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INDEX

TO THE
AMERICAN ANNALS
OF THE
DEAF AND DUMB,

Volumes I-XX, 1847-1875,

EDITED BY

EDWARD ALLEN FAY,

UNDER THE DIRECTION OF THE

*Executive Committee of the Convention of American
Instructors of the Deaf and Dumb.*

WASHINGTON, D. C.:

PUBLISHED BY THE CONVENTION OF AMERICAN INSTRUCTORS OF
THE DEAF AND DUMB.

1880.

P r e f a c e .

THE publication of the *American Annals of the Deaf and Dumb* was begun at Hartford, Conn., in October, 1847, by the instructors of the American Asylum. There was then no periodical devoted to the interests of the deaf, in the English language; and since that time this field has been occupied by the *Annals* alone, with the exception of some magazines and newspapers designed chiefly for the reading of deaf-mutes and their friends. The publication was conducted by the gentlemen of the American Asylum for two years, appearing quarterly in the months of October, January, April, and July.

At the First Convention of American Instructors of the Deaf and Dumb, held at the New York Institution in August, 1850, it was unanimously resolved to publish a periodical devoted to the cause of deaf-mute instruction, which should be the common property, as to its control and management, of all the institutions for the deaf and dumb in the country. It was decided to adopt the title, size, time of issuing, and general appearance of the periodical formerly published at Hartford, and to regard it as the continuation of the series there begun. An Executive Committee, consisting of Messrs. W. W. Turner, of Connecticut, H. P. Peet, of New York, and J. S. Brown, of Indiana, were elected, to whom "such matters as might be required by them were to be referred by the Editor," and whose duty it should be "to tender the Editor such aid, counsel, and advice as he might require." The same gentlemen, being re-elected at subsequent conventions, continued to serve as members of the Executive Committee up to the time of the suspension of the publication in 1861, except that at the Fourth Convention, held in 1856, the Rev. Collins Stone, then principal of the Ohio Institution, was chosen in the place of Mr. Brown.

Mr. Luzerne Rae, who had had charge of the work while it was conducted by the instructors of the American Asylum, was elected Editor under the new management. Mr. Rae possessed a brilliant mind, refined taste, and varied culture, as the pages of the first six volumes of the *Annals* unmistakably prove; he conducted the publication very successfully up to the time of his sudden death, in September, 1854. His successor was Pro-

fessor Samuel Porter, then of the American Asylum, now of the National Deaf-Mute College, whose accurate scholarship, sound judgment, and extensive reading were of great service in his editorial labors. He continued to fill the position until the suspension of the periodical in 1861.

The first number of Volume III was published in October, 1850, and the subsequent numbers appeared regularly each quarter until the end of Volume VIII, in July, 1856. Volume IX began with January, 1857, instead of the preceding October, and the periodical continued to be published quarterly from that time until the end of Volume XII, in October, 1860. The first two numbers of Volume XIII appeared in March and June, 1861. The number for June announced that, "owing to the disturbed condition of the country," the Sixth Convention would not be held that year, and closed with the hope that the great contest then going on might have "such a final issue as would have no tendency to sever or weaken the bonds of fraternal intercourse and co-operation between the institutions for the deaf and dumb throughout the land." This hope has happily been realized; but, meanwhile, the civil war, interrupting the communication between the institutions of the North and the South, and depriving the *Annals* of a portion of its means of support, seemed to render necessary a suspension of the publication. It did not appear after June, 1861, until September, 1868. Its resumption was decided upon at the First Conference of Principals, held at Washington in 1868, which elected a new Executive Committee, consisting of Messrs. E. M. Gallaudet, of Washington, C. Stone, of Connecticut, I. L. Peet, of New York, W. J. Palmer, then of North Carolina, afterwards of Ontario, and Thomas MacIntire, then of Indiana, now of Michigan. These gentlemen were re-elected by the Seventh Convention, held at Indianapolis in 1870, and—the place of Mr. Stone, who died in 1870, being filled by the election of his son, Mr. E. C. Stone, of Connecticut—were made a Standing Executive Committee with enlarged powers by the Eighth Convention, which met at Belleville, Ontario, in 1874. Upon the death of Mr. E. C. Stone, in 1878, Mr. G. O. Fay, of Ohio, was appointed his successor. The vacancy occasioned last year by the retirement of Dr. Palmer from the principalship of the Ontario Institution, which was followed by a resignation of his membership of the Executive Committee, was filled by the appointment of Miss H. B. Rogers, of Massachusetts.

Upon the resumption of the publication in 1868, Professor Lewellyn Pratt, then of the National Deaf-Mute College, now of Williams College, was chosen Editor, and filled this office until his withdrawal from the work of teaching the deaf,—which was such a loss to our profession in every way,—and his absorbing duties in another field of labor, compelled him to resign it. The present Editor began with the number for July, 1870.

Volume XIII, of which, as above explained, two numbers had been published in 1861, was completed by the issue of two more numbers in September and November, 1868. Volume XIV began with January, 1869, and since that time the periodical has appeared quarterly in the months of January, April, July, and October.

The *Annals* comprises within its published volumes the best and most important part of the literature of deaf-mute instruction—excepting, of course, text-books—in the English language, and many valuable translations of foreign works, old and new. It is thus almost indispensable to any reader of the language who wishes to acquaint himself with the art of instructing the deaf and dumb, its history and its methods. But the extent of the work and the diversified arrangement of its subjects, inevitable in a periodical publication, have hitherto rendered its rich material to a large extent unavailable to those who have not time for the formidable task of reading all the volumes through. With the view of unlocking these hidden treasures, the Editor of the *Annals*, at a meeting of the Executive Committee held at Washington, Jan. 13, 1875, proposed the publication of a comprehensive Index to the twenty volumes which would be finished that year, and submitted a plan for the Index which had been prepared by the Rev. Henry Winter Syle, of Philadelphia. The Committee approved the plan, and, while imposing the responsibility of the work upon the Editor, authorized him to avail himself as fully as he might deem proper of the assistance of Mr. Syle, who had already taken some steps toward the preparation of an Index, and whose intimate acquaintance with the subjects discussed in the *Annals*, general culture, and thorough conscientiousness peculiarly fitted him for the task.

The Index was begun with the hope that it would be completed soon after the publication of the last number of the twentieth volume; but the greater minuteness than was originally proposed, which in the progress of the work seemed desirable, and other circumstances which need not here be specified, have delayed its issue to the present time. Mr. Syle, after having devoted to the task an immense amount of labor, only a portion of which had been brought into such a shape as to be available for use by any one but himself, was compelled by his failing health to leave it incomplete. Professor Joseph C. Gordon, of the National Deaf-Mute College, then took it up, and continued it with the ability and skill which characterize all his work. Finally, the whole was carefully revised, and a large part of it rewritten, by the Editor. In the revision of the proofs, in the course of which the Editor has made many further changes, Mr. Syle's returning health has enabled him to render important and highly valued assistance.

The Index is divided into two parts, viz., Authors, pages 9–30, and Subjects, pages 31–103.

The Index of Authors is arranged alphabetically, each author's name being followed by his article or articles, with reference to the volume and page of the *Annals*. The names are given not only of those persons who have contributed directly to the *Annals*, but also of those whose publications elsewhere have been reprinted in this periodical, and from whom extracts and citations have been made. The residence named is that of the period at which the articles were written, but collegiate degrees received subsequently have been added in some cases. A list of the anonymous articles is given on page 30.

The titles of the articles as originally published in the *Annals* have been changed in some instances for the sake of brevity or clearness. Throughout the work the words "deaf," "deaf-mute," and "deaf and dumb" are usually omitted, as their insertion in all the cases where they are now left to be understood would have greatly increased the size of the Index without adding materially to its value.

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The deviation from the generally approved plan of a single index with no other than an alphabetical or “dictionary” arrangement, and the substitution of two indexes, one alphabetical of authors and the other classified by subjects, as above explained, were made in view of the special and limited range of the topics treated in the *Annals*, permitting them to be grouped under a few leading heads and subdivisions, and of the purpose for which it was supposed this Index would most frequently be consulted, viz., the study of some subject or branch of a subject by specialists wishing to know all that had been written thereupon in the *Annals*. It is believed the system adopted will facilitate such study much more than a mere alphabetical arrangement could, while the headings and sub-headings above given, and the Alphabetical Table of Topics on pages 91–103, prepared by Mr. Syle, will, it is hoped, enable any person to consult the Index with readiness and ease for any topic connected with the deaf, so far as it has been mentioned in the *Annals*.

Of the time and toil which the preparation of the Index has required, no one who has not undertaken a similar task can form any idea. There are not a few single paragraphs containing only two or three lines each, in the Index of Subjects, which have cost many hours of labor, while to some of the longer paragraphs days and weeks have been devoted. Of the imperfection of the result none can be so well aware as those who have done the work; but whatever its defects, we hope that the Index, as now published, will prove of real service to the profession of deaf-mute instruction, in rendering available for consultation and use the rich material contained in the volumes to which it refers.

KENDALL GREEN, WASHINGTON,
February, 1880.

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 —— quicken and develop the mind, *I. L. Peet*, xvi, 97.
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 —— useful in teaching synonymes, *J. A. Jacobs*, v, 106: *I. L. Peet*, xiii, 177.
 —— serviceable in teaching articulation, *Esslingen Conference*, xvii, 227: *Gronewald*, xvii, 226: *Hill*, xix, 142; xx, 234: *Jaeger*, xvii, 225: *Neumann*, xvii, 224: *Reich*, xvii, 224: *Saegert*, xvii, 225: *Venus*, xvii, 226: *Wagner*, xvii, 225: *Kruse*, xvii, 197-256.
 —— serviceable in religious teaching and worship, *T. H. Gallaudet*, i, 82-93: *Hill*, xx, 235: *C. Stone*, xiv, 109.
 —— preferable to dactylography or writing on account of rapidity and convenience, *Burnet*, v, 241.
 —— preferred to articulation by German deaf-mutes, *Kruse*, xix, 126.
 —— essential to deaf-mute social enjoyment, *C. Stone*, xiv, 110: *I. L. Peet*, xiv, 222; xvi, 242.
 —— an aid to linguistic study, *De Haerne*, xx, 79.
 —— inferior to articulation and lip-reading as a means of instruction, *see Advantages and Importance of Articulation and Lip-Reading*, p. 46.

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 — inadequate, *J. A. Jacobs*, vii, 200–204: *B. D. Pettengill*, xviii, 3: *J. H. Pettingell*, xx, 24.
 — slow, and only suited to single pupils, *H. P. Peet*, xviii, 155.
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See also Articulation and Lip-Reading, page 46, *Dactylology*, *infra*, and
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The Aberdeen professor of signs, *Anderson*, vi, 117.
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 Bear story in signs, Latin and English, *Keep*, xiv, 95.
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DACTYLOLOGY.

Bede's *De loquela per gestum digitorum*, *Porter*, i, 34.
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 Dalgarno's alphabet, *Dalgarno*, i, 41; ix, 19, 54–64.
 Pereire's system, *De l'Epée*, xii, 4.
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 Representations of letters in engraved manual alphabets, *Hollister*, xv, 88–93.
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 — Recoing's, *Burnet*, xi, 21: *22d Report N. Y. Inst.*, xii, 235.
 Rapidity of manual spelling compared with writing and speech, *Burnet*, v, 242; xi, 25.
 Use and importance of dactylology, *Burnet*, vii, 134: *Carlin*, iv, 53: *De l'Epée*, xii, 7: *De Haerne*, xx, 138: *T. H. Gallaudet*, i, 85: *E. M. Gallaudet*, xiii, 155; xvi, 29: *G. Hutton*, xx, 98: *J. A. Jacobs*, v, 104; vii, 71: *Keep*, xv, 33: *Kruse*, xvii, 210: *J. H. Pettingell*, xx, 24: *Rae*, v, 24, 28: *C. H. Talbot*, xvii, 151: *Vaïsse*, xix, 18.

- Objections to dactylography: Cumbrous and slow, *Burnet*, v, 241; Not generally understood by hearing persons, *Ackers*, xix, 82.
- Effect of manual spelling upon mental processes, *Porter*, xii, 205-217: *Burnet*, xii, 217-223.
- Dactylography vs. writing, *Burnet*, xi, 163-169: *Keep*, xv, 33: *J. H. Pettingell*, xx, 22-24. See also under Relation of Ideas, Words, and Signs, p. 43.
- The benefit of dactylography for hearing children, *Bartlett*, v, 33.
- The manual alphabet in the hour of death, v, 81; xvii, 132.

ARTICULATION AND LIP-READING.

Advantages and Importance.

- Ackers*, xix, 79-90: *H. Barnard*, iv, 196: *Braidwood*, i, 190: *Colombat*, xix, 38: *Chamberlain*, xix, 96: *Day*, xiii, 163: *DeGérando*, iv, 185: *De Haerne*, xx, 84: *E. M. Gallaudet*, xix, 140: *Gillett*, xiv, 229; xviii, 189; xx, 263: *Hirsch*, xiv, 49-53; xvi, 267: *Hotchkiss*, xv, 136-49: *Houdin*, xx, 167: *Hubbard*, xiv, 233: an Italian writer, xix, 203-205: *Itard*, v, 122: *Dr S. Johnson*, i, 187; xx, 155: *Kessler*, xv, 48-52: *Kitto*, xv, 146-149: *J. H. Pettingell*, xx, 26: *Pforzheim Convention*, ii, 135: *Rieffel*, xx, 278: *Rising*, xvi, 262-264; xvii, 184: *Miss Trask*, xiv, 146-156: *Vaisse*, xix, 201: *Watson*, i, 193.
- Superiority to the manual method: Pupils' love of home preserved during institution life, *Ackers*, xix, 82.
- Tangibility of spoken words, *Watson*, i, 193: (controverted, *Porter*, i, 193.)
- Mental development and acquisition of knowledge, *Ackers*, xix, 84: *Gillett*, xiv, 229: xviii, 190: *Hirsch*, xiv, 51: *Hotchkiss*, xv, 143: *Hubbard*, xiv, 234: (controverted, see Less rapid and effectual than signs under Objections to Articulation, page 47.)
- Enlarged ideas, *Braidwood*, i, 190.
- Idiomatic use of language, *Ackers*, xix, 84: *Rising*, xvii, 184: *Miss Trask*, xiv, 147: (controverted, *E. M. Gallaudet*, xiii, 151; xix, 137-40.)
- Benefit to the lungs, *Hirsch*, xiv, 51: *Hotchkiss*, xv, 145: *Pforzheim Convention*, ii, 135: (controverted, *Baker*, v, 247: *Pforzheim Convention*, ii, 135.) See also Consumption under Physiological Condition, page 33.
- Restoration to society, *Ackers*, xix, 83: *H. Barnard*, iv, 196: *De Gérando*, iv, 185: *E. M. Gallaudet*, xix, 140; xx, 240: *Gillett*, xiv, 229; xviii, 190: *Hirsch*, xiv, 51: *Hotchkiss*, xv, 139: *Houdin*, xx, 167: *Hubbard*, xiv, 233: *Kessler*, xv, 52: *J. H. Pettingell*, xx, 26: *Miss Trask*, xiv, 147: (controverted, see Adapted only to a small proportion under Objections to Articulation, page 47.)
- Convenience in business transactions, *Hotchkiss*, xv, 138-41.
- in darkness, sickness, paralysis of fingers, etc., *H. Barnard*, iv, 196.
- in giving warning in case of danger, *H. Barnard*, iv, 196: *Hotchkiss*, xv, 141-2.

Objections to Articulation as a Means of Instruction.

Alings, xiii, 95: *Angus*, xv, 157: *Baker*, v, 247; xviii, 63: *Buxton*, xx, 113: *Carlin*, iv, 51: *Day*, xiii, 89: *G. O. Fay*, xviii, 14: *E. M. Gallaudet*, xv, 59; xix, 141: *Gillett*, xviii, 190: *Hancock*, xviii, 23: *J. S. Hutton*, xiv, 75: *Kruse*, xix, 126: *MacIntire*, xiv, 226; xv, 178: *Miss Montgomery*, xv, 133-6: *Müller*, xiii, 128: *H. P. Peet*, xiv, 88; xviii, 153, 193: *I. L. Peet*, xvi, 240; xviii, 193: *Pettengill*, xvii, 23; xviii, 8: *Porter*, xii, 132: *Ryerson*, xix, 38: *C. Stone*, ii, 105-12, 232-42; xiv, 111: *Storrs*, xv, 52-58: *B. Talbot*, xv, 176: *Turner*, ii, 99: *Van Nostrand*, xv, 180: *Wilkinson*, xv, 177.

Not a system of instruction but a branch of education, *G. O. Fay*, xviii, 16; xix, 72: *I. L. Peet*, xviii, 193.

Adapted only to a small proportion of the whole number, *Alings*, xiii, 95: *Angus*, xv, 156: *Baker*, v, 247: *Buxton*, xx, 114: *G. O. Fay*, xviii, 15: *E. M. Gallaudet*, xv, 59; xix, 138, 141: *Guyot*, xiii, 95: *Hutton*, xiv, 75: *MacIntire*, xiv, 226: *Morel*, ii, 235: *H. P. Peet*, xviii, 153: *B. D. Pettengill*, xviii, 8: *C. Stone*, ii, 232-40: *Storrs*, xv, 53-8: *B. Talbot*, xv, 176: (controversied, see Classification, Number, and Proportion of the Deaf Capable of Benefit, page 48.)

Costly, *Baker*, v, 247: *H. P. Peet*, xiv, 88.

Difficult, *C. Stone*, ii, 109-12; xiv, 106-7: *Van Nostrand*, xv, 181: (controversied, *Baker*, xviii, 63.)

Less rapid and effectual than signs as a means of mental development and acquisition of knowledge, *Baker*, xviii, 63: *Carlin*, iv, 51: *G. O. Fay*, xviii, 26: *Hancock*, xviii, 23: *H. P. Peet*, xiv, 86; xviii, 193: *Van Nostrand*, xv, 181: *Wilkinson*, xv, 178: (controversied, see Mental development and acquisition of knowledge under Advantages and Importance, page 46.)

Disagreeable and wearisome to pupils, *Alings* and *Guyot*, xiii, 95: *Carlin*, iv, 51.

Discarded by the deaf in conversation with one another, *Baker*, v, 247: *Gillett*, xviii, 190: *Hancock*, xviii, 23: *Kruse*, xix, 126: *H. P. Peet*, xiv, 86.

— in conversation with hearing persons after leaving school, *Baker*, v, 247: *Kruse*, xix, 126: (controversied, *Ackers*, xix, 84, 85: *Miss Rogers*, xviii, 196.)

Unavailable for early religious instruction, *C. Stone*, ii, 240-2: *Weld*, ii, 241.

Ill adapted to devotional exercises, *Day*, ii, 240: *H. P. Peet*, xiv, 88: (controversied, *Miss Rogers*, xv, 60.)

Imperfect as a means of communication, *Alings*, xiii, 95: *Baker*, v, 247: *Day*, ii, 234; xiii, 89-92, 99-108; xv, 53: *E. M. Gallaudet*, xv, 59; xix, 138, 141: *Gillett*, xviii, 190: *Guyot*, xiii, 95: *Haug*, ii, 233: *Miss Montgomery*, xv, 134: *J. Müller*, xiii, 128: *I. L. Peet*, xvi, 242: *H. P. Peet*, xiv, 84-7: *B. D. Pettengill*, xvii, 24; xviii, 8: *Ryerson*, xix, 38: *C. Stone*, ii, 233-40; xiv, 107: *Storrs*, xv, 53-8: *Weld*, xv, 54: (controversied, see Restoration to society under Advantages and Importance, page 46.)

Classification, Number, and Proportion of the Deaf Capable of Benefit.

All except the naturally imbecile, *Hansen*, xix, 103.

Semi-mutes, most of the semi-deaf, and a large proportion of the congenitally deaf, *Ackers*, xix, 87.

Semi-mutes, the semi-deaf, and a portion of the congenitally deaf, *Blumenthal*, xvii, 183 : *Colombat*, xix, 38 : *Hubbard*, xiv, 234 : *Rising*, xvi, 264 : *Väisse*, xiii, 162.

A small proportion of the whole number, consisting principally of semi-mutes and the semi-deaf, *Alings*, xiii, 95 : *Angus*, xv, 157 : *Baker*, v, 247 : *Carter*, xix, 172 : *Day*, xiii, 163 : *Eschricht*, vii, 131 : *G. O. Fay*, xviii, 16 : *Guyot*, xiii, 95 : *Kerr*, xvi, 254 : *MacIntire*, xiv, 225 : *H. P. Peet*, xviii, 153 : *I. L. Peet*, xiv, 222 ; xvi, 240 : *C. Stone*, ii, 232 ; xiv, 221 : *Storrs*, xv, 57 : *Watson*, xix, 38 : *Weed*, xvii, 177 : *Weld*, i, 108 ; xiii, 162.

Ninety-nine per cent., *Hirsch*, xv, 50 ; xvi, 267.

Eighty-five per cent. with limited success; eleven per cent. with entire success, *Hull*, xix, 141.

Fifty per cent., *Rising*, xvi, 264.

Thirty-three per cent., and sometimes more, *Väisse*, xiii, 162.

Twenty-five to thirty per cent., *E. M. Gallaudet*, xv, 59.

Twenty-four per cent., *Morel*, ii, 235.

Twenty to twenty-five per cent., *Watson*, xix, 38.

Twenty per cent., *Alings*, xiii, 95 : *Day*, ii, 234 : *Guyot*, xiii, 95 : *Noyes*, xiv, 232.

Fifteen per cent., *H. P. Peet*, xviii, 153.

Ten per cent., *G. O. Fay*, xviii, 16 ; xix, 172 : *McWhorter*, xvi, 255 ; xvii, 175.

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Europe and America, *Ackers*, xix, 79-90 : *Ryerson*, xix, 36-8.

Europe, *Bélanger*, xviii, 125 : *Day*, xiii, 86-109 ; xv, 53, 55 : *E. M. Gallaudet*, xv, 56, 58 ; xix, 172 : *Hubbard*, xvi, 265-7 : *Mann*, xiii, 86, 161 : *H. P. Peet*, iv, 252 : *Miss Rogers*, xviii, 194-7 ; xix, 121 : *Väisse*, xiii, 162 : *Weld*, i, 107 ; vi, 188 ; xv, 53, 54.

— Belgium, *Hirsch*, xiv, 49-53 ; xix, 122.

— Saxony, *Wimmer*, xi, 150-7 : *Dresden*, *Porter*, xix, 28-31.

— Copenhagen, *Porter*, xix, 27.

— Edinburgh, *Dr. S. Johnson*, i, 187 : *Monboddo*, i, 186.

— Paris, *Clerc*, i, 116, 173-6 : *Monboddo*, i, 186.

United States, *Hancock*, xviii, 23, 126 : *J. A. Jacobs, jr.*, xx, 51.

— Clarke Institution, *E. M. Gallaudet*, xix, 136-45 : *H. P. Peet*, xiv, 82-8.

Conclusions favorable to articulation for deaf-mutes as a class, *Ackers*, xix, 82-90 : *Hirsch*, xiv, 51-3 : *Mann*, xiii, 86, 161.

— not favorable to articulation for deaf-mutes as a class, *Clerc*, i, 176 : *Day*, xiii, 109 ; xv, 53, 55 : *E. M. Gallaudet*, xv, 59 ; xix, 138, 140-4 : *Hancock*, xviii, 23, 126 : *J. A. Jacobs, jr.*, xx, 51 : *H. P. Peet*, iv, 252 ; xiv, 85-8 : *Ryerson*, xix, 38 : *Weld*, i, 108 ; vi, 188 ; xv, 54.

Mechanism and Philosophy of Speech.

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Lip-Reading.

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— *approved*, *Clark*, xviii, 123, 187 ; xix, 21-26 : *Chamberlain*, xix, 97 : *Committee Boston Day-School*, xvii, 7 ; xix, 176 : *Miss Fuller*, xvii, 7 : *Gillett*, xviii, 191 : *Hubbard*, xix, 176 : *Kerr and Widd*, xviii, 193 : *Pbil-brick*, xvii, 7 : *Miss Rogers*, xix, 177 : *Sanborn and Dudley*, xviii, 186 : *Sister Mary Ann*, xix, 182 : *E. C. Stone*, xviii, 188 ; xix, 177-182 : *Miss Sweet*, xviii, 123, 187.

— *disapproved*, *Engelsman*, xviii, 191 : *Greenberger*, xix, 65-74 : *Pbillips*, xviii, 251.

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NOTICES OF INDIVIDUALS.

NOTE.—The names of deaf persons are printed in *antique italics*, and those of blind deaf-mutes in **SMALL CAPITALS**. The asterisk (*) indicates teachers of the deaf and other officers of institutions; the obelisk (†) writers on deafness and deaf-mute education.

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Second Convention, Hartford, Aug. 10-12, 1851.

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Fourth Convention, Staunton, Va., Aug. 13-15, 1856.

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Fifth Convention, Jacksonville, Ill., Aug. 10-12, 1858.

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Sixth Convention.

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Eighth Convention, Belleville, Ont., July 15-20, 1874.

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First Conference, (sometimes reckoned as Sixth Convention of Instructors,) Washington, May 12-16, 1868.

Report, *Pratt*, xiii, 132-47, 242-54.

Second Conference, Flint, Mich., Aug. 14-15, 1872.

Sketch, *E. A. Fay*, xviii, 64 : Proceedings published, xviii, 199.

American Teachers of Visible Speech.

First Convention, Worcester, Mass., Jan. 24, 1874.

Report, *Bell*, xix, 90-100.

Second Convention, Worcester, Mass., June 13, 1874.

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Würtemberg and Baden Instructors.

Esslingen Convention, Oct. 7-9, 1846, *Rae*, i, 67.

Pforzheim Convention, Oct., 1847, *Rae*, ii, 129-39.

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First Conference, London, July 9, 1851, *Rae*, v, 245.

Second Conference, Doncaster, July, 1852, *Rae*, v, 246-55.

Scandinavian Instructors.

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Italian Instructors.Sienna Convention, Sept. 15-24, 1873, *London Standard*, xix, 123-5.**ASSOCIATIONS AND CONVENTIONS OF DEAF-MUTES.****American.**

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Additions and Corrections.

Page 9, after line 4, add :

- Alings, A. W., Ph. D., *Groningen, Holland*, The Institution at
St. Michielsgestel, xiii, 96.
- “ 11, under Burnet, John R., *add :*
The Battle of Trenton, (poem,) xx, 63.
Reply to my Critics, (poem,) xx, 60.
Winter, (poem,) xx, 58.
- “ 12, under Clerc, *add :*
Anecdotes of Berthier and Dubois, ix, 68.
- “ 17, *line 15, after viii, 172, add ix, 74.*
- “ “ under Gallaudet, T. H., *strike out :*
A Case of Lip-Reading, x, 249. [A reference to iii, 251, shows
that the editor erred in attributing this extract to Dr. Gallau-
det.]
- “ 21, *line 9, for Lingual read Manual.*
- “ “ under Marsh, *add :*
Oration on Dr. T. H. Gallaudet, x, 206.
- “ 22, *after line 13, add :*
Newell, Charles S., *New York, N. Y.*, Mr. D. E. Bartlett's
Family School, vi, 124.
- “ 25, under Rae, *add :*
History of Instruction before De l'Epée, i, 197.
The Soul's Release, (poem,) vii, 117.
- “ 33, *line 13, for Mitchell, read Mitchell's case.*
- “ 36, under Employments of the Educated, *add :*
Editors, xiii, 62; *see also* Periodicals marked with a double
dagger (‡,) *pages 70-72.*
Photographer, G. W. Campbell, xiii, 62.
- “ 37, under Blind Deaf-Mutes, *add :*
Mary Bradley and Joseph Hague, vii, 257.
- “ 39, *line 16, for Possibility of teaching without signs, read : Substi-
tutes for signs, page 45.*
- “ 42, under Relation of Ideas, Words, and Signs, *add :*
Signs not used in solitary meditation and in delirium, Itard, viii,
104-5: controverted, Porter, viii, 105-10.
Signs used in dreams, Porter, viii, 106: Articulation used in
dreams, Ackers, xix, 83.
- “ 49, *line 39, for Dwight S. Waterbury, read : S. Waterbury, Dwight.*
- “ 62, *after line 17, add :*
Texas Asylum, Austin, Texas. (1857.) Items, ix, 128, 183-6;
x, 112; xii, 181; xv, 180-1; xvi, 259; xvii, 179.
- “ 63, *line 33, after Boston Day-School, (1869,) add : Horace Mann
School, (1877.)*
- “ 64, *line 28, strike out the asterisk prefixed to Erie Day-School.*