

dictate to his class the phrase roasted chesnuts, (forming part of a vocabulary) he caused roasted chesnuts to be brought into the class, and demanded their name. All the pupils replied that they did not know; and were much surprised when told that they had just written the name. The difficulty was, that the teacher had signed for the word roasted, as he would express *roasted veal*. He put the chesnuts *on the spit*."

"Sicard," writes Dr. Peet, "was not the sun that dissipates the morning clouds; but the lightning that breaks through them to dazzle and lead astray."

This system of methodical signs was thirty years ago thrown overboard, and the colloquial sign dialect of the Deaf and Dumb, designed by Bebian, substituted.

The following extracts from my work on the Education of the Deaf and Dumb, will show the defects of the colloquial sign dialect now practiced:

A Special Committee of the Legislature of Massachusetts feeling desirous to know the value attached to signs, requested Mr. Amos Smith, a learned graduate of the Hartford School, to give a literal translation of those used in the Lord's Prayer. The translation is as follows: "Our father, Heaven, God, name thy hallowed kingdom come, angels obey, law like, done now, day, bread, clothes, food, continually forgive, lead us temptation not, but deliver devil, for thy kingdom, thy power, thy glory, forever. Amen."

Professor Bartlett, a teacher of thirty years' standing, in both the New York and Hartford Schools, translates the same as follows: "God, Father, our Heaven, name thine hallowed, kingdom thine come, will thine obeyed, people earth as angels heaven, day this food and things needful thou, we command thy transgress, forgive thou others us offending, we forgive like manner, us temptation permit thou not, but bondage Satan, deliver thou: for kingdom thine, power thine, glory thine, now and evermore. Amen."

The Committee proceeded to the Hartford School with the view of further testing the value of sign-language, and acquiring a knowledge of the idioms connected with it. They examined the head class of the school, consisting of nine pupils, varying from five to six years under instruction, when a test exercise was given out, *viva voce*, by the chairman (Hon. Mr. Fay,) and interpreted to the pupils by their teacher in the sign language, which they (the pupils) translated into English on the blackboard.

The following is the exercise. It contains 51 words:

"Mr. Day said a few days ago in Boston: I noticed lately that the Kentucky Legislature voted to remove their capital (from Frankfort) to some other place, hereafter to be designated; in other words, that it shall be put on wheels until, in their mode of doing things, the location shall be raffled for."

The following translation by each of the pupils was copied from the blackboard by Mr. Redpath:—

No. 1.—Written by John O'Hara, in 11 minutes and 45 seconds. 6½ years at school; lost hearing at one year old.

"A few days ago, Mr. Day told some gentleman in Boston that he read in the

newspaper  
So they  
establish  
victory,  
(72 words)

No. 2.—

"A few  
paper the  
where the  
lish it as

No. 3.—

"A ge  
about the  
Governor  
State Ho  
(54 words)

No. 4.—

"Some  
Governor  
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to that  
in that p

No. 5.—

"A fe  
gentlemen  
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raffled an

No. 6.—  
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