more recently begun the study, and have not yet reached this point, will soon do so. Two of the original class were dropped; not that it was an impossibility to teach them, but they lacked application, and it was thought that the time could be better spent on others. We have another class, taught by another teacher."

Mr. Clarke writes :

"My experience is too limited to warrant me in making any definite statement in regard to 'Visible Speech,' except that I have found it thus far adequate in the attempt to teach articulation to bright pupils.

"With regard to obtaining 'natural tones' from semi-mutes, I can only say that much depends on the time at which the pupil became deaf, and the degree of hearing that may still remain. A little hearing may make a great difference in the tone.

"I do not think any of my pupils can speak in what can justly be called a natural tone. The majority of both semi and congenital mutes can vary the pitch of the voice so as to give chest and head tones, and some can glide from one to the other very well.

"Some of the pupils have done very well, but none have surprised me by doing more than the labor spent on them entitled me to expect.

"I cannot conceive of any considerable success being obtained in teaching articulation without the use of 'Visible Speech.'"

Dr. Turnbull's paper has been reprinted in pamphlet form.



## MISCELLANEOUS.

BY THE EDITOR.

*Recent Articles Relating to the Deaf and Dumb.*—The *Medical and Surgical Reporter* for December, 1872, has an article by Dr. Laurence Turnbull on Professor Bell's method of "Visible Speech," which Dr. Turnbull regards as of very great value and importance in the education of the deaf and dumb. The article contains little that has not already appeared in the *Annals*. The following suggestions with regard to a preliminary examination of pupils to whom it is proposed to teach articulation may be of value :

"Before commencing to teach a class of deaf-mutes in articulation, each one should be carefully examined by the physician of the institution, both the external and middle portions of the ear, by means of the aural speculum, with bright light. Also, auscultation of the middle and internal ear by the double stethoscope. Rhinoscopy should also be employed; which is the inspection of the posterior region of the nares by reflected light. A mouth-mirror is to be placed beneath and behind the soft palate and uvula, with its reflectory surface looking upward and forward, so as to inspect the posterior opening of the nasal passage, Eustachian tube, etc. This same apparatus can be employed to examine the throat by means of an image of the parts reflected upon a small mirror placed within the pharynx, with its reflecting surface turned downward, the ray of light being received on the mirror from the sun or artificial light. To examine the anterior portion of the nose, a bright reflected light is required, and Kramer's bivalve ear speculum answers the purpose very well. A careful certificate should then be made out of the condition of the parts, and each case should be numbered in the order in which it is found; also, the mental condition or fitness to undergo the brain labor necessary to acquire the English language in all its fullness. In this way it would save the teacher the unpleasant duty of attempting to teach the pupil for a time, and then informing him that he was defective, and unable to go on with this form of study. A painful instance of this kind we recently noticed on a visit to one of our institutions."

We also quote letters from Miss Sweet and Mr. Clarke, who have taught articulation by Professor Bell's method for

mute education that we owe the many privileges which we now enjoy; therefore, be it

*Resolved*, That in his death we have lost a benefactor and friend, and society a noble member.

*Resolved*, That we shall ever cherish and honor his memory for that which he has done for us and for the world.

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*By the Officers and Pupils of the Ontario Institution.*

*Resolved*, That in the death of Dr. Peet we recognize the loss to instructors and pupils of a faithful friend and adviser, and a ripe experience of more than half a century in the profession to which he devoted the energies of his life; to the Church, a follower who adorned the doctrines of Christ in his walk and conversation; and to society, of one who possessed all the gifts and graces of a pure and noble mind.

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## DR. PEET'S PORTRAIT.

BY THE EDITOR.

SEVERAL portraits of Dr. Peet have been engraved and printed. The steel vignette accompanying Mr. Burnet's Biographical Sketch, published in 1857, which was copied from the fine portrait painted by Huntington in 1850, was very good. We think we recollect a wood-cut in Leslie's *Illustrated Weekly*, some time later. The *Phrenological Journal* of April, 1869, contained a fair wood-cut from a recent photograph. This was reproduced in the *Silent World* for January 15, 1873. Doubtless the best likeness of Dr. Peet, as well as the most artistic engraving, is the one presented in this number of the *Annals*. It was copied from a photograph of our departed friend, taken in the ripeness of his years, and has already appeared in the *Illustrated Christian Weekly* for February 15, 1873, where it was accompanied by an appreciative and well-written sketch, by Miss Annie Wager, a graduate of the New York Institution.

whose long experience and clear insight into the mental wants of the mute rendered his ever-ready counsel of the greatest weight, the cause of deaf-mute instruction has sustained an irreparable loss.

*Resolved*, That in his death the deaf and dumb have lost an influential friend, whose advice and counsel, by reason of his great knowledge of their wants and his well-known interest in their welfare, carried great influence with it, and led many to take the right direction in life.

*Resolved*, That while we are thus deprived of his earthly presence, we will cherish his memory, and ever strive to be animated by the same enthusiasm and energy that enabled him to accomplish such great results.

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*By the Instructors of the Columbia Institution. (Offered by Edward A. Fay.)*

*Resolved*, That we desire to record our high appreciation of the great services that Dr. Peet, during his long and useful life, rendered to the cause of deaf-mute education. His labors in the actual work of teaching at Hartford and New York, his text-books for the course of instruction, his contributions to the literature of the profession, and his untiring and successful efforts in other ways to promote the interests of the class to whose welfare he devoted his life, entitle him to an eminent place among the greatest as well as the first American instructors of the deaf and dumb. While we lament that we shall see his noble face and listen to his wise counsels no more, we rejoice that he was permitted to accomplish so much, and to witness so much of the fruit of his labors.

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*By the Students of the National Deaf-Mute College. (Offered by Edward Stretch.)*

Whereas, Dr. Peet devoted a long and useful life to the education of that class of society to which we belong, and it is in a large measure to his labors in the cause of deaf-

mind, profound study of the difficulties it encounters, and judicious skill in overcoming them. The teacher, the divine, the philanthropist, the philosopher, and the statesman, are alike indebted to him for the laborious investigation and lucid exposition of many matters of the highest importance to the moral and physical welfare, the social and legal status, of the deaf and dumb. From all who knew him, his lofty character commanded sincere respect. His genuine kindness won confidence and love. His watchful interest followed his pupils out into the world. His generous sympathies were open to all. In his labors he was actuated by warm and pure Christian principle; adding to his earnest and eloquent exhortations the force of a consistent example in all the relations of life. Honored and beloved, he leaves none who do not mourn and revere his memory.

*Resolved*, That as a society of deaf-mutes, banded together for our mutual good, we have especial reason to cherish the memory and offer homage to the name of Dr. Peet.

But for his labors our society might never have arisen; its field might have been small, or the laborers few. Our great objects are the cultivation of the virtues—manly independence, enlarged minds, faithful, generous hearts—which he strenuously inculcated, and which shone conspicuous in his own character.

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*By the Board of Directors of the Pennsylvania Institution. (Offered by James J. Barclay, Esq.)*

*Resolved*, That in the death of this eminent man society at large has lost a distinguished citizen, and the deaf-mute a long-tried, enlightened, and faithful friend, whose life was successfully devoted to the improvement of the system of instruction, and to the elevation of the character of the deaf and dumb.

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*By the Principal and Teachers of the Michigan Institution.*

*Resolved*, That in the death of one who has been for many years the acknowledged head of our profession, and

*By the Fanwood Literary Association.\* (Offered by James Simpson.)*

*Resolved*, That in the death of Dr. Peet we do deeply feel the loss of a good friend, a valuable teacher, and a great benefactor.

*Resolved*, That we tender to the sorely afflicted wife, the greatly endeared and only surviving son, and the other relatives of the deceased, our sincere and heartfelt sympathy in this, their bereavement; that we desire to express to them our appreciation of his many virtues, and the great and good work he has accomplished in behalf of deaf-mutes during his long and well-spent life.

*Resolved*, That we will cherish the memory of this, our deceased friend, and will each of us try to imitate him by leading a noble, useful, and Christian life.

*By the Grand Lodge of the E. S. Society.† (Offered by Henry Winter Syle.)*

*Resolved*, That the Grand Lodge deplores in the death of Dr. Peet the loss of a whole-souled and eminently valuable friend of the deaf and dumb. He devoted rare abilities, with singleness and steadiness of purpose through a long life, to their education and elevation. As a teacher, he was successful and beloved. As the head of what under his wise fostering grew to be the largest institution in the world, he displayed high executive abilities and rigid integrity. The writings for which he found time amid his varied duties extended his usefulness far beyond the walls of his own school, and will continue it far beyond the limit of his life. He has guided the first steps in knowledge of many who never saw his face by the text-books he prepared with a keen insight into the peculiarities of the developing

\* Composed of teachers and advanced pupils of the New York Institution.

† Composed of deaf gentlemen, mostly graduates of the high class of the New York Institution.

of the deaf and dumb, who was a faithful and constant member of this board of directors, and to whom the New York Institution owes in a large measure its present position and prosperity.

*Resolved*, That we tender our hearty sympathy to the family of our deceased friend, and to that large circle of deaf-mutes, teachers and pupils, who had learned to call him father.

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*By the Teachers and Officers of the New York Institution.*  
(Offered by the Rev. J. H. Pettengill.)

*Resolved*, That we have long recognized Dr. Peet as one of the chief leaders in the instruction of the deaf and dumb, and one of the most distinguished exponents and advocates of this cause. The intelligent zeal with which he devoted himself to this work; his skilful use of the language of signs; his thorough discipline of mind; his sound judgment; his indomitable power of will; his energy of character; his rare executive ability; his power of impressing and managing others in the behalf of this cause, and his life-long connection with it, covering a period of more than half a century, have all combined to give him great success and to identify his name with the cause of deaf-mute instruction throughout the world; and the very valuable services which he has rendered to this institution and to the cause at large by his writings and varied labors, call for the most grateful recognition from us and from all who are engaged in the work to which he devoted his life.

*Resolved*, That we tender to the family and friends of the deceased in this, their heavy bereavement, our sincere and respectful sympathy, and commend to them the consolations afforded by that Christian faith which he early embraced, and strictly maintained and inculcated throughout the whole period of his active life, and which was the solace of his declining years.

But his name is nobler far  
Than if linked with deeds of war,  
Musical as poets' are.

And as stately tree and high  
Lifts its branches to the sky,  
Giving shade to passers by,

So his blessing arms extend  
Over child, and guest, and friend,  
Sheltering, shielding, to the end.

Father! keep him many a year,  
Be his strength and fortress here,  
Let him know not doubt nor fear.

And when death's dark shadows fall  
Over him, as over all,  
Saviour! through the darkness call.

Lead him through the realms of night  
Up into Thy morning light,  
Where not age nor death can blight.

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NOTE.—A leading feature of this memorial number was to have been an admirable "Summary of Dr. Peet's Recorded Researches and Opinions," the paper by Mr. Syle, which is mentioned on page 70. But we find that lack of space will compel us to omit this, as well as the editor's personal recollections of Dr. Peet, and several shorter sketches that have been contributed. The "Summary" will be published in the next number of the *Annals*.

The following resolutions have been sent us for publication. For economy of space we omit the expressions of sympathy from some of the resolutions, and the more formal parts from all, as well as the names of officers.—ED. ANNALS.

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## RESOLUTIONS.

*By the Board of Directors of the New York Institution.*

*Resolved,* That in the death of Harvey P. Peet, LL. D., Ph. D., we have lost one who for many years devoted the best energies of mind and heart to the elevation and benefit

ting before the world a fitting analysis of his character and a suitable commentary on his long career I look to see fulfilled by abler hands than mine.

But I trust I may be allowed to stand among the many who will rise up to do honor to our friend, though my offering be an humble one; for it is but simple justice to the memory of the deceased that I record the impression he has left upon my mind of a man who, with much to contend against from within and from without, reached at length the highest development possible to human nature; that childlikeness which is the glory of every stage of life, and the possession of which gives rank among the first in the kingdom of heaven.

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## THE LAST BIRTHDAY.

BY MRS. MARY TOLES PEET, NEW YORK.

[THE following lines, which we take from the *Deaf-Mutes' Journal*, were read at a little gathering on the occasion of Dr. Peet's last birthday, a month and a half before his death. The author, as most of our readers are aware, is the accomplished wife of Dr. Isaac Lewis Peet, and was formerly a pupil of the New York Institution.—ED. ANNALS.]

Waiting eyes and wandering feet  
Here beneath this roof-tree meet,  
Full of joy this day to greet.

Youthful hearts with hope aflame;  
Manhood bringing love and fame;  
Childhood lisping soft his name—

Name of many names most fair,  
Mingling with our daily prayer,  
Making music unaware.

Other names may tell of deeds  
Shaped by sword to nation's needs,  
Noble to the fullest needs.

Other names ring softly round  
Brows the poet's wreath hath crowned,  
Filling silence with sweet sound.



Peet presided over the deliberations of that important meeting with a dignity, a courtesy, a fairness, and an alertness rarely combined in a man of threescore and thirteen years. And although time had wrought marked physical changes since the days of the Virginia convention, the mind retained its early vigor, and Dr. Peet stood at Washington, as at Staunton, chief among the leaders in his profession.

The most agreeable impression which returns to my mind as connected with my venerable friend in his visit to Washington is of a certain gentleness and kindliness of manner seldom exhibited save by those who have learned that last and most difficult of life's lessons—how to grow old gracefully. And I think it was the aroma of this blossom of life's sunset hour, best likened perhaps to the rare flower of the century plant, that first evoked from my heart a feeling of love towards him whom I had for many years gladly considered as my friend.

On still a third occasion had I the pleasure of meeting Dr. Peet in convention; and at Indianapolis, in the summer of 1870, my impressions of the beauty and attractiveness of his ripe old age were deepened.

Laboring under greater physical infirmities than before, there was still the clearness of intellect on which man grounds his best self-taught hopes of immortality; there were the "apples of gold in pictures of silver," that seem so precious when presented by the old to the young; but above all, and better than all, there were plain indications of the indwelling of a spirit that could accept cheerfully the putting off of the harness, and patiently take service among those "who only stand and wait," comforting itself with the blessed words it might rightly use as its own: "I have fought a good fight; I have finished my course; I have kept the faith; henceforth there is laid up for me a crown of righteousness, which the Lord, the righteous Judge, shall give me at that day."

The duty of recounting the important and useful labors of our departed friend I leave to others better fitted than I to perform the grateful task; the more delicate office of set-

sions of my departed friend, Dr. Peet, I find that I only knew him as having passed that mysterious limit which marks the beginning of old age.

I well remember the feelings of admiration and respect with which I regarded him at the Virginia convention of instructors of deaf-mutes, held in 1856.

He was sixty-one, in full health, of commanding presence and striking beauty. His hair was nearly white, his face smoothly shaven and ruddy, his movements graceful, his voice strong and impressive. He was the acknowledged leader of the convention; the Nestor of the profession there represented. My first acquaintance with Dr. Peet was at this convention, and I have a most grateful recollection of his courtesy and kindness to me, encouraging and inspiring as it was to one just entering the profession to which he had so usefully and successfully devoted his life.

Shall I be pardoned if I so far violate that somewhat questionable rule, "*de mortuis nil nisi bonum*," as to record an impression of which I was at this same time conscious, that Dr. Peet had not taken sufficient pains in the self-culture of a long and useful life to restrain the tendency to vanity and the desire for notice that is apt to seize hold of men who rise to positions of prominence?

I distinctly remember asking myself the question whether this development of self-consciousness was probably a necessary trait in men who had achieved greatness. And in my youthful inexperience of what was possible to man with God's help, with a disposition also to spare the hero I was worshipping all adverse criticism, I answered the question in the affirmative.

Passing over many private meetings with Dr. Peet, occurring during a period of twelve years, in which he gave me repeated proofs of his friendship, I recall him as he graced by his presence the conference of principals held in Washington in 1868.

Accepting in an appropriate and happy speech the permanent presidency of that conference at the hands of the temporary chairman, his friend, Hon. Amos Kendall, Dr.

valuable contributions to the work of deaf-mute education, all of his compeers and associates in the profession, with all that are to come after us, are under lasting obligations to him for the many thorough and exhaustive essays in his annual reports and in the pages of the *Annals*, as well as in his convention papers and discussions. His writings on the deaf and dumb are profuse and varied, treating almost every topic and touching almost every question connected with this class. In the preparation of these various papers, Dr. Peet did a vast amount of work; displaying a patience in investigation, a thoroughness of comprehension, a completeness of thought, and a painstaking and scrupulous carefulness of statement, that are most admirable. Even the drudgery and vexation of revising and harmonizing blundering census reports were taken up cheerfully, that his statistical papers might be made more perfect.

Few or none have equalled Dr. Peet in the faithful, conscientious discharge of his duties as a contributor to the literature of our profession; and to no one are we as a fraternity under greater obligations in this respect.

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## VII.

BY EDWARD M. GALLAUDET, PH. D., LL. D., WASHINGTON.

THE knowledge of the fact that a friend has passed the limit of three-score years cannot fail to touch a tender chord in the heart.

Health and vigor may yet remain, but the thought will not be dismissed that the elastic tread must fail ere long, the beaming eye grow dim, and the erect form bend under the burden of infirmities.

Age in man impresses one with a certain sense of the inevitability of death, seldom attaching itself to the young, which is forcibly expressed in the well-worn line: "The youthful may, the aged must die." And so one is apt to associate with age an idea of nearness to Heaven, which leads us to regard the old in some sense already sainted.

As I call upon memory to bring forward her impres-

his valuable contributions to the literature of the profession, warrant us in saying that the very foremost man among us has fallen.

The recollection of his personal appearance reminds one of the description given of Dr. Joseph Bellamy, long the pastor of the church in Bethlem, the birthplace of our deceased friend. Of commanding and majestic presence, naturally inclined to act the magisterial part more harshly and severely than was agreeable, it seems as if the description of the New England minister were almost prophetic of the appearance of the man born in his parish a few years after his decease. Nor was the similarity between the two limited to outward looks and bearing. Their minds also seem to have been of the same stamp. Each was a man of great intellectual vigor, with strong and positive opinions, with a wide range of thought and a powerful grasp of truth, so that he left an indelible stamp on the minds of all with whom he had to do, especially on the minds of his pupils and his associates in daily labor.

The hill country in Litchfield county, Conn., has produced or fostered many men of mark—men stalwart in body and strong in mind, who have reached eminence in the various forms of professional and political life, but none perhaps more useful or more eminent in his line than Dr. Peet.

Other pens than mine must describe his wisdom and success in the administration of the institution at the head of which he stood so long; but none can truthfully say or honestly feel that its directors made any mistake when they called him to the post.

The reputation which he gained in this position were enough for one man; but our venerable friend was permitted to make his fame world-wide by his extensive labors with his pen. His text-books for the deaf and dumb, though not perfect, are yet the best helps our institutions have for the elementary instruction in language; and though some have found fault with them, and a few perhaps reject them, yet who has made any better? And in addition to these

A successful surgical operation restored him once more to the light of day and the recognition of friends. Who that witnessed the scene can forget the sunny afternoon when he returned to his family! How they gathered around his chair, each an unbelieving Thomas, with a test—a fine printed book, a newspaper, a bit of handwriting—and as one by one he read them all, how we all mingled our tears of joy with his at the great miracle that had been wrought!

But his eyes were opened only to see one after another of his dearest possessions snatched from his side by death. Within a period of four years, beginning in 1862, he laid to rest two sons, his wife, sister, brother-in-law, two grandchildren, two daughters-in-law, and his loved nephew, till it seemed as if his family was doomed to utter extinction. Such an aggregation of afflictions can hardly be paralleled outside of Greek tragedy, yet every stroke seemed to drive him closer and closer to God. It is said that Goethe never had a grief without making a poem of it. Dr. Peet, in a wiser spirit, used every sorrow as a means of spiritual betterment. And this, with his industry, makes the lesson of his life—faith and work—so that he seems to have realized the poet's advice to a young friend: "Be good," says Charles Kingsley—

"And let who will be clever:  
Do noble things, not dream them, all day long;  
And so make life, death, and that vast forever  
One grand sweet song."

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## VI.

BY BENJAMIN TALBOT, M. A., COUNCIL BLUFFS, IOWA.

IN the death of Dr. Peet it may well be said that the Nestor of the profession has departed. Though withdrawn for a few years from active service, his lifelong labors, his untiring energy, and his deep interest in the cause of deaf-mute education; the great numbers of pupils trained under his direction and control; the text-books prepared by him for their use, and actually used throughout the country; and

which always characterized his hospitality. He had none of the dread of death which made Dr. Johnson's last days so miserable, nor had he that "sharp malady of life" so pathetically described in *Eothen*; that sickly, morbid longing to be at rest which is considered to be the correct thing for an aged Christian to feel. While he kept himself ready for the Master's call, he would have been glad to put on the harness anew and enlist for another term of service.

When I became associated with Dr. Peet he had enjoyed a long period of unusual happiness and prosperity. The institution which he found so small and unpromising had come to be, under his twenty-six years' consummate management, without a rival in size, in appointments, and in results. The obscure farmer boy of Litchfield had won by sheer force of character and sturdy persistence of purpose the foremost place in his profession. A family of worthy sons inheriting their father's virtues and talents had grown up to be the props of his advancing age, and prattling grandchildren gathered at his knee gave promise of perpetuating the race he had founded. A happy second marriage had, with the lapse of time, soothed the bitterness of an early affliction, while fortunate investments had secured a competency whenever work should come to be a burden.

Then began that series of sorrows, stroke after stroke, which in consecutiveness and severity have never in my experience been equalled. Reversing the order of Job's trials, God first touched him in his person, and day by day we watched the darkness falling upon his eyes, marking with tender but silent interest the progress of his malady, as one by one he laid aside his accustomed duties, his morning paper, his literary employments, and soon we knew that for him the world's horizon had narrowed to the radius of his arms, and that even the faces of wife and children and friends had come to be simple memories. But though the affliction was sore and the burden very heavy, not a murmur or complaint was heard. Through that trying period of blindness he exhibited the same Christian resignation and trust that characterized his whole career.

to have ripened and mellowed his nature. He never outlived his hearty sympathy with the young and with youthful enjoyments. He had neither the gruffness of Johnson nor the social plumpers and padding of Chesterfield. He was a genuine *man*, which is much, in this age of shams and pretences. He was honest without prating about it. He was tenacious and persistent in his opinions, and rarely declined a literary controversy in their defence. He was proud of his literary work, and had a right to be, for all his published writings are good. None of his subordinates can forget how in a pleasant way he used to commend to us the "good reading and spelling" to be found in his annual reports; and it is only justice to our departed friend to say that if we lack a knowledge of what has been done in our profession it is because we neglected to follow his advice, for the whole history of deaf-mute instruction is embodied in those papers.

Dr. Peet was not what is called an easy writer, but then, as Sheridan profanely says, "Easy writing is often d—— hard reading." He had the patience, though not the leisure, of Livy and Froissart, who labored each on his history forty years; or of Prescott, who rewrote his "Conquest of Mexico" sixteen times. He used to regard with feelings akin to wonder the man, who, like Byron, could write the "Bride of Abydos" in a single night, or Christopher North, who would dash off a twenty-page article at a sitting, and when speaking of such would always quote his favorite distinction between genius and talent—"That which is the work of talent is the play of genius."

Dr. Peet's nature was eminently and essentially healthy, *mens sana in corpore sano*, in spite of the rheumatic attacks referred to before, and even at the advanced age of nearly fourscore years his mental faculties were fresh and vigorous, his memory was unimpaired, and his interest in current events as keen as in his prime. He never sank into the drivel and querulousness of dotage; never even passed into the "mild decay" which Lamb speaks of; but to the last exhibited the unselfish regard for the comfort of others

brought him face to face with it. We see daily examples of men toiling in that for which they have neither taste nor talent. Many go through life conscious that something is out of joint; feeling the harness gall; complaining of the heaviness of their burden, when it is simply its misplacement—I have got your pack, and you have got mine. Others, sadder yet, find out the mistake too late, when pride or bread and butter prevents a man from going to his proper work. Again, there are tentative men who never can decide just what they are fitted to do. I know a college graduate who in fifteen years has gone from divinity to law and from law back to divinity four times, unable to tell where he belongs, without apparently considering whether after all God did not intend a shoemaker.

But there was no blundering or vacillation in Dr. Peet. If ever there was a special adaptation to each other of worker and work, it was in his case. He brought to the profession a powerful and commanding physique, developed and toughened in the hard labor of a New England farm. He had obtained the culture of the college without contracting its vices. He was fitted to control others because he could control himself. Firm in government, fertile in resources, sympathetic in feeling, of good business capacity, with a remarkable aptness for pantomimic illustration, and thoroughly imbued with the spirit of the Master, he combined more essential qualities for success in deaf-mute instruction and management than any man I ever saw.

I became associated with Dr. Peet in the fall of 1857. He was then sixty-three years old, but bearing his years with exceeding grace and dignity. His implacable enemy, rheumatism, from which in after years he suffered so much, had at that time only been able to stiffen somewhat the suppleness of his powerful organization. His hair had bleached under the summer sun of peace and content—there was never any suggestion of *frost* in his gray hairs; but he had not yet yielded to the innovation of beard and mustache. His manner was remarkably genial; his presence never cast a shadow; his smile was sunshine itself. Time seemed



him to act the judge on what he was or did. Doubtless he had his *faults*, as Bolingbroke said of the dead Marlborough, but really he was so great a man that I have forgotten what they were. I use the word "great" advisedly, but not in its historical acceptation. I call him great, who, inspired with a *worthy* idea, concentrates all the energies of life to its accomplishment, and in the heat of whose divine purpose the meannesses and littlenesses of humanity are burned to ashes.

There are many hearthstone heroisms, like Charles Lamb's devotion to his sister, that rank half the subjects of history. Indeed, few of the world's heroes will stand the test of motive. The avarice and intrigues of Marlborough dim the glory of Blenheim; the divorce of Josephine hurled Napoleon from his pedestal long before the fall of the Column Vendôme. Noisy men have lived and died, and their reverberations have drowned the fame of those quiet workers in the temple where no sound of hammer or axe is heard; but the judgment of this world is not the court of ultimate decision. "Boy," said the Athenian flute-player, whose pupil was trying to produce loud rather than sweet sounds, "that is not always good which is great, but that is always great which is good."

Judged by my standard, Dr. Peet was a great man. Graduating from Yale College at the mature age of twenty-eight years, Dr. Peet stood upon the threshold of active life without the dangerous possession of *genius*, but with the indomitable pluck that had secured his education, and with the talent which is the key to circumstance. Had he, at that time, entered the law, he would never have become a rhetorical pleader, like Choate, but rather an expounder of fundamental principles in law, like Webster. He had not the fervid imagination and ready command of language which in the pulpit characterize the pastor of Plymouth church; but had he adopted the clerical profession, he would have become a great theologian, a sturdy defender of the faith—an Edwards rather than a Beecher.

But God had a special work for this man to do, and

as enabled me to leave the institution, October 1, 1858, and make more effective my work as rector of St. Ann's church for deaf-mutes and their friends.

After this I had frequent conversations and consultations with Dr. Peet at the institution. I often met him at the meetings of the board of directors, and on several occasions had the pleasure of seeing him at conventions of the teachers of deaf-mutes. Through all the vicissitudes of his declining years, I could see that our venerable friend was evidently ripening in his Christian character. God was preparing His servant for the gracious close of his earthly pilgrimage. Light from the Saviour beamed upon the valley so dark to poor, weak human nature, and we can surely believe that the angels bore the departing spirit to the rest of Paradise.

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V.

BY WARRING WILKINSON, M. A., OAKLAND, CAL.

THE telegraph wire from New York to San Francisco never bore a sadder message than these words:

"NEW YORK, Jan. 1, 1873.

"My father died peacefully at one forty-five this morning.

"ISAAC LEWIS PEET."

The news was so unexpected, its import so stunning, that for a time it seemed as though the messenger had outstripped the message, and taken lodgment in my own heart; and even now, at the distance of a month, and after many readings of that mournful telegram, a dear and venerated face looks in upon my inner consciousness with a vividness that gives the lie to the lightning, and to me, at least, an abiding presence that is beyond the reach of death and the grave.

In the brief space which the *Annals* and my own multifarious duties allow me to fill, I do not propose to write a biography. Every biography is a history, and to write history requires an impartial historian. I cannot analyze Dr. Peet or his work. I am unfitted by the tender love I bore

foundation of the strength which enabled him to endure the fatigues of the recitation-room and the hours of study which he devoted to the preparation of lessons and books. From the accounts which his pupils have given me from time to time, as I have met them in my journeys, I judge that Dr. Peet from the very outset was a rigid disciplinarian and laborious teacher. Under his skilful guidance, his pupils felt that they were making steady advances in acquiring a knowledge of the English language.

Dr. Peet became the principal of the New York Institution in 1831, and from that time I saw but little of him till I became a member of his corps of teachers in September, 1843. I held that position for fifteen years, and during that time became so thoroughly acquainted with his characteristics that I can bear testimony to his remarkable executive ability, his clear and effective sign-making, his commanding influence in the various departments of education, and his uniform success in accomplishing his plans for the prosperity of the institution.

In the spring of 1853, Dr. Peet attended a meeting in the smaller chapel of the New York University, to assist in founding St. Ann's Church for Deaf-Mutes, being there associated with the Rt. Rev. Bishop Wainwright, the Rev. Drs. Haight, Bedell, Francis Vinton, and Weston, Generals Webb and Wetmore, Messrs. Cyrus Curtiss, Augustin Averill, Jacob Van Nostrand, and others. In a forcible speech he set forth the advantages which would accrue to the adult deaf-mutes of New York and its vicinity from having Sunday services and pastoral care.

In the spring of 1858 a public meeting was held in the lecture-room of the Historical Society building, where St. Ann's church was then holding its Sunday services. The object of the meeting was to perfect a plan by which I could resign my connection with the institution, and devote myself more fully to pastoral work among the deaf-mute residents of New York and its vicinity. Dr. Peet attended this meeting, and did good service in bringing about the desired results. Such provision was made for my support

cluded us from attending. In these services Dr. Peet was wont to take his part in devotional exercises and in the free interchange of thought on questions of Christian truth and duty, evincing the soundness and sincerity of his faith, and his warm interest in all that pertained to Christ's kingdom in the world. As I have occasionally met him in late years, it has seemed to me that his Christian graces were evidently ripening and mellowing the sterner qualities of the executive element in him to a warm and genial sympathy and love for all men. I saw him last at the recent meeting of the Foreign Missionary Board in New Haven. As the signs of age and increasing infirmities suggested the thought that I might never see his face again on earth, his whole tone and manner, as he expressed his interest in the object of the meeting, assured me that death when it should come would be for him but a blessed translation to "the general assembly and church of the first-born which are written in heaven," to which he would be welcomed with the gracious benediction, "Well done, good and faithful servant. Enter thou into the joy of thy Lord."

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#### IV.

BY REV. THOMAS GALLAUDET, D. D., NEW YORK.

DR. PEET began his honorable career as an instructor of deaf-mutes in the Asylum at Hartford, Connecticut, in the fall of 1822, a few months after I was born. He, therefore, figures largely in my earliest recollections of what happened in the Asylum and its beautiful grounds. I associate him with his gentle wife, and the energetic matron, Miss Martha Dudley. They were all very kind to me in my boyish sports. I looked with admiration upon Dr. Peet's fine form and handsome face, and when he invited me to ride with him after his favorite spirited white mare, I was very happy. Frequent riding and occasional rambles over the neighboring woody hills with his gun developed in Dr. Peet splendid physical powers, and laid the

his executive ability. He had not the highest order of intellect, nor did he possess that magnetic power which proceeds from a soul kindled and fired with strong emotion. But with a full quota of good common sense and general intelligence, his mind was eminently fertile in expedients, sound in judgment, and clear and steady in its convictions. These qualities were sustained by a strong will-power, not easily staggered by difficulties. He read men with a nice and generally correct discernment of their distinctive qualities, and had great tact in approaching others and gaining their ready co-operation, or, at least, disarming their opposition to his purposes. Thus he rarely failed to carry any measure which he undertook. He threw himself with all his soul into the enterprise committed to his charge, identifying his own interests with those of the institution, and making its success the object of his highest personal ambition. If, under this impulse, his bearing towards his colleagues seemed at times to say "*l'état c'est moi*," it is not, I am sure, remembered with offence in view of the great and good results achieved. Only such a personal identification with a noble object could have carried the institution up to the eminence it has attained in a single lifetime. He was the soul of the movement, and its honors are rightfully his as God's chosen instrument. We have in his case a striking example of the power of simple, unwavering devotion to one grand and worthy end—to make the most of the man, and to bring forth the richest and best fruits of a useful life.

As I knew him, there was evidently blended with other qualities in Dr. Peet's character the prevalent sway of positive Christian principle. This shone out not so much in the glow of fervid religious affection as in the steady light of a life governed by the fear of God and the faith of Jesus Christ his Son. I have very pleasant recollections of the daily evening service, which gathered the speaking members of the household in his family parlor, and of the Sunday evening religious conferences held in the institution as a substitute for the church meetings, which the distance pre-

and clearly discussed that they must ever be regarded as a part of our standard literature in this department. The New York Institution had thus been brought forward into the very front rank of existing institutions of the kind the world over, and its principal was most evidently master of the situation. The exultation with which he spoke of what had been accomplished was certainly pardonable, as the natural effect of conscious achievement.

His own estimate of the work to which his life was devoted was inspiring to the young teacher who came to take a part in it, almost wholly ignorant of both its merits and its methods. Three of us came in together thus as raw recruits. In a few lessons, Dr. Peet unfolded to us clearly the elementary principles of the sign-language, and its appropriate place in a system of instruction for deaf-mutes, and we felt his own manifest enthusiasm and devotion as a stimulus to our best endeavors. In the use of the sign-language he was peculiarly graceful, clear, and forcible; I think I have never seen his superior for the distinct presentation of thought through that medium. He had carefully studied the capacity of that language, and gave it its legitimate place in the processes of instruction as an *essential means*—not itself an end. He would have it improved to the utmost, as a means of expanding a pupil's ideas, and introducing him to an accurate and familiar acquaintance with written language.

During the years of my association with him his time was chiefly occupied with plans for enlarging and increasing the facilities of the institution. The capacity of the building on Fiftieth street was nearly doubled by the erection of two wings. To these improvements he gave a personal superintendence, which, with his general oversight of matters, withdrew him for the most part from the direct instruction of the pupils. Near the close of the period, however, he found time to begin the preparation of those textbooks which have furnished such valuable aid to instructors all over the land.

In my view, the prominent characteristic of Dr. Peet was