

far have not been made with uniform accuracy, and we believe that, however correct Professor James may be in his general conclusions, he has not yet arrived at the whole truth upon some of the minor questions involved. Thus he says that "the deficiency in question [absence of the sense of dizziness] seems quite independent of the age at which deafness began, semi-mutes and congenitals being found indifferently in all three classes." But at the National College, where the experiments were made very carefully and intelligently by Professor Porter, it was found that nearly all the congenitally deaf were made dizzy by rotating rapidly, while many of the semi-mutes, especially those who were made deaf by cerebro-spinal meningitis, were not so affected. Moreover, there are *not* among the college students many "semi-mutes who stagger and zigzag in walking, especially in the dark, but who are normal as respects dizziness," the majority of them being "abnormal" in both these respects.

Booth's Reminiscences of Gallaudet.—Our venerable contributor, Mr. Edwin Booth, one of the earliest pupils of the American Asylum, which he entered in 1828, is publishing in the *Deaf-Mute Hook-Eye* a series of interesting "Reminiscences of Half a Century." The first paper is appropriately devoted to Dr. T. H. Gallaudet, the Founder of Deaf-Mute Instruction in America. We make a few extracts showing how Dr. Gallaudet impressed an intelligent pupil:

"Mr. Gallaudet, at the time I entered the Institution and during his entire immediate connection with the Institution, was a teacher, and had a class—the first or highest class—under him. He was never of vigorous constitution, and the labor of years was wearing him down. He desired to be released from the duty of the school-room, and to have general supervision and the work of correspondence only. To this there was objection on the part of two or three of the eight teachers who could not see ahead of their own slow-pacing days. He was a man of quiet temper, never in a passion, and who governed by love, reason, and earnest persuasion. He was not born to command but to persuade, and yet to be always in the right. Finally, Mr. Gallaudet sent in his resignation, recommending Lewis Weld, principal of the Philadelphia School, as his successor. In the contract made with Mr. Weld, one of the provisions was 'He shall not be required to teach a class.' This very appropriate rule has been in force since that day.

"Mr. Gallaudet entered on the duties of the novel profession

poor, and, after thirteen years, left it poor. Money-making was to him no passion. Genuine and kindly benevolence, active mentality in the perceptive and reflective sense, sincere friendship, and a love of humor where humor was not inappropriate, these were his leading characteristics. He was an evenly-balanced man in the qualities for society and the home circle. What he lacked was the will power. There was nothing passionate or imperious in him. A wrong excited his sorrow, but not his anger. The pupils all understood him thoroughly, and loved, respected, and obeyed him without hesitation. I have several times regretted that all the pictures and photographs of Mr. Gallaudet show only his aspect in society, especially in society where ladies were present. In school-room, chapel, at his home, and when walking the streets, in thought or conversation, his aspect was not always the pleasant smile as shown in the photographs. It was usually easy gravity or thorough earnestness. Now and then, but rarely, I have seen his face deeply saddened, and felt an unexpressed sympathy for him as it led me to think over the problem of life.

"In conducting morning and evening service in the chapel, Mr. Gallaudet was always clear, gentle, earnest, and wasting no time, the time allowed being only fifteen minutes. But when his turn came for Sunday service he was unlike all the other teachers. I know of only one Hartford teacher who, on such occasions, in later years, approached him in manner on the chapel platform, and that was David E. Bartlett, who died a year or two ago. Mr. Gallaudet was by nature inclined to the dramatic in representing and depicting the grand and sublime in nature. Occasionally he would take a text on the starry heavens, and, in the language of signs, describe and illustrate their illimitable depths, and draw therefrom ideas of the vastness and the almighty presence and power of God. He seemed to delight in revelling in these unspeakable glories, and expressed the impossibility of man's grasping or comprehending them. No other teacher could do it so well, and no other teacher, except Mr. Bartlett in subsequent years, ever ventured to try. It requires a born actor, and one given to contemplating things above those of this mundane sphere.

"On one occasion he was standing at the front door of the Asylum, I standing near, and some boys playing below. I had observed a peculiarity in the shape and appearance of the clouds above the southern horizon. Glancing at him two or three times I noticed he also was watching them, a thoughtful, wondering, and somewhat admiring expression on his face. Soon he called my attention and, pointing to the clouds, made the signs 'voluminous, craggy, magnificent,' dropped his hands and continued to gaze for a few moments longer, and retired as one deeply impressed. The story told of Carlyle, when a couple of friends one evening called his attention to the clear-

ness and beauty of the stars overhead, and he raised his hands and said, 'Sad, sad sight!'—his friends sitting down, overcome with the seeming ludicrousness of the remark as applied to such a scene,—always recalls to my mind this incident in Mr. Gallaudet's life. Both Mr. Gallaudet and Carlyle were lovers of nature, and both tried vainly to pierce the unfathomable."

Of Mrs. Gallaudet, "who was a part of Dr. Gallaudet's life," Mr. Booth says:

"She was one of the few peerless women found now and then in the world. Her face, figure, look, and bearing all bore the stamp of true nobility, and without the least show or pretence of affectation. In features she was regal. On the throne of England, in place of Victoria, she would be the admiration of the world. Speechless as she was, her presence alone in Washington had an immense influence in persuading Congress to establish the National College for Deaf-Mutes. Thad. Stevens, on his dying bed, sent her a note expressing the hope that she had not forgotten him. Such is the influence of a grand, queenly, but loving and kindly woman—one whom ordinary, dull, sordid, or frivolous souls cannot understand. She was, as well expressed by the poet,—

"A perfect woman, nobly planned,
To warn, to comfort and command,
And yet a spirit pure and bright,
With something of an angel light!"

The First Conference of Principals.—The Springfield (Mass.) *Republican*, of March 20, in speaking of the Fourth Conference of Principals of American Institutions for the Deaf and Dumb, held at Northampton last year, and referring to the progress which articulation teaching has made within the past decade, said that from the First Conference of Principals, held at Washington in 1868, "the Clarke Institution and its officers were carefully excluded." Dr. E. M. Gallaudet, on whose invitation the First Conference was held, corrected this statement in the following letter, which was published in the *Republican* of April 9:

"To the Editor of the *Republican* :

"My attention has been called to an article in your paper of the 12th instant, in which a misstatement is made, which I am sure you will allow me to correct in a public manner. The First Conference of Principals of American Institutions for Deaf-Mutes, held here in May, 1868, is alluded to, and your article declares that 'the Clarke Institution and its officers were carefully excluded' from this meeting, implying, of course, that it

was the purpose of those who called the Conference to keep out of it those who favored the method of articulation.

"The Clarke Institution was opened for pupils in October, 1867. The first annual report bears date January 21, 1868; it is signed by Gardiner G. Hubbard, president of the corporation. The report makes no mention of any principal, but speaks of the employment of two teachers. But more than all this, no copy of this 'first report' was received at Washington, unless my memory is very much at fault, until after the assembling of the Conference. It was only in the second report of the Clarke Institution, bearing date February 2, 1869, that Miss Rogers was announced as its principal. Invitations to attend the Conference of May, 1868, were sent to 'the principals of all the institutions for the deaf and dumb in the United States' in March of that year, at which time the organization of the Clarke Institution was incomplete, as the record shows. In view of all which it is hardly necessary for me to add that nothing was farther from the purpose of those who called the Conference of 1868 than to exclude any principal of any institution.

"The Conference was called by myself soon after my return from an extended tour of Europe, (in the course of which I had visited more than forty schools for deaf-mutes,) with a view of securing, if possible, a general adoption throughout the country of measures to give instruction in articulation to all deaf-mutes found capable of acquiring speech. And I think I am justified in claiming that the extension of the method of articulation in this country during the last ten years, over which the *Republican* rejoices in the article now under review, is in no small measure due to the influence of the Conference of 1868, composed wholly, as it was, of gentlemen who had previously been more or less pronounced in their opposition to articulation.

"And now having shown that the Clarke Institution was not 'carefully excluded' from the First Conference, may I be permitted to state that to all subsequent conferences and conventions representatives of the articulation method pure and simple have been freely admitted; that Miss Rogers, the principal of the Clarke Institution, is a member of the Standing Executive Committee of the Convention, under whose auspices the *American Annals of the Deaf and Dumb* is published, and that the promoters of the various methods now in use in this country meet in convention from time to time, in an *entente cordiale* that our brethren in Europe would do well to imitate.

"E. M. GALLAUDET.

"WASHINGTON, D. C., March 28, 1881."

The *Republican* replied that this explanation was defective, inasmuch as Dr. Gallaudet "knew in March, 1868, that Miss Rogers was at the head of the Clarke School, whether called 'principal' or not; that Mr. Hubbard, whose name he men-