

three years, on the "usual terms," except Doctor Watson saw fit to release him before that time as duly qualified. The "usual terms," besides the fees, required thirteen hours confinement daily with the pupils, with the labour of their supervision in and out of school. Mr. Gallaudet declined, and went to Edinburgh, where Mr. Kinniburgh, the head of the Edinburgh school, received him very cordially, "but could render him no assistance, having placed himself under bonds of a thousand pounds not to communicate his art to any person for seven years, and of these, three still remained."

Under these circumstances, Mr. Gallaudet accepted the cordial invitation of the celebrated Sicord, (who was exhibiting at his levees to the nobility and gentry of London, the results of the language of *signs*, instead of words, in teaching the Deaf and Dumb) to accompany him to Paris, in order to obtain the requisite qualifications for his contemplated work in America. This is viewed in the report above quoted as "most providential and fortunate, as it led to the immediate adoption of *signs*—the medium now used in all the institutions for the Deaf and Dumb in America, and most of those in Europe." All say [says the Report] this result was providential and fortunate, for it proved that although instruction by articulation was the only mode of educating Deaf Mutes, practised in England at that time, yet this method was found, after faithful trial in the English schools, to be so unsatisfactory that in the course of a few years they began, with one exception, to abandon it, substituting in its place instruction by signs. Of the twenty-three schools now existing in the British Isles, *twenty-two* use signs, and *one* articulation, as the medium of instruction."

During Mr. Gallaudet's few months' sojourn in Edinburgh, he had much intercourse with the celebrated Scotch philosophers, Dugald Stewart and Thomas Brown, the former of whom expressed his decided conviction of the superiority of the language of *signs* over that of *articulation* as the instrument of teaching the Deaf and Dumb, and the latter said to him, one day, "If I were not engaged in my duties in the University, I know of no pursuit in which I could take more delight than in the instruction of the Deaf and Dumb."

Mr. Gallaudet reached Paris the 9th of March, 1816, and applied himself so assiduously to the object of his mission, under the instruction of M. Sicord, that on the 9th of the following August, he took his departure for America, bringing with him Mr. Laurent Clerc—deaf and dumb from his birth—one of the most distinguished pupils of Sicord, and who had been employed ten years as a teacher in the Royal Institution for the Deaf and Dumb in Paris. They employed the first eight months after their arrival in America in visiting various parts of the country, and exciting an interest in their work and in raising funds to promote it. Mr. Gallaudet's assistant, who possessed a thorough knowledge of both English and French, proved to be so intelligent, and so skilful in the language of signs, as to excite much interest and astonishment. About \$12,000 were obtained before opening the school, which took place the 15th of April, 1817. The Report says:—"The number of pupils at the opening of the school was seven, which was increased before the close of the year to forty-one, rendering necessary the employment of three additional teachers. Of these forty-one pupils, fifteen were from Connecticut, eight from Massachusetts, four from New Hampshire, one from Rhode Island, two from Vermont, two from New York, three from Pennsylvania, two from Virginia, three from Maryland, and one from Ohio. The impression