The interwoven ties of support for the Black Community among the Founders of the American School for the Deaf: Dr. Mason F. Cogswell, Thomas H. Gallaudet and Laurent Clerc

Documentation in newspapers, court records and publications describe the support given by Thomas H. Gallaudet to the Amistad Africans from 1839-1841. However this advocacy is part of a culmination of efforts by the founders of the American School for the Deaf prior to its establishment in 1817.

ASD's first student, Alice Cogswell was born to the family of Dr. Mason Cogswell, a much esteemed and beloved physician in Hartford. Dr. Cogswell was a member of the Hartford Wits, had an extensive library before the public libraries were established, and was nationally recognized for his medical expertise. Dr. Cogswell focused on his deaf daughter as well as her "fellow sufferers" when the possibility of educating the deaf arose. Previously, deaf children from wealthy families such as had been educated abroad, or tutored by an instructor from England. Dr. Cogswell had the vision to provide an American school and support education for all deaf children in the United States.

Dr. Cogswell carefully tended Lydia, an African free woman dying of lockjaw. After saving her life, Dr. Cogswell accepted Lydia's offer of services. She lived in his home upon his marriage in 1800. Cogswell family letters provide details that Lydia stayed with the family for thirty years and willed her watch and her savings to the Cogswell children. April 1807, Alice Cogswell at eighteen-months, was deafened by spotted fever, now known as spinal meningitis. For a short time Alice retained her speech with two sentences, "Mama cry." and "Ole Lyd." With two older sisters and a baby brother at home, little Alice must have regarded Lydia with much affection.

The Gallaudet family lived next door to the Cogswell family. After meeting Alice in the spring of 1813, and having success in teaching her the word "hat," Thomas H. Gallaudet was asked to continue his tutoring. Perhaps meeting Lydia and her mother, Old Mose, was influential to Gallaudet's advocacy for people of African descent?

Following the decision in April 1815, to send Gallaudet abroad to learn methods of deaf education in England and France, ten-year-old Alice attended a girls' school taught by Lydia Huntley. Lydia Huntley Sigourney became known as the Sweet Singer of Hartford. Her poem "Color, No Index of Worth" reveals recognition of human equality, which was deemed quite radical for the times. Sigourney wrote other poetry, which became popular abolitionist hymns. She was also a supporter of the African American abolitionist, the Rev. James W. C. Pennington.

After Gallaudet's return from France accompanied by deaf teacher, Laurent Clerc, the founders advocated for the establishment of the American School for the Deaf (ASD). As an educated teacher, fluent in written French, English and the language of Signs, Clerc was viewed by the American public in 1816 as a portent of Biblical miracles "And the Deaf shall hear and speak…" During his trip to France at the Institut de Sourds in Paris, and on his visit home, Gallaudet diligently applied himself to learn Sign Language from Clerc. Clerc and Gallaudet also invented the American Manual Alphabet. It is significant that a highly educated hearing man was willing to humble himself to learn from Clerc. Gallaudet knew the American public would be convinced upon meeting Clerc, that education of the deaf was indeed a reality and a success.

Alice's older sister, Elizabeth, married abolitionist, John Treadwell Norton. Cogswell letters describe Norton as a family friend from Albany, prior to the death of his first wife. The Norton family lived in Farmington and their son; Charles Ledyard Norton became a favorite of the two Amistad leaders, Sengbe and Grabo. Charles L. Norton wrote about his memories of these men and his Amistad experience was credited for his ease with African American soldiers when he founded the Conn. 29th Colored Volunteer Infantry.

Gallaudet as the first Principal of the American School for the Deaf recruited many graduates from Yale who also espoused a vision of racial equality. Among them was Lewis Weld, whose brother, Theodore Dwight Weld, was chief editor of the American Anti-Slavery Association and author of *American Slavery, As It Is.* Lewis Weld married Alice Cogswell's oldest sister, Mary. He also became the second Principal of ASD, following Gallaudet's

resignation in 1830. Three of the Weld sons fought in the Civil War and one served in the 41st Regiment Conn. Infantry (Colored). Living in Hartford, the Weld family undoubtedly met the Amistad Africans visiting the Norton home in Farmington.

Samuel Porter, the late deafened son of the Rev. Noah Porter of Farmington also taught at the American School for the Deaf. In 1841 the youngest Amistad girl, Margu lived with the Porter family.

George E. Day, educator of the deaf and teacher of the Amistad Africans, also had ties to ASD. His father rented out the family home after increased enrollment required the school to rent more space than was available in City Hotel. In 1839 Yale Professors Day and Gibbs discovered the Mende numbers, *eta, fele, sauwa.* Sept. 9, 1839 Gibbs went to the New York Harbor and met James Covey who agreed to become the Mende translator. Covey arrived in New Haven the next month.

School records show that the first African American student, Charles Hiller was fully integrated in ASD in 1825. Wealthy families from the South, whose fathers were educated at Yale, sent their deaf sons and daughters to ASD. School records show that black and white intermarriage occurred among the ASD alumni. Even though the integration of a Negro boy was published by Abdy in 1835, the public remained largely unaware. Student racial identities were only described in the remarks in the student records. Segregation was assumed, and Principal Weld guiding the school while breaking the Black Law 1833-1838 deemed it prudent not to publicize this. Connecticut had sixteen anti-black and anti-abolitionist riots from 1833-1837 and a historian from the times described Connecticut as being the most racist of all of the New England states.

No written proof as yet has been found to document the ASD oral history that Clerc and Gallaudet were the first interpreters to meet with Cinque in New Haven.

During 1839-1841 Cyrus Randall, an African American boy from Stonington, CT attended ASD. One of his classmates was Edmund Deberry, Jr. son of the Representative of North Carolina. Like the Rev. James W.C. Pennington, Clerc and Weld, may have needed to hide their support for the Amistad Africans. The Amistad Trials and imprisonment also created the opportunity for a thousand tourists to visit the jail in Hartford on a daily basis. There was always a danger that these visitors could create a mob. Gallaudet had retired from ASD in 1830 and was able to publicize his views more readily.

In 1829, Gallaudet met Arthur Tappan, during the rescue of the Moorish Prince Abduhl Rahhaman. Gallaudet escorted Rahhaman to New York City and sent him a Bible written in Arabic.

In 1834, Gallaudet wrote an article endorsing the use of Sign Language for Christian missionaries for *The Literary and Theological Review* Vol. I. Gallaudet observed Clerc communicate with a man from China and through Sign; he was able to learn many details about the man and his family.

September 1839 newspaper articles describe Gallaudet's daily visits to the Amistad Africans in jail during the circuit trial in Hartford. Gallaudet's use of signed communication was deemed acceptable for the court deposition of Bahoo. During a sermon in jail, Cinque was most attentive from his seat in the front. After three of his men left to smoke their pipes, Cinque stood up, approached his men, smacked the pipes out of their hands and directed them to attend to Gallaudet. The camaraderie and respect from Cinque to Gallaudet would seem to give credence to the oral history.

ASD Oral History also describes the fact that the same farm that housed the Amistad Africans donated food to ASD. September 1841 Clerc and students went to the A.F. Williams farm to assist with the harvest and meet the Amistad Africans again. They saw the men do dancing and acrobatic leaps. ASD Curator Emeritus, David Halberg was not familiar with the Mende tribal name, but perfectly described the Amistad Africans' skills in acrobatics, mime and/or sign.

November 15, 1841 Gallaudet invited the Amistad Africans to visit ASD and the Hartford Retreat for the Insane now known as the Institute of Living. Margu the youngest Amistad signed and fingerspelled with a deaf person and Clerc would have been present. Gallaudet as chaplain worked closely with Dr. Amariah Brigham at the Retreat and would have helped interpret. The Amistad men tour the Retreat and report to Dr. Brigham about insanity among African people.

Researched and summarized by



Kim A. Silva
Coordinator, Amistad Tours Farmington Historical Society
Board Member, Connecticut Freedom Trail
Author, "Signs of Freedom; Deaf Connections to the Amistad Story" *Telling Deaf Lives; Agents of Change* (2014)

FOUNDED IN 1817
AMERICAN SCHOOL FOR THE DEAF
JEFFREY S. BRAVIN, EXECUTIVE DIRECTOR

Amistad Translator Interpreter Dates

August 27, *Washington* towed the *Amistad* to New London. Naval vessel docked at Lawrence Wharf while Amistad now a prison ship docked several miles off shore

August 27, Dwight Janes, a grocer & political activist went onboard the *Washington* and the *Amistad.* He saw Ruiz, Montes & sickly Africans. He overheard the captives speaking native language not Spanish, knew passports were fabricated, realized interpreters were needed. Wrote to Lewis Tappan, Roger S. Baldwin & Joshua Leavitt.

August 29, Judge Judson arrived in New London to conduct judicial investigation to determine if Amistad Africans should be charged with piracy & murder. Judson held hearings on the *Washington* & interviewed the Spanish men. Judson asked that Cinque be brought from *Amistad* to commanding officer's cabin. Later Judson held second hearing onboard the *Amistad,* interviewed Antonio, the cabin boy, who pointed out the killers of Capt. Ferrer.

August 30, Amistad Africans transported to New Haven jail.

August 31 – September 3 August 31 is Saturday 2000 people visited jail to see Amistad Africans in first day. Meanwhile another 2000 people visited the *Amistad* in New London. Amistad Africans asked visitors if their throats would be cut.

September 2, New York Herald wrote of Abolitionists' efforts

September 4, Amistad Committee founded

September 6 Tappan brought 4 African men to translate

September 6 Girls counted in Mende in jail

September 7 Tappan brought 2 more Africans to translate (NY Herald made fun of Tappan's efforts describe him as visiting jail with a black tail – meaning Africans, so probably more volunteered. Located **John Ferry**.)

September 9, Gibbs went to NY harbor, found **James Covey** and **Charles Pratt** serving on British ship the *Buzzard.*

September 10, **John Ferry** knew Vai, which Grabo and Bahoo knew. **Ferry** knew Spanish too. Antonio was interviewed but very difficult to communicate. **Ferry** testified in Hartford that it was 17 years since he left Africa, Gallena (Vai) was not his native language, had opportunity to speak Vai when he could visit a plantation in the West Indies.

September 11, Tua died. **John Ferry** at funeral Shuma said words over the grave. Tua is dead. God takes Tua. We are left behind. We can only die once. Rev. Leonard Bacon presided at funeral

The Connecticut Freedom Trail

documents the struggle toward freedom. This trail designates sites that celebrate the struggle for justice and equality that continues in the 21st century. Sites depict the efforts, in all their forms, of the state's African American community and all the communities that championed the goals of universal freedom and human dignity.

One Sentence Summary: Founders integrated African American students in 1825, were active in abolitionist movement and defended, publicized and helped with education of Amistad Africans.
Site Information:
Name of site (if applicable): American School for the Deaf at Hartford
Address: 139 North Main Street
City: West Hartford State: Connecticut Zip: 06107

Property owner:
Name: Harold A. Smullen, President of the Board
Address: 10 Drury Lane
City: West Hartford State: Connecticut Zip: 06117
Phone: 860.882.9154
E-Mail: hasmullen@comcast.net

General information:
Present use of property: private, non-profit school for deaf and hard of hearing students and site of history museum
Age of property: American School for the Deaf is 198 years old. Current property bought in 1921, school itself moved 5 times
Open to Public: Yes X No ☐ Visible from the Public Road: Yes X No ☐

Type of site:

☐ Freedom Trail

☐ Underground Railroad

X Amistad

X Concept of Freedom

Contact information of the individual or organization presenting application:
Name: Jeffrey S. Bravin, Executive Director
Address: 139 North Main Street
City: West Hartford State: Connecticut Zip: 06107
Phone: 860.570.1816
E-Mail: jeff.bravin@asd-1817.org

Longitude and Latitude of building or site to be included on the Connecticut Freedom Trail for future GPS mapping: Long – 72.746532, Lat – 41.771119

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Documentation for inclusion (include sources):
Attached additional sheets if necessary.

American School for the Deaf Museum and School -ASD accepted African-American students beginning in **1825.** At the same time, Southern plantation owners who were Yale graduates sent their deaf sons and daughters to be educated at ASD. Since ASD was the Mother School for many other schools for the deaf, this integration was modeled for NY, Ohio, PA, Columbia School for the Deaf later Gallaudet University etc. Former ASD Museum Archivist, Gary Wait furnished a copy of school records attesting to this fact. Records showed that intermarriage between black and white students occurred and was accepted. In the Deaf Community, a "mixed marriage" is between deaf and hearing spouses. Diversity in race, religion, background, age among deaf to deaf marriages is not unusual.

Thomas Hopkins Gallaudet According to oral history related in American Sign Language, THG was one of the first interpreters for Cinque before the arrival of James Covey, the Mende interpreter. He visited the Amistad Africans in jail during their trial in Hartford and validated testimony of translator John Ferry. THG provided personal advice to George E. Day about teaching materials for the Amistad Africans while they were jailed in New Haven. Day knew that ASD instructors would willingly share their academic materials with the Amistad Africans. This shows a high level of support for imprisoned captives. Laurent Clerc, responsible for training teachers, would also have shared these attitudes. THG wrote the book *Elementary Lessons for the Deaf and Dumb,* which was used for the Mende during their education in the New Haven jail. He was an officer of the Colonization Society and was instrumental in securing the freedom of Abduhl Rahhaman, Prince and grandson of the King of Timbuctu.

1835 Journal of a Residence and Tour in the United States of North America from April 1833 to October 1834 Edward S. Abdy, Hamilton Adams,1842 Description of African American student enrolled at ASD and two or three instances of this had happened before. Teacher stated blacks were not inferior to whites and boy has a "pretty good mind." Matron stated student was welcomed and "he is a great favorite with them and more beloved than any of the others." ASD enrollment records state that this student is Horace Way. http://books.google.com/books/about/Journal_of_a_Residence_and_Tour_in_the_U.html?id=O0RCAAAAcAAJ

May 1829 No. LI. The African Repository, And Colonial Journal Vol. V No. 3 "Abduhl Rahhaman, the Moorish Prince." T.H. Gallaudet reports "After an absence of forty years from his native country, the Prince has a desire to see once more the land of his fathers...He embarked in the *Harriet* for Africa."

Sept. 30, 1839 "An Incident" New York Commercial Observer describes T. H. Gallaudet's daily visits to the jail conversing with the Africans by signs. "He [Gallaudet] finds little difficulty in communicating with them, using the signs employed in communicating with deaf-mutes – that is signs relating to visible and tangible objects...clearly showing in their close attention to his motions that they not only understood, but were much interested. Gallaudet satisfied himself that *Gooly* was their name for God."

Sept. 7, 1839 T. H. Gallaudet supported testimony in court from affidavit of "Bahoo of Bandaboo" translated by John Ferry. Gallaudet communicated with Bahoo by signs, signed the oath and agreed with the translation from Galena to English Language. "Deposition of John Ferry" The African Captives Trial, The Prisoners of the Amistad on the Writ of Habeas Corpus Before the Circuit Court of the United States, for the District of Connecticut, at Hartford, Judges Thompson and Judson, Sept. Term 1839

Sept. 22, 1839 From the Emancipator "Interesting Scene in Prison, Hartford" T.H. Gallaudet preached Sunday sermon in prison and Jingua sat in the first row. Later Gallaudet repeated sermon to John Ferry to translate. Three Amistad men left group to smoke pipes. Once Jingua became aware, he approached the men, slapped pipes out of their hands and directed them to attend to the speaker.

Oct. 9, 1839 "Plans to Educate the Amistad Africans in English" New York Journal of Commerce states "Professor Gibbs is working day and night and have been assisted by Professor Day, Mr. Day is engaged to superintend instruction by having two or three men to assist. The article describes Mr. Gallaudet's Elementary Work for Deaf and Dumb as well adapted for the first lessons."

Oct. 19, 1839 Letter from George E. Day to Lewis Tappan "In accordance with the advice of Mr. Gallaudet, we have procured (20-30) pictures of single objects...at the close of the day many of them [Amistad Africans] had learned committed all the words." More cards were needed but could not be found in New Haven; however "if Mr. Bartlett or Mr. Cary, Instructors of the Deaf & Dumb Institute...were to undertake to search for them [word cards]. Either would willingly engage in the business."

Nov. 15, 1841 T. H. Gallaudet invited Mendians to visit the American School for the Deaf. Margu signed and fingerspelled with deaf person A Visit to the United States in 1841 Joseph A. Sturge, Hamilton Adams 1842 Google eBook

The Connecticut Freedom Trail

documents the struggle toward freedom. This trail designates sites that celebrate the struggle for justice and equality that continues in the 21st century. Sites depict the efforts, in all their forms, of the state's African American community and all the communities that championed the goals of universal freedom and human dignity.

Documentation for inclusion (include sources):
Attached additional sheets if necessary.

Laurent Clerc was a Deaf teacher of deaf students and taught Sign to THG. Clerc was one of the first interpreters for Cinque before the arrival of James Covey. Clerc used the language of Signs to question Cinque and this helped to publicize the truth that the Amistad slaves were not from Cuba but had come from Africa. This has come down to us through oral history from our Curator Emeritus. I did the genealogy of his source and discovered that the ancestor was a student at ASD during the time of Clerc. Clerc and Gallaudet worked together in to communicate by Sign with non-English speakers. Gallaudet did well, but Clerc was much better at communicating with the Amistad Africans. Gallaudet voiced for Clerc and being hearing, he was able to communicate freely with the press.

As an educated Deaf teacher fluent in written English, French and Sign, Clerc was obviously a role model for deaf students. However in mid 1800's he was highly respected and was viewed as an indication that the Biblical miracles that "the blind shall see and the deaf shall hear" had come to pass. Charles Willson Peale, "Painter of the Patriots," also painted Clerc, his deaf wife, and hearing daughter. Clerc's revered status undoubtedly was a reason why ASD was able to educate deaf African American pupils during the enforcement of the Black Laws; and without facing the violence of anti black and anti-abolitionist mobs. Despite the fact that Connecticut had 16 incidents of anti-black and anti-abolitionist mobs between 1833-1837, the American School for the Deaf on Asylum Hill in Hartford was unharmed.

June 1834 The Literary and Theological Review, Vol. I Art II "Language of Signs Auxiliary to the Christian Missionary" by Rev. T.H. Gallaudet This article promoted the use of signs for missionaries who communicate with heathen nations. He describes the successful communication of Laurent Clerc and a Chinese man who visited the American Asylum of the Deaf and Dumb in 1818. Gallaudet relates his success with communicating over twenty youths at the American Board of Commissioners for Foreign Missions in 1819.

Oral History related in ASL by David Halberg, Curator Emeritus, American School for the Deaf Museum, traces the Amistad story from the time of Clerc. Deaf teachers and house parents handed down these stories to students during group activities and recreational events.

Deaf Historians credited by David Halberg: Algot Anderson, Emma Atkinson, Joseph Bouchard, Charles Dermody, Walter Durian, Loy Golladay, Reuben Morris, Walter Rockwell, James Sullivan, Marie Szopa. Francis Asklar, a hearing teacher, is also credited for his research, and volunteer work in the American School for the Deaf museum.

Reuben Morris' maternal genealogy links his source as his great great aunt Emeline Elmina Robbins, who entered ASD in 1846. Morris had deaf parents, who were both ASD alumni, and deaf relatives from the Jack family in Maine.

Reuben Blake Morris (deaf ASD alumnus)
born 1909
/
Mary Isabella Davenport (deaf ASD alumna)
born 1884
/
Nellie A. Purrington Gale Davenport (partially deaf - (deaf sister's name unknown)
born 1859
/
Sarah Isabella Robbins Purrington - **Emeline Elmina Robbins** (deaf ASD alumna)
born 1834 younger sister

Augustus Jack (deaf ASD alumnus) born 1835 cousin

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Color photographs(in the form of a CD) and map are a requirement. The photographs should include: a CONTEXT image (depicting the location of the site, such as, an aerial view, streetscape, neighborhood or city map); front, back, and side views, a ¾ view, pertinent interior views, and any other views or details that are important to explaining the nature of the nomination.

Historic Designations:
Is the project site recognized for its architectural/cultural/historical significance by any of the following designation program? (Check all that apply.)

	Yes	No
National Historic Landmark	[ ]	[ ]
National Register of Historic Places	[ ]	[ ]
Individually listed	[ ]	[ ]
Contributing to a District	[ ]	[ ]
District Name: _____		
State Register of Historic Places	[ ]	[ ]
Individually listed	[ ]	[ ]
Contributing to a District	[ ]	[ ]
District Name: _____		
Historic American Buildings Survey (HABS)		
Historic American Engineering Record (HAER)	[ ]	[ ]
Other: (specify)_____	[ ]	[ ]
	[ ]	[ ]

Signature of Applicant: _____

Date of Submission: 4/14/15

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Documentation for inclusion (include sources):
Attached additional sheets if necessary.

In his book When the Mind Hears, Harlan Lane writes that Clerc and T.H. Gallaudet were the first interpreters for the Amistad Africans and he credits staff at the American School for the Deaf. These staff members were Francis Asklar, Loy Golliday, and David Halberg.

Lewis Weld, 2nd Principal of ASD, beginning in 1831, was the brother of Theodore Dwight Weld, Chief Editor of the American Anti-Slavery Association, and author of Slavery As It Is. L. Weld was hired as a teacher at ASD in 1818. He was married to Mary Cogswell Weld in 1828. L. Weld was brother-in-law to John Treadwell Norton, a prominent abolitionist in Farmington. Norton was a friend of the Cogswell family and invited to tea. After his first wife died, he married Elizabeth Cogswell and they had a third son, Charles. The Weld and Norton cousins undoubtedly met the Amistad Africans in Farmington. As adults, all the males fought in the Civil War.

Col. Charles Ledyard Norton, the favorite of Sengbe Pieh, helped to organize and commanded the 29th Regiment, Conn. Infantry (Colored) during the Civil War. Later he was promoted to Commissioner Colonel of the 78th U.S. Colored Infantry. His Amistad experience was credited for his ease with African American soldiers. He also served in the 25th Regiment, Conn. Infantry. His three cousins from the Weld family also fought in the Civil War.

Lieut. Col. Mason Cogswell Weld served in the 25th Regiment of Conn. Infantry during the Civil War.

1st Lieut. Charles Theodore Weld served in the 17th Regiment, Conn. Infantry. He died from wounds received at the Battle of Chancellorsville, May 14, 1863, aged 32 years.

Lieut. Col. Lewis Ledyard Weld served in the 41st Regiment, Conn. Infantry (Colored). He died from illness June 10, 1865, aged 31 years. Weld County in Colorado is named in honor of him.

Nov. 15, 1841 Gallaudet invited Amistad Africans to visit the American School for the Deaf. Margu signed and fingerspelled with deaf person. From A Visit to the United States in 1841 by Joseph Sturge Hamilton, Adams, and Co. Paternoster Row. Birmingham: B Hudson, Bull Street 1842 books.google.com/books/...A_Visit_to_the_United_States_in_1841.html

October 17, 1839 "The Captive Africans" Emancipator George E. Day and friend (former teacher of the deaf) interview Burna the Elder by use of Sign as John Ferry was in Hartford and James Covey was unavailable. "...to indicate a great distance he [Burnah the Elder] has a peculiar way of rapidly snapping his thumb and finger with arm extended, accompanied with significant inarticulate sound and corresponding expression of countenance."

November 27, 1841 "Departure of the Mendi Africans" New York Journal of Commerce "Cinque addressed the assembly in his native tongue with power and effect in the expression of his countenance, the flashing of his eye and the significancy of his gestures and movements in certain passages were remarkable."

Father and Daughter, A Collection of Cogswell Family Letters and Diaries (1772-1830) Edited by Grace Cogswell Root Printed at the American School for the Deaf, West Hartford, Conn. 1924 p. 61 (1) Lydia sometimes called Lyd...was the daughter of a reigning negro chieftain in Africa. She had been stolen from her home when she was young and made a slave in America. Apparently her mother had been brought too. Upon being given her freedom, Lydia worked at Capt. Chenevard's boarding-house where M.F.C. [Dr. Mason Fitch Cogswell] first lived upon coming to Hartford. He cured her of lockjaw after several doctors had given her up. So when
M.F.C. married, she offered her services and lived with the family for 30 years. At her death, she left to M.FC.'s children the money which she had accumulated, as well as her heavy silver watch-chain."

Photographs:

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Place Name

American School for the Deaf, West Hartford, CT, USA Find

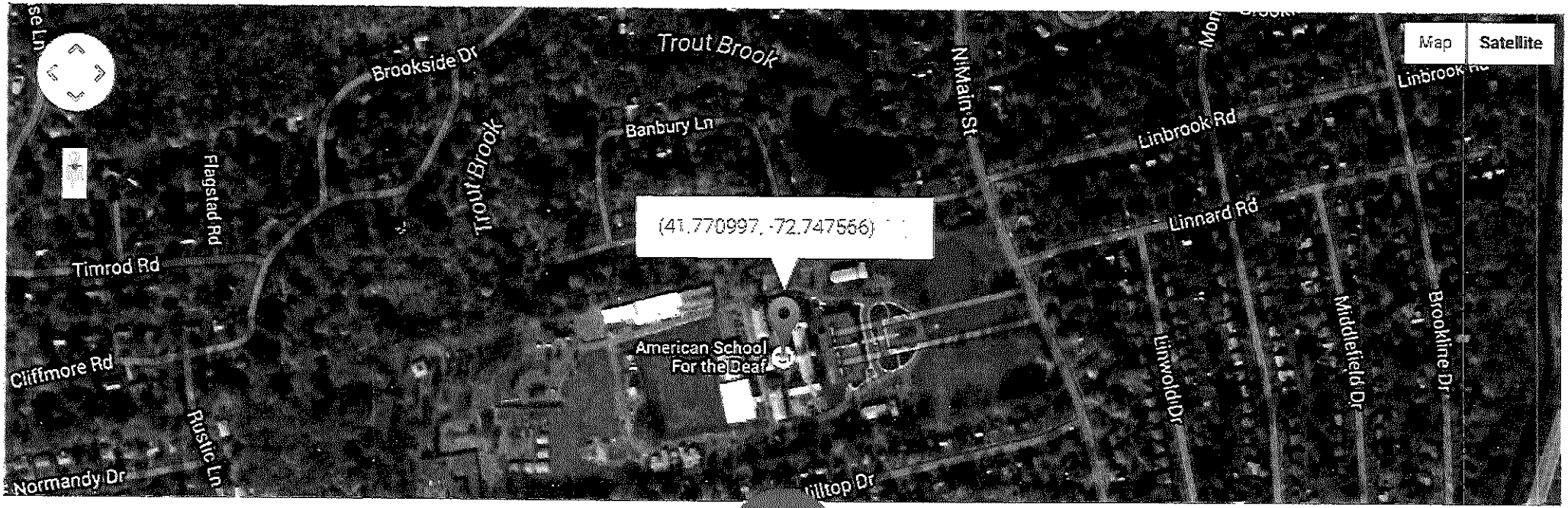
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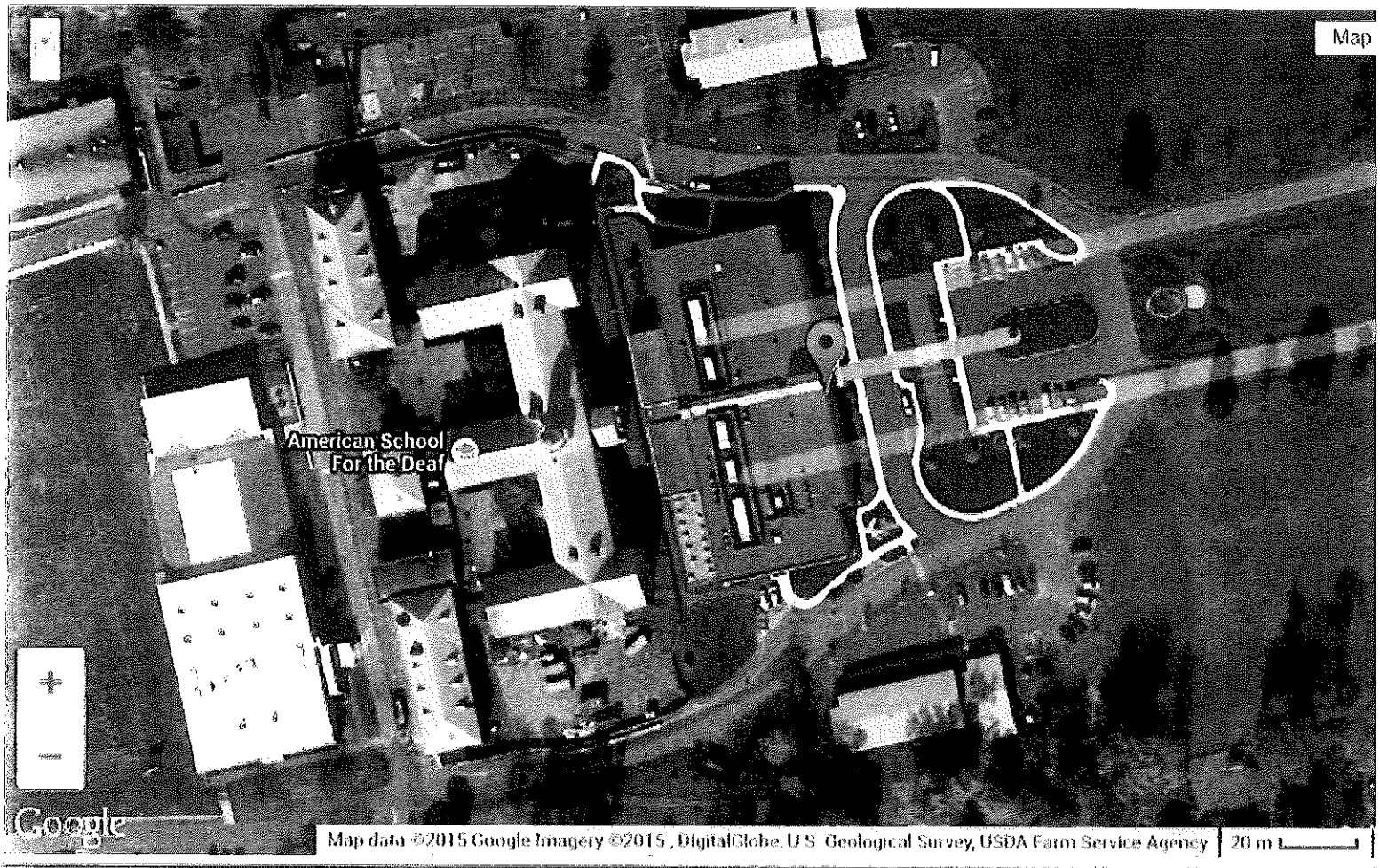
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Get the Latitude and Longitude of a Point

When you click on the map, move the marker or enter an address the latitude and longitude coordinates of the point are inserted in the boxes below.

Latitude:	41.771119
Longitude:	-72.746532

	Degrees	Minutes	Seconds
Latitude:	41	46	16.0278
Longitude:	-72	44	47.5152

Show Point from Latitude and Longitude

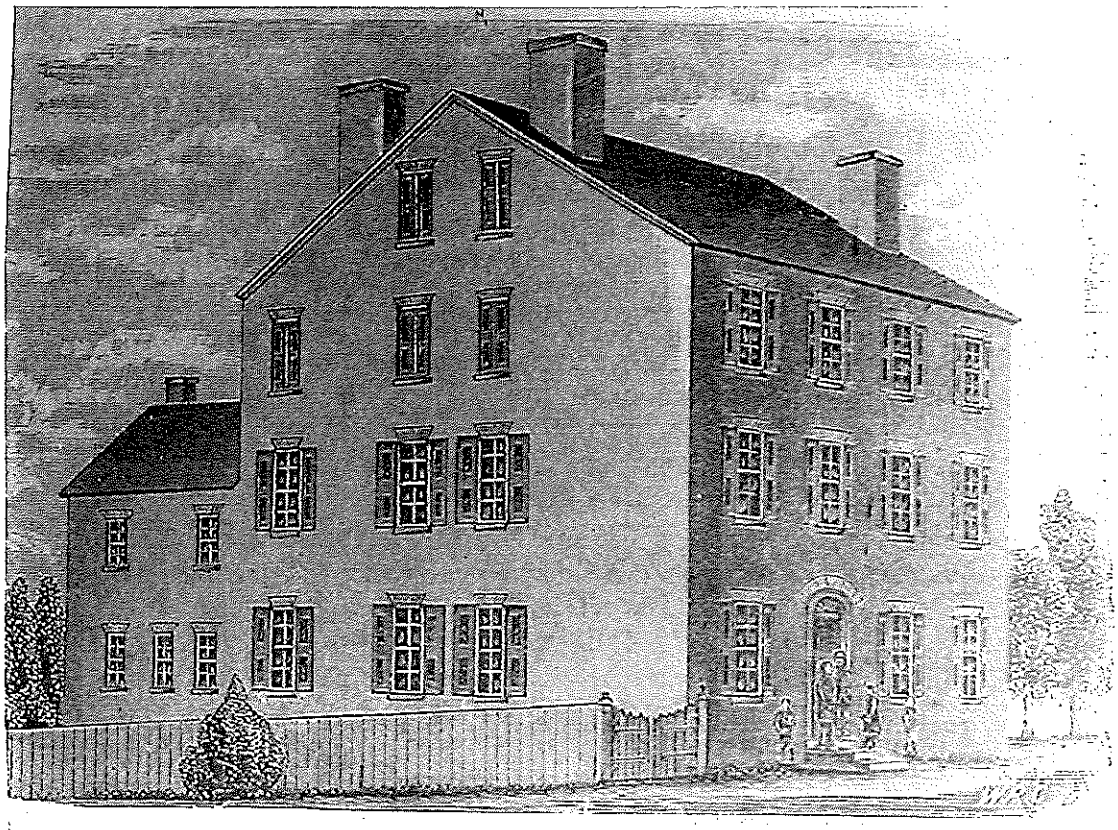
Use this if you know the latitude and longitude coord point and want to see where on the map the point is.
Use: + for *N* Lat or *E* Long - for *S* Lat or *W* Long
Example: +40.689060 -74.044636
Note: Your entry should not have any embedded spa

Decimal Deg. Latitude:	
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Show Point

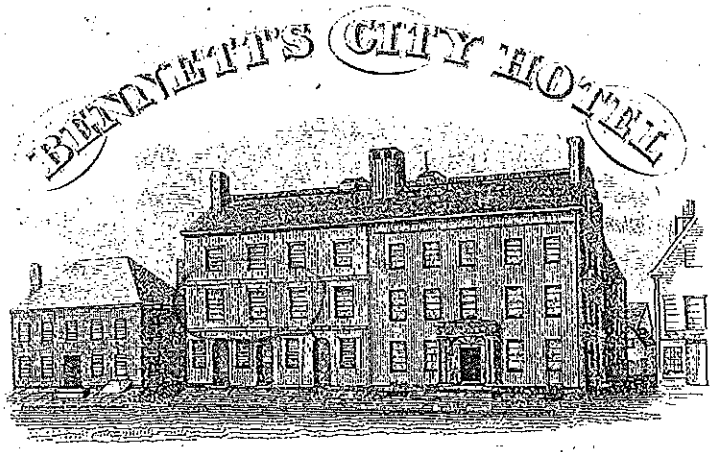
Example: **+34 40 50.12** for *34N 40' 50.12"*

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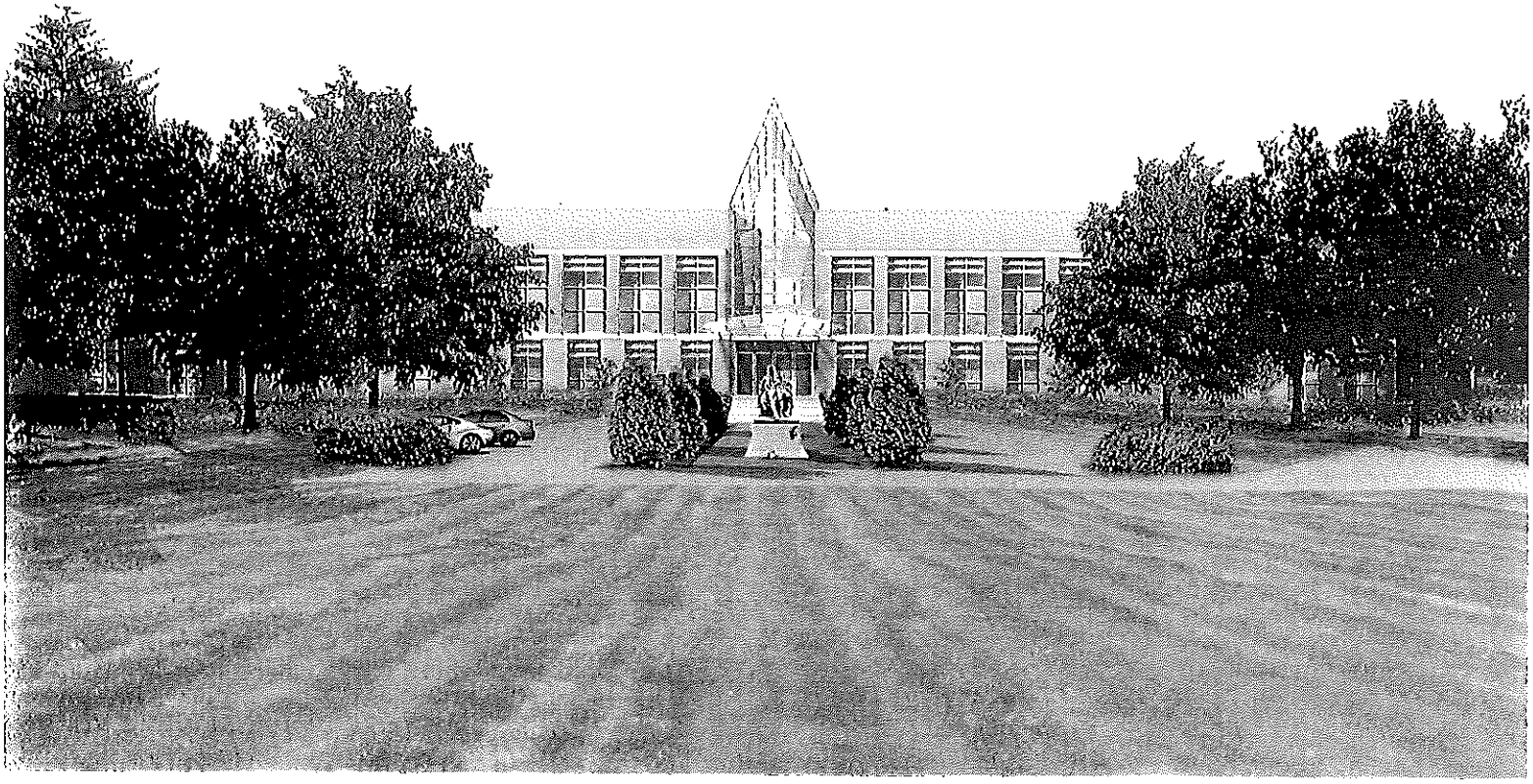
CONNECTICUT ASYLUM, 1817.

2nd School rented 2nd & Flagers



MAIN STREET NEAR THE BRICK CHURCH and POST OFFICE,

1st School rented 3 rooms



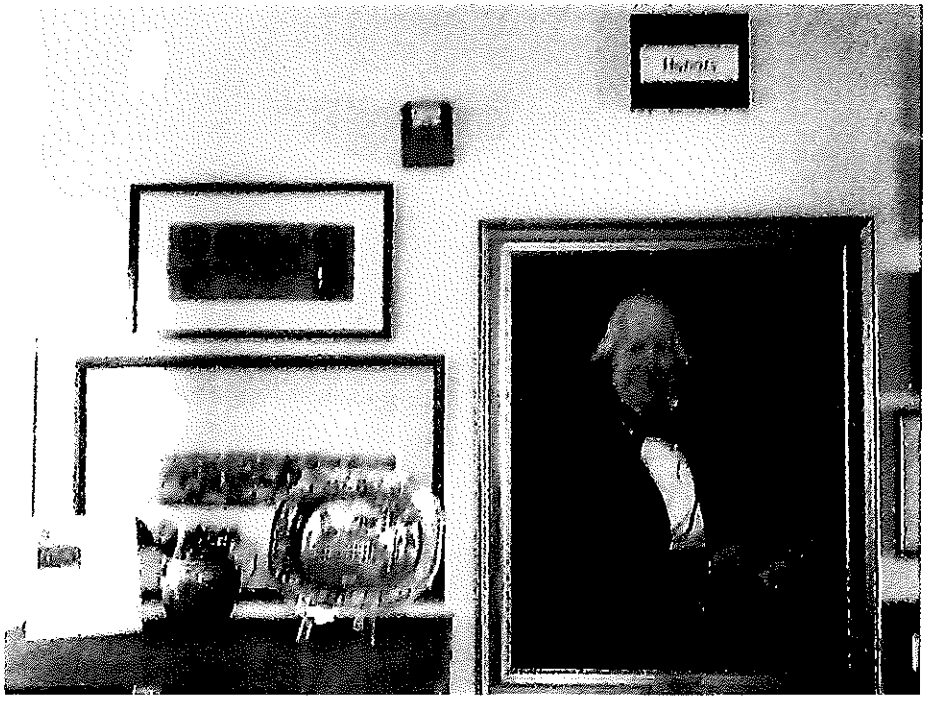
5th school
W. Hartford

Lewis Weld – 2nd Principal





Hallway of Honors



Tribute to our French connections: Abbe De L'epee, Abbe Sicard and the Paris School



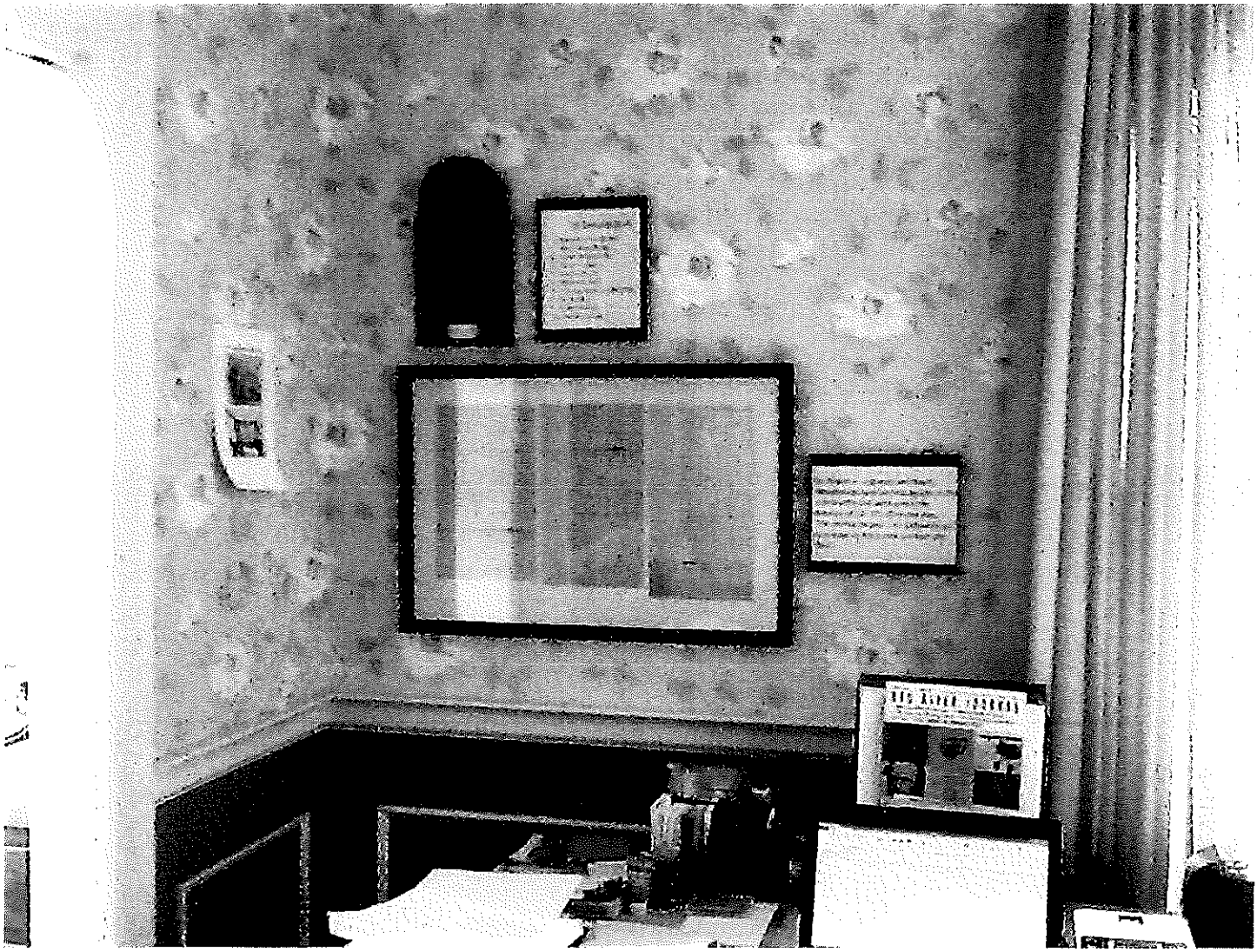
Tribute to Lydia H. Sigourney



Founders Room



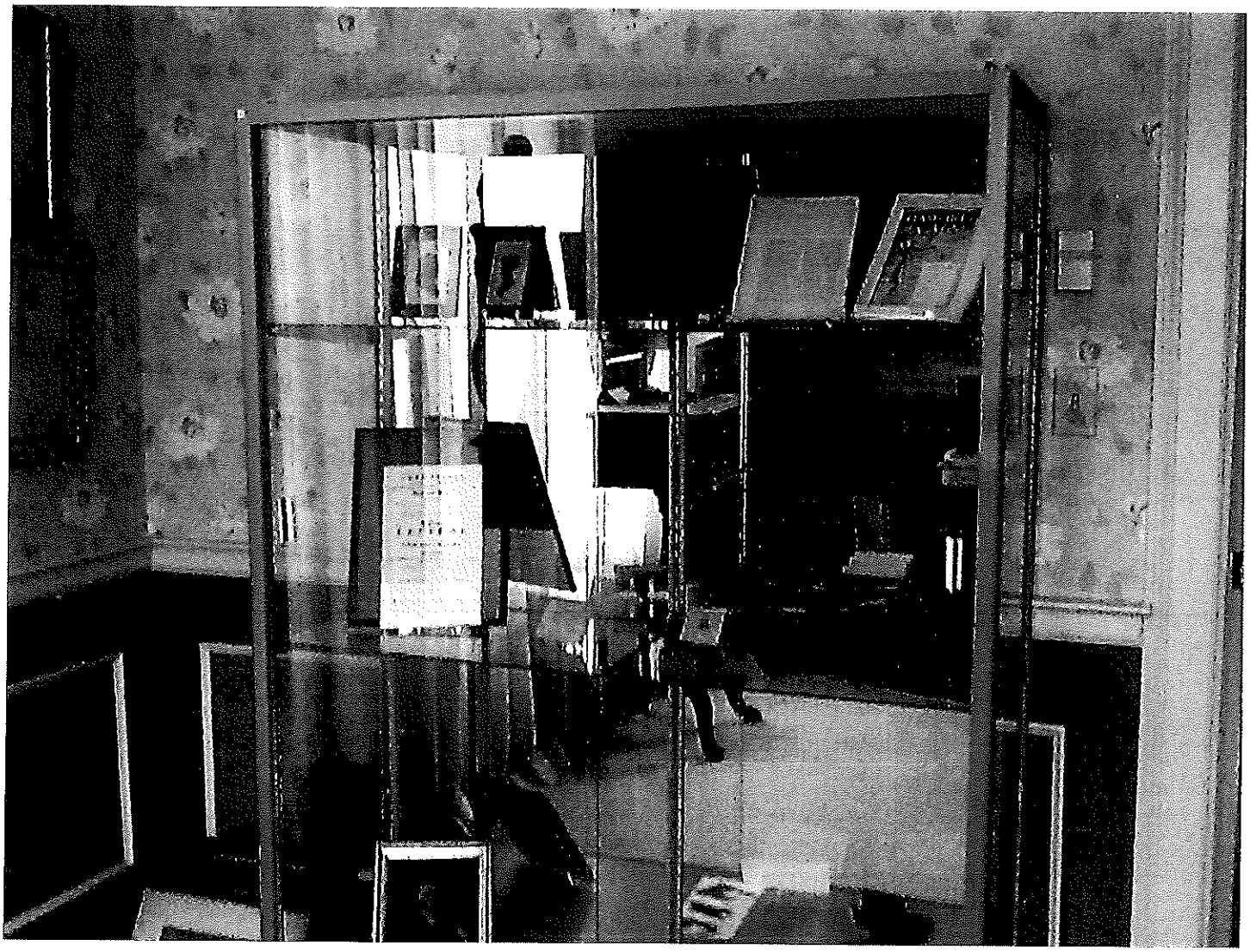
Benefactors meet, collect money from community

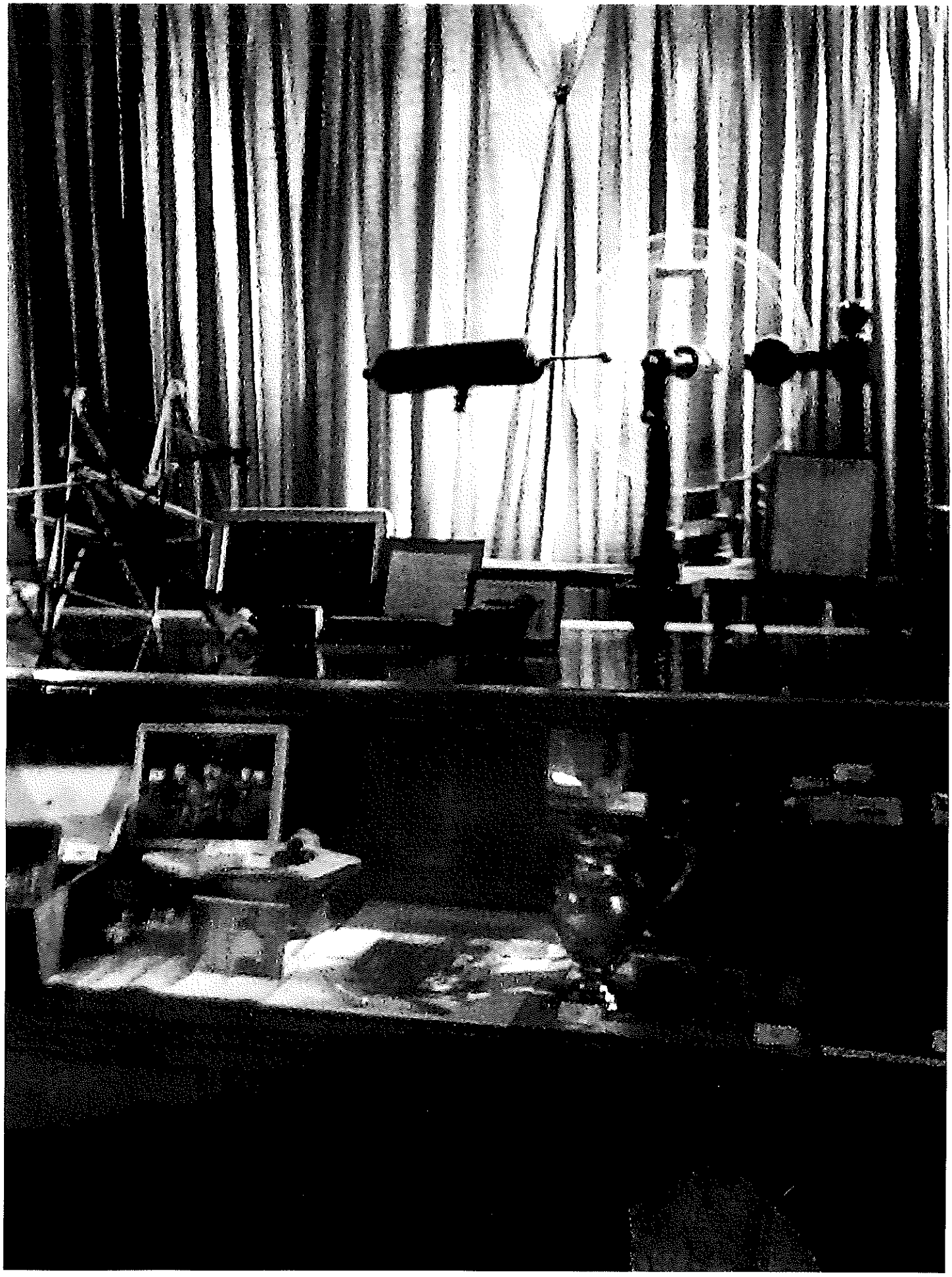


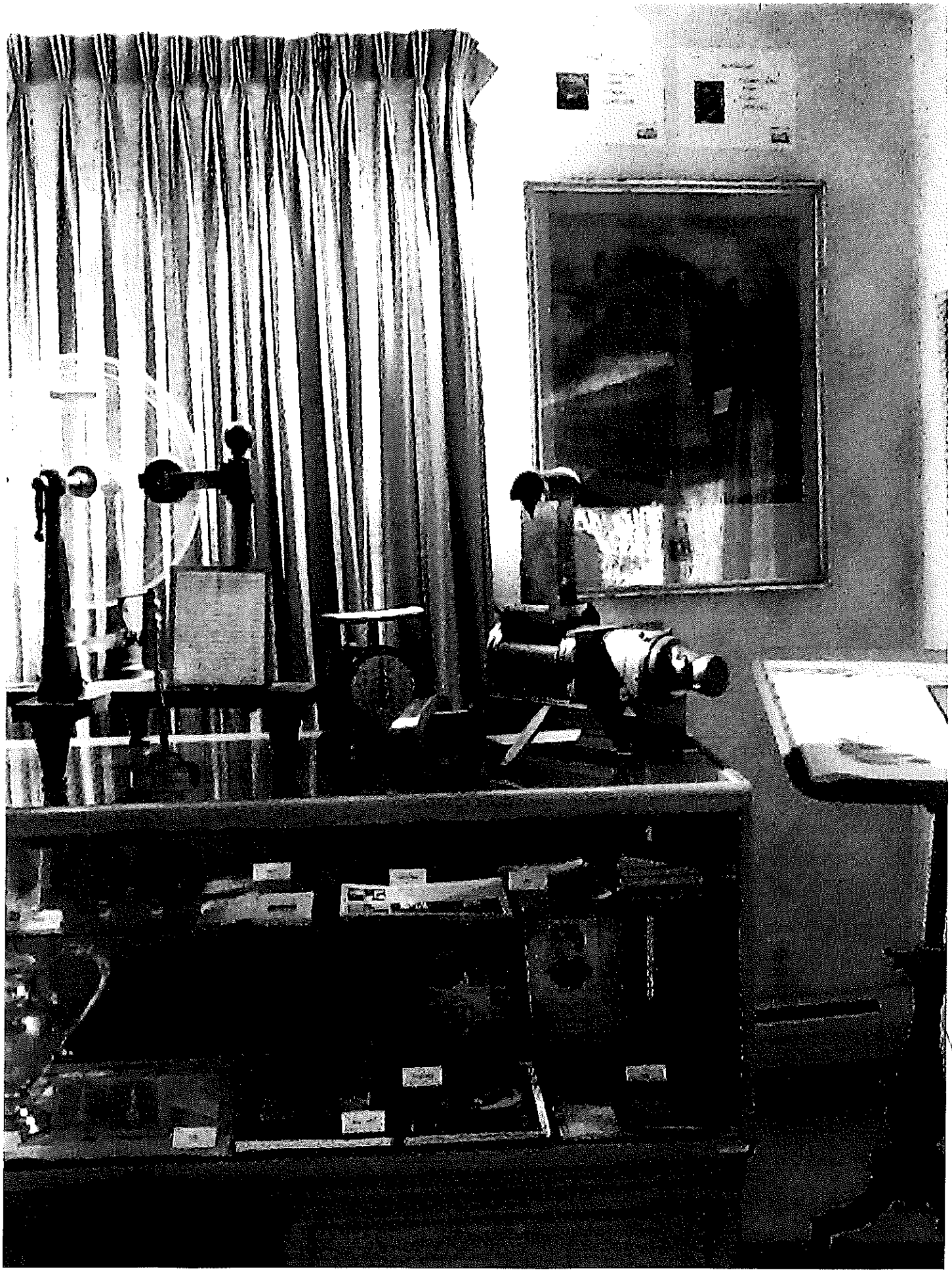
Gallaudet writes Laurent Clerc's mother for permission to have Clerc come to America



Donated family items to the Museum: Cogswell, Gallaudet and Clerc







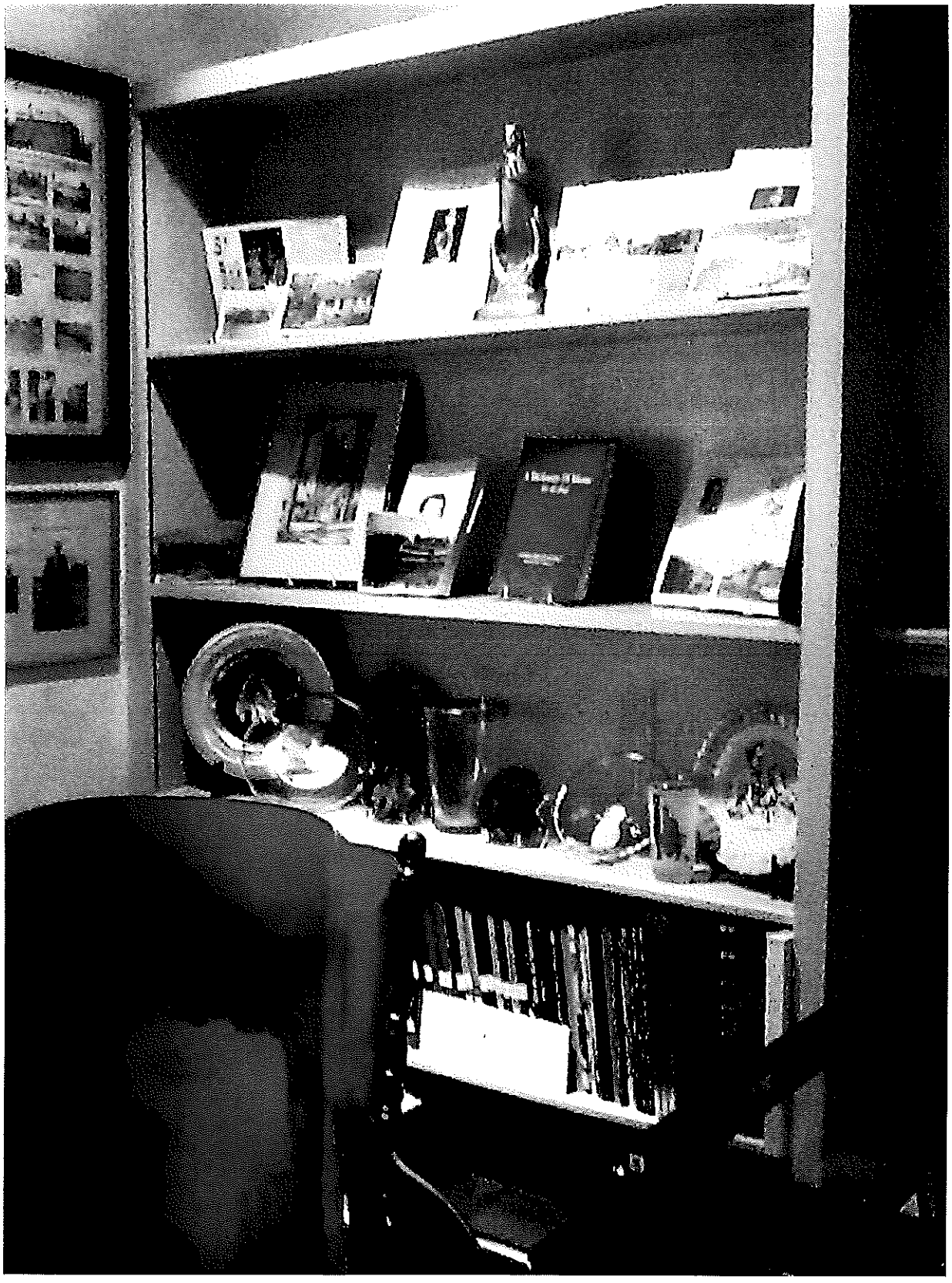
Sophia Fowler Gallaudet's wedding dress



Asylum being torn down and #4 school in West Hartford being built



W. Hartford school expands in buildings and programs



West Hartford, Gallaudet Hall and above 5 Executive Directors



Artifacts from the Gallaudet Building and beginnings of the #5 school



#5 school – Gallaudet, Clerc Education Center (GCEC)



Currently, in the works, is the sunroom of the President's residence. This room will show the impact ASD had on the United States and Canada.