

in 1860. He did so with the view of strengthening his proposal to import a Principal from that, or any other similar institution in the States. He gives, in full, the address of the British Teachers, presented to Dr. Peet on his retirement from the active duties of his profession, then at the advanced age of 72. The venerable, and kind Principal was well worthy this honor. I was greatly pleased to have been present at the reading of that address, and to have witnessed the cordial manner in which it was received. I was also gratified to have read of the visit of the Prince, and the spirit which it evoked among the pupils, well knowing their feelings during the Crimean War. The following extract from an oration delivered at the celebration of the Gallaudet monument by a deaf mute, exhibits in a striking manner the anglo-phobia which then existed among the Deaf and Dumb: "The gigantic equestrian statue of the Duke of Wellington, over the Western Gate of St. James' Park, London, though *inappropriately*, in my opinion, cast in *bronze*, and elevated thereupon during his lifetime, is a *monument*, perpetuating the great victory of Waterloo, which History, with stern impartiality attributes to the opportune reinforcement of the Prussians, *and not to the military skill of the high vanquished Iron Duke.*" To do justice to the Teachers, I must say that they have not, as I think, inculcated this hatred in the minds of their pupils.

I heartily concur in the Doctor's opinion that "the successful instruction of the Deaf and Dumb takes rank, as an intellectual achievement, with the highest efforts of the human mind, and that American teachers possess these great mental qualities." The very highest qualification of one engaged in the profession, lies in the power to bring down the capacity of the mind to the level of prattling children—to be, as Valade Gabel says, "an older child among infants." This peculiar mental quality is found among those who are self-taught. It is happily illustrated in the wonderful success of Mr. Duncan Anderson, Principal of the Glasgow School, who, in his lifetime, worked as a carpenter. Hear what Dr. Peet, who visited his school and examined his pupils, says of his great success: "We saw a few pupils who, though their course of instruction was completed, had not yet left the Institution. They had been under instruction from seven to eight years. We proposed to them several abstract names to incorporate into *original sentences* of their own composition, which they did in language, which both in thought and expression would have been creditable to young persons in the possession of all their senses. With Geography they evinced