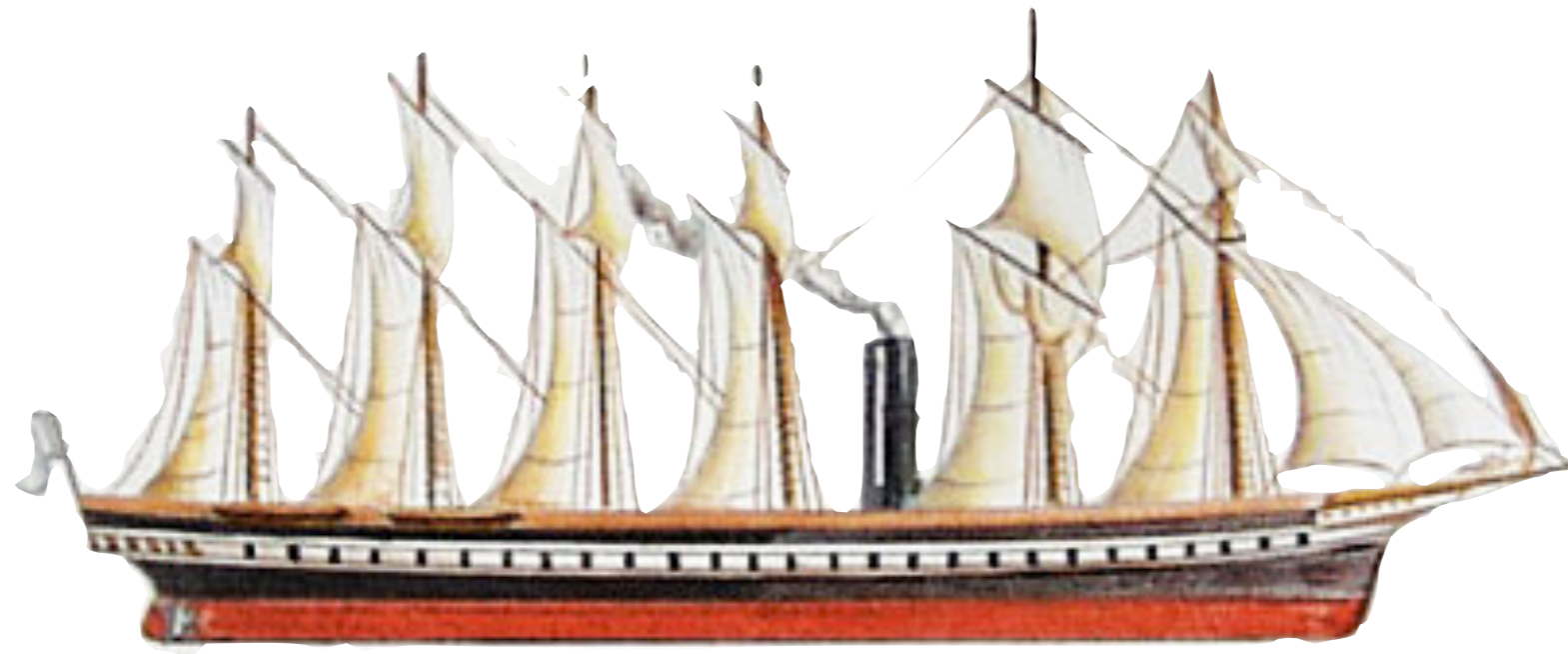


The European Travels of Edward Miner Gallaudet 1867-1910



A Historical Analysis
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Gallaudet University
2008

an **introduction** to this **visual** guide

This is a visual guide to the European journeys made by the first President and the founder of Gallaudet University (then called the Columbia Institute for the Deaf and Dumb) starting in 1867. The purpose behind the first trip was for Edward Miner Gallaudet to investigate the methods used abroad in educating the deaf. As the quote below illustrated the point that drove home, Edward Miner Gallaudet wanted to be absolutely sure that the College is employing the best methods known in instructing the deaf, therefore he had to investigate and see for himself what the other methods may be.

“Our aim has ever been to afford our pupils all in the matter of instruction which their peculiar condition would admit of their receiving. We were, therefore, unwilling to suffer even a claim to pass unnoticed that other means than those made use of here might be employed to the advantage of the deaf and dumb.”

(E.M. Gallaudet, Tenth Annual Report, Columbia Institute for the Deaf and Dumb, 1867.)

In Deaf history, little effort has been made to investigate the transnational influences from the European journeys made by Edward Miner Gallaudet (or “EMG” for short) by examining the influences or ideas he brought back, or what he brought to Europe, and how the trips had shaped the way he desired to run Gallaudet College back in the late 19th century.

EMG travelled to Europe a total of ten times, for both work and personal reasons. He had health issues which prompted his journeys across the Atlantic to rest at his favorite haunts in Europe. In this visual guide, we will explore the travels EMG made, starting with a timeline.

1837

1851

1857

1864

1867

1894

1897

1910

1917

Born, youngest son of 8 children

T.H. Gallaudet passed away, EMG at 14 yrs.

Became Principal at Kendall School

Establishment of Columbia Institute of the Deaf and Dumb

First major European Tour, 6 months

Renamed to Gallaudet College

Second major European Tour

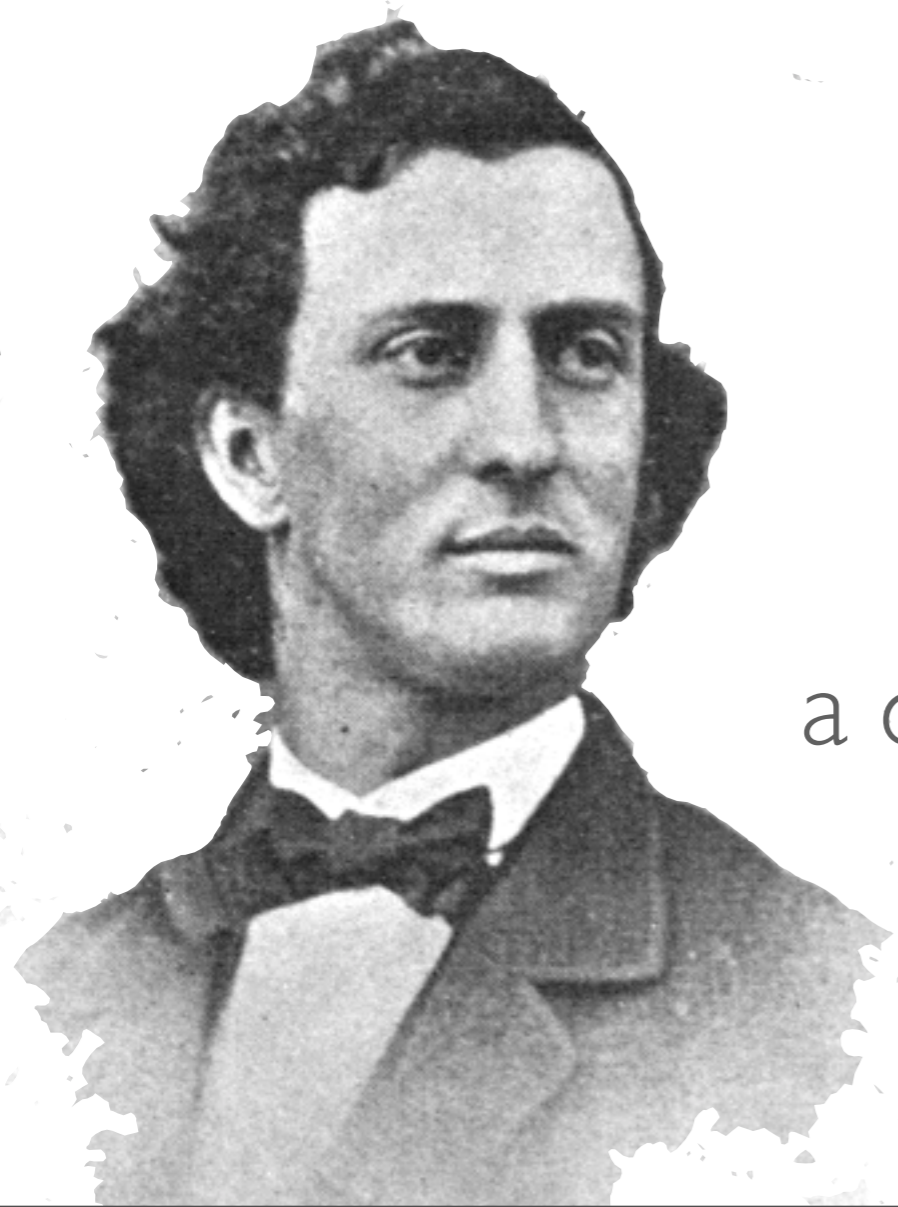
Retirement from College

Died, at 80 years of age

TRAVELS TO EUROPE 1867 - 1910

the focus of this historical analysis

a quick overview of the life of E.M.G.
1837 - 1917



quick facts on Edward Miner Gallaudet

The youngest son of eight children of Thomas Hopkins Gallaudet and Sophia Fowler Gallaudet, EMG was only 27 years old when he pushed for the establishment of the first college of the deaf.

EMG was married twice. First, it was to Jane Fessenden, a childhood sweetheart, from 1858 to 1866. After her death due to illness, he remarried to Susan Denison (sister of James Denison) from 1868 to 1903 till her death.

In 1867, he was commissioned to travel to Europe to investigate all the methods in educating the deaf.

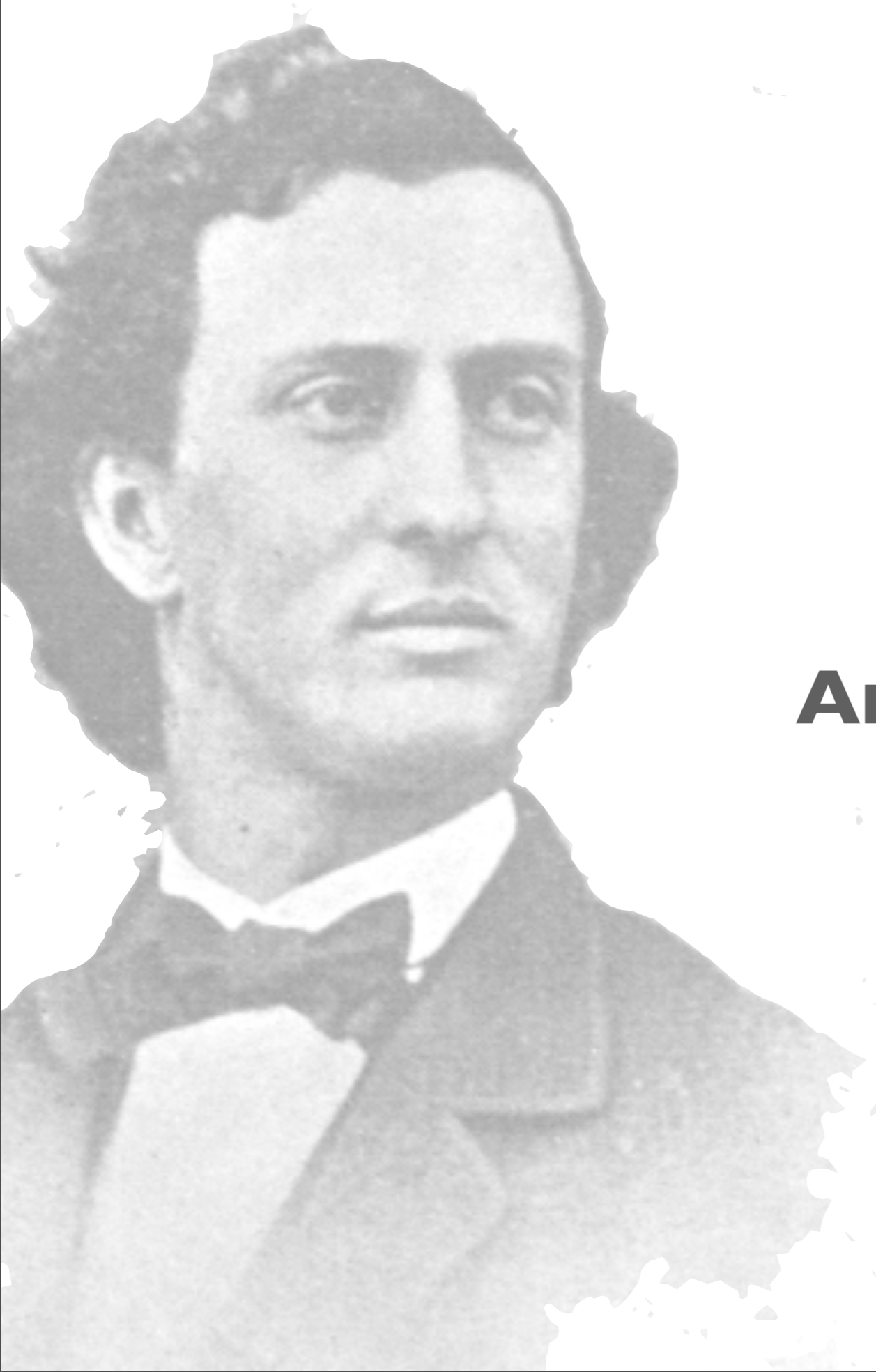
EMG proceeded to visit Europe ten times in his lifetime.

EMG had 3 children from his first marriage, and five more from his second. His children from the first marriage were Katherine (“Kitty”), Grace, and Edward (who died as a baby). His second marriage saw the births of Denison, Edson, Eliza (who died as a baby), Herbert Draper (named after his best friend, Amos Draper), and Marion. They accompanied EMG on specific trips to Europe, but sons Denison and Edson travelled with EMG again on separate trips. His last trip to Europe, at 73, was with his oldest child, Katherine.

EMG stayed on with the college till his retirement in 1910 at 73 years old. He passed away at 80 years old, after having witnessed the 100 years celebration of the first deaf school in America (ASD) that his father co-founded with Laurent Clerc.

EMG was fluent in German and French.

1867	First European Tour 14 countries	April 10 - October 15 <i>6 months</i>	The Board of Directors commissioned the trip to “investigate methods” of educating the deaf abroad. EMG visited a total of 44 schools for the deaf.
1869	Wedding Trip with second wife	July <i>Approx. 1-2 months</i>	EMG cited “stress” as one of the biggest reasons of taking this trip. It also coincided with his recent second marriage to Susan Denison.
1872	Leave of Absence from College	July 1872- Sept. 1873 <i>One year</i>	Poor health reasons found EMG asking for a “Leave of Absence” from College. His request was granted and his whole family, including a maid-servant and Amos Draper went with him.
1880	Milan Congress went with 4 others	September 6 <i>Approx. 1 month</i>	EMG attended the Milan Congress with Denison, along with three other American delegates, and gave an address at the Congress.
1886	Royal Commission of the Deaf and Dumb in UK	October - November <i>2 months</i>	EMG was asked to give a testimony before the Royal Commission on the education of the deaf and on his founding a college for the deaf.
1891	Congress of Deaf and Dumb, in Glasgow	July - August <i>Approx. 1-2 months</i>	EMG gave an address on August 7th on the education of the deaf and his support for the combined system. Afterwards, he travelled with son, Denison, around England.
1897	Second European Tour 6 countries	May 8th - August <i>3-4 months</i>	In his second European tour, exactly thirty years later, EMG was 60 years old when he toured seventeen schools and investigated methods in instructing the deaf. EMG took Edson to accompany him.
1900	International Congress in Paris	July 8th - August <i>2 months</i>	EMG attended with Fay and Hall and was not pleased with the resolutions that passed, a repeat of Milan Congress, which favored the pure oral method over the combined system.
1905	Unveiling of Statue in Germany	September <i>Approx. 1 month</i>	EMG was invited to unveil the statue of Mortiz Hill, a great educator of the deaf in Germany.
1910	Personal trip with daughter Katherine	Summer <i>Approx. 3-4 months</i>	This is the last known trip EMG made to Europe, at 73 years old.



And we begin in 1867...

the purpose of the first trip

The establishments of two new oral-only schools in Lexington, New York City, and the Clarke School in Massachusetts got EMG's attention. He had naturally acquired his father's preference in using natural signs to educate the deaf but the oral-only schools challenged his methods as the best and the most efficient in deaf education. Therefore, EMG decided that a delegate should be sent to Europe to investigate all the methods available and then determine the most efficient method.

“I suggested to the board that our institution ought not to lack any means that might be of help to the deaf and asked if the directors thought it would be well to send a delegate to Europe for the purpose of examining the oral and other schools in that part of the world.”

(E.M. Gallaudet, History of the College for the Deaf, p. 64)

It was at once, resolved by the Board of Directors, that the “president be, and he is hereby, authorized and directed to proceed to Europe in April next for the purpose of inspecting the prominent institutions for deaf-mutes in that quarter of the globe, and he shall examine carefully of all the various methods and systems pursued in the schools of Great Britain, France, Prussia, Germany, Belgium, Switzerland, and Italy...”

(E.M. Gallaudet, Tenth Annual Report, Columbia Institute for the Deaf and Dumb, 1867.)

In the Tenth Annual Report for the college in 1867, the listed expenditure on “travels” was \$200.46. It can be guessed that most of this went towards EMG's European tour.

\$200.46

cost of trip

1867 ten days on ship

April 10. "I felt alone but not lonely."

April 11. "My anticipated sea sickness did not come on today and I had a quite comfortable time."

April 14. "The storm had passed but the sea was boisterous and many were suffering with seasickness at the stomach..."

(E.M. Gallaudet, *Private Diary of a European Tour, 1867*)



FACT. The invention of steam ships in mid 18th and early 19th century quickened the passage across the Atlantic, reducing travel time from months to mere week(s). At most, EMG's ship journeys took around a week.

14 countries, 44 schools

ENGLAND

IRELAND

SCOTLAND

HOLLAND

FRANCE

BELGIUM

GERMANY

SWITZERLAND

AUSTRIA

ITALY

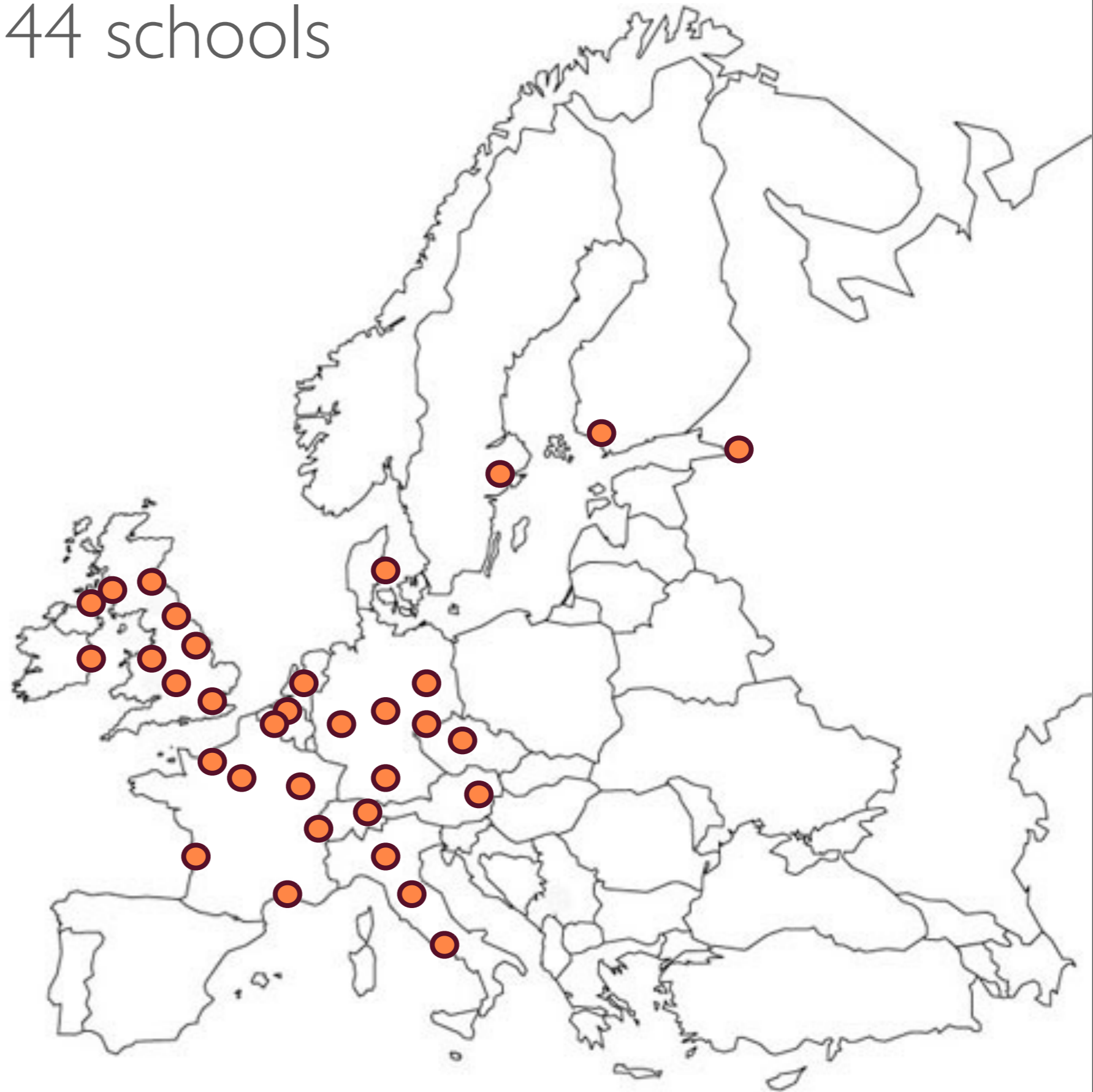
DENMARK

SWEDEN

FINLAND

RUSSIA

(not in this order)



FACT. In his two-hour-long report to the Board, EMG pointed out that he only omitted four countries.

Class I. Natural method.

THE USE OF SIGN LANGUAGE

DONCASTER, ENGLAND.

“I was especially impressed in this establishment with the value of a printing office in an institution for the deaf and dumb. Aside from the opportunity it affords for the imparting to the portion of the male pupils the knowledge of a respectable and lucrative trade, the presence of such a department facilities and encourages the preparation of books and other useful appliances for the school-room (p. 440).” This school was established in 1829.

BIRMINGHAM, ENGLAND.

The oldest school in the UK. Mr. Hopper, headmaster, complained to EMG about the use of two-handed alphabet and expresses hope that in the future, pupils will change to single-hand alphabet. “Consistently with the preference thus expressed, Mr. Hopper has required his pupils to learn the single-hand alphabet, and though, from long usage, the other still retains its place, the simpler method is gaining ground, not only in this but in other British schools, and will it is thought, eventually take the precedence altogether (p. 441).”

GENEVA, SWITZERLAND.

Favors manual signs, and the headmaster claims that graduates of “articulating schools had applied to him for instruction in the manual alphabet, deeming its acquisition of more practical benefit to them than all they had been to master of artificial speech and lip-reading” (p. 445).

MANCHESTER, ENGLAND.

EMG was impressed by the beautiful gothic building of this school, established in 1823. But EMG was more interested in the infant program, noting in his report, “The peculiar point of interest in this institution is a department for infants; as the subject of the earlier education of the deaf and dumb has recently been discussed in influential quarters in our own country, and account of this novel establishment may not be without value (p. 441).” In the report, EMG mentioned that it would be sensible to get an earlier language acquisition to have a better “shot” at being highly educated as a deaf-mute.

LIVERPOOL, ENGLAND.

This school was established in 1823 too.

NANCY, FRANCE.

GLASGOW, SCOTLAND.

Again, more expressions on the low success of articulation. “The practice of teaching articulation was given up in consequence of the undue time and labor it entailed, and which could be more profitably employed in cultivating the intellect of the pupils.” Articulation is discouraged for these born deaf, but who became deaf at a later age, could be encouraged.

BELFAST, IRELAND.

EMG talked with the principal there who complained that the deaf and the blind shared one building; and the principal wishes they would be separate.

DUBLIN, IRELAND.

(E.M. Gallaudet, *Tenth Annual Report, Columbia Institute for the Deaf and Dumb, 1867.*)

EMG visited a total of 44 schools for the deaf in his 6-month long sojourn. Instead of presenting his investigations in a chronological order, EMG divided his report in three sections, classifying the schools in three areas, following their methods.

**Class I. Natural Method
Class II. Artificial Method.
Class III. Combined system.**

Class II. Artificial Method.

THE ORAL METHOD

SAINT HYPOLITE, DU-PORT, FRANCE.

EMG met with instructors who admitted half of the pupils succeeded with articulation. EMG then met and spoke with pupils himself and noted that while some were unintelligible, there were also some who were distinct, but he saw that natural signs were used too.

LEIPSIC, SAXONY (GERMANY).

LUBEC (GERMANY).

INSTITUTION FOR BOYS, BRUSSELS, BELGIUM.

FRANKFORT-ON-THE-MAIN (GERMANY).

EMG noted that pupils were taking arduous pain to learn articulation including humiliation of a student who struggled and struggled in "vain."

JEWISH INSTITUTION, VIENNA, AUSTRIA.

A very rigid articulation school, according to EMG's report.

ZURICH, SWITZERLAND.

ROTTERDAM, HOLLAND.

(E.M. Gallaudet, *Tenth Annual Report, Columbia Institute for the Deaf and Dumb, 1867.*)



Class III. Combined System.

USE OF SIGN LANGUAGE WITH SPEECH TRAINING

“To a harmony so complete, the successors of the belligerent opponents, Heinicke and L’Epee, have not yet attained. A comparative view, however, of the institutions of Europe as at present conducted, shows great progress during the past twenty years towards a unity of sentiment, and warrants the expectation that the day is not distant when the general elimination of all that is undesirable, coupled with the adoption of all that the experience has proved to be useful, ***shall put an end to the unhappy differences***, the origin of which must ever dim the luster of names justly inscribed on the roll of fame as benefactors of mankind. (p. 454)”

(E.M. Gallaudet, *Tenth Annual Report, Columbia Institute for the Deaf and Dumb, 1867.*)

PARIS, FRANCE.

BORDEAUX, FRANCE.

MARISELLES, FRANCE.

BRUGES, BELGIUM.

WEISSENFELS, PRUSSIA (GERMANY).

BERLIN, PRUSSIA (GERMANY).

“The success of the combined system is most happily illustrated in this institution; signs and the manual alphabet being freely used while the teaching of articulation is not unduly exalted. (p. 462).” (This was founded by a son-in-law of Heinicke.)

EDINBURGH, SCOTLAND.

Although this school was founded by Thomas Braidwood, an ardent oralist, it practiced a combined method.

**INSTITUTION FOR GIRLS,
BRUSSELS, BELGIUM.**

ABO, FINLAND.

Established in 1860. EMG visited this school in July.

ST. PETERSBURG, RUSSIA.

The basis of instruction is in sign language and manual alphabet, but articulation is accepted, “Articulation, however, is not here made the main end and object; the system of instruction rests rather on the broad foundation of the *natural method*, with so much of the artificial in the superstructure as may be effectively and reasonably employed. (p. 468).”

EMG was impressed with ratio of teachers to pupils, “an arrangement highly conducive to the progress of the pupils.”

COPENHAGEN, DENMARK.

This school was established in 1807.

MUNICH, BAVARIA (GERMANY).

DRESDEN, SAXONY (GERMANY).

GENOA, ITALY.

TURIN, ITALY.

MILAN, ITALY.

LONDON, ENGLAND.

PRAGUE, BOHEMIA (CZECH REPUBLIC).

IMPERIAL INSTITUTION, VIENNA, AUSTRIA.

STOCKHOLM, SWEDEN.

EMG was very impressed by the hospital services of this school (established by government in 1810), “I have not seen in any institution I have visited hospital accommodations so worthy of imitation as these. (p. 469).”

(E.M. Gallaudet, *Tenth Annual Report, Columbia Institute for the Deaf and Dumb, 1867.*)

Transnational influences?

Recounting EMG's experience in Europe, from the different schools he visited, and how he prepared his report to the Board of Directors, we can understand that EMG faced three different methods put in practice in educating the deaf. One, was the method strongly advocated by the French Abbe L'Epee, called the "natural method" was the use of sign language - the natural language of the deaf. Second, the other method was on a polar end, the oral method - or the "artificial method" - strongly encouraged by Samuel Heinicke of Germany. Then, there were also schools that accepted a combination of both, in which EMG called the "combined system" and it was from this first European trip that led EMG to become an advocate of the combined system till his death.

EMG noted that the combined system tended to have either articulation or sign language as a base, but not both. Some schools introduce sign language after all attempts with articulation have failed. The schools that use combined system with sign language as the base of education includes: Paris, Milan, Brussels, St. Petersburg, and Stockholm. This was originally EMG's position - sign language as the base with articulation introduced - but we see a slight shift in his position through later years.

"The real point of difference, then, between Heinicke and de L'Epee is discovered to lie in a purely philosophical question, the practical solution of which in a hundred years of experience, proves the former to have been plainly wrong, and the latter as clearly in the right."

(E.M. Gallaudet, Tenth Annual Report, Columbia Institute for the Deaf and Dumb, 1867.)



THE METHOD DEBATE: SIGN LANGUAGE VERSUS ORALISM

Resolutions for the college

EMG made recommendations based on, “from what I have seen in the deaf-mute schools of Europe, in suggesting the introduction...”

1

Articulation should be used as early as possible, through immediate introduction, unless the pupil shows that it would not be a success.

2

Admission should be changed to eight years old, not ten, to extend the time of schooling thus pupils would not suffer “a loss of education from articulation learning.” (This is applicable towards Kendall School)

3

Expand staff members for articulation lessons, thus not all teachers must be deaf-mutes, and hiring should be open to hearing men and women into our institution.

(E.M. Gallaudet, *Tenth Annual Report, Columbia Institute for the Deaf and Dumb, 1867.*)



“However it may be, I would by all means advocate the teaching of articulation in all institutions for deaf-mutes, though the use of natural language of signs should by no means be given up.”

(Edward Miner Gallaudet, 1867)



1869 personal wedding trip

second trip



“One other event ought perhaps to be recorded here. In July 1869 I took Mrs. Gallaudet to Europe for our wedding journey, leaving all thought of appropriations, Congress, school, college, etc., far behind. I was grateful to have this means of regaining my strength of nerve and body, which, as the sequel will show, I very much needed for the work of the three years that were to follow.”

(E.M. Gallaudet, History of the College for the Deaf, p. 105)

1872 Leave of Absence from College

third trip

“President Gallaudet’s labors in the service of the institution, which from his first connection with it have been most arduous and unremitting; have been during the past year, in particular, so severe as seriously to endanger his health and render a necessary period of rest from official duty. In view of this fact, the directors, at the close of the last school year, granted him a leave of absence, and early in July he sailed for Europe with his family.”

(Fifteenth Annual Report, Columbia Institute for the Deaf and Dumb, 1872.)

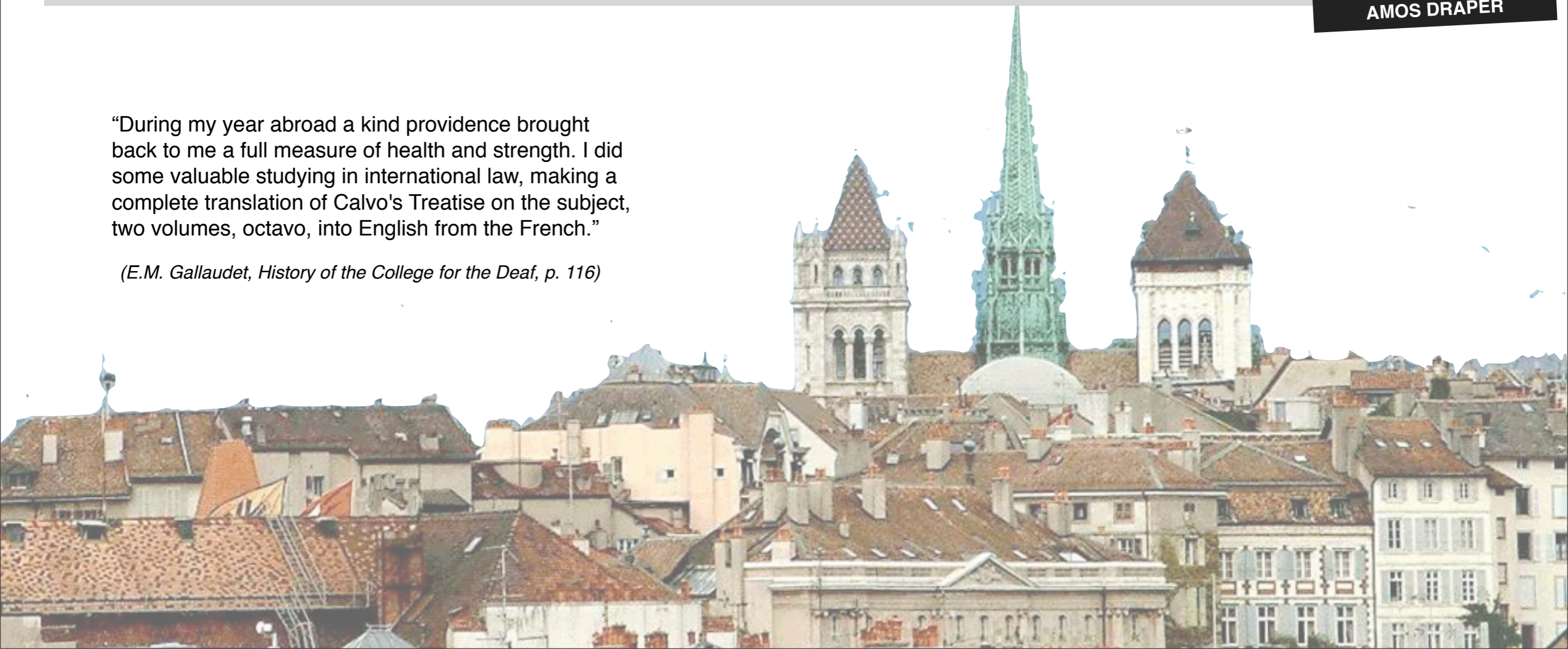
EMG took the whole family with him including a maid and Amos Draper. During the year EMG made side trips with Draper and some of the family members to the following locations: London, the Rhine, Munich, Ulm, and Italy. For the most part, the entire party stayed at a chateau near Geneva, Switzerland.



AMOS DRAPER

“During my year abroad a kind providence brought back to me a full measure of health and strength. I did some valuable studying in international law, making a complete translation of Calvo's Treatise on the subject, two volumes, octavo, into English from the French.”

(E.M. Gallaudet, History of the College for the Deaf, p. 116)



1880 the Milan Congress

fourth trip

(E.M. Gallaudet, *Twenty-Third Annual Report, Columbia Institute for the Deaf and Dumb, 1880.*)

“The subject which occupied the attention of the convention to a greater extent than any other was, the instruction of the deaf in articulation.”

“Instructors of long experience in England, France, Belgium, Sweden, and the United States urged the claims of the *combined system*, in which articulation is accorded all due prominence, but in which the language of signs and the manual alphabet are made use of as adjuncts too valuable to be dispensed with. time on our sister nations.”

“The resolutions of the Milan convention are, in our opinion, open to the very serious criticism of disingenuousness, for they recommend an entire abandonment of signs in the instruction of the deaf; while, in the debate which preceded their adoption, many supporters of the “pure oral method” freely acknowledged that they used signs to a certain extent, but voted down a resolution which recognized this fact.”

164 members

87 Italians

56 French

8 from England

5 from USA

3 Scandinavians, 3 Germans

1 from Belgium, 1 from Switzerland

EMG presented an address on the college for the deaf, which was “listened with great interest” to his account of “the practical solution of the question of higher education.” By then, the college has been in operation for 16 years now, but despite the interest the convention passed resolutions in favor of the oral method, which EMG found unjustifiable. He, however, left the convention with the hopes of using the “liberal benevolence presented by the United States” will indeed “have its effect in due time on our sister nations.”

1880 the Milan Congress

continued

(Complete resolutions are available online through www.milan1880.com)

There were eight resolutions that passed as a result of the Congress, with the first two considered to be the most damaging to the history of Deaf Education.

The Resolutions:

1 Considering the incontestable superiority of speech over signs in restoring the deaf-mute to society, and in giving him a more perfect knowledge of language,

Declares -

That the Oral method ought to be preferred that of signs for the education and instruction of the deaf and dumb.

Voted 160 to 4 in favor on 7 August 1880

2 Considering that the simultaneous use of speech and signs has the disadvantage of injuring speech, lip-reading and precision of ideas,

Declares -

That the Pure Oral method ought to be preferred.

Voted 150 to 16 in favor on 9 August 1880

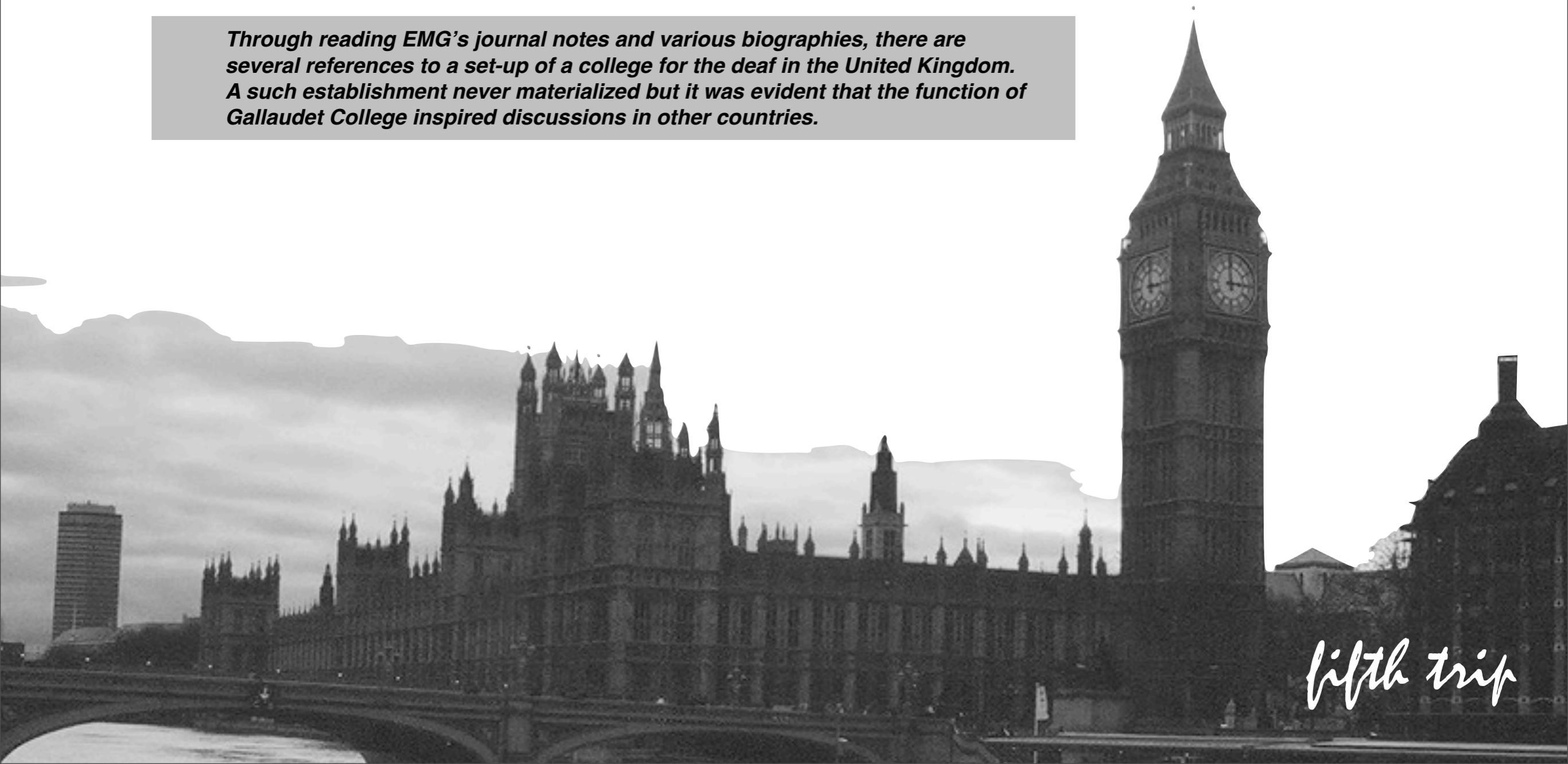
1886 Royal Commission on the Deaf and Dumb in England

“In the spring of 1886 I received an invitation through the British Minister and our Secretary of State, to appear and give testimony before a Royal Commission appointed by the Queen of the United Kingdom to inquire into the matter of the education of the deaf, the blind, and the feebleminded. I accepted the invitation and sailed on the Cunard steamer Etruria on Saturday, October 9th for Liverpool. My trip was an interesting one to me in many respects, and my reception by the Commission, of which Lord Egerton was the chairman, was most flattering.”

(E.M. Gallaudet, *History of the College for the Deaf*, p. 164)

Through reading EMG’s journal notes and various biographies, there are several references to a set-up of a college for the deaf in the United Kingdom. A such establishment never materialized but it was evident that the function of Gallaudet College inspired discussions in other countries.

fifth trip



| 89 | Congress of Deaf and Dumb in Glasgow

sixth trip

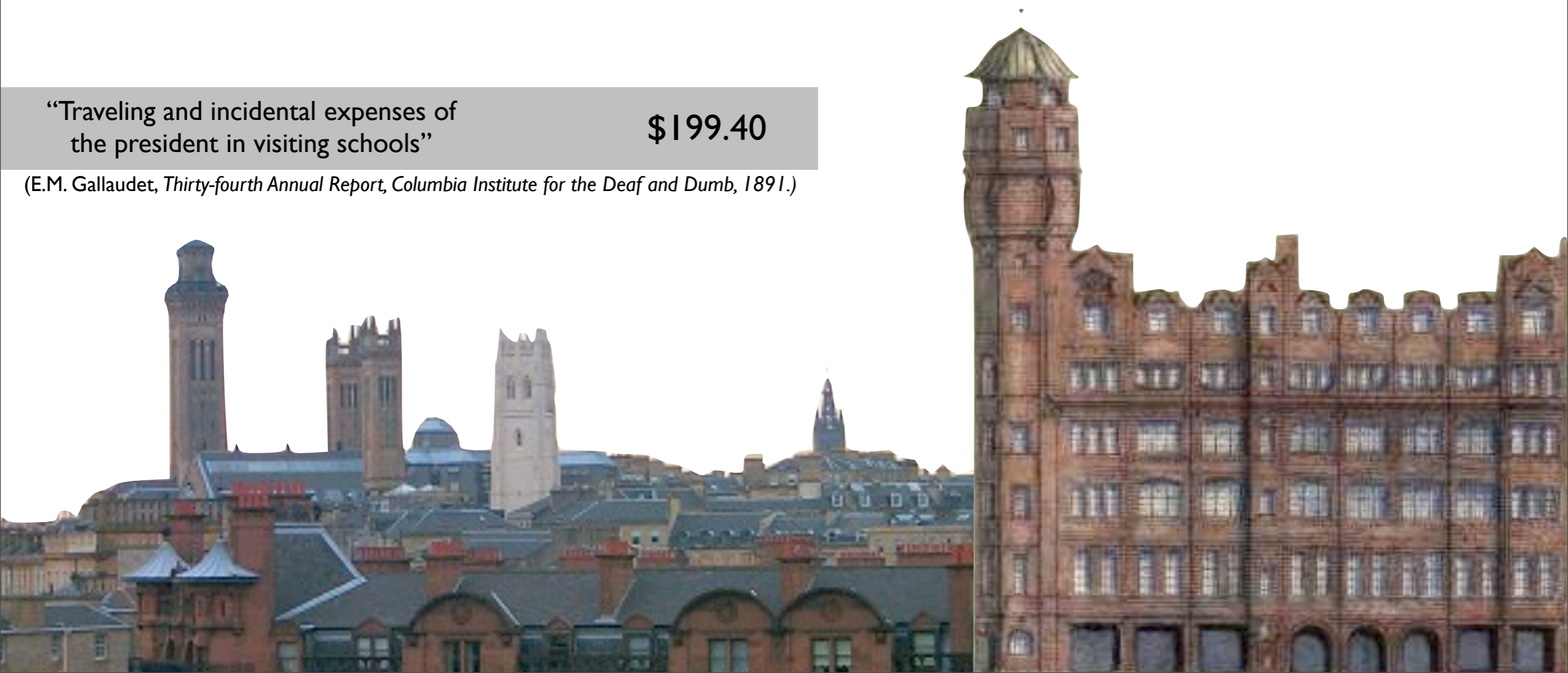
*“On the 7th of August President Gallaudet, on the invitation of the British Deaf and Dumb Association, delivered an address to a congress of the deaf and dumb of Great Britain and Ireland, held at Glasgow, Scotland. He was particularly requested to discuss the several methods of educating the deaf now in use throughout the world, and express his opinion a to the relative value of each. It is gratifying to know that his setting forth of the advantages of the combined system as now carried on in the United States was **so convincing** as to lead to its adoption by the managers of a new school just established at Preston, England, notwithstanding the pressure of strong adverse efforts, coupled with conditional offers of considerable sums of money on the part of the promoters of pure oral method in England.”*

(E.M. Gallaudet, *Thirty-fourth Annual Report, Columbia Institute for the Deaf and Dumb, 1891.*)

“Traveling and incidental expenses of the president in visiting schools”

\$199.40

(E.M. Gallaudet, *Thirty-fourth Annual Report, Columbia Institute for the Deaf and Dumb, 1891.*)



1897 Second European Tour

**17 schools, 6 countries
30 years later**

EMG attended

Congress of the British Deaf and Dumb Association, London, August 3-10

Biennial Conference of Teachers of the Deaf in Great Britain and Ireland, held in Glasgow, July 28- 30.

Thirty years later, EMG still deemed the “combined method” as the method to use in educating the deaf. His second European tour thirty years later, brought somewhat disappointing results, “it was with no little regret that I observed in the course of my recent investigations in Europe that few schools took a decided and open stand in favor of a combination of methods.”

(E.M. Gallaudet, Fortieth Annual Report, Gallaudet College, 1897.)



FACT. EMG sailed on Kaiser Wilhelm II, a steamer ship. It took 14 days to across the Atlantic to Naples, Italy. (*The Silent Worker*)

Conclusion of second European trip

In summary, EMG's second European tour did not bring any different to his conclusion that the combined method is the way of educating the deaf. He visited a total of seventeen schools, as compared to forty-four schools the first time around, and out of these schools he visited eleven same schools. Instead, EMG recounted more fond experiences on this trip from meeting "educated adult deaf-mutes." EMG recalled several meetings, particularly one with a Mr. Schibel, once an ardent oralist whom he first met in 1867 in Zurich, now "far from being an extremist, admitting that not all the deaf could learn to speak well, and that signs were often helpful in teaching."

"My only comment on my interesting interviews with the educated adult deaf all over Europe, after an assurance of my grateful appreciation of their cordial hospitality, is the expression of a gratified surprise at finding them urging with unanimity and enthusiasm to general adoption of a combined system of education for their class. Their attitude in this matter is unmistakable, and who will venture to say it is not entitled to the fullest respect?"

(E.M. Gallaudet, Letter to American Annals of the Deaf, "President Gallaudet's Mission to the Deaf and their Friends in Europe," U.S. Mail Steamship Paris, on the Atlantic, August 9-12, 1897.)

In an address to the Congress of the British Deaf and Dumb Association:

EMG praised associations of the deaf, "in Italy, Switzerland, and France such societies exist as well, and in the cities of Vienna, Breslau, Berlin, Leipzig, Frankfurt on the Main, Geneva, and Paris I have come into personal contact with about 400 adult deaf-mutes, with very many of whom I have conversed freely in the only true world's language – that of natural gestures."

(E.M. Gallaudet, Fortieth Annual Report, Gallaudet College, 1897.)

1900 International Congress in Paris

eighth trip

“for the Study of Questions of Education and Assistance of Deaf-Mutes”

200+ deaf attended

100+ hearing (mostly teachers)

“The Congress was wholly in the hands of pure oralists, but the educated deaf who were present in large numbers were for the combined system. The presiding officer Dr. Lachariere, who had been the attending physician of the Paris Institution, was a bitter and unscrupulous oralist, making several most unjust rulings which treated me very unfairly. The officers of the Paris Institution felt themselves so much aggrieved by the placing of Dr. Lachariere in charge of the Congress that none of them would attend its sessions. Had I known about this state of affairs in advance, I do not think I should have taken any part in the Congress.”

(E.M. Gallaudet, History of the College for the Deaf, p. 196-197)

Summing it up, the Congress in Paris was a repetition of the Milan Congress. EMG was not happy with the results, and neither were the attending deaf.

Educators supporting the oral method from France, Belgium and Italy carried larger votes than USA, Germany, Switzerland, Sweden and Denmark.

EMG attended with Professor Fay and Hall

FACT. EMG sailed on Kaiser Wilhelm II again.

Alexander Graham Bell attended the Congress too

Countries represented: Denmark, Sweden, Romania, Switzerland, Norway, Great Britain, USA, Mexico, France, Italy, Belgium, Germany, Austria, and Russia.



1905 Unveiling of Monument in Germany

ninth trip

“In September 1905 the president of the institution visited Germany, on the invitation of an organization of instructors of the deaf in that country, for the purpose of delivering an address at the unveiling of a monument to Moritz I Hill, one of the most eminent educators of the deaf in Europe. President Gallaudet had an especial interest in accepting this invitation, for on the occasion of his first visit to Europe in 1867, he formed the acquaintance of Mr. Hill, visiting his school at Weissenfels and gaining many valuable suggestions there.”

The monument to Hill stands in the grounds of the school of which he was the principal for more than forty years, and the ceremonies of unveiling were in the open air around the monument. Dr. Gallaudet gave his address in German, and it was well received, although some of the views expressed, sustained as they were by quotations from I Hill's writings, were not in harmony with the opinions of a majority of the German teachers. (Gallaudet, p. 202).”

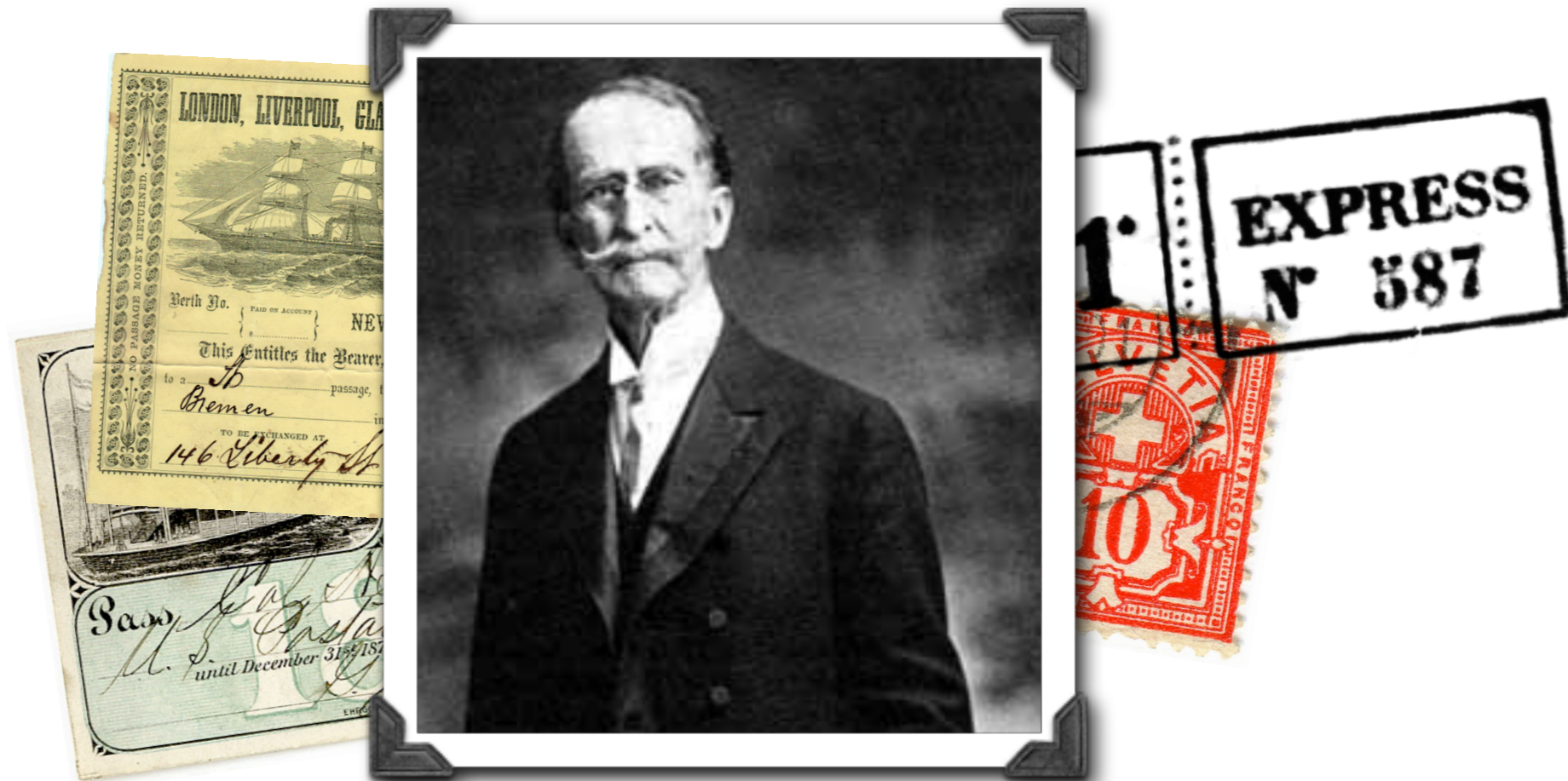
(E.M. Gallaudet, Fortieth-eighth Annual Report, Gallaudet College, 1905.)



1910 personal trip with daughter

final trip

EMG and daughter Katherine toured his “usual haunts” and visited friends in England and Switzerland.

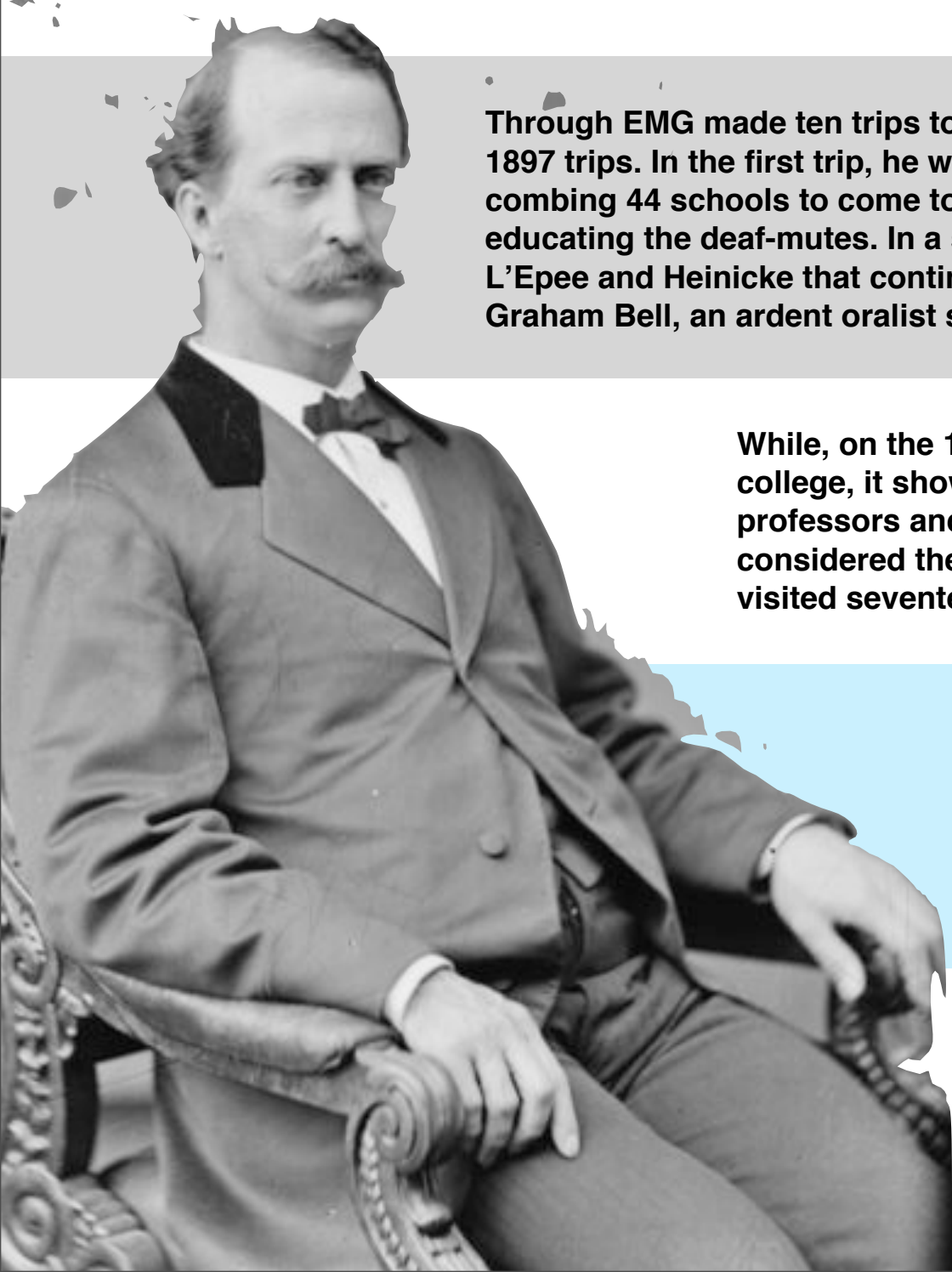


“I feel now I can cease my efforts, as I am sure that this institution, which has had the hearty support of the Congress, will continue to have it as long as there are deaf young people who are capable and deserve to have given to them the possibility of higher education.”

(E.M. Gallaudet, Fiftieth-three Annual Report, Gallaudet College, 1910.)

Conclusion Combined Method

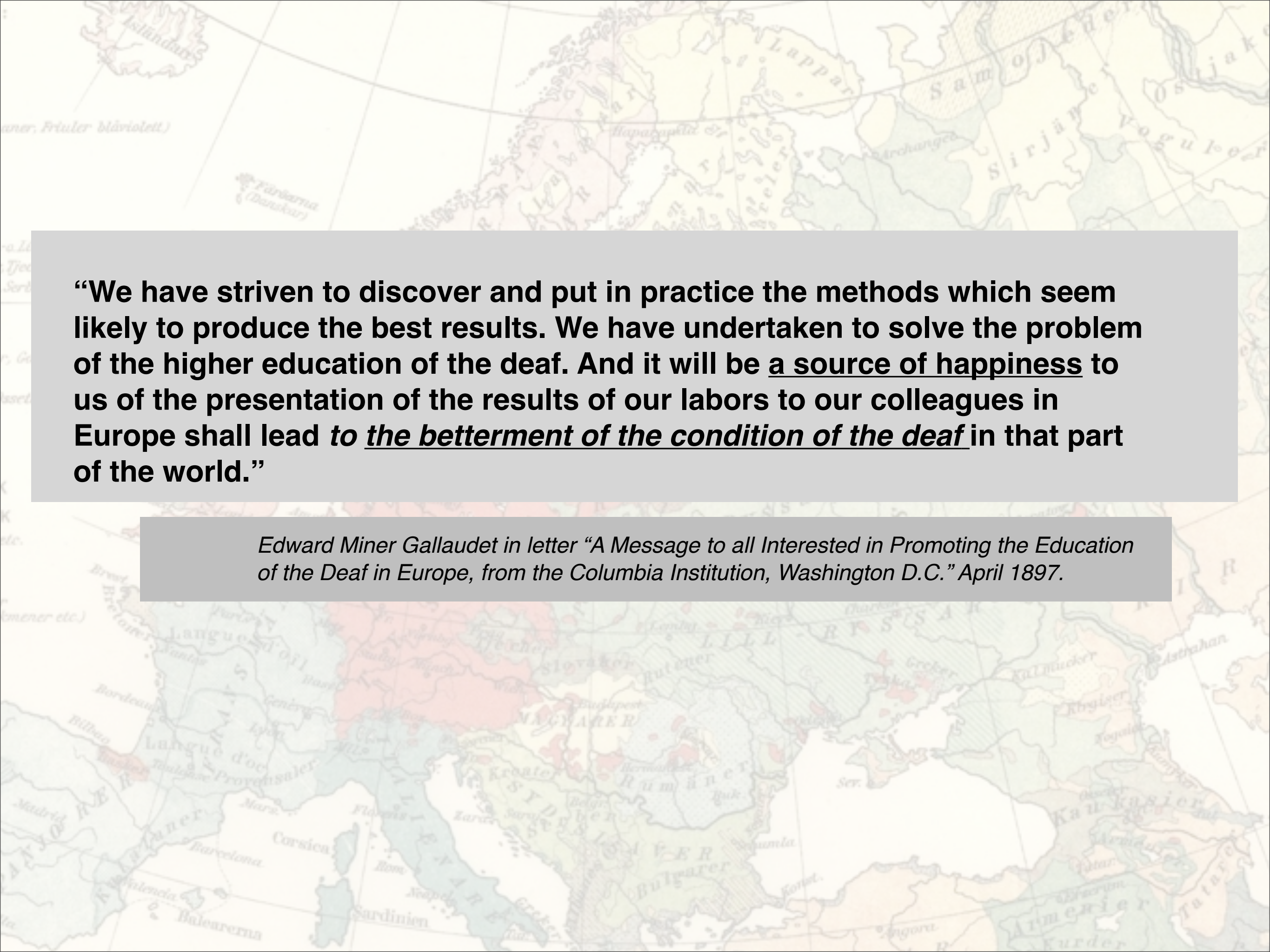
EMG was trying to give a solution - combined method - in which he envisioned would end the feud on deaf education.



Through EMG made ten trips to Europe, we can best draw evidence of his shift in perspective from the 1867 and the 1897 trips. In the first trip, he was thirty years old, full of energy and vigorous in his investigation, meticulously combing 44 schools to come to the conclusion that the “combined system” would be the effective method in educating the deaf-mutes. In a sense, EMG is also attempting to end the “hundred year war” on education from L’Epee and Heinicke that continued through EMG’s lifetime, and repeated by his verbal sparring with Alexander Graham Bell, an ardent oralist supporter.

While, on the 1897 trip, through EMG’s notes and reports to the Board of Directors of the college, it showed a different approach in his journey. His investigation was not limited to professors and principals of schools he visited, but he also met with adult deaf-mutes, and considered their experiences as valid as the truth. In comparison to the first trip, EMG only visited seventeen schools, and went to the same eleven schools as he did in 1867.

In both trips to Europe, and throughout the rest of his life, EMG did not budge from his steadfast belief and support in the combined system. It was from the 1867 trip that EMG found his course of determination and the method he would advocate, and in the later years, and especially in the 1897 trip, we see EMG trying to give influence on European educators of the deaf on adopting the combined system.



“We have striven to discover and put in practice the methods which seem likely to produce the best results. We have undertaken to solve the problem of the higher education of the deaf. And it will be a source of happiness to us of the presentation of the results of our labors to our colleagues in Europe shall lead to the betterment of the condition of the deaf in that part of the world.”

Edward Miner Gallaudet in letter “A Message to all Interested in Promoting the Education of the Deaf in Europe, from the Columbia Institution, Washington D.C.” April 1897.

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Slide 6. *History of the College for the Deaf*.

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Slide 11. <http://library.lib.binghamton.edu/special/images/haggerty2.jpg>

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