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

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

and by reference to which, the definition and other synonyms may be found. Thus, one definition answers in the above example for all the verbs there given. Sometimes the word is defined in more than one meaning; and the definitions are numbered 1, 2, &c. If one of the synonyms stand elsewhere as a principal verb, this is noted by prefixing *v.* for *vide*.

Thus, the book is pre-eminently a *multum in parvo*, being all comprised within *eighty-four* small pages. The author remarks, "It must be remembered that this work is not intended to teach to write, but to read." The plan seems a good one.

MARRIAGES.

At Winchester, Conn., in 1858, Mr. GILBERT W. WOOD, (graduated American Asylum, 1841,) and Miss SARAH J. REYNOLDS, (American Asylum, 1848.)

February 3d, 1858, Mr. NORVAL D. BARNUM, (American Asylum, 1838,) of Erie, Ill., and Miss SARAH T. EDWARDS, of Lacon, Ill., educated at the Illinois Institution for the Deaf and Dumb.

In Staten Island, N. Y., October 5th, 1858, Mr. THOMAS JEFFERSON TRIST, Instructor in the Pennsylvania Institution for the Deaf and Dumb, and Miss ELLEN D. S. LYMAN, of Northampton, Mass., a graduate of the American Asylum.

DEATHS.

At Jericho Centre, Vermont, May 2d, Miss ABIGAIL FLORA DUTTON, (American Asylum, 1852.)

At an Insane Hospital in the province of New Brunswick, May 9th, 1857, Mr. JOHN B. BURPE, (American Asylum, 1847,) aged twenty-five years. He had been afflicted with a nervous debility, which resulted in insanity some four months before his death.

In September, 1858, Mr. DANIEL HASTINGS, of Brattleboro', Vt., (American Asylum, 1844,) was walking by the railroad track in North Vernon, Vt., and was struck by the cars and instantly killed.

July 20th, 1858, PATRICK HYNES, a pupil of the New York Institution for the Deaf and Dumb, was walking, in disobedience of orders, near the track of the Hudson River Railroad, in a cut through solid rock, and was thrown against the rocks with such violence, by the mere force, it was supposed, of the current of air, on the passing of the train, as to cause instant death.

trated are left for the teacher to explain by signs—the pantomimic language which must be adopted in the earlier stages of mute instruction.”

The book is a quarto of 469 pages, and contains nearly *four thousand* illustrations, which are skillfully designed, and engraved on wood in the highest style of the art, and printed on paper of a quality which shows the engravings to advantage. The typography is also beautiful. It appears indeed, at least the copy which is before us appears somewhat too dainty for every-day use. The vocabulary embraces only nouns, and the words are arranged in alphabetical order. The last eighty pages, however, are occupied with representations of the operations and the tools pertaining to various trades and occupations.

We observe that the words are divided into syllables by the hyphen, which seems to us to be a good plan in a book of this sort, even though no attempt be made to teach articulation.

A DICTIONARY OF ENGLISH VERBS, WITH SYNONYMS. By James B. Cook, Head Master of the Edinburgh Deaf and Dumb Institution. Edinburgh: William Whyte & Co., London: Houlston and Stoneman. 1848.

This little book has been out some years, but has recently come up to our notice. It is introduced by a very sensible and modest preface, in which the author states his reasons for confining himself to the verb, namely, that this part of speech offers the greatest difficulty, and that a great number of nouns, adjectives and adverbs are derived directly from verbs; also his reasons for the plan of definition and arrangement which he has adopted.

The plan is as follows. Certain of the verbs are arranged as in a dictionary, and explained by a very brief definition, to which are added other verbs, which are sometimes used in a similar sense. For instance, “*EXCEED—to be more than another; excel, surpass, eclipse, transcend, outdo, outstrip, preponderate, predominate, outweigh.*” All these synonyms, which are thus appended to the principal word, are to be found in an alphabetical index at the end of the book, and opposite each stands the word to which they are appended,

A SCRAP FROM THE SCHOOL-ROOM.

The following, furnished us by an Instructor, has a bearing upon the questions which Mr. Burnet has proposed in his article in the preceding pages.

“The mental habits of the deaf and dumb depend greatly, no doubt, on the manner in which they are first taught. If the manual alphabet is exclusively or largely used in the first stages of instruction, it will be resorted to and relied on to recall words which have been committed to memory by the use of it. In a class of new pupils which I am now teaching, however, I notice in some a greater *natural* inclination to associate the idea with the written form, and in others, with the word spelled upon the fingers. There is one boy, who is able to do hardly anything with the manual alphabet in the way of recalling the words which he has learned, though he can spell them correctly upon his fingers after they are written; but instead of doing this at first, he moves his hands as in writing, in order to recall the words. So also, when I spell to him a word which he knows, he does not readily apprehend it, but if I write it, he does so at once.

K.”

 BOOK NOTICES.

THE ILLUSTRATED VOCABULARY FOR THE USE OF THE DEAF AND DUMB. London: Printed for the “Asylum for the Deaf and Dumb,” Old Kent Road; sold at the Asylum; and at the depositories of the Society for Promoting Christian Knowledge; also by Hamilton, Adams & Co., Paternoster Row; and by all booksellers. 1857.

The preface of the work states that “this Vocabulary, prepared under the direction of the Committee of the Asylum for the Deaf and Dumb, London, is a selection of words in most common use, comprising many objects in Natural History, and most of the noun-words used in the Holy Scripture. It is intended as a First Word Book for the Deaf and Dumb; and with that view, it has been pictorially illustrated as fully as possible. Words which could not be thus illus-

After this, proceed to addition, not going out of the range of these denominations, arranging the figures as in algebra, connected by the signs $+$ and $=$. Reduce the result to lower terms, whenever it can be done; and also if an improper fraction is produced, reduce it to a mixed number; keeping up in all this a constant reference to the visible illustrations. Do all these operations with a denominator of 16, of 32, and so forth. Subtraction will naturally follow addition. You can now go on to division and multiplication; but had better probably defer these. Thus far, the fraction has been considered only as applied to a single object, a ball, or a circle, as the unit. The teacher may at discretion introduce the consideration of it as applied to a collective number, e. g., one-half of 100, three quarters of 40.

Having made the pupil sufficiently familiar with the operations specified above, another ball may be provided, separable into thirds, and one of these thirds again separable into two equal parts. Different combinations of these four parts will make all the fractions, whose denominator is either 6 or 3 or 2. Let three circles also be drawn, divided respectively into halves, thirds and sixths. Go through with the same processes with fractions of these denominators, and with 12, 24, and so on, as had been done with 2, 4, 8, 16 and so forth.

When the pupil has become familiar with all this, he will be prepared to generalize the rules he has learned, and to apply them to all fractions, of whatever denominations. He will at least understand what is the intent and meaning of the several operations, and will have formed habits of thinking clearly and closely on arithmetical subjects. He may be expected afterwards to proceed rapidly enough to make up for all the delay occasioned by laying thoroughly the foundation, and will have the increased pleasure of seeing the way clearly, instead of groping blindly he knows not whither. By being limited, at first, to one series of fractional numbers, and that a simple one, he is enabled to proceed without perplexity.

laudet and of Mr. Clerc, to be hung in the chapel of the Institution. Benjamin Daly is the President; Luke A. Hale, Vice President; Robert H. King, Secretary; John Blount, Treasurer. A printed circular was issued for the purpose; the whole sum proposed to be raised was one hundred and fifty dollars, of which \$68.61 had been collected.

HOW MAY FRACTIONS IN ARITHMETIC BE BEST TAUGHT TO
THE DEAF AND DUMB?

The following course has been tried, and may be recommended. Have made a sphere of wood, of say three inches in diameter. Let it be divided in half. Let one of the halves be divided again, as you would an orange, making quarters. Let one of the quarters be still divided, making eighths. Let the parts be fitted with projecting wires and corresponding holes, so that they can be joined together with sufficient firmness. Provide also three small blackboards, of say sixteen inches square. Draw upon each of these, with paint or a crayon, a circle of a foot or more diameter. Divide one of them into halves by a line through the center. Mark each part, $\frac{1}{2}$. Divide the second circle into quarters, marking each, $\frac{1}{4}$. Divide the remaining circle into eighths, marking each, $\frac{1}{8}$. Hang up these boards in the room.

With this apparatus, teach first the figures and names for all the fractions with these denominations, and also for mixed numbers composed of a whole number with these fractions. The ball, by different combinations of its parts, will furnish a visible illustration of all the fractions; for mixed numbers, have also one or two whole balls; reference may be made at the same time to the circles on the blackboard; and the several fractional parts of a circle may be drawn on the slate, as required for illustration from time to time. The ball may be made separable into eight parts, instead of four, as above described; but the four will suffice to represent every fraction with these denominations. Point out, and require to be pointed out, from time to time, the equivalence between certain fractions of one denomination, and others of another.

DEAFNESS CURED BY ELECTRICITY.

The Altona (Pa.) *Tribune* notices a remarkable cure of deafness by electricity. A citizen of that place suddenly lost his hearing, and after every means known to the medical fraternity had been exhausted, electricity was resorted to. An instrument was produced, and placing the end of a piece of wire in each ear, the electric current was let on lightly at first, and gradually increased. After continuing the operation for some time, the hearing of the man was so much restored that he could hear a heavy rap upon the table. Again the wires were inserted in his ears, and the fluid applied. On removing them the second time, the patient could hear loud talking in the room. This operation took place in the afternoon, and the patient was then allowed to rest till the next morning, when the wires were again inserted, and after applying the fluid for a few minutes, the hearing was perfectly restored. •

THE ENCYCLOPEDIA BRITANNICA.

The Liverpool *Mercury*, of May 27th, 1858, copies from the *Atheneum* a letter from the pen of Mr. David Buxton, in reference to the new (the eighth) edition of the Encyclopedia Britannica, which is advertised by the publishers as "greatly improved and brought down to the present time." The article "Deaf and Dumb," he says, "is little else than a simple reprint," omitting nearly every thing that has transpired since it was first written, years ago, and representing things to be now as they were then; to which, when we add the blunders and deficiencies with which it was originally chargeable, it is ill calculated to recommend the work as a whole to those who know anything of this subject.

GALLAUDET AND CLERC PORTRAIT ASSOCIATION.

An Association was organized in July last, to collect voluntary subscriptions from the deaf and dumb who have been educated at the Kentucky Institution, for the commendable purpose of procuring suitable portraits of the late Mr. Gal-

A JUST SENTIMENT WELL EXPRESSED.

"I pass from the contemplation of the life and character of this good man, with a feeling like that with which I have sometimes descended from a noble eminence, turning with reluctance from some scene of surpassing beauty, but bearing away in my heart its lovely image, that seemed for days to reflect an unwonted grace upon the more familiar and unattractive scenes amid which my humble duties were performed. This common life seems ennobled, its uses worthier, its purposes grander, its poor earthly labors capable even of immortal fruits, as we see what has been attempted and what accomplished by one pure-minded, great-hearted Christian Philanthropist."—*Dr. Humphrey's Life and Labors of Gallaudet.*

MARRIAGE OF A DEAF-MUTE IN THE OLDEN TIME.

The Rev. Mr. Macnaughtan, in concluding his speech at the meeting of the Ulster Society for educating the Deaf and Dumb, read the following account of the singular marriage of a deaf and dumb person in the reign of Queen Elizabeth.

"*Decimo-quinto Februarii, 18 Eliz. reginæ.* Thomas Filsby and Ursula Russet were married; and because said Thomas was, and is naturally, deaf and dumb, and could not, for his part, observe the order of the form of marriage, after the approbation had from Thomas, the Bishop of Lincoln, John Chippendale, LL. D. and Commissary, and Mr. Richard Davis, Mayor of Leicester, and others of his brethren, with the rest of the parish, the said Thomas, for expressing of his mind, instead of words, of his own accord used these signs; first, he embraced her with his arms; took her by the hand, and put a ring on her finger; and laid his hand upon his heart, and held up his hands towards heaven; and to show his continuance to dwell with her to his life's end, he did it by closing his eyes with his hands, and digging the earth with his feet, and pulling as tho' he would ring a bell, with other signs approved."

MISCELLANEOUS.

READING ON THE LIPS.

THE following account of a quite remarkable case, was on a loose half-sheet among the papers of the late Rev. T. H. Gallaudet, and in his handwriting. The date is several years before his attention was particularly directed to the instruction of the deaf and dumb.

“While at Saratoga, in the summer of 1807, I had an interesting opportunity of witnessing to what a surprizing degree the acuteness of one sense may be increased by the loss of another. A respectable farmer of that place, whom curiosity prompted me to visit, although entirely deaf, possessed the faculty of conversing so readily and correctly with others by watching the motions of their lips, that scarce a suspicion of his deafness would be entertained by one unacquainted with the fact. I conversed with him, for some time, without difficulty, often speaking in the lowest whisper, and standing at a considerable distance, as a trial of his skill. He informed me that his deafness arose from a hurt which he received, that terminated in a fever of some continuance. After his recovery, being one day before a looking-glass and accidentally speaking, his eye was arrested by the motion of his lips, and the thought struck him, that he might, by observing these motions in himself and others, enjoy once more the pleasures of conversation. He immediately commenced the experiment, and after two years laborious effort, succeeded. He began, as children do when learning to read, with letters and words of one syllable, afterwards proceeding to those of more difficult pronunciation. In this task he was assisted by his family. When I saw him his utterance was clear and distinct, and his accentuation generally correct. This latter circumstance is perhaps somewhat remarkable, as he had not heard any sound for fourteen years. This recital will not be altogether useless, should it but prove the means of encouraging any who are deaf to attempt the acquisition of an art, which can restore to them one of the sweetest enjoyments of life.”

annual examination of the Ulster Institution for the Deaf and Dumb and the Blind in July, 1857, and of the annual meeting of the Ulster Society for the Promotion of the Education of the Deaf and Dumb and the Blind, which was held on the evening of Dec. 31st, 1857. The Rev. John Kinghan is the principal of the school; number of pupils, eighty-three deaf and dumb, and ten blind.

The census had given the information that there were in the province, 241 deaf and dumb children under thirteen years of age, and old enough to be admitted to the Institution. Efforts had been made to look up these children, but with small success; only *eighteen* having been thereby added to the number of candidates for admission. The report states that the principal had opened a Sunday-school for the deaf and dumb residing in the town and neighborhood, which had been attended by eleven adults.

The Institution is out of debt, and in all respects flourishing. The annual meeting was "largely attended," and the names and titles of about seventy "noblemen and gentlemen present" are given, besides whom, there were at the meeting, "a large number of ladies and young people belonging to the families of the nobility and gentry, from the town and surrounding neighborhood." The chair was filled by the Right Hon. Lord Lurgan. "Jas. Bristow, Esq., the treasurer, said he had great pleasure in stating that the funds were coming in rapidly from the auxiliaries. He had not the accounts yet made out, but he had every reason to believe that the subscriptions would be as large this year as the previous year. (Applause.) There was a sum of £5,000, consisting of the bequests of Mrs. Wilson and others, which had been invested for the benefit of the institution." Speeches were made by a number of gentlemen. That of Rev. John Macnaughtan occupies the largest space.

afforded him to be present at such a gratifying examination, and proceeded to say that as the pupils attended his church he had recently been called upon to examine several of them for confirmation. To some extent he had availed himself of the interpretation of Mr. Buxton, but he had also examined them by means of written questions, and their answers were most accurate, and surpassed what might have been expected from other persons of the same age in the full possession of all their faculties. The bishop had stated to him after the confirmation how much he had been interested, knowing that they were deaf and dumb. The orphans, the deaf-mutes, and the blind had all been presented to him for confirmation, and his lordship had alluded to it as a gratifying proof of the care with which Liverpool regards and tends its afflicted children."

The following is from the report of January, 1858 :—

"Several valuable donations of school books have been received during the year, among which may be particularly mentioned three copies of the "Illustrated Vocabulary for the Deaf and Dumb," recently produced at a great expenditure of money, time, and labor, by the authorities of the London Asylum. One copy was presented by the committee of that institution, and two others have since been received from Mr. and Mrs. Laurence R. Bailey, of Aigburth, for the special use of the boys and girls respectively. In the preparation of this beautiful volume, the principal of our own institution took part previously to his removal from London, in 1851 ; and the completed publication is the crowning work of a life spent among the deaf and dumb, by the late Thomas James Watson, Esq., the principal of the London Asylum, who has recently been called to his rest. The committee well remember the high testimony which he bore to the character and qualifications of Mr. Buxton, in 1851, and they have the satisfaction of knowing that shortly before his death he visited this institution, and expressed his great gratification at the prosperity and success to which it had attained under the management of his former head assistant."

We have also Belfast papers giving full reports of the

R. A., the inspector-general and art-superintendent of the government department of science and art. They inspected the work of the pupils in free hand drawing, and to five of the most proficient awarded suitable prizes. It is hoped that this course of instruction will induce such a degree of skill in drawing as may not only furnish a delightful resource most appropriate to the peculiar condition of the deaf and dumb, but may also open to them suitable means of employment for their future livelihood.

“The prosperity and well-being of their former pupils are a subject which the committee are very desirous to promote, and concerning which they have from time to time anxiously deliberated. The welfare of the adult deaf and dumb appears to be exciting considerable attention in many of the larger towns in this and other countries. Various experiments have been tried, and up to the present time with varying degrees of success. The progress of these experiments will be carefully watched, and if it should appear that any effort in this direction can be consistently combined with that work of educating the juvenile deaf and dumb which is the specific object of this institution, the committee will not be unwilling to avail themselves of the experience which may thus be acquired.”

Mr. Richard Rathbone, who had been for thirty years the chairman of the committee, was compelled by ill health to retire, and made a parting donation of £80. The present chairman is Mr. Harmood Banner.

At the examination in May, 1857, the chairman of the meeting was the Rev. T. B. Banner.

“Mr. Buxton examined his pupils in grammar, geography, and scripture history, in all of which subjects their answers as interpreted for the audience by one of the pupils, who, though perfectly deaf, had been taught to speak, evinced the most accurate knowledge.

“A number of pencil drawings and several oil paintings, executed by some of the pupils, were much admired, exhibiting, as they did, considerable artistic talent.

“The chairman expressed the satisfaction which it had

Dumb, when the voice of singing birds is heard ;
Dumb, when each brook is warbling in its way ;
Dumb, when the lowing of the home-bound herd
 Breaks sweetly on the ear at close of day.
Dumb, when the bell the Sabbath stillness breaks ;
Dumb, when the spoken prayer to Heaven ascends ;
Dumb, when the hymn of praise in beauty wakes
 The 'raptured spirit, and its magic lends.

But who can tell what visions pure and bright,
 Ye *blind*, dawn on your intellectual eye ?
 What *God-light* gleams across your mental sight,
 Or rainbows span your own exclusive sky ?
 Or what blest sounds, ye *deaf*, their tones may breathe
 As sweet mysterious voices through your ear ;
 Or winding shells wild music strangely wreath
 Whose soft, sad numbers ye alone can hear ?

Or what rich language from the Spirit's voice,
 May to your spirits murmur words unknown
 To us ; or how your souls all glad, rejoice,
 When to our sight ye're musing all alone ?
 One thing—there comes a glorious day for ye,
 When ye shall hear the last loud trumpet's sound,
 When your glad eyes your Savior's face shall see,
 And your *first songs* of praise shall burst around.

HAMPTON, Va., 1856.

NOTICES OF THE LIVERPOOL AND THE BELFAST INSTITUTIONS.

BY THE EDITOR.

WE have Liverpool papers giving accounts of the annual meetings in January, 1857, and again in January, 1858, of the subscribers, by whom the Liverpool Institution for the Deaf and Dumb is sustained ; also of the annual public examinations of the school in May of the same years. Mr. David Buxton is the Principal ; the number of pupils, about *eighty*. The following is from the report of the Committee to the subscribers in 1857 :—

“ In the ordinary school course drawing has for some time formed an important part. In June last the school was visited by Henry Cole, Esq., C. B., and Richard Redgrave, Esq.,

fluid lamp tipped over, pouring the fluid over my face, and it caught fire and badly burned my face and hand. A pail of water was immediately got and the fire put out. I was carried to the hotel and doctor called and had the burn dressed. I have been confined long. People on finding the bad luck I met with, promised to turn out *en masse* if I would fix up the Battle again and make another show, which I did last evening, and the people acted according to their words, and I had two-fold more persons in the hall than before, and I came out "rejoicing." I am making a tour of exhibition toward my home, and as soon as I can make preparation for a long journey, I hope to be in Hartford, and I will gratify your curiosity if you have any.

Yours very respectfully,

W. B. SWETT.

THE DEAF AND DUMB AND THE BLIND.

BY THE REV. JOHN C. M'CABE.

[These lines, "suggested by the Institution at Staunton," appeared in the Southern Literary Messenger, from which they were copied and sent to us by a friend.—ED. ANNALS.]

Blind to the bright blue sky, the glorious sun,
 The mild pale moon, the vesper star's sweet blaze;
Blind to the soft green fields where brooklets run,
 The hills where linger sunset's parting rays.
Blind to the bright eye's most expressive beam,
 The cheek's rich dyes of beauty, and the form
 Whose symmetry might gild the sculptor's dream
 Of young Apollo, and his fancy warm.

Deaf when the wind-harp pours its saintly notes
 On midnight breezes; when the organ's strain,
 Through "long drawn aisles" all rich and mellow floats,
 Till angels' wings seem rustling in the fane.
Deaf when the shrill horn wakes the slumbering vale
 And hills and rocks re-echo to the cry;
Deaf when the storm-sprite rides the shrieking gale,
 And "thunder drums" beat 'larums through the sky.

had to work to earn means to support a family, build a house, and carry on the door, sash, and blind business. I went to Lexington thrice, without the knowledge of anybody, and on foot. Once I was caught in a snow storm, and got home at midnight, with my ears frozen. By strict economy and a great deal of labor, without ever seeing how they make dioramas, by close study, &c., I succeeded in producing, I hope, an interesting show—and I think no deaf-mute in the world ever tried the like before.

The whole number of figures, men, horses, &c., is 340, not including wagons, and I leave you to count the legs, arms, wheels, guns, &c. They were all whittled out with a *jack-knife*."

We subjoin an account which we have from Mr. Swett of a narrow escape to himself and his work. We need not add that such efforts as these on the part of deaf-mutes, deserve the heartiest encouragement.

WEST TOWNSEND, Sept. 30.

Dear Mr. Porter,—I believe you have heard full particulars of my exhibiting the Miniature Battle of Lexington, in Worcester, Mass., at the late Deaf-Mute Convention. Well! I will venture to address you a line of what happened to me in Townsend, Mass., on the twentieth instant, which compelled me to be closely confined to a room at the hotel eight days. I had advertised my exhibition to come off on the twentieth, and evening came. I was gratified, people turned out, and I had a full hall; nearly two hundred persons were present. I had performed two parts of the scene and was going to proceed with the third, but the lights I generally use in a long box, some how communicated fire to the wood work,—the lamp box is placed over the scenery,—and before I had time to think of the way to put out the fire, it became a blaze, burning the curtains and such fixings. Some person rushed to my assistance, removing all the figures and scenery away to safe distance. I was trying to put out the fire with woolen cloth. This was the only way I knew of, and strange to say I provided no water. The

derfully life-like, and minutely accurate in form and movement. They are set off by scenery painted by an artist in that line. We take the following notice from the Amherst, N. H., *Cabinet* :—

"THE BATTLE OF LEXINGTON.—We are pleased to learn that this wonderful diorama, the production of Wm. B. Swett, of Henniker, a deaf-mute, is to be exhibited in this village, at the Town Hall, this (Wednesday) evening. It has been exhibited recently at Manchester, Concord, and other large places, and is spoken of highly as a work of genius and art. The work consists of five different parts; the first covering the quiet scene of the town and the time on the eve of the battle—the second a moonlight scene, covering the alarm and its effects upon the inhabitants—third, the appearance of the minute-men—fourth, sunrise scene, the attack upon the minute-men and their dispersion—and fifth, the real battle and victory. In these different scenes are comprised 350 figures of men, horses, &c., all of which appear and move so naturally that one would suppose them endowed with life. The immense labor expended on it may be judged of by the fact that it was made entirely with a jack-knife. Mr. S. says the making and finishing of this show occupied him for over six years, and we think every one will agree with us that such an exhibition of patient perseverance, under the most discouraging difficulties, deserves encouragement and the reward of success."

The following is an extract from a letter of Mr. Swett, published in connection with a notice in the Manchester, N. H., *Democrat* :—

* * * "I have just finished the last scene, which was wanting when I first exhibited the 'Miniature Battle of Lexington,' which it is, I think, properly called. They generally call it a diorama, but I had rather hold to that name, as the best for me. The making and finishing of it occupied me over six years—not in whole days, but every spare moment, generally in long evenings and sometimes all the night. I have been considerably harrassed with doubt and fear, and have often denied myself many comforts of life. I

fore endeavor to train them so as to avoid the formation of any such habit, as far as may be possible, and at the same time consistent with other desirable ends.

Perhaps attention ought to be directed, more than has been done, not only to the means of forming such habits in the deaf and dumb, as shall expedite their use of language in the ordinary form, but also to the devising of mechanical aids, such, for example, as Mr. Burnet aims at in his syllabic manual alphabet; to say nothing of machines properly so called. What wonders have been wrought by such inventions as the Arabic numeral notation, the use of algebraic symbols, and the tables of logarithms! These are nothing but mechanical contrivances, though for the aid of the mind in working out intellectual results. When we consider what these have done for mathematical science, and think what the art of printing by movable types has done for the world, we may well take courage, and seek earnestly to devise means which shall accomplish results of no less magnitude for the deaf and dumb.

In regard to the conclusion come to by Mr. Barnard, as given in the Fourth Paris Circular, it is to be remarked, that his observations were made upon his pupils, and prove nothing except by inference in relation to the habits of well educated deaf-mutes. He indeed made inquiries of educated mutes, but the results are not given in detail, and were to some extent at variance with the conclusion as stated by Mr. Burnet.

We hope Mr. Burnet will pursue the topic and make it the subject of further experiment.

MR. SWETT'S MINIATURE BATTLE OF LEXINGTON.

MR. WM. B. SWETT, of Henniker, N. H., a deaf-mute, educated some years since at the American Asylum, has constructed a very ingenious work for public exhibition. It is composed of miniature moving figures, which are described to us by those who have seen the exhibition, as being won-

them, than he can express by signs. That, in the case of speaking persons, the written word does, to say the least, co-operate with the spoken word in suggesting the meaning, is capable of experimental proof. When we undertake to read any thing written phonographically, or by a person ignorant of orthography, we find ourselves ordinarily more or less embarrassed, and sometimes quite puzzled to apprehend the meaning; and can do this more readily if we hear the writing read, than if we read it ourselves. It takes us longer, in reading it, to make out the meaning than to pronounce the words; because we are at a loss for the idea which such an odd-looking word, or a familiar-looking word in such an odd connection, can be meant to express.

Again, it is the *habit* of some persons, not merely the illiterate, but educated men who are constant readers, to move the lips, and, we suppose, the tongue, in all their silent reading; and perhaps others move the tongue, who do not the lips. It is of course a mere habit, for others read without doing any such thing. Yet, we know not but it may be about as strong in some persons as that which requires other people to speak the word or move the organs, not actually, but in thought. It is, no doubt, as difficult to overcome, as any habit of the deaf and dumb, which interferes with their mastery over language. The longer such habits continue, the more difficult it is, undoubtedly, to overcome them.

It is also the habit of many, if not of most people, in writing, as they form each letter of a word, to repeat mentally the name of the letter. This is evidently a mere habit, founded on no absolute necessity; for, each stroke of a letter does not require a separate naming; why then should each letter of a word? A person can draw a picture without naming each part, and why not a word? Simply because he has formed such a habit, and no influence has operated to rid him of it. If he could write as fast as he can read, he would soon leave it off. So, we believe, many deaf-mutes leave off a habit which they find an embarrassment in their mental operations. Still, they may be long and late in doing it, and some may not do it at all. We should there-

it should be composed of parts already familiar. We could name educated deaf-mutes who, in conversation by writing, will set out on the instant without hesitation and commence a sentence of some length, which they entirely see through to the end before they have had time to write a word. Whereas, on the other supposition, they would need a double time, that is, as much time to compose it, as afterwards to reproduce it.

We will add an illustration or two, to show that what we have spoken of in these remarks as a habit, *is* really a habit, and nothing more,—and, like other habits, is, in the nature of things, capable of being broken off, and may actually be broken off, provided influences sufficiently powerful can be brought to bear. A child, in learning to read after the old fashioned way, used to proceed thus: *n, o, no, m, a, n, man, m, a, y, may, p, u, t, put, o, double f, off, t, h, e, the, l, a, w, law*, etc. For a long time, all the reading of the little learner is done in this way. After he has ceased this spelling of the words orally, he undoubtedly has for some time to do it mentally; but he finds the habit such a hindrance, that in the course of his efforts to read more rapidly, he finally throws it off. May not the deaf-mute in the same manner, throw off the corresponding habit in his case. If he must do something more than to look, with either the bodily or the mental eye, he may use some brief sign, as the accompaniment, or if need be, the exponent, of the word. Our respected friend, Mr. Jacobs, in holding to the necessity for the sign, ought, we think, to admit that all the necessity which exists, is founded upon habit alone, or the association of ideas, and is not absolute in the nature of things. As it appears to us, he should also admit, that in the association of signs with words, on the part of educated deaf-mutes, the word shares together with the sign, the prerogative of representing the idea. For he can hardly maintain, that the educated mute has in no case a more precise or full idea of the word than is conveyed by the sign, (the word *abstract*, for instance,) or that in words nearly synonymous, he can have no clearer idea of the distinction between

Many movements which are exceedingly complex, are made up of parts which succeed one another in a manner so accommodated to our organization, that they may be performed with far greater ease and rapidity, than others of far less complexity ; and as we have remarked, the rapidity with which movements can be mentally repeated, seems to correspond to that of their actual performance. The complexity of words to deaf-mutes, as presented to the eye in a written form, involves no difficulty, nor need occasion any hindrance. Mr. Burnet admits that we may recognize a whole word at a glance, though composed of several syllables. We assert, that we do recognize it as a word, that is as a certain written form, *before* we orally or mentally repeat the syllables which make the spoken word. We do not think Mr. Burnet will deny the statement in this form. If *we* can without difficulty, recognize a long word as a whole, or a unit, at a single glance, it is plain that deaf-mutes may do the same. If, after this, they have to go through the process of spelling it out on the fingers, that is another matter ; and that point we have considered. As a matter of fact, the word *elephant*, or *rhinoceros*, having once become familiar by frequent use, may be recognized in a time not longer, certainly not appreciably longer, than the word *cat*. To gain this familiar knowledge of it, may indeed take a longer time. We can hardly doubt too, that the written word *rhinoceros*, or *elephant*, might in certain circumstances suggest the idea of the animal, before there would be time to pronounce the word ; and a case might be supposed in which it would possibly scare away entirely all ideas of the latter sort. When we said that syllables were complex to the ear as well as to the eye, we meant it simply as an *argumentum ad hominem*.

Would deaf-mutes, if restricted to words in the written form, be limited, in their mental use of language, to a rate of progress at all corresponding to the rate at which they can form the letters with a pen ? We think not. A draftsman, or an artist, who sits down to draw a building or a picture, may have a distinct idea of the work intended, long before he would have time to draw many of the lines, especially if

using the finger alphabet? The slowness with which deaf-mutes in general read, we attribute to their want of familiarity with language. This is at least a sufficient reason, without assigning any other. The force of it will be well understood, by any one who will take note of his rate of progress in the reading of anything in a foreign language, even though he may have a very fair knowledge of that language.

It appears to be a fact, that, so far as we are bound by a habit requiring us to carry on, parallel with the written representatives of thought, another order of signs, consisting of voluntary movements, whether of the vocal organs or of the fingers, either actually performed or mentally repeated, we can not make the mental repetition go faster than the rate at which we could actually perform the movements in an indistinct manner. If this is ordinarily as fast as we could scan the written words, and call up, from them directly, the thoughts they express,—for this of course must occupy time more or less,—there may be no embarrassment or hindrance on account of the habit, and no motive to get rid of it. This habit is undoubtedly fixed more strongly in the case of speaking persons, than in that of the deaf and dumb. They first learn to read by pronouncing each word orally. They learn the meaning of the greater number of words, in the first place, as spoken, and before they see them in a written form. Deaf-mutes are taught in a different manner. The word is presented to them from the first in a written form, and there is nothing to hinder their attaching the idea directly and originally to that. So that the habit of spelling words on the fingers in reading, if it be formed, is not likely to be so difficult to break off, as the corresponding habit in the case of those who speak, and is such an embarrassment as to offer a strong motive for dropping it.

The degree of complexity, whether of words, or syllables, or letters, written, or spoken, or fingered, has little to do with the question at issue. The question relates simply to the time which it occupies to make, or mentally to repeat, or to call to mind, a certain description of signs or characters.

mony of some semi-mutes, like Mr. Burnet, (we think he would say so of his own case,) who have been long deprived of hearing, that all distinct recollection of sound as such has entirely faded from their minds, though they can move the organs so as to speak intelligibly, and they retain the sense of rhythm.

There is a strong tendency in most persons, if not all, to rely upon such aids to the memory as are furnished by voluntary actions of some sort. They are, in acquisition, a means of holding the attention, and of marking the progress of the mind from one point or one object to another; and by being linked themselves with each other, they help to connect together the objects with which they are associated. We find this aid, not only by actually doing the actions, but by imagining ourselves as doing them. This tendency will no doubt incline the deaf and dumb to rely much on the manual alphabet, when taught with the aid of it, or upon the motions of the hand in writing, if practised more in learning and reproducing their lessons in that way. We think, however, that when a little advanced, they will, if sufficiently capable, become so impatient of the hindrance occasioned by such a process, that they will gradually lay it aside, and indeed quite early, if practised much in writing. If such experiments should be tried, in our schools, as writing familiar and easy phrases, (for instance, Are you well? How old are you? What is your name?) and bringing them into view, or unveiling them for a single instant, would not their meaning be apprehended, ordinarily, in far less time than it would take to spell them on the fingers? It might be a useful exercise to write sentences or paragraphs of considerable length, and expose them to view for a very short time, after which the pupils should be called on to explain them. This would lead the pupils to form the habit of rapid reading. Would not some such way, indeed, be the most satisfactory in conducting experiments to ascertain how rapidly they could read? Would it not also be an improvement, if our pupils, in committing lessons to memory, were required to do it frequently with pencil or crayon in hand, instead of

speech, but of different mental constitution, or different education and acquired habits; some being more dependent on the spoken word, or its mental echo, than others. In the case of persons of ordinary education and reading habits, we believe that in the process of reading, though the written word suggests the sound or the organic movement of the spoken word, yet the same written word does itself suggest the thought directly, and that, as soon as, and we think, even before, the mental repetition of the spoken word. Though the spoken word may come inevitably and invariably in the train, it does not necessarily, or ordinarily in fact, come before the thought which the word expresses. We are inclined to think also, that men who have occasion to read much and rapidly, finding the mental repetition of the spoken word a hindrance, may in their efforts to proceed rapidly, break loose from the habit and cast it aside, at least upon occasions. It is clear, that in many cases, it is not the spoken word alone which suggests the idea. Suppose, as is often the case, that a person understands the French language, so far as to be able to read it intelligently and to pronounce it, but has been little accustomed to hearing it spoken. Such a person may hear a French word pronounced without recognizing it, and yet may know it the moment he sees it in writing or print. There are also words in English, pronounced alike, but spelled differently, which when written down singly will suggest their respective significations.

We would remark here, by the way, that we believe that in the case of most persons, the association is as much between the written word and the motions of the organs by which it is uttered, as it is between it and the spoken sound. We know it is more so, in some cases. Even a musician with the best ear in the world, will, we suppose, sometimes find aid in recollecting a tune, by running his hand over the keys, either actually or in thought. So a person will aid himself in recollecting a piece of poetry, by moving the vocal organs silently, as if repeating it. These are voluntary motions, which we can link together so as to furnish a kind of semi-physical help to the memory. We have the testi-

nothing of the kind would wholly supersede the use of writing and the manual alphabet.

We do not understand Mr. Burnet as holding to an impossibility in the nature of things, that written words should serve as ideographic signs, that is, as the direct and immediate representatives of ideas. In fact, we understood him as maintaining strenuously the very opposite, in his discussion with Mr. Jacobs in the *Annals*. We do not suppose he would affirm, that in order to retain in the memory, a word or a succession of words, any process is absolutely necessary, besides a mental imagination or conception of them, as if pictured before the eye. It is certainly possible for any one to fix and retain in the mind the image of a number of objects arranged in a certain order,—a row of houses, for instance,—and to locate each in its proper place in the order, by simply fastening in mind the image of each in itself and as connected with the others with which it stands in proximity. This is all that is necessary in order to remember language as written or printed. It is true that a person familiar, for instance, with the names of the occupants or owners of the houses, might think of the names in connection with the buildings. In fixing their order in the memory, or in recollecting the same, different persons of certain differences in mental constitution or habits, would depend, one chiefly upon the names and another upon the image in the eye of the mind. A builder, in doing the same thing, would be very likely to think of some of the mechanical operations of erecting the several structures respectively. Habit forms close associations between things, and the mind avails itself in one way and another of the aid of these associations, in conducting its processes of recollection and construction. Such habits may be formed so as to be exceedingly inveterate,—difficult, and sometimes impossible, to be broken up. The intimate association of spoken with written words is nothing more nor less than a habit of this kind. So far, we suppose, Mr. Burnet will agree with us. We do not doubt, however, that there is a difference, even in this respect, between different persons, endowed alike with hearing and

stand permanently before the eye, while the finger letters are of necessity momentary and fugitive. The group of characters standing before the eye, is more readily grasped by the mind, and with a less painful effort of attention, the remission of which, in the other case, for an instant, is fatal. If, then, some means could be contrived, of employing language rapidly enough in a written or printed form, it would have this important advantage over a syllabic alphabet, or any contrivance in which characters fleeting in succession are employed. In the use of writing by a teacher, on a blackboard, or large slate, there is this disadvantage, besides the want of sufficient rapidity, that his back must be turned to the pupils, and also that his person hides from their view what he is writing. Could he face them, he would thereby command their attention. Could they see the words they would more readily, and with more interest, follow them as formed one by one, than to trace the finished sentence or paragraph. Suppose the teacher stood behind a transparent slate, and were able to write backwards, he would be at a great advantage, beyond our present arrangements. A means of communication which allows the parties to stand face to face and see eye to eye, is of course more natural and better than one that does not.

Is it possible to contrive any means of presenting language, in a written or printed form, which shall afford the advantages desired? We believe it might be done, if some inventive genius should apply himself to the task. Suppose a printing machine, operated by finger keys, and unrolling a strip of paper presenting the characters impressed by the operator; or a machine operated in a similar manner by the fingers, which should bring into line and expose to view, letters forming a word, or letters and spaces to the extent of a clause or a sentence, which when completed should disappear and be succeeded by others in a similar manner. The finger-board of such a machine might be so arranged that it could be worked with great rapidity. Something of this sort would answer an important purpose in the school-room, though

both are equally presented for free mental choice, it is evidence that the conception of words under this form is more easy and natural.

REMARKS BY THE EDITOR.

No one will deny, that, *as instruments of communication*, both writing and the manual alphabet are slower than speech; that is, it takes a longer time to write a word or passage, or to spell it on the fingers, than to utter it by speech. It is also clear that this simple fact,—apart from any reference to one or the other form as an instrument of thought,—puts the deaf and dumb at a great disadvantage in the acquisition of language; renders the task more laborious, and the acquirement, commonly, more imperfect. If, in the exercises of the school-room, the teacher could present to the pupil, words, phrases, sentences, questions, examples, illustrations, definitions, in one-third or one-fourth the time they actually require, and the pupil could repeat and reply with a similar rapidity, the gain would be most decided. New words and forms of expression could be learned more rapidly, and a greater number in a given time. Those already acquired, when employed, as they must be constantly, in making new acquisitions, could be repeated more rapidly, with a clear gain of the difference in time, besides relief from the positive drawback of the tedium which their slowness occasions, and increased life and interest from the more rapid progress of ideas. The advantages thus afforded, would also lead to more use of words and less of pantomimic signs, and the gain would by this means be again more than doubled. Without, then, raising any nice questions in regard to mental processes, it is evident there would be an immense advantage gained, if some rapid, convenient, and readily intelligible mode of representing words for the deaf and dumb, could be devised; and the want of this, sufficiently accounts for their lack of facility in the understanding and the use of language.

Language in a written form, has a considerable advantage over the finger-spelling, in that the written characters may

hand in writing. 3. The positions of the manual alphabet. Each has a corresponding set of visual perceptions. As, in America, deaf-mutes from birth are not taught to articulate, we may leave the first class out of view. I suppose you will agree with me that, being far more fugitive and indistinct than the perceptions furnished by the other two modes of representing words, they possess no particular advantages whether as instruments of thought or of communication.

The second and third mode of exhibiting words, the deaf-mute usually has presented to him simultaneously at the beginning of his instruction. It is natural that his mind should fasten by preference on that which he can acquire the most readily, and use much the most rapidly,* and without extraneous apparatus, that is to say, on the forms of the manual alphabet; which, if my theory and facts are correct, become for him the primary forms of words; of which written characters are mere representatives; (as they are to us.) The greater *tangibility* which characterizes the forms of the manual alphabet, may also be an important element in producing the result.

On the third question, I have now only time to remark, that the primary object of language is ease and rapidity of communication. Its use for the machinery of thought is secondary. It appears to me that a given set of signs, learned as a means of communication with others, will pass through the mind with a rate of progress corresponding or proportioned to the rate at which we can employ the same signs as instruments of communication. In other words, that if the deaf-mute mind be supposed restricted to the use of written words, not divided into letters, as the signs of ideas and means of private meditation, there would be a tendency to reproduce each word before the mental vision, by following mentally the successive strokes of the pen, which would make this mode of repeating or conceiving words, slower than under the forms of the manual alphabet. I add that if deaf-mutes do adopt these latter forms by preference, when

* See my "Experiments," *Annals* V., 242; deaf-mutes *spell* three times as fast as they *write*.

word *per se*, any more than we do, but as the written representative of a certain combination of letters. [Letters of the manual alphabet, Mr. Burnet here means, of course.]

It is very true, as you observe, that syllables are complex to the ear; but so are letters to the eye. We always measure the length of a word by the number of its syllables, not of its letters; as you will perceive, if you have forgotten so familiar a fact, by reading a few lines of the first piece of poetry at hand. Can there be any question that words are long and complicated to us, mainly in proportion to their number of syllables? And if deaf-mutes possessed the power of conceiving and repeating words as *units*, the words simply passing through the mind under the written form as single characters, they ought to be able to read faster than we do, whereas, I believe the contrary is notoriously the fact. Nor is this owing to mere want of practice, as I believe. The practice of many years, so far as my observation goes, does not enable a born deaf-mute to read with the same ease and rapidity as a well-educated hearing person. Of course there are apparent exceptions, where the deaf-mute is of uncommonly quick perceptions, and the hearing person of a slow habit of thought.

On the second question, I remark that—

Words present themselves under three forms: as articulate sounds to the ear: as visible characters to the eye: and as muscular movements and positions to the touch. The first is the *natural* form of words; that form under which only they cling to the memory, and furnish signs for ideas, that harmonize with our organization, constituting the best and most natural machinery of thought and reasoning. But under this form, words have no existence for the deaf and dumb. All they can know of words, is by the *visible* characters which represent them, or the *tangible* movements by which they are produced.

There are three kinds of tangible perceptions that may represent or constitute words for deaf-mutes. 1. The movements and contacts of the organs of speech. 2. The motions of the

bles. And I have always thought that this was the main difficulty, that makes the familiar acquisition of written language so slow and laborious for the deaf and dumb; and gives so marked an advantage, in the ready use of language, to semi-mutes, who repeat words by syllables, like those who hear.

Three questions here present themselves? 1. Is this supposed mental characteristic of deaf-mutes a fact? 2. If it is, why is it so? 3. Can they, or ought they to be, by a different method of instruction, led to regard written words as *units*, and use them as such, as direct signs of ideas and instruments of thought?

For the first question, I refer you to the statements of Prof. Barnard, which you will find in the Fourth Paris Circular, page 20, and on. I would direct your attention more particularly to pages 20, 21, 22 and 24, 25, and you can readily, as I have done, repeat for yourself Prof. Barnard's observations and inquiries. The conclusion to which he arrived was, that educated mutes habitually repeat words under the forms of the manual alphabet, that is, of course, letter by letter, and even in reading, mentally substitute these forms for the written characters before them, just as we mentally substitute the spoken for the written word.

You ask: "Does not the recollection of the word as a unit pictured by the eye,* precede the recollection or repetition of the sound, and of course the division of the word into syllables?" with more to the same purpose, amounting, as nearly as I can understand your drift, to this, that in reading we, who are advanced beyond the stage at which words must be spelled out before they can be read, do not con words syllable by syllable, but recognize them at a glance. I grant it,—but are we conscious of having recognized the word, unless we have repeated to ourselves the syllable or syllables that compose it? So a deaf-mute may recognize a written word as a *unit*, if you please, but he recognizes it, not as a

* [to the eye, rather than *by* the eye, as by some slip it was made to read. The passage cited in part by Mr. Burnet, is on page 187. EDITOR.]

UNDER WHAT FORMS DO DEAF-MUTES APPREHEND WORDS?

By J. R. BURNET, of Livingston, New Jersey.

MR. EDITOR.—In the Annals for July, you do me the honor to name me as coinciding with Dr. Peet and others in a “point” which you “would have undergo a re-examination.” This point you state to be “the supposed necessity on the part of deaf-mutes, in the recognition or recollection of a word, that they should go through the word letter by letter, instead of apprehending the word as a unit.” The particular mention of my name in this connection seems to make it proper that I should offer what assistance I can render in the “re-examination” of a “point” certainly of considerable interest and importance.

I think you slightly misapprehend my position. (I speak only for myself.) What I do hold is that, (whether it be a *necessity* or not,) it is a prevalent, perhaps universal *habit* with deaf-mutes, (*not semi-mutes*), educated with the constant aid of a manual alphabet, to repeat words by successive letters, as we do by successive syllables. Now, a letter is at least as complex to the eye as a syllable is to the ear; and the repetition of a letter for a deaf-mute, requires full as much time as the repetition of a syllable for those who hear. It follows that a word of seven or eight letters, (as *elephant*, *sympathy*, *example*,) is at least as long and cumbrous to them as a word of seven or eight syllables is to us. (We very seldom use words of such inconvenient length, but *incomprehensibility*, *perpendicularity*, *physico-theology*, may be cited as specimens.) It follows further that, as the number of letters in a connected discourse in our language, is on a general average three or four times as great as the number of syllables, deaf-mutes who repeat words letter by letter, require thrice as much time to read a given paragraph, or to run it over in the mind *memoriter*, as those require who repeat words by syllable.

have any controversy with him. I have only replied, because "truth gains by discussion, and light is struck out by collision of opinion."

If any, as perhaps some do, suppose that I advocate in the order of the words a cut and dried set of meaningless "methodical" signs, they greatly misunderstand me. I have endeavored in this article again to explain, that, in the first place, I teach the words in a sentence individually, and then connect them together by signs in the order of the words, made with the significancy and spirit of colloquial signs. I do not call these *methodical* signs, because that term is used in various senses by different persons, and by some in the sense of arbitrary or conventional signs. I repeat also, that to teach connected composition successfully by signs in the order of the words, the meaning of every word must be previously fully understood, and when necessary illustrated by examples. As a general thing, there is then no great difficulty in the pupil comprehending the lesson by the words and by signs in their order only, without the aid of the colloquial dialect. The mind of the mute is thus trained to think and express himself in the order of written language, undisturbed by the inverse and antagonistic order of his colloquial dialect.

Conscious of no motive but an honest desire to promote the best interests of deaf-mute instruction, I now again dismiss this subject, hoping that some others at least may be induced to make a fair and patient trial of instructing mutes in the use of written language without the employment of colloquial signs.

It is hardly necessary to repeat, that when ideas, facts, impressions, and not the use of language, are the chief object of communication, as in giving religious instruction, telling a story or narrative, &c., I would of course use colloquial signs.

quial signs," either "after or before," as Dr. Peet gratuitously supposes.

I am quite ready to admit that there are many phrases and combinations of words, that should be taught as if they were one word—they do express one idea. Of course I do not sign for the separate words in such phrases. These, however numerous, are only exceptions to the great mass of language, in which each separate word has its distinct meaning and influence, and should be fully understood.

Dr. Peet denominates the interpretation of written language by gestures or signs, to the deaf and dumb, a *translation*. Translation is the interpretation of one spoken word by another spoken word in a different language. The former may be substituted for the latter as the instrument of thought, and the latter entirely dismissed from the mind. Written words are interpreted by signs, and a permanent association formed in the mind between the word and sign, as I think I have fully shown.

Dr. Peet has more than once stated written words to be to the deaf and dumb "as synonyms of their own signs," (New York Report for 1857.) To give this language an intelligible signification, is only to say that they are representatives of signs. Synonyms have, each its own signification, entirely independent of the other. They are seldom, if ever, identical in signification. But the written word has no independent meaning to the deaf and dumb—it is the sign which vitalizes—which makes it a living thing to the mute. It has no signification but what the sign gives it. Not more dependent were the "wheels" of Ezekiel upon "the spirit of the living creature that was in them," than are written words upon the signs which are their *informing* spirit.

I cordially reciprocate all the kind words which have been used by Dr. Peet. I remember the years that are past, and with gratitude many kind acts of which I was the object. I have used his books prepared for the use of the deaf and dumb, in common with all the Institutions of the country, with great benefit. They have saved me many hours of weary labor. It is not my desire, nor is it my purpose, to

written form only, without being taught to pronounce the letters or the words, by the mere presentation of the objects alone, for which he is supposed also to have no English names, and is thus compelled to think only in the written names and the objects associated directly.

But does this prove, that as soon as, in the one case, the spoken is given for the written form of the word, and, in the other, a sign for the thing itself, that the mute will not adopt the sign as his instrument of thought henceforth as quickly and instinctively as the speaking person will the spoken word? And is it not obvious, that if the written word becomes the representative of the spoken word to the speaking person, it equally and as necessarily becomes the representative of the sign to the deaf-mute?

But in order that signs in the order of the words alone, or for the most part, may be used in the interpretation of written language to a deaf-mute, it is admitted that difficulties must be previously removed to a much greater extent than is necessary if the colloquial dialect is used. The general meaning of a sentence may be communicated by the latter, before the meaning of a single word in the sentence is taught. But as stated, the meaning of every word separately should be previously taught, so as to give the pupil all the advantage possible to aid him in gathering the meaning of the sentence from the words themselves. It should be further distinctly stated, that when connected composition is reached, it will be necessary that many a difficult word or idiom should be *previously* taught by simple examples illustrating its meaning and use; so that when the pupil comes to the lesson itself, he may be thus prepared to understand it, in part from the written language, and fully by signs in the order of the words, which he can generally do, if skillfully made. Such a process, though apparently slow, rapidly advances higher in the knowledge and use of written language.

There is no necessity, as a general thing, for any "round-about" method of "explaining methodical signs by collo-

As fast as he becomes familiar with the meaning and use of words in combination, the signs are dropped and the words alone used. Signs are then used only to explain and connect new words and forms. As soon and as fast as possible, the written language is made the means of communication with him. He is thus taught from the beginning, as far as possible, to lay aside the use of the colloquial order of signs in acquiring the meaning and use of written language. He continues to use it, of course, more or less—he continues to think in it ordinarily; but when he comes to write, this habit has been, to a good degree, broken, and he has adopted a mode of thinking in the order of written language. He thinks in the written language itself if you please, in connection with the signs which interpret its meaning. Between these, the association is constant, so long as a clear idea of the meaning is retained. Can it be doubted? An association formed between any two objects, though casual, is not easily forgotten. How then can the association formed between written words and the signs by which their meaning has been interpreted, be broken, so long as the meaning of the words is retained? It is said that the mute can attach his ideas immediately to the written words. Granted; but the ideas have been communicated to him by signs—his ideas are in the signs, and when he connects them with the written words, he necessarily connects the signs which are the instruments of his thought, with the words.

My position then is this—that to a deaf-mute educated by the use of signs, they are the representatives of the words whose meaning has been conveyed by them. If he can or does acquire the meaning and use of words and phrases to a limited extent, by connecting the written word immediately with the object itself, as I have shown both we and he can do, or by “usage,” or by any other means without the *intermediation* of signs, of course to that extent no signs would intervene between the written word and the mind; just as I have shown no spoken word would intervene between the written word and the mind of a speaking person, who had learned a number of Hebrew words in the

black horse. This is taught by colloquial signs, and expressed inversely, a horse black. If the same process is pursued through every stage of deaf-mute education, beginning, middle, and end, how is he ever to acquire the facile use of the proper order of written language?

It would seem then, that the use of signs in the order of words, almost exclusively as I use them, or at least *in the second place*, after the sentence has been communicated by colloquial signs, was absolutely necessary to any considerable progress for a mute in the use of written English.

What good objection is there then to the use of signs in this order, if the meaning of language can be interpreted by signs in such order? Even Dr. Peet says, "if Mr. Jacobs or any other teacher can, as a general rule, explain each new lesson in language to his pupils as clearly and intelligibly by means of signs made in the order of the words, as by colloquial signs, by all means let him do so." That this can be done, I am not surprised should be doubted by those who have not tried it. But let the teacher train his pupils to this mode of communication from the beginning. Let him in the first instance, before combining the words into sentences, explain freely, by colloquial signs, the meaning of the words separately and individually. He then combines them into a sentence. The pupil will, to some extent, almost from the beginning, gather the ideas expressed by the combined words themselves, without signs, when he clearly understands their separate signification. Signs, then, in the order of the words, if you commence with the simplest forms of sentences and progress gradually, if skillfully made, will clearly and sufficiently, as a general thing, bring out the idea of the combined words. They must, however, be made not methodically, but with the significancy and spirit of colloquial signs.

The pupil accustomed to endeavor to gather the meaning of the combined words, presented in the first place on the fingers or black-board, from the words themselves, and from signs in the order of the words, soon obtains a facility in disposing them in the proper order; which would be sadly hindered by the intermediary use of the colloquial dialect.

and the signs by which the idea is conveyed, and without which he has no idea. Whenever he henceforth sees the word, will not the sign arise in his mind, as the spoken word presents itself mentally to us? It is not necessary that he should make the sign, any more than it is necessary that we should speak the word. The sign is the natural, and beyond the limits of visible and material objects, the necessary instrument of thought. Where is the difficulty or cumbrousness of his thinking in signs, even in the order of the words?

Dr. Peet will no doubt admit that colloquial signs are the natural instruments of thought to a deaf-mute, and that he never lays them aside in his ordinary meditation.

Now, that he should learn to think in the order of English words, which are inverse to his natural mode of thinking, is confessedly difficult. Here is *the* difficulty of educating him in the use of written language. But he must learn to do it. As long as he is taught by colloquial signs, the order of his thought is inverse to the order of written words, and when he comes to express himself in the latter, he is prone to place the words in the order of colloquial signs. Does not every teacher know this by sad experience?

Dr. Peet admits that to overcome this difficulty, it *may* be better to use signs in the order of the words, in the first stages of deaf-mute education. It was customary when I was a pupil of the sign language at Hartford, to communicate the sentence *first* by colloquial signs, and *then* by signs in the order of the words, and in this way the difficulty was partially overcome. But this mode of teaching, continually presents to the mute two antagonistic orders of thought, and of course leads him only to a partial adoption of the written order. In attempting to express himself in written language, he is continually falling into his colloquial order of signs, and violating that of written words.

That the evil of teaching by signs in the colloquial order may be fully seen, suppose only them to be used from the beginning and continued throughout. You commence with the first combination of words, an adjective and a noun—a

this way, learn an indefinite number of words for which he had no English names, and thus connect immediately in his mind the objects and the written words.

But the moment you give him the spoken name of the object, he will use that as his instrument of thought, because so much more natural and easy, and lay aside the "cumbersome" mode of thinking in the objects themselves, and their written names. The written word becomes, it is admitted, the representative of the spoken. Now let it be particularly observed, for this is the gist of the question, that in the first instance he did not think in the written word alone, but in the object itself and in the written word, when he had occasion to use it, in connection with the object.

This is precisely the mental process through which the deaf-mute mind goes in learning the use of written language. You may teach him the names of any number of visible objects without using any signs, and he may connect together in his thoughts and memory the objects and their names without the intervention of signs, just as a speaking person could do in the case supposed. Now suppose the teacher to interpose the sign for *horse* in the place of the object itself, will not and does not the mute as readily adopt the *sign* in future as the object and instrument of thought as the speaking person adopts the spoken name when given him, and as in the one case the written name becomes to one the representative of the spoken word, does it not become to the other the representative of the sign? If not, it remains to him the representative of the object itself. That was the first object of thought. When he ceases to connect in his memory the object, or in its stead the sign he has adopted for it, with the written word, he ceases to know the meaning of the word. It seems to me that every unprejudiced mind must recognize this statement of "facts" to be true.

But you soon pass beyond the limits of visible and material objects. You come to convey to the pupil abstract ideas. Say, for example, that you have communicated to him the idea of government by signs. He forms in his mind and memory a permanent association between the written name

educated or half-educated deaf-mutes, cases in which certain words and phrases have been picked up from acquaintances by mere usage, and in which signs once used have wholly given place to words."

These statements might be available to Dr. Peet if he proposed to teach deaf-mutes in the manner in which Laura Bridgman was taught, or if he proposed to teach them the meaning and use of written language by "usage," laying aside the use of signs altogether. It would then certainly avail him to show that mutes can and do attach their ideas to written words without the intermediation of signs. But I do not understand him to propose to disuse signs and rely upon usage for the acquisition of written language by his pupils. Not at all. It is expressly said in the last report of the New York Institution, that "the deaf and dumb can not be expected to learn connected alphabetical language by mere usage."

The only question between us is as to the order in which signs should be used—whether in the order of the written words, or whether in the colloquial order of the deaf and dumb. The importance of this question arises from the fact that if the deaf-mute educated by signs, as a general thing, thinks in signs, the order of his thought will necessarily influence him in the order of his use of written words.

It is admitted by Dr. Peet, that written words are the representatives of spoken words to speaking persons,—“that *we* can not attach our ideas directly to the visible forms of words.” It would be strange indeed if there were a radical difference in this respect between deaf-mutes and us. There is none. A speaking person might learn the forms of the Hebrew letters which constitute the name of some hitherto unknown object or animal, and upon being shown the object and the written Hebrew name, he could form a permanent association in his mind between the object and the written name, without being able to pronounce the name; and upon seeing the name, the object itself would be recalled, or upon sight of the object the written name would be recalled, and he could use it to communicate with others. He might, in

White, for the untiring energy which they displayed in making arrangements for the accommodation of members, and the vigilance which they exercised for their comfort and convenience. Much of the usual inconvenience customary on such occasions, was avoided by their foresight.

The landlord of the Lincoln House and his assistants will long be remembered by those who quartered at his airy, convenient, and comfortable house. As also will the many individuals, residents of Worcester, who contributed to the enjoyment of the occasion by the "children of silence."

A SUFFICIENT ADMISSION—WORDS THE REPRESENTATIVES OF SIGNS—SIGNS IN THE ORDER OF THE WORDS.

BY J. A. JACOBS,

Principal of the Kentucky Institution for the Deaf and Dumb.

DR. PEET says, in his article in the last number of the *Annals*, "let the teacher, therefore, use signs in the order of the words, in his earlier lessons, if he sees his way clear to do so. He can get on without them, but may do better by their assistance. They may assist the pupil more than any other contrivance, in remembering the order of the words, in his early sentences, and their influence on each other."

This, I think, may be fairly regarded as, on the whole, an admission of the utility and superiority of signs in the order of the words, in the early stages of deaf-mute instruction. If the practice is continued until the pupil has acquired the established order of written words, all will have been done that my "theory" of instruction demands.

In relation to written words being to deaf-mutes the representatives of signs, Dr. Peet says, "The question is easily settled by an appeal to facts. The case of Laura Bridgman, who knows no more of signs than blind children generally, yet has learned to use words and sentences as correctly as the average of deaf-mutes who use signs, is known to every one. And every teacher can find, by inquiry among

chosen. Most of the speakers were in favor of having them chosen by delegates from their own States respectively. After much talk on minor points, it was put to the Convention, resulting in a change of the Constitution so as to require Managers of a State to be chosen by delegates from that State. The members from the different New England States then went aside in separate bodies and elected their own candidates.

The Nominating Committee now came in and reported. Their report was not accepted until after several declinations and amendments.

Thomas J. Chamberlain was nominated for Secretary, but declined in favor of the old incumbent. His name was also on the list of State Managers, which the Committee brought in,—the alteration in the Constitution, respecting Managers, having been effected in their absence.

George Homer was nominated for Vice-President, but declined. He thanked the members for the appreciation shown in intending to re-elect him, and should always take an interest in the Association, remaining a member and doing all he could for it, but wished to be excused from serving as an officer. These and other matters being settled, the following officers were elected, respectively, by a rising vote :

President, Thomas Brown, West Henniker, N. H.; *Vice-President*, George M. Lucas, Bradford, Vt.; *Secretary*, Wm. Martin Chamberlain, South Reading, Mass.; *Treasurer*, Charles Barrett, Brighton, Mass. The *State Managers* were elected as follows, viz.: Maine—Charles A. Brown, of Dixmont, Me.; New Hampshire—John O. David, of Amherst, N. H.; Vermont—Galen H. Atkins, of Bradford, Vt. Massachusetts—Wm. K. Chase, of Boston, Mass.; Connecticut—Hiram Grant, Jr., of Hartford, Conn.; Rhode Island—Samuel W. Thompson, of Providence, R. I.

The election completed, the Convention adjourned.

The thanks of the Convention are due to Rev. Thomas Gallaudet for his valuable services as Interpreter for the benefit of the hearing portion of the assembly. Also to Messrs. Alexander Houghton, Edward Denny, and David

By John Carlin, of N. Y.—“Laurent Clerc, the Father of American Instructors of the Deaf and Dumb, though venerable in years, may he live to complete his centennial age with all earthly blessings bestowed on his head.” Mr. Clerc responded.

By Wm. M. Chamberlain. “Our Landlord. He has fed us. May he never go hungry.” Mr. Williams responded.

By T. J. Chamberlain. “The Ladies. Their beautiful faces and pleasant smiles are *visible music* to the deaf and dumb.”

By George Homer. “Our President. He has hitherto done things *Brown*.”

This closed the exercises and the assembly dispersed well pleased with what they had seen.

SECOND DAY. Thursday, Sept. 9.

Convened at ten o'clock. Prayer by Rev. Thomas Gallaudet. On motion of Wm. K. Chase, Prof. Clerc was constituted an honorary member of the Association. Mr. Chamberlain, of Mass., moved a change of the Constitution so as to have the term of office be two years instead of four. He thought that we ought to have an election every time we met in Convention, and not at every other meeting as had hitherto been the case. Messrs. Homer and Marsh opposed the change, on the ground that two years did not give the officers time to get experience. Mr. Rowe said that two years would give more members a chance than four would. He believed in rotation in office. Members would feel it more their duty to come if there was an election, and would feel more interest in the Conventions. Messrs. Gallaudet and Clerc were of opinion that an election should be a regular fixture at every Convention. Several others spoke for and against the change. The result of the vote taken was, yeas 36; nays 7. The President appointed a Committee of one member from each State to nominate a President, Vice President, Secretary, and Treasurer. They retired; while they were absent a long discussion ensued regarding the manner in which State Managers should be

who enabled the Rev. Dr. Gallaudet to visit Europe for the purpose of establishing the first school for the deaf and dumb in America." Responded to by Mr. Turner.

Prof. Clerc gave, "The State of Massachusetts, famous for its liberality and benevolence towards public institutions."

Amos Smith Jr., toasted the Association as follows: "Our Institution, which we this day commemorate, may it always receive a ready *hearing* and favorable *speech* from the friends of moral and intellectual improvement."

By Wm. M. Chamberlain, "The memory of our Benefactor *Gallaudet*,

We loved him e're the tomb's cold seal
Was resting on his brow,
And still, though distant from his grave,
We love his memory now."

By Mr. Gallaudet. "The gratitude of deaf-mutes towards those who have been providentially led to labor in their behalf. An ever green tree bearing perennial fruits."

By Thomas J. Chamberlain. "Our ever faithful and untiring communicator of daily passing events, the Press, and all connected therewith, from Editor down to Printer's Devil."

By the same. "The 'Orator of the Day,' beloved and respected by all who know him, for his labors in behalf of the spiritual welfare of the deaf and dumb, and for his admirable Christian character."

Mr. Marsh responded, and thanked his friends for their kind remembrance of him.

By John O. David. "The American Asylum, the cradle of education and the telegraph of knowledge. The N. E. Gallaudet Association, the rock of knowledge."

Mr. Turner responded, and gave "The graduates of the American Asylum who have obtained an education and have risen to distinction under the privations of their physical condition; they deserve more credit than those heroes who have achieved the most splendid victories."

By Wm. M. Chamberlain. "Our Interpreter, he has never failed us,—long may he wave."

Mr. Gallaudet in reply said, he was willing to *wave* as long as he could.

chance for justice and mercy and all would obtain both alike hereafter.

Mr. Clerc asked the Convention whether the members were despised or maltreated at home. Receiving a general *no!* for answer, he asked, then why emigrate? He also asked them whether they would prefer to form a community of deaf and dumb, and the general answer was, that they had rather live MIXED with those who hear and speak.

REV. THOMAS GALLAUDET of New York, said he regarded the plan of Mr. Flournoy as a result of a morbid state of feeling, a dislike to the society of hearing men. We had given him a hearing, and now we could decide for ourselves. Christian contentment was wealth and peace to those who had it, and if we were comparatively well situated where we now were, he deemed it better to remain than to follow what might prove to be a "*will-o-the-wisp*" leading us onward to the swamps of speculation and vagabondism.

Some remarks followed from Prof's Turner and Clerc.

A donation of twenty dollars to the funds of the Association, was handed to the treasurer by some person unknown. The following resolution was offered and adopted.

Resolved, That the heartfelt thanks of the members of the New England Gallaudet Association of Deaf-Mutes are hereby tendered to the generous unknown donor of twenty dollars to the funds of the Society.

After some remarks from sundry other gentlemen on minor points, the Convention, after a benediction, adjourned to dinner.

THE DINNER.

The members of the Convention partook of a dinner at the Lincoln House, at which place most of them had their quarters. After the *eatables*, which, by the way, did credit to those concerned in the getting up of the dinner, had been disposed of, the members began to look for some mental enjoyment.

The first sentiment was by Mr. Brown, the President of the Association. "The memory of the Hartford gentlemen

tween the two Conventions and trusted it would be always the same.

REV. W. W. TURNER, of Hartford, next came forward. He had seen the notice of the Convention, and felt it his duty to come; he did come and was glad that he had done so. He saw many of his old pupils before him, and it gave him great pleasure; he was not prepared to address them but would try to say something. He referred to that feature of Mr. Flourney's plan which was most prominent; viz., exclusiveness. He regarded it as most objectionable. He did not doubt Mr. Flourney's intention to *benefit* his deaf-mute brethren, but thought he had wrong ideas of the most proper and feasible way to help them. It was Mr. Flourney's assertion that the deaf and dumb were a slighted and despised class of people, about whom no one cared and for whom nothing was done; that they were not appreciated according to their abilities. He would say a few words in the matter. Parents, he said, were not apt to be *more* partial to hearing children than to deaf-mute ones. Have Legislatures done nothing for the deaf and dumb? Have they not appropriated thousands of dollars for their education, built Institutions to shelter them, and employed competent persons to instruct them? He presumed there was no mute present who had not employment. It might be said that some of them had not that kind of employment which they would like; he thought, that, as a general thing it was owing to lack of ability, if they went no higher. He would ask whether the families of the American Asylum did nothing for the deaf and dumb. Referring to the "Teachers Conventions," he remarked that it was well known that the object of those meetings was the *benefit of the deaf and dumb*. All this, and more might be added, went to prove that something *is* done, and has been done, and *will be* done for the deaf and dumb. Mr. F's objections and assertions rested on no foundation whatever. To cap the whole, Providence would make no difference, would show no partiality, to either mute or hearing, all would stand an equal

must be placed in some out of the way position, there was great probability that the inhabitants would have aggressions and encroachments to contend with, against which the laws of the land would be of little avail. He gave it as his opinion that the project was, in its main features, the offspring of a disordered imagination; to take it as a whole, if Mr. Flourney had counted on the influence of Mr. Clerc in favor of his plan, he had reckoned without his host. The general opinion of the mutes seemed to be that they had better stay at home. Some curiosity had been expressed as to the absence of Mr. Flourney's name on the list of pupils of the American Asylum, it being well known that he was educated there, Mr. Flourney was not, properly speaking, a pupil. Mr. Clerc taught him French and Mr. Turner, English.

Mr. Clerc remarked that he would dissolve the "*Gallaudet Monument Association*" the next day; that Institution having accomplished its object. It was not in debt, but had a small balance on hand. He would not speak of himself in connection with the matter, but would say that the mutes deserved great credit for the energetic manner in which they had accomplished their design of erecting a monument to their Benefactor. He said he would not keep them *looking* any longer at present, but they might hear from him again, and retired amid thunders of applause.

Mr. JOHN CARLIN, of New York city, then appeared. Himself a mute, he was happy to see so many like himself. He had been called on to make some remarks, but not being prepared, he trusted to be excused, if he did not make a *speech*. He drew a laughable comparison between the "Woman's Rights" Convention at Rutland, Vt., and the one before him. That of Vermont was an absurd and ridiculous affair, to say the least; this was one which promoted the welfare of those in attendance; was instrumental in bringing old and long parted friends together again, and was a social reunion, the remembrance of which would be carried to distant homes and furnish food for pleasant reflections at a future day. For himself, he was proud of the difference be-

from generation to generation, the deaf and dumb shall rise up and bless the name of GALLAUDET.

Prof. L. CLERC then mounted the platform, and his appearance was greeted with hearty cheers.

He expressed his pleasure at seeing so many present; he had derived much pleasure from such gatherings in former years, and hoped for many more such social reunions; he held that we (the mutes) were not, as a general thing, inferior to our hearing brethren, and he did not believe that we were so considered by them. Hard times and distance probably had kept many of us at home who would otherwise have been present. He referred to the discussion which had been carried on, in the American Annals, for some months past, in relation to a commonwealth of deaf-mutes, the main features of which, according to Mr. Flourney, of Georgia, the propagator of the scheme, were, the obtaining of a grant of land from Congress, and the *exclusive* right of *deaf-mutes* to the *occupation* and *government* thereof. He remarked that Mr. Flourney had said in one of his letters, published in the Annals, that the credit of originating the enterprise belonged to him, (Mr. Clerc,) and he would endeavor to explain his position in regard to the matter. It was well known that, in the early days of the American Asylum, Congress donated a tract of land in Alabama, for the benefit of the funds of that Institution. He had once said something about the plan of selling such part of the land as was necessary for the Asylum, and then having the rest as *head quarters* for the deaf and dumb, to which they could emigrate after being educated. Mr. Flourney getting hold of the idea, published it, with such additional embellishments as he deemed expedient.

Mr. Clerc said that a mature deliberation on the whole matter, had made it appear an impracticable plan; it could not be kept up without *exclusiveness*, and that was a very undesirable condition, for as most of his auditors would agree, it was very convenient to have some hearing persons within call in many cases, as for instance, *sickness* and *fire*. Besides all this, as the Commonwealth, if established at all,

One year after this interesting occasion, the news of the death of the Rev. Mr. Gallaudet spread over the country, striking all who knew him, the deaf and dumb in particular, with mourning for their loved benefactor.

In after years they raised a monument of marble to his memory, but long after that marble shall have crumbled to dust, shall the memory of Gallaudet live in the hearts of generations of deaf-mutes yet to come.

Mr. Lewis Weld, one of Mr. Gallaudet's own disciples, was the next principal of the Asylum.

Mr. Marsh glanced at the surviving disciples of Mr. Gallaudet, and passed on to Mr. Clerc.

Mr. Clerc is the oldest teacher of deaf-mutes in the country, probably in the world. After spending nearly or quite half a century in his profession, he retired on a pension in April, 1858, at the age of seventy-three. Verily, the "*old man eloquent*" of the deaf and dumb, merits a luxurious retirement in his old age.

Mr. Marsh here glanced at the rise and progress of the project of an Association of deaf-mutes, and followed it down to its present flourishing condition.

Before Mr. Gallaudet introduced the art of deaf-mute instruction into this country, there was not a single educated mute. Now, we rarely see an uneducated one. Then, there was not an institution in the United States, for their instruction, now, two-thirds of the States have such establishments. Thousands of mutes have been more or less thoroughly educated in these institutions; of these many are married, and the rest, for the most part, comfortably supporting themselves by their own efforts.

He referred to the fact that some of the deaf and dumb were making a mark in the world. They were beginning to distinguish themselves. He gave it as his opinion that they were beginning to be appreciated by their hearing brethren. He advocated frequent conventions as conducive to both social and mental improvement, as golden links in the chain of friendship, and as a means, under Providence, of untold good to the deaf and dumb.

Returning to his subject, he concluded by saying, that

English language that he could not express in it his most common wants. The Principal of the Asylum invited the stranger to spend an evening within its walls, and introduced him to Mr. Clerc, an assistant teacher in the Asylum. The object of this introduction was to ascertain to what extent Mr. Clerc, who was entirely ignorant of the Chinese language, could conduct an intelligible conversation with the foreigner by signs and gestures merely. The result of the experiment surprised all who were present. Mr. Clerc learned from the Chinaman many interesting facts respecting the place of his nativity, his parents and their family, his former pursuits in his own country, his residence in the United States, and his notions concerning God and a future state. By the aid of appropriate signs, also, Mr. Clerc ascertained the meaning of about twenty Chinese words. When the conversation began, the stranger appeared to be bewildered with amazement at the novel kind of language that was addressed to him; soon, however, he became deeply interested in the very expressive and significant manner which Mr. Clerc used to make himself understood; and, before one hour had expired, a very quick and lively interchange of thought took place between those two, so lately entire strangers to each other. The Chinese himself began to catch the spirit of his new deaf and dumb acquaintance, and to employ the language of the countenance and gestures with considerable effect to make himself understood."

In October, 1830, Mr. Gallaudet left the Asylum, and spent his time in efforts to promote the cause of education in primary schools, and in composing many volumes of Scripture Biography. Sept. 26, 1850, was the happy day chosen for the presentation of silver plate to the Rev. T. H. Gallaudet, LL. D., and Prof. L. Clerc, by their former pupils. The plan originated with Mr. Thomas Brown, one of the earliest and most intelligent pupils of the American Asylum. The ceremonies were witnessed by officers and pupils from all parts of the country. Messrs. Gallaudet and Clerc were perfectly satisfied with the gratitude shown to them by the deaf and dumb, and expressed their thanks for the valuable presents.

pupil. He advanced rapidly from the lowest class to the highest, and availed himself, besides, of private instruction, thereby much shortening the time required to qualify himself. When Mr. Gallaudet returned, he was accompanied by an intelligent and accomplished coadjutor in the person of Mr. Clerc. (Cheers.) They were both honored by all who were interested in the cause of the deaf and dumb, and by their valuable labors and noble efforts, succeeded in raising funds for the establishment of the Asylum, besides obtaining a grant of land from Congress.

The art of deaf-mute instruction, with all its improvements and extensions, as it existed in Europe in 1815, was, for all practical purposes, totally unknown in America. To Mr. Gallaudet belongs the credit of having consecrated himself to the broadly beneficent mission of qualifying himself to become a teacher of the deaf and dumb in this country; and most richly has God's blessing crowned his labors! After studying the subject of methods, in view of his observations in the schools of Birmingham, Edinburgh, London, and Paris, with such practical knowledge as he had obtained under the Abbé Sicard and his assistants, Mr. Gallaudet decided to introduce into the American Asylum the system of instruction pursued in the Paris school, with such modifications as experience might suggest, especially in adapting it to the peculiar structure and idioms of our own language. He established an institution which has imparted its blessings to the rich and poor, which has become the parent of many other institutions conducted on similar principles, and which has reacted favorably on the same class of institutions in Europe. One plan in particular, which is not known to have been employed before its introduction by Mr. Gallaudet in 1817, is that of having daily and weekly devotional exercises by signs; the deaf and dumb have thus been taught to address the Father of Spirits in their own natural language, and have been admitted to the privilege of social worship.

"The language of signs is as universal and as simple as nature." "In the summer of 1818, a Chinese young man passed through Hartford, Conn. He was so ignorant of the

for instructing the Deaf and Dumb; they agreed among themselves to defray the expenses of such an agent, and expressly appointed Mr. Gallaudet, on account of his admirable fitness, to engage in this mission. Mr. G. was perplexed, but after prayerful consideration, accepted the offer. Before leaving for Europe, Mr. G. addressed the benevolent of our own country in behalf of the object of his mission. The following is a part of his address:—

“At present there is not a single institution for the Deaf and Dumb in New England. The benefits of such institutions will readily present themselves to the reflecting mind, to say nothing of the inexpressible consolation which would be afforded to parents and friends by establishing schools for the deaf and dumb; nor of the increase of enjoyment and usefulness in this life which would thus be given to our fellow-men. The one single consideration of their having immortal souls which may, by learning the glad news of salvation, become interested in that Saviour who died for all men, is sufficient to invest this subject with an importance which, it is thought, nothing but the want of information has hitherto denied it. Indeed, it is a matter of wonder that New England, so attentive to the interests of her rising generation, so conspicuously prominent among the nations of the earth, for what her civil institutions have done with regard to the education of youth, should so long have neglected her deaf and dumb children.”

Mr. Gallaudet found the committee of the London Asylum for the education of the deaf and dumb unwilling to admit him as a pupil. Then he went to Edinburgh, but met with no better success. Before he heard of the Abbé Sicard's presence in London, he had trusted in God, in the time of his greatest discouragements. He was introduced to the Abbé Sicard, who was accompanied in lectures explanatory of the method of teaching the deaf and dumb, by Massieu and Clerc, his favorite pupils and assistants. Mr. Gallaudet was cordially received and invited to visit Paris, where he received every facility *gratis* from the great, benevolent, and noble Abbé Sicard. Mr. Gallaudet entered as a

whom the deaf and dumb of our land are so much indebted. I propose to present some gleanings from his history.

Thomas H. Gallaudet was born in the city of Philadelphia, December 10th, 1787. He was descended from the branch of a Huguenot family which fled from France on the revocation of the "Edict of Nantes."

Mr. Gallaudet entered Yale College in 1802, in the fifteenth year of his age; he was sometimes regarded as too young to succeed in study, but he excelled in every branch of it. Soon after leaving college, he entered the office of Hon. Chauncey Goodrich, in Hartford, Conn., and was distinguished for his abilities, but, his health failing him at the close of the first year, he gave up his legal studies. The state of his health requiring active service, he undertook a business commission for a commercial house in New York, which called him over the Alleghany Mountains; whereby he was much benefited. On his return to New York, he intended to devote his time to merchandize, but, "the Lord directed his steps," and he became a member of the First Congregational Church in Hartford. After this he changed his purpose and chose to become a preacher; he was now twenty-seven years old, and had gained much useful knowledge in literature, science and arts. He was universally respected and beloved for his admirable and Christian character. When at home one vacation, (he was a student at Andover,) he felt a deep interest in an intelligent and interesting mute girl whose name was Alice Cogswell; she was about ten years old and was playing in a garden near the residence of her father, Dr. Mason F. Cogswell. Mr. Gallaudet succeeding in obtaining her attention by the use of signs, and gave her "a first lesson in written language by teaching her that the word *H a t*, represented the thing (a hat) which he held in his hand. From time to time he succeeded in teaching her many simple words and sentences.

April 13, 1815, Dr. Cogswell met several citizens of Hartford, whose memory the deaf-mutes should cherish with gratitude, at his house, to discuss the expediency of sending some suitable person to Europe, in order to qualify himself

W. M. Chamberlain, had been faithful, diligent and prompt in the discharge of his duties, and it was a serious question whether another could be found as a suitable successor to him. The Treasurer, Charles Barrett, Esq., had acquitted himself to the entire satisfaction of all concerned, and he [Mr. B.] would recommend his re-election. The other members had done their parts satisfactorily and creditably.

He considered the proposed alteration of the term of office, from four to two years, as a prospective hindrance to social enjoyment. He regarded it as promising more expense than had hitherto been necessary. To be sure, the Convention could meet, as it now did, once in two years, but he did not see any need of a change of the term of office. He did not see the necessity of altering, amending, or adding to, the Constitution at present. The Association was not advanced so far as to make new laws necessary. Others might think differently, but such was his view of the case. He recommended that a by-law be made, that the age of a member eligible for President, should not be under thirty, and all other officers be at least twenty-one, no restrictions being imposed as to membership, but only as to eligibility for office.

He would advise that all business items be disposed of before any other subject was introduced into meeting for discussion.

He concluded by expressing his ardent wishes for the advancement of deaf-mute education and improvement, his gratitude for past favors bestowed on himself, and his best wishes for the continued prosperity of the Association, in whose behalf he bespoke the smile of a benign Providence.

The "Orator of the Day," J. P. MARSH, of Roxbury, Mass., was then introduced and spoke as follows :

Ladies and Gentlemen:—I am happy to see so many deaf-mutes and hearing persons here assembled in the center of New England.

The name of our "Association" reminds us of the man to

PROCEEDINGS OF THE THIRD CONVENTION OF THE NEW
ENGLAND GALLAUDET ASSOCIATION OF DEAF-MUTES.

Reported by WM. M. CHAMBERLAIN, of South Reading, Mass.

FIRST DAY.

THE Convention assembled at Washburn Hall, in Worcester, Mass., at 10½ o'clock, A. M., Wednesday, Sept. 8, 1858.

Called to order by Thomas Brown. Prayer by John O. David.

The President, Thomas Brown, then arose and after welcoming those present and expressing his gratification at seeing so many, said that it gave him pleasure to be able to say that the affairs of the Association were in a flourishing condition; it had been in operation four years, and had met with some adverse circumstances, but, under Providence, these had given way to perseverance and good judgment, for which there was abundant cause for gratitude. He recommended that the Convention should use all efforts to forward the aim of the Association and set such a ball in motion as it would not be easy to stop.

There had been some talk among the members, about setting up a periodical of their own. He did not think that the funds of the Association were sufficient to warrant such a proceeding; he would advise them to continue their patronage to the "American Annals of the Deaf and Dumb," till such time as the Association was established on a firmer basis than at present.

As his term of office, together with that of all other members of the Board of Managers, had expired, he deemed it but justice to them and himself to say, that, for time and services, none had charged the first cent, their bills being limited to such charges as postage and stationery used on account of the Association. He referred to the Vice-President, George Homer, as one whose untiring energy and eternal vigilance merited their grateful remembrance, and best wishes for his continued usefulness. The Secretary,

The members separated with regret that the pleasant time they had enjoyed together should so soon be brought to a close. Nothing had occurred to mar in the least the harmony of the occasion, and the proceedings, as a whole, were considered as, to say the least, not less profitable and pleasant than those of any of the previous Conventions. Quite a number of the delegates present, had never attended any of the former Conventions. The deaf-mute members took part in the discussions to a greater extent than ever before, and this feature added interest and variety to the proceedings. They acquitted themselves well, speaking sensibly and to the point, expressing manly views in a clear and straight forward way.

The Illinois Institution has a beautiful location, upon "College Hill," in the suburbs of Jacksonville, surrounded by some of the finest scenery to be found in the West. The newer portion of the buildings, consisting of the central part and one wing, makes a handsome appearance, and has a spacious and well finished interior. The other wing, now consisting of a part of the old original building which was badly put up, is yet to be rebuilt. There is a new and complete apparatus for heating the establishment, as well as cooking the food, by steam. A fine building in the rear contains the boiler, also bathing-rooms and the laundry. A powerful steam-whistle on the top is used for summoning the pupils, serving, quite effectually, the purpose of a bell in other schools, and only objectionable as liable to be somewhat annoying to hearing people in the neighborhood. The Institution is well cared for by the State, and is advancing in prosperity and usefulness, under the faithful and efficient management of the present Superintendent, who has brought it well and rapidly up from the depressed condition in which he found it.

cussion, was adopted, in relation to the proper mode of establishing deaf-mute institutions in new States.

Mr. Officer introduced a resolution, (with remarks,) requesting Mr. I. L. Peet to give, through the *ANNALS*, the details of his monitorial system, with the operation and results of the same.

It was resolved that another Convention be held in about two years; and that the time and place be referred to a special committee of three, with power. Dr. Peet expressed the desire and the hope that it might be held in New York, but could not tender an invitation without authority from the Board of Directors. Dr. Peet and Messrs. Porter and Noyes were named as the Committee. Mr. Noyes declining, Mr. E. Peet was substituted and the Committee appointed.

Toward the close of the proceedings, Prof. J. B. Turner addressed the Convention. He spoke of the progress made in the art of education, getting out of the old beaten and scholastic track, and into better and more common sense methods; and said that what had been done in the instruction of the deaf and dumb had contributed in no small measure to this result, inasmuch as the instructors of this class were driven and shut up to such methods in order to accomplish any thing at all. These institutions also, scattered over the land, were a conspicuous testimony to the value of education, and a stimulus tending to make it a thing more highly prized by the whole community.

The customary resolutions were passed, of thanks to the officers and reporters of the Convention. Also the officers of the Institution, and the citizens of the place for the kind reception given by them. Upon this, some handsome and eloquent remarks were made by Mr. Brown, President of the Board of the Illinois Institution. The thanks of the Convention were also tendered to those railroad companies which had furnished facilities to the delegates for going to and from the place of meeting. After prayer in the language of signs by Mr. Officer, the Convention finally adjourned at noon, as the greater part of the members were desirous of taking their departure in the afternoon train.

Resolutions complimentary to Mr. Clerc, prepared and offered by Mr. Gamage, were unanimously adopted.

Dr. Peet offered the following resolutions which were adopted after remarks by the mover, and by Messrs. Gillett, MacIntire, Fay, and Stone, in the course of which some facts were related showing that there was occasion for taking action on this subject.

WHEREAS, The great object of the Institutions for the Deaf and Dumb, is to give them an education intellectual and mechanical, by which they can minister to their own wants, and contribute, like other good citizens in the corresponding walks of life, to the productive industry of the country; and, whereas, some of the former pupils of our institutions, unmindful of the instructions which they have received to labor with their own hands for their support, go about the country selling the manual alphabet and other small wares, holding exhibitions and making appeals to the benevolent for aid on the score of their being deaf and dumb, thus bringing the cause of deaf mute education into disrepute. Therefore,

Resolved, That this Convention discountenance and wholly disapprove of this vagrant course of life; and earnestly recommend to the officers of our public conveyances to give them no facilities for traveling, but place them upon the same footing in this respect with other passengers.

Resolved, That we personally recommend to all benevolent citizens and the public at large, to discourage and turn a deaf ear to all appeals for aid made by deaf-mutes who are able to support themselves, and thus unite with us in bringing to an end the system of vagabondism wherever it prevails.

Resolved, That the highest benefit which can be conferred upon a deaf-mute is not in the bestowment of charity, so called, but by aiding him to obtain a situation in which he can support himself by his own labor, and thus secure his own independence.

Mr. Caldwell offered a resolution, which, after some dis-

Dumb. The report aimed simply to set forth the principles upon which a course of lessons, or set of books, should be constructed.

Dr. H. P. Peet commenced the reading of a paper submitted by him, entitled "Historical Sketch of the Art of Instructing the Deaf and Dumb." As the paper was not finished, and is designed to be thorough and comprehensive, the author was permitted to retain it for completion, preparatory to its publication with the Proceedings of the Convention.

A Committee was appointed, with Mr. Gillet as chairman, to superintend the publication of the Proceedings. An accomplished phonographic reporter, Mr. R. R. Hitt, of the *Chicago Press and Tribune*, had been in attendance and taken a full report of the discussions and other proceedings, to be at the service of this Committee.

Mr. MacIntire, as Chairman of the Committee on the future publication of the ANNALS, reported resolutions similar to those adopted by the Fourth Convention, to the effect that it is expedient that the work be continued,—that an Executive Committee of three be appointed,—that said committee be instructed to ascertain how many and which of the Institutions will stand responsible for their quota of the expense in proportion to the number of pupils in each, and in case a sufficient number in their judgment should pledge themselves to this, then to make the needful arrangements for continuing the work. To these were added two more; one providing that individual subscribers and Institutions which do not pledge themselves for their quota of expense, shall be charged at the rate of one dollar a copy for each yearly volume; the other, that the Institutions pledging themselves for its support, and also the New England Gallaudet Association, shall be charged only the actual cost of the work over and above the receipts from other subscribers. Messrs. Wm. W. Turner, H. P. Peet, and C. Stone, were re-appointed as the Executive Committee, provided for in these resolutions.

Deaf and Dumb, which he has in readiness for publication. This led to remarks by Messrs. MacIntire, E. Peet, J. W. Jacobs, Gillet, and Jenkins ; Mr. Cheek also made explanations and replies in answer to inquiries. Mr. E. Peet commended certain features in the proposed work, as set forth in the paper, and said he should gladly welcome it when published, in the belief that it would be valuable, and in the hope, that eventually, by combining the best features of works from different hands, we should get a quite perfect set of books for the deaf and dumb.

At the close of the session, Pres. Sturtevant being under the necessity of leaving town the following day, a resolution was adopted, thanking him for the honor and the favor he had done the Convention in presiding over its deliberations ; and he resigned the chair with some remarks expressive of the pleasure with which he had attended to the proceedings, and of encouragement to the members in respect to the work to which they are devoted. The proceedings of the day were concluded with prayer in signs by Mr. Gillet.

On the third day, Mr. Turner, the first Vice President, occupied the chair. At the opening of the session, a verse of scripture was expounded by Mr. MacIntire, and prayer offered by Mr. Kerr, in the language of signs. The Committee appointed the day before made a report, proposing signs for the following words, *time, weight, color, size, metal, circumstance, character, animal, Congress, Legislature, Director, Cabinet*. The Convention accepted the report, and resolved that on the question of adopting the signs, they would act without debate, adopting such of them only as should be *unanimously* accepted. The signs for the words, which we have printed above in italics, were in this manner adopted. The others being objected to by one or more members, were referred back for further consideration, and to be reported on again, together with others, at the next Convention.

Mr. Porter presented the report of Committee appointed by the previous Convention to take into consideration the subject of the best Course of Instruction for the Deaf and

vant upon the floor, who delivered some truly philosophical remarks upon the process by which, in every language, new terms are taken up and incorporated, as the language advances in its growth. Many an attempt has been made to introduce a new term supposed to be needed, which has failed of success, though made by men of eminence and authority in the literary world; the graft either failing entirely to take, or having but a short-lived growth. The process must be natural, and will not ordinarily bear much forcing. It is at all events absolutely essential that the want be felt, in order to make the acquisition permanent. The speaker made reference to Trench on the Study of Words, as furnishing illustrations of the principles and facts to which he alluded, not by way of discouraging the attempt proposed, but because these principles were important in their application to such an undertaking.

A committee was appointed, as proposed, consisting of Messrs. Turner, H. P. Peet and Gallaudet, and instructed to report to the next Convention, such additions to the vocabulary of signs for general or complex ideas, as they may agree to recommend for adoption, and also to select and present to this Convention twelve such signs, to be considered and acted on before the final adjournment.

At three o'clock, P. M. the Convention took a recess till eight in the evening, for the purpose of visiting the Illinois Hospital for the Insane, on the invitation of the Superintendent, Dr. McFarland, which had been previously given and accepted. After being conducted through some of the wards and other parts of the establishment, they spent a few hours pleasantly in a social way. This Institution presented every appearance of being well managed, and was being enlarged by the addition of wings at each end; and is designed, when so completed, to accommodate some four or five hundred patients.

The evening session was chiefly occupied with the reading, by Mr. Cheek, of a paper transmitted by Mr. John A. Jacobs, Principal of the Kentucky Institution, which was a synopsis or exposition of the set of primary lessons for the

was left in his hands to be brought before the next Convention.

On the publication of the Proceedings of the Fourth Convention, there was no report of the Committee, but some statements and remarks were made on the subject. The edition was a small one, and copies are not abundant.

The Report of the Executive Committee, of their doings in relation to the publication of the American Annals of the Deaf and Dumb, was read by the Chairman, Mr. Turner, and accepted. A committee was appointed to report on the subject of the future publication of the work.

Mr. Turner, of Hartford, read a paper on "The Language of Signs, and the Means by which it may be perfected." He represented that the great desideratum in the language as at present existing, was to have short and simple signs for certain generic or complex ideas which there is frequent occasion to express, but which the language has hitherto been inadequate to express, except by a cumbrous circumlocution. Thus there have been no signs for such generic ideas as *metal*, *color*, *animal*, &c., except by enumerating and grouping several specific metals, colors, animals, &c. So of the ideas expressed by the words *time*, *size*, *character*, *Congress*, *committee*, and the like, there are no short signs available for rapid communication. Mr. Turner proposed that short arbitrary signs should be devised and agreed upon for the more important of these ideas.

A paper was then read by Mr. Gallaudet, entitled "Methods of Perfecting the Sign Language," having reference chiefly to the way in which pupils should be trained in the art of using this language, and suggesting some expedients for accomplishing the end in view.

The discussion was then opened on the subject presented in both these papers, and was carried on by Dr. H. P. Peet, and Messrs. Turner, MacIntire, D. Peet, Gallaudet, Talbot, Martin, Stone, Porter, Noyes, Jenkins, E. Peet, and Gillet. A part of this discussion ensued upon the motion for the appointment of a committee for the purpose of carrying out Mr. Turner's ideas. This subject brought President Sturte-

to remarks by Messrs. Stone, Turner, Noyes, Porter and Fay. One difficulty set forth prominently by Mr. Francis, was in relation to the syntax of signs, or the laws regulating the order of their arrangement.

The proceedings of the day were closed with prayer in the language of signs, by Dr. Peet.

The morning session of the second day was opened with an exposition by Mr. Turner, of a verse of scripture, in the sign language, followed by prayer in signs by Mr. Stone. In accordance with a resolution of the Convention, the exposition was given as in the daily chapel exercise for the pupils of an institution.

A letter was then read from Mr. I. L. Peet, Vice Principal of the New York Institution, dated Dunkirk, N. Y., and apologizing for his absence, occasioned by injuries received by him, as well as more severe ones by his wife, from the overturn on the Erie Railroad.

Mr. Stone read a report on "The Teaching of Trades or Mechanical Arts to the Deaf and Dumb," prepared by him as Chairman of a Committee appointed by the last Convention. The report strongly recommended that provision be made for the teaching of trades in every institution for the deaf and dumb. Otherwise, few of those who are educated in them will be likely to learn a trade at all; and in resorting to agriculture few will be likely ever to do more than serve as drudges on a farm. They can become excellent mechanics more easily than they can qualify themselves to manage a farm; while few of them would ever possess the means of acquiring a farm of their own.

This report led to an interesting discussion by Messrs. Fay, Gamage, MacIntire, Kerr, E. Peet, Turner, Gillet, Nor-dyke, H. P. Peet, Stone, and Jenkins, in which the subject of the industrial education of deaf-mutes was quite thoroughly canvassed, and looked at in various relations, and from different points of view.

The subject of a System of Grammatical Symbols, on which a report was to have been made by Mr. I. L. Peet,

Social Capacities of the Deaf and Dumb," designed to urge the training of them in such a manner that they may be qualified and induced to mingle with their fellow-men on terms of equality and sympathy, so far as their infirmity will admit, and to show that they ought to regard themselves and be regarded by others as capable of this to a greater extent than has yet been done. Even when well educated, they have been too much regarded as shut off from a great part of the advantages and the enjoyments of social life; partly from the fault of their training, partly their own fault, and partly that of their hearing fellow-men. Mr. Gallaudet added some remarks on the subject of this paper.

A letter was read from Mr. John Carlin, of New York city, mainly on a subject which he had broached in a paper which he transmitted to the Third Convention, namely, "The Wages of Deaf-Mute Instructors of Deaf-Mutes." He urged that deaf-mute instructors are treated unjustly, by being paid at a less rate than their speaking colleagues, for, as he said, the same services and of as good a quality. The discussion which ensued took a somewhat wide range, and the subject was presented under a variety of aspects. The speakers were Messrs. Jenkins, Fay, Nordyke, Mac Intire, D. Peet, Turner, H. P. Peet, Porter, Wait, Stone and Gamage. None of them agreed precisely with Mr. Carlin. There was a general agreement among them on the point that men of liberal education were required for the more advanced classes, as well as to be in training for the post of principal, and that only in rare cases were deaf-mute teachers qualified to instruct the higher classes.

Mr. Kinney read a paper entitled, "The Universality and Power of the Sign Language." Dr. Peet took exception to one point in this paper, namely, the statement that signs were the only means by which the deaf and dumb could be instructed, and this led to a debate between him and Messrs. Turner, Gillet, MacIntire and Stone.

A paper prepared and transmitted by Mr. J. M. Francis, of the Ohio Institution, was read by Mr. Talbot, on "The Difficulties of a Beginner in the Sign Language," which led

language of signs, and at the same time congratulated them on their position as educated intelligent men, qualified to take their part in the deliberations of such a body as this.

Letters were read from Mr. O. W. Morris and Mr. Laurent Clerc, apologizing for their absence. Mr. Clerc expressed his willingness to make a tour of visitation to the several institutions at some convenient time hereafter, and to give instruction on the subject of the sign language, provided they would contribute the means to defray the expenses of travel. Mr. Turner made some remarks, explanatory and commendatory of the proposal of Mr. Clerc.

A letter from Mr. John R. Burnet was read, relating chiefly to his plan of a syllabic alphabet for deaf-mutes, and to the report thereon, which was made to the preceding Convention. His object was to direct attention particularly to certain features of the plan, and he expressed the hope that some young teacher might be induced to take it up and pursue it with the enthusiasm necessary to success in such things. Two or three members made remarks on the subject. The conviction seemed to be, that though the scheme is exceedingly ingenious and the object which it aims to accomplish important, the practical difficulties connected with it will forbid its adoption.

A paper prepared by Mr. Weed, of the Ohio Institution, who was unable to attend the Convention, was read by Mr. Stone. It was entitled, "The Missionary Element in Deaf-Mute Instruction." It compared the efforts to educate deaf-mutes, with missions to the heathen; and represented religious and moral cultivation as having ever been, and as deserving ever to be regarded as the most prominent object in their education. Mr. Turner followed with some remarks enforcing the ideas set forth in the paper. He related some striking facts which had occurred in his own experience, showing that much greater good is oftentimes effected by the instructions given in the Institutions, than the teacher is at all aware of at the time; the evidence of it coming out sometimes after the lapse of many years.

Mr. Talbot read a paper on "The Development of the

Secretary of the Board of Trustees; Hon. Robert Boal, (with his wife,) one of the Trustees; J. M. Sturtevant, D.D., President of Illinois College, and Prof. J. B. Turner, former Trustee; P. G. Gillet, (and wife,) Principal; L. H. Jenkins, (and wife,) T. Caldwell, S. Wait, (and wife,) A. B. Baker, (and wife,) G. B. Dodge, M. S. Brock, and Miss E. Trotter, Instructors. From the Indiana Institution, Rev. Thomas MacIntire, Superintendent; Mr. Emery and Mr. Nordyke, Instructors. From the Missouri Institution, W. D. Kerr, Principal; Mr. George, Mr. McFarland and Mr. Kavanaugh, Instructors. From the Wisconsin Institution, J. S. Officer, (and wife,) Principal; H. Phelps, Instructor. From the Michigan Institution, Rev. B. M. Fay, Principal; W. L. M. Bregg, Instructor. From the Mississippi Institution, A. K. Martin, Principal. Several gentlemen also took seats as honorary members, by vote of the Convention.

The Convention having been called to order, prayer was offered by Rev. Mr. Allen, of Jacksonville, and the Convention was permanently organized by the appointment of J. M. Sturtevant, D. D., as President, one delegate from each institution represented, as a Vice-President, and L. H. Jenkins and Edward Peet, as Secretaries. Mr. Talbot and Mr. Galaudet were appointed interpreters to translate the proceedings by signs for the benefit of the deaf-mutes present as members or spectators.

The President, on taking the chair, addressed the Convention in a happy train of remarks. He expressed the pleasure it gave him to welcome the members to Jacksonville. He contrasted the present advanced condition of that portion of the West, with what it was when he came there, less than thirty years since. Jacksonville, now a place of six thousand inhabitants, with its Asylums for the Deaf and Dumb and the Blind, its Hospital for the Insane and its colleges and schools, consisted then of only a few log cabins. He commended the beneficent policy adopted by the infant States of the West, in the early establishment of institutions for the relief of the unfortunate. He expressed his regret that he could not address the deaf-mutes present, directly, in their

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FIFTH CONVENTION OF AMERICAN INSTRUCTORS OF THE
DEAF AND DUMB.

BY THE EDITOR.

THE Fifth Convention of Instructors and other friends of the deaf and dumb in the United States, was held in the Institution at Jacksonville, Illinois, Wednesday, Thursday and Friday, the 10th, 11th and 12th of August, 1858. As the full report of the proceedings will shortly be published, and obtainable by all who may desire it, we shall give no more than a brief outline.

The delegates present were as follows: From the American Asylum, Hartford, Conn., Rev. Wm. W. Turner, Principal; Samuel Porter, Instructor. From the New York Institution, H. P. Peet, L.L. D., President; Rev. Thomas Gallaudet, (with his wife,) Edward Peet, G. W. C. Gamage, and Mrs. Totten, Instructors; Dudley Peet, M. D., former Instructor. From the Pennsylvania Institution, J. L. Noyes, Instructor. From the Kentucky Institution, Rev. S. B. Cheek, Vice-Principal; J. W. Jacobs, Instructor. From the Ohio Institution, Rev. C. Stone, Superintendent; Mr. Talbot and Mr. Kinney, Instructors. From the Illinois Institution, Hon. Geo. T. Brown, President, and Judge Thomas,

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EDITED BY

SAMUEL PORTER,

UNDER THE DIRECTION OF

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C. STONE, OF OHIO,

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