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**HISTORY OF LANGUAGE PLANING IN
DEAF EDUCATION: THE 19TH CENTURY**

by

Stephen Michael Nover

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**A Dissertation Submitted to the Faculty of the
DEPARTMENT OF LANGUAGE, READING, AND CULTURE**

**In Partial Fulfillment of the Requirements
For the Degree of
DOCTOR OF PHILOSOPHY**

In the Graduate College

THE UNIVERSITY OF ARIZONA

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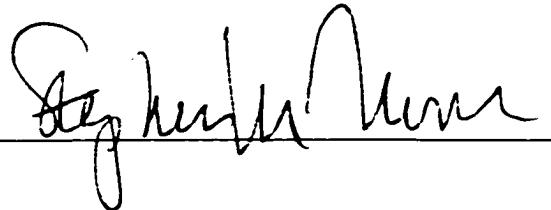
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A handwritten signature in black ink, appearing to read "Stephen Murr". The signature is fluid and cursive, with a large, stylized 'S' at the beginning and a 'u' at the end.

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ABSTRACT

This dissertation documents historical patterns of language planning activities in American deaf education during the 19th century from a sociolinguistic perspective. This comprehensive study begins in the early 1800s, prior to the opening of the first public school for the deaf in Connecticut, tracing and categorizing available literature related to the language of signs and English as the languages of instruction for the deaf through 1900. Borg and Gall's (1989) historical research methodology was employed to ensure that a consistent historical approach was maintained based upon adequate and/or primary references whenever possible. Utilizing Cooper's (1989) language planning framework, each article in this extensive historical collection was categorized according to one of three major types of language planning activities: status planning (SP), acquisition planning (AP), or corpus planning (CP). Until this time, a comprehensive study of this nature has never been pursued in the field of deaf education. As a result, language planning patterns were discovered and a number of myths based upon inaccurate historical evidence that have long misguided educators of the deaf as well as the Deaf community were revealed. More specifically, these myths are related to the belief that 19th century linguistic analysis and scientific descriptions of the language of signs were nonexistent, and that 19th century literature related to the role, use and structure of the language of signs in education was extremely limited. Additionally this study discovered myths related to the status and use of sign language in this country, the history of deaf education programs, the growth and development of oralism and its impact upon existing

programs for the deaf and the employment of deaf teachers. It was also revealed that several terms used in the 19th century have been misinterpreted by educational practitioners today who mistakenly believe they are using strategies that were developed long ago. Therefore, this study attempts to ‘correct the record’ by using primary sources to bring to light a new understanding of the history of deaf education from a language planning perspective.

CHAPTER 1

INTRODUCTION

We are still far from knowing exactly the history of ASL [American Sign Language] between 1816 and the mid-1800's.

James Woodward (1978, p. 346)

Because of the absence of direct empirical data on the extent of ASL usage, it is impossible to assess directly the sociolinguistic question, to what degree has there been a shift from signs to English among deaf people? Historical data are nonexistent.

Jeffrey E. Nash (1987, p. 7)

There was no linguistic attention, no scientific attention, given to Sign until the late 1950s....

Oliver Sacks (1990, p. 77)

Deaf education formally emerged in the United States in 1817 utilizing the language of signs and English to communicate and provide instruction in the classroom (Terry, 1819). Few would argue that language is the medium through which educators impart knowledge and promote the learning process. In light of the inseparable relationship between language and learning, the above quotes are disheartening. If in fact there was little or no attention given to the status, use and structure of American Sign Language until recently, how could the language of signs and English have served as the languages of instruction in this country since the first public school for the deaf was established? How could professional educators continue to use the language of signs as an instructional tool without adequate historical investigation?

The Problem: Historical Methodology and Language Planning Analysis

Van Cleve (1985), a noted historian, argued that “The history of deaf education, indeed the whole field of deaf history, has been almost untouched by historians in modern times” (p. 499). He added, “There is no comprehensive secondary literature, no accepted paradigm, almost no recognition by historians that this is [a] legitimate subject for study” (p. 499). In addition, since 1819, numerous articles have been written by educators of the deaf regarding the language of signs and methods of instruction; however, they have received relatively little attention in the language planning literature (Kaplan & Baldauf, 1997; Reagan, 1995). After nearly 200 years of intense controversy, today’s educators of the deaf continue to debate the same language issues of the 1800s. Although currently an extensive array of educational practices and policies related to language acquisition, language learning, language use, and language teaching is available, educators still grapple with the same questions as of yesteryear.

Language issues in deaf education have been addressed in the literature by well-meaning authors who have not adequately analyzed historical documents addressing language planning issues. This may be attributed to educators of deaf children perpetuating misconceptions that are based solely upon scanty historical evidence and/or inaccurate secondary references. Woodward (1978) cited only two 19th century primary sources (Clerc, 1816; E. A. Fay, 1898), and twenty-nine 20th century secondary sources, concluding that, “We are still far from knowing exactly the history of ASL between 1816 and the mid-1800s” (p. 346). Nash (1987) cited none of the 19th century primary sources, making a claim that “There were no systematic examinations of signs until William

Stokoe" (p. 8). Similarly, Sacks (1990) cited only two primary sources (A. G. Bell, 1883; E. J. Mann, 1836), to state that "There was no linguistic attention, no scientific attention, given to Sign until the late 1950s" (p. 77). Another problem is that assumptions have been made about language teaching and language use in deaf education without employing or adequately adhering to a commonly accepted theoretical framework used in the language planning literature. As a result, concepts and terminology have become confused over time. For example, Lou (1988) cited only one 19th century primary source (A. G. Bell, 1883) and twenty-seven 20th century secondary sources to conclude that, "The mode of communication was manual, the language of instruction was a form of Signed English (or an English-based revision of Signed French), and the language used outside the classroom was an early form of American Sign Language" (pp. 76-77). In order to avoid confusion with regard to terminology and to assure that conclusions are correct, authors must draw upon primary sources whenever possible and carefully test historical statements for accuracy and authenticity. In sum, to appreciate the history of 19th century language planning in deaf education, a careful and accurate historical analysis is essential and must be pursued.

Purpose of the Study

This study is designed to critically review 19th century documents related to the role and use of the language of signs and English as languages of instruction and to accurately document the history of language planning efforts in the area of deaf education. Specifically, it gathers data about language planning activities in American deaf education during the 19th century utilizing a sociolinguistic theoretical framework

consisting of three types of language planning: status planning, corpus planning, and acquisition planning. This study attempts to accurately trace and classify language planning efforts and activities during the 19th century, and a consistent historical approach is maintained based upon adequate and/or primary references whenever possible. By providing objective historical data related to language planning in deaf education, patterns can be identified, and misconceptions can be clarified. Ultimately, this study will provide an organized survey of 19th century language planning in deaf education to help us gain a deeper understanding of 19th century practices, policies, and terminology within an accurate historical context.

Scope and Delimitation of the Study

Originally, my goal was to pursue a comprehensive review and analysis of the 19th and 20th century literature on deaf education from a language planning perspective. Believing that the available literature for such an analysis was limited (e.g., Sacks, 1990; Woodward, 1978), it appeared that this was a reasonable endeavor. However, over time, I discovered that available 19th century literature on the role of the language of signs, methods of instruction, language use, and language teaching is in fact extensive (see Appendix A for an annotated bibliography of the 19th century). Although I identified and carefully read over 2,500 articles addressing a variety of topics related to language planning activities which were written from 1800 to the present, it would be far too ambitious for this dissertation to include all of them. This research is therefore confined to studying articles related to the language of signs or ASL and English as languages of instruction in deaf education from a language planning perspective. Appendix A

provides a comprehensive bibliography of 751 19th century documents that have been reviewed, annotated, and categorized. From this bibliography, 151 pertinent articles were selected for discussion. Specifically, these documents focus on the role, development, and use of the language of signs; problems inherent in using the language of signs and English in the classroom; the manual method; methodical signs; the manual alphabet or fingerspelling; and the Combined System, as well as language planning efforts and activities in 19th century deaf education.

Major Findings

This study revealed a number of myths based upon inaccurate historical evidence that have long misguided educators of the deaf as well as the Deaf community. More specifically, these myths are related to the belief that linguistic analysis and scientific descriptions of the language of signs were nonexistent, and that 19th century literature related to the role, use and structure of the language of signs in education was extremely limited. Additionally this study discovered myths related to the status and use of sign language in this country, the history of deaf education programs, the growth and development of oralism and its impact upon existing programs for the deaf and the employment of deaf teachers. It was also revealed that several terms used in the 19th century have been misinterpreted by educational practitioners today who mistakenly believe they are using strategies that were developed long ago. Therefore, this study attempts to ‘correct the record’ by using primary sources to bring to light a new understanding of the history of deaf education from a language planning perspective.

Structure of the Dissertation

This dissertation is divided into six chapters. Chapter 1 addresses language planning and historical documentation problems; the purpose, scope, and delimitation of this study; and the structure of the dissertation. Chapter 2 presents an overview of the theoretical framework of language planning, including a description of the three types of language planning and definitions of key terms. Chapter 3 outlines research questions and describes research methodology used in this study. Chapters 4 and 5 provide a description of the general content of significant 19th century articles on signed language and English issues, categorizes them according to language planning type, and connects the terminology used to current sociolinguistic terms. Chapter 6 reveals myths, analyzes language planning patterns, clarifies misconceptions, and compares and contrasts language planning activities within the historical context. It also presents significant conclusions based on the findings of this study and suggestions for future research.

About the Author

My personal history as a deaf person has shaped my thinking, my use of language, my personal and professional pursuits and has determined my place in the world. I grew up as the only deaf person in a hearing family, and for 12 years was educated orally at the Boston School for the Deaf where the educational system failed me. As a teenager in high school, I functioned with limited proficiency in spoken and written English, and had little access to an environment filled with information and minimal opportunities to

develop cognitively. Although I was hungry to learn, it was decided that I should be groomed in a vocational program as a blue collar worker along with my deaf peers. At age 16, I enrolled in a residential school for the deaf where my life changed significantly through exposure to America Sign Language. It was there that my long journey to become a critical thinker began.

After graduating from St. Mary's School for the Deaf in Buffalo, New York in 1973, I continued my education at Gallaudet University where I received a Bachelor's degree in psychology and began to realize my potential as a deaf professional. Following graduation from Gallaudet, I worked for two years as a dormitory counselor at Beverly School for the Deaf where assuming a new role, I was able to observe deaf education in action. It was there that I realized something was terribly wrong with the system and must be changed. I saw deaf children who received differential treatment based upon their speech and hearing skills. Many of these children were afforded little opportunity to develop positive self-esteem. Unable to understand why this condition existed, I turned to further studies at Boston University in search of an avenue to impact change in deaf education. There I was appointed the first deaf full-time coordinator for the undergraduate Deaf Studies Program at Boston University. At this time I became politically involved in the Deaf community on both local and national levels.

After receiving my Master's degree from California State University, Northridge in Educational Administration and Supervision in 1990, I moved to the University of Arizona to teach in the Deaf Studies program under the Department of Special Education and Rehabilitation. By chance I became acquainted with the Department of Language,

Reading and Culture and immediately became captivated. After taking one language planning course under Dr. Richard Ruiz and applying theories to deaf education, I realized how the majority of educators of deaf children legitimize, disseminate, promote, reproduce, and maintain auditory-based doctrines through the established political and educational practices. In 1992, I formally enrolled as a doctoral student in Language, Reading, and Culture under the guidance of Dr. Theresa McCarty, Dr. Richard Ruiz and Dr. Luis Moll where I could grow intellectually and discover the tools needed to impact change. Dr. Richard Ruiz, my dissertation director, remarked on March 27, 2000 during my oral defense that, "His impact on our department was immediate and profound, forcing us to rethink even the most basic concepts in language development, second language acquisition, and education."

In 1997, I relocated to Santa Fe, New Mexico and assumed a position as a language planner at the New Mexico School for the Deaf. Shortly after my arrival, working with staff at NMSD, we applied for and received a grant for 1.3 million from the federal government to develop and implement a bilingual education in-service training program for teachers of the deaf in a 5-state region. It is my belief that ultimately, all deaf children and young adults deserve complete and consistent accessibility to ASL and to English in order to become critical thinkers and experience barrier free educational opportunities. This can be modeled by competent bilingual/bicultural teachers. Pursuing this dream, I assumed the role as Director of the Star Schools Project while simultaneously writing my dissertation outside of a university environment, which has been a uniquely challenging experience.

I have written this dissertation guided by the belief that somehow this work will lead me to answers about my own cognitive, emotional and social growth in school. While deaf education plays a large role in shaping deaf people's self esteem, throughout my formative years, I believed that something was wrong with me (see Nover and Moll, 1994). As an adult, I realized that something is terribly wrong with the system (Nover and Ruiz, 1994). It is my dream that some day deaf children will achieve their potential in a positive bilingual climate fostering healthy social, emotional and educational growth. Researching the history of my language (ASL), deaf education and language planning issues in the 19th century inspired me to write this dissertation in hopes that we may someday learn from the past and thereby come to realize a new age in deaf education.

CHAPTER 2

A THEORETICAL FRAMEWORK FOR LANGUAGE PLANNING

This chapter provides an introduction to the discipline of language planning as a precursor to the historical patterns of language planning activities in deaf education provided in Chapters 4. It reviews how researchers have defined and explained the technical aspects of language planning, including the three major types of language planning: corpus planning, status planning, and acquisition planning. In addition, it identifies those professionals who are officially and unofficially involved in language planning. Finally, it considers key definitions used within the fields of language planning, bilingual education, and deaf education. Ultimately, this theoretical framework of language planning fosters a better understanding of the research findings presented in Chapters 4 and 5 and in Appendix A.

Historical Evolution of Language Planning

In the last 40 years, we have witnessed the emergence of sophisticated theoretical language planning studies, as well as rapidly expanding collections of case studies of specific language planning efforts in various parts of the world (e.g., Baldauf & Luke, 1990; Bourhis, 1984; Cooper, 1989; Eastman, 1983; Fishman, 1991; Kaplan & Baldauf, 1997; Kennedy, 1983; McKay & Wong, 1988; McKay & Hornberger, 1996; Rubin, Jernudd, Das Gupta, Fishman, & Ferguson, 1977b; Rubin & Jernudd, 1971; Ruiz, 1988, 1990; Tollefson, 1991; Weinstein, 1990). The technical term language planning emerged in March 1958 at the Meetings of the American Anthropological Association where Einar

Haugen (1959) first proposed a definition of language planning (Cooper, 1989). Haugen defined language planning as “the activity of preparing a normative orthography, grammar, and dictionary for the guidance of writers and speakers in a non-homogeneous speech community” (p. 8). Rubin and Jernudd (1971) expanded Haugen’s definition by adding a specific concept of “deliberate language change: that is, changes in the systems of language code or speaking or both” (p. xvi). Although not termed corpus planning at the time, the above definitions of language planning are what we now call corpus planning.

An important distinction between corpus planning and status planning was first made in 1969 by Kloss (1969). Similar to Haugen (1959) and Rubin and Jernudd (1971), Kloss defined corpus planning as “some agency, person, or persons [who] are trying to change the shape or the corpus of a language by proposing or prescribing the introduction of new technical terms, changes in spelling, or the adoption of a new script” (p. 81). He proposed that status planning is “another dimension of planning where one busies oneself not with the structure and form of language but with its standing alongside other languages or vis-à-vis a national government” (p. 81). In other words, it is concerned with “the status of the language and whether it is satisfactory as it is or whether it should be lowered or raised” (Kloss, 1969, p. 81).

More recently, Cooper (1989) expanded Kloss’ (1969) terms, corpus and status planning, by adding a third type of language planning, “acquisition planning.” Cooper defined acquisition planning as the coherent efforts by individuals, groups, or

organizations to promote the learning of a language and hence increase its number of speakers or users.

Cooper (1989) stated that language planning involves “deliberate efforts to influence the behavior of others with respect to the acquisition, structure, or functional allocation of their languages codes” (p. 45). This study uses Cooper’s definition of language planning, including the three major types of language planning: status planning (positioning the status of a language within a society), corpus planning (concerning the vocabulary, spelling, grammar, and standardization of the minority language), and acquisition planning (creating language spread by increasing the number of speakers and uses by language teaching) as the basis for examination. The following includes detailed discussions and examples of these three major types of language planning.

Current View: Three Types of Language Planning

Corpus planning is concerned with the language material or a corpus of a language. It involves activities whereby individuals, groups, or organizations make coherent efforts to alter the body or corpus of a language (Cooper, 1989). It may include linguistic analysis and description of languages that have not been previously written down or attempts to define or reform the standard language by changing or introducing forms in spelling, pronunciation, vocabulary, and grammar. In addition, it involves changes in language structure, vocabulary expansion, simplification or registers, language style, the preparation of language materials, establishment of norms, and the extension of the linguistic functions of language (Baldauf, 1990; Bamgbose, 1989; Kaplan & Baldauf, 1997). In sum, corpus planning is accomplished by standardizing language(s), making it

usable in public domain, and/or ensuring it is capable of responding to change. Examples of recent corpus planning activities include descriptive linguistic methods such as phonological, morphological, and syntactic analysis (Eastman, 1983); the reforms of Hebrew (Fishman, 1991) and Chinese (Crystal, 1987); the Hebrew Language Academy; the creation of artificial languages; the development of artificial manual codes of English (e.g., Gustason & Zawolkow, 1993; Reagan, 1995); the development of ASL materials (e.g., Lentz, Mikos, & Smith, 1989; Smith, Lentz, & Mikos, 1988, Supalla & Bahan, 1994), and the dissemination of ASL materials, including some sex-related and drug and alcohol vocabularies (e.g., Woodward, 1979, 1980).

Status planning is concerned with the social, political, and economical role given to a language; it is related to the standing and prestige of a language and its acceptability to speakers/signers. Status planning within a political community may involve activities associated with establishing an official language. Status planning within the speech/signing community may involve a standard language. Coherent efforts by non-language experts or political leaders to regulate the status of a language or languages by increasing, restricting, or banning the uses of the language(s) is considered status planning. It is often associated with the official recognition that state or national governments attach to various languages and with authoritative attempts to increase, restrict, or ban language use in various contexts (Wiley, 1996). It may involve the maintenance, extension, or restriction of the range of uses of a language for particular functions, language standardization, revival of a dead language, or the introduction of an artificial language (Bamgbose, 1989). Examples of recent status planning include the

proposed constitutional amendment making English the official language of the United States (Adams & Brink, 1990; Crawford, 1989), California's 1998 Proposition 227 mandating that all children in California's public schools be taught in English as rapidly and effectively as possible without using a child's native language, an increased recognition of ASL as a second/foreign language by state legislatures (Jacobowitz, 1996, Jacobowitz & Lucey, 1997), and growing academic acceptance of ASL by universities (Wilcox, 1992). It is important to note that the status planning aspects of language planning have received far less systematic attention than their corpus planning counterparts (Fishman, 1991).

As previously mentioned, acquisition planning is the third type of language planning proposed by Cooper (1989). It involves the coherent efforts by individuals, groups, or organizations to promote the acquisition, learning, and teaching of languages. School officials and teachers may play a significant role in influencing language planning at various levels including school, university, district, community, and state or national levels (Díaz-Rico & Weed, 1995). In other words, deliberate decisions are made about who will teach the language(s), at what point in the educational system the language will be taught, what segment of the population will be included, through what methodologies, with what materials, and at what costs. In short, the aim of acquisition planning is to decide which citizens have access to the standard language and to the socialization it implies and which language will be regarded as sufficiently prestigious for the country to invest in teaching it. An example of acquisition planning from the 1800s was outlined by Terry in 1819. The use of the four modes of communication in classrooms for deaf

children was detailed and promoted as described in Chapter 4. Two contemporary examples of acquisition planning include the offering of ASL classes to students at the university level and the establishment of the American Sign Language Teachers Association to promote the teaching of ASL as a profession. King (1994) noted that “Acquisition planning is one of the least explored areas of language planning; focus has traditionally been more on the easily isolated status or corpus policy” (p. 35). Acquisition planning is still in the developmental stages and requires more research and application.

Who Is Involved in Language Planning Efforts?

Experts or specialists such as linguists and language writers often perform corpus planning. Linguists may be called upon to participate in the needs assessment stage to determine if the languages or dialects chosen adequately address the corpus planning problem. They may also suggest ways in which syntax or morphology may be standardized, or they may assist in expanding technical vocabularies. The language writers may maintain the tradition of writing in a dying language or complete written works in a previously unwritten language. This stylistic expansion makes possible the formulation of governmental documents in the planned language. Language specialists often publish books in the language they want to revive or maintain, organize cultural events in the language concerned, edit newspapers, organize language courses, etc.

Status planning is typically accomplished by non-language experts, such as politicians, legislators, government officials, participants in education sectors, or members of organizations who attempt to determine the allocation of functions among a

community's languages. They have an ultimate responsibility to effectively and equitably meet the needs of specific populations so that individuals or groups with varied linguistic repertoires have the opportunity to participate in their government and to receive appropriate services.

Acquisition planning can be achieved by educational and language experts or specialists as well as teachers who can also influence language planning to a varying degree. Language experts can incorporate language planning legislation into action and develop programs to fulfill the needs of language learners. Teachers can make decisions about how the program should be run, including devising a language plan and deciding language/literacy objectives (J. D. Brown, 1995; Cambourne, 1988; Diaz-Rico & Weed, 1995). They can also influence language planning from the classroom to international levels.

In sum, these three types of language planning activities can occur through macro and micro decisions. Macro decisions are made by non-language experts, politicians, legislators, government officials, or by institutions they set up or fund. Micro decisions are those made by individual speakers/signers: a teacher in a classroom, a speech maker, a television presenter. Such individuals are invested with authority and both make and implement decisions on language.

Definitions of Key Terms

Several terms are crucial for the understanding of this study. Two terms, the language of signs and the sign language, are used interchangeably throughout the 19th

century deaf education literature. These terms refer to what we currently call American Sign Language (ASL).

Three terms, deaf-mute, semi-mute and semi-deaf, are frequently used throughout the 19th century literature. Deaf-mutes are defined as “those who are unable either to receive or to express ideas by speech” (Storrs, 1883, p. 21). Today, this refers to profoundly deaf persons who were either born deaf or became deaf prior to the development of spoken language. Semi-mutes are “those who before the loss of their hearing, acquired the faculty of speech, with the development of ideas which that acquisition implies, and who still speak so as [to be] understood in their own family circle” (E. A. Fay, 1881, p. 187). The current term is late deafened and refers to those who became deaf after fully acquiring a spoken language. Finally, semi-deaf refers to “those who possess sufficient hearing to enable them to comprehend and imitate vocal utterances without the aid of the eye, while they are too deaf to understand ordinary oral discourse. Semi-deaf are not deaf-mutes at all” (E. M. Gallaudet, 1874, p. 137). This refers to today’s term, hard-of-hearing.

The term bilingual is understood here in its broadest sense, that is, the use of two or more languages as the medium of instruction in an educational setting. In contrast, the term ESL or English as a second language involves the exclusive use of English for instruction. These two terms, used throughout this dissertation, can be found and referenced in Appendix A. Language allocation is often used in Chapter 5 and involves making decisions on how and when two languages are assigned to different areas of the curriculum (Jacobson, 1990).

Summary

Language planning as a professional field has steadily matured and become more complex over the years. The discussion of language planning and the three types of language planning are critical to this study. The framework described above provides the means by which we can formulate clear, sophisticated, appropriate explanations and interpretations of the patterns of language planning in deaf education. The research described in the following chapters applies this theoretical framework to the case of language planning in deaf education. Specifically, it traces the historical patterns of the three types of language planning in deaf education, dating back to the first public school for the deaf in 1817 and expanding to the end of the 19th century. Ultimately, it accurately elucidates language planning activities and efforts and the role, development, and use of the language of signs and English in the context of deaf education.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes historical research methodology involving the systematic search for facts relating to questions about the past and their interpretation. This includes synthesizing historical and current data within the context of language planning. An account of accurate historical facts within a language planning perspective will ensure a better understanding of the policies, practices, and terminology used in deaf education during the 19th century.

This study employs Borg and Gall's (1989) techniques of historical research which are commonly employed in historical studies. These techniques involve four steps: (1) defining the problem and/or research questions to be investigated, (2) searching for sources of historical facts or data collection, (3) summarizing and evaluating the historical sources or data analysis, and (4) presenting the pertinent facts within an interpretive framework or data synthesis.

Research Questions

Because a comprehensive historical study of language planning in deaf education has never been pursued utilizing a language planning framework, this study is conducted with the hope that a number of uncertainties will be brought to light. The lack of adequate research in this field is partly responsible for educators assuming that the terminology and practices of long ago are comparable to those of today. In addition to confusion regarding educational terminology, today's educators have commonly held

notions related to the impact of historical events upon the medium of instruction employed in classrooms for the deaf that may prove to be nothing more than false assumptions. This study suggests that these problems would best be remedied by pursuing a comprehensive examination of language planning in deaf education utilizing an accepted sociolinguistic theoretical framework coupled with rigorous historical research methods. This study is based upon the theoretical framework of language planning explicated in Chapter 2 and the historical research methodology described in this chapter. An intensive review of the literature is guided by the following research questions:

1. What salient language planning activities took place in 19th century deaf education between 1817 and 1900 in
 - (a) Status planning activities,
 - (b) Acquisition planning activities, and
 - (c) Corpus planning activities?
2. What prevalent terminology was used in deaf education literature during the 19th century, and to what do Methodical Signs, Manual method, Combined System, and Manual Alphabet refer specifically?
3. How did the Milan Congress of 1880 impact American institutions for the deaf?
4. Were systematic examinations of the language of signs pursued during the 19th century?

In Chapters 4 and 5, pertinent articles related to the language of signs, English, and their uses as the languages of instruction are presented. Additionally, for each decade between 1817 and 1900, these selected articles are identified according to their membership in one or more of the three types of language planning categories described in Chapter 2. In Chapter 6, the findings for each of the above research questions are discussed based upon the data presented in Chapters 4 and 5, and the 19th century terminology used in these articles is also clarified and compared to contemporary terms.

Data Collection

The primary purpose of reviewing the literature for this study is to determine what language planning work has already been done regarding the role, development, and use of the language of signs and English as the languages of instruction. It involves the systematic identification, location, and analysis of documents containing information related to the research questions discussed earlier. Through tedious investigations, I identified over 2,500 documents related to language planning activities in deaf education from 1817 to 1998. Because these documents were produced almost 200 years ago, they could only be found on microfilm, microfiche, and in a variety of periodicals and reference materials including the American Journal of Education, North American Review, American Annals of the Deaf (and Dumb), the Proceedings of the Convention of American Instructors of the Deaf (CAID), The Conference of Education Administrators Serving the Deaf (CEASD), and other peer-reviewed journal articles. After intensive searches, these historical documents were located little by little in libraries and archives around the United States including the Arizona School for the Deaf (Tucson), The

University of Arizona (Tucson), the New Mexico School for the Deaf (Santa Fe), Gallaudet University (Washington, DC), the American School for the Deaf (Hartford, Connecticut), the Colorado School for the Deaf (Colorado Springs), the Ohio School for the Deaf (Columbus), and the Kentucky School for the Deaf (Danville).

These documents were collected, photocopied, and filed in chronological order in preparation for my dissertation. In addition, the references were imported in EndNote Plus, a database manager specializing in storing, managing, and searching for bibliographic references. This study's EndNote Plus library consists of a collection of references, each containing the information required to create an annotated bibliography (see Appendix A). All reference information was entered in the *EndNote Plus* library in order to locate the desired references according to the fields: author name(s), year, title, type of the publication, city, publisher, and abstract. They were also sorted in alphabetical order by first author. Appendix A is an example of an annotated bibliography, which provides 751 19th century printed documents.

Data Analysis

All 19th century documents are identified, critically reviewed, annotated, and provided in Appendix A. This was an extremely time-consuming task and is therefore limited to the 19th century literature. Each document is coded with language planning type identified as Status Planning (SP), Corpus Planning (CP), and Acquisition Planning (AP). SP indicates organized efforts to regulate the status of a language by increasing, restricting, or banning its use. CP refers to organized efforts concerning the linguistic descriptions of languages; the creation of new linguistic forms; the modification of old

forms; or the selection from alternative forms in spoken, written, or signed codes. AP includes organized efforts to promote the acquisition, learning, teaching, and use of a language. An additional category, General (G), is used to refer to issues that are not related to language planning but may be of special interest to the reader. It is my hope that readers will take advantage of the articles provided in Appendix A to gain a more indepth understanding of our history. The provision of references will make it easier to find these documents so that more interested persons can rely on these primary sources as opposed to depending on the more readily available secondary sources.

Table 1 indicates the number of 19th century documents that are classified according to four categories via the *EndNote Plus* library. Discussions related to the status of the language of signs and English were found in 23 SP documents. Descriptions and discussions of the development, expansion, and standardization of ASL were identified in 80 CP documents. Literature related to promoting the acquisition, learning, teaching, and use of the language of signs and English as languages of instruction appear in 627 AP documents.

Table 1: Data Summary Chart: 19th Century Language Planning Documents Categorized

Types of Language Planning	Number of Documents
Status Planning (SP)	23
Corpus Planning (CP)	80
Acquisition Planning (AP)	627
General (G)	93
Total	751

Additionally, more specific language issues and activities have been identified via the EndNote Plus library, as shown in Table 2.

Table 2: Documents of Language Planning Issues and Activities

Language Planning Issues/Activities	No. of Documents 1800-1858	No. of Documents 1859-1900	No. of Documents Total
Language of Signs	16	136	152
English	33	287	320
Methodical Signs	30	30	60
Combined System	0	64	64
Bilingual Approach	6	25	31
ESL Approach	2	18	20
Speech	5	101	106
Finger-spelling	5	25	30

In summary, historical articles related to the language of signs are found in 152 19th century documents (see Appendix B). It is clear that there exists a plethora of 19th century literature on the language of signs. Hence, Woodward's (1978) claim that "We are still far from knowing exactly the history of ASL between 1816 and the mid-1800's" (p. 346) and Sacks' (1990) "There was no linguistic attention, no scientific attention, given to Sign until the late 1950's" (p. 77) indicate that an analysis of the existing literature is in order.

Three hundred twenty documents related to the learning and teaching of English were found. The issues of methodical signs were discussed in 60 documents concerning the issues of the pedagogical use of mixing the language of signs and English (see Appendix C). Descriptions of and discussions related to the Combined System are provided in 64 documents (see Appendix D). Descriptions of bilingual methodology

employing the use of the language of signs and English in the classroom were found in 31 documents (see Appendix E). Descriptions of classroom strategies employing the exclusive use of English (ESL) were found in 20 documents (see Appendix F). The topic of speech teaching was found in 106 documents addressing the importance of oral instruction. The facilitation of fingerspelling and its role as a teaching tool were described in 30 documents (see Appendix G).

As a point of interest, this study found that 92 of the articles were written by 32 deaf persons who contributed to the field of 19th century deaf education, as provided in Appendix H. Only two of these authors were born deaf, John Carlin and Saide E. Giffis (see Appendix H). The other 30 authors became deaf after acquiring spoken English and hearing culture. Appendix A provides additional information about each author's article.

Evaluation of Historical Sources

To maintain the integrity of historical documentation, it is critical to consider the two types of historical sources, primary and secondary. Primary sources are particularly valued because they typically include descriptions of a study written by the person who conducted it or authentic writings by an individual who was present when an event occurred. An example of a valued primary source is Weld's (1851) article, which is discussed in Chapter 4. Weld, who worked with and later replaced Thomas H. Gallaudet as the second principal of the American School for the Deaf, stated that "Dr. Cogswell was the founder of the Connecticut Asylum for the Education and Instruction of Deaf and Dumb Persons" (p. 58). According to historical methodology, Weld, who merited Dr. Cogswell as the founder of the first school for the deaf, had more creditability than

Baynton (1996), Fay (1888), and Lou (1988), who utilized secondary sources and made the misleading statement that Thomas H. Gallaudet was the founder of the first public school for the deaf.

In contrast, secondary sources are documents in which the individual describing the event was not present but obtained a description or information from someone who may or may not have been present to observe an event directly. As noted, Woodward's (1978), Lou's (1988), and Sacks' (1990) excessive use of secondary historical sources concerning the history of the language of signs and language use in the education of the deaf in the United States has resulted in misleading conclusions. In doing my research, I heeded Borg and Gall's (1989) caution regarding the excessive use of secondary historical sources and went to great lengths to locate, evaluate, and utilize primary sources.

External and Internal Criticism

Two "tests" are used in this study to evaluate the sources of historical data: external criticism and internal criticism, as proposed by Borg and Gall (1989). With any historical research, all sources of historical data must be subjected to rigorous scientific analysis to determine both their authenticity (external criticism) and their accuracy (internal criticism). External criticism involves a conscious effort to determine whether a historical source is authentic. It is therefore necessary to address several critical questions regarding the nature of the historical source: Is it genuine? Is it the original copy? Who wrote it? Where? When? Under what conditions?

Internal criticism involves the deliberate effort to evaluate the accuracy and worthiness of the statements contained in a historical document. Specifically, when examining historical statements, the four critical considerations are (1) knowledge and competence of the author, (2) time delay, (3) bias and motives of the author, and (4) consistency of the data. The first consideration requires the determination of an author's competence and knowledge of what actually occurred. For example, as discussed in Chapter 4, this consideration applies to Weld (1851), the second principal of the American School for the Deaf, and Barnard (1856), the editor of a distinguished journal, who both stated that M. F. Cogswell was the founder of the first school for the deaf. The second consideration relates to how much time has elapsed between the event's occurrence and the recording of the facts. For example, Terry's (1819) description of the four modes of communication cited in Chapter 4 was recorded in 1819 in the report of the Board of Directors. Hence, Terry's report is considered a credible source because it was compiled from the minutes he took during the meeting. Thus, written reports or entries in a diary made at the time or shortly after an event are more likely to be accurate than those written some time later, such as an anecdote in an autobiography (e.g., Boatner, 1959). The third consideration refers to those who often report or record incorrect information because of personal biases; this distortion of the truth may be intentional or unintentional. In some cases, people tend to remember what they want to

remember; however, more serious problems arise when the author has motives for consciously or unconsciously misinterpreting facts.

In his book, When The Mind Hears: A History of the Deaf, Lane (1984), a hearing author, wrote in first person assuming the viewpoint of Laurent Clerc in an attempt to portray the thoughts of this deaf individual. Although the back cover categorizes the book as nonfiction, Lane took license in elaborating and creating a more interesting story line by assuming Clerc's viewpoint. Hence, a trained historian would not categorize or accept this book as nonfiction (see Van Cleve, 1985). The fourth consideration involves the importance of comparing each document with other documents to determine the degree of agreement. Although Moores' (1987) statement, "The honor of establishing the first permanent school for the deaf in the United States belongs to Thomas H. Gallaudet" (p. 58) agrees with Baynton (1996) "The American Asylum for the Deaf and Dumb at Hartford, Connecticut, [was] founded in 1817 by the Reverend Thomas H. Gallaudet...in the United States" (p. 15), Weld's (1851) statement that "Dr. Cogswell was the founder" of the first school for the deaf in the United States and Barnard's (1856) statements about M. F. Cogswell being the founder outweigh the former by the proximity of date to the lives and actual events being documented. It is therefore crucial to be aware of the factors and considerations presented earlier when reviewing, evaluating, abstracting, and utilizing the historical sources before organizing and synthesizing the findings and preparing a research report.

Data Synthesis

Chapters 4 and 5 present the historical patterns of language planning in deaf education chronologically. They focus on 19th century language planning efforts and activities in deaf education. In these chapters, 357 19th century documents relating to the language of signs, methodical signs, the Combined System, bilingual approach, ESL approach, and finger-spelling are discussed, as shown in Table 2 (see Appendices B-G for the author, year, and title of the publications). Chapter 4 discusses language planning activities during the period from 1807 to 1866. Chapter 5 extends the discussion to include the endeavors from 1867-1900. Chapter 6 answers the research questions proposed in Chapter 3 by analyzing and discussing language planning patterns and provides direction for future research endeavors.

CHAPTER 4

LANGUAGE PLANNING ACTIVITIES: 1800-1866

Introduction

This chapter and Chapter 5 present historical accounts and analyses of language planning endeavors from the early 1800s through 1900 in the United States. The research questions posed in Chapter 3 are addressed using a language planning framework to describe the salient language planning activities, including the implementation of the four modes of communication and the role of the language of signs and English as the languages of instruction. Issues regarding the language of signs; its evolution, expansion, and standardization; methodical signs; the manual method; the manual alphabet or fingerspelling; and the Combined System are detailed in this framework as well. These historical accounts and analyses of language planning endeavors are identified and categorized by decade using status planning (SP), acquisition planning (AP), and corpus planning (CP). The major outstanding contributors to language planning activities are recognized throughout this dissertation, and their important works are cited.

The 1800s -1810s

In the early 1800s, when the first school for the deaf was established, it was agreed that the language of signs would be used. At the outset, this gave the language of signs status in deaf education in the United States. The founders and staff then pursued acquisition planning activities related to how teachers would acquire necessary communication skills in the language of signs. In addition, the four modes of communication (Terry, 1819) were described as the means to instruct deaf pupils in two

languages. Following these early policies, new schools which also adopted the implementation of the four modes of communication were established. Teachers and administrators, as an educational community, began to discuss classroom instructional methods in great detail in an effort to clarify how the four modes would be used to develop competence in two languages. Extensive documentation of their acquisition planning efforts and activities demonstrates the tremendous awareness of the concurrent use of two languages in their classrooms.

SP: Early Legislative Activity in Connecticut

The earliest record of status planning activities in deaf education in the United States can be traced to efforts initiated at the state legislative level in Connecticut by Dr. Mason Fitch Cogswell, a prominent Hartford physician and surgeon. His daughter, Alice, who became deaf at age two in 1807, inspired Cogswell's language planning efforts. Cogswell was the first to recognize the need for a school for the deaf in America. In his April 20, 1812 letter, he stated "I have felt the importance of establishing a school for the instruction of the D[eaf] & D[umb in America]" (as cited in Root, 1924, p. 66) because "he could not be satisfied with her remaining in the deplorable state of an untaught deaf-mute" (as cited in Weld, 1847, p. 9) nor would he accept sending his (almost seven year old) daughter to the National Institution for the Deaf in Paris, France (Root, 1924). As a result, Cogswell began by collecting demographic data, and in June of 1812, he had identified 84 deaf persons in Connecticut. Next, Cogswell asked influential friends to meet at his home on April 13, 1813 to discuss how to finance sending someone to Europe to study methods and obtain the necessary knowledge to

found a school for the deaf and dumb in America. Thomas Hopkins Gallaudet, Alice's first teacher, was selected to go abroad and become a student of deaf and dumb instruction. The amount of \$2,133 was raised overnight for Gallaudet's journey, and he set sail May 27, 1815 (Root, 1924; Weld, 1847).

Gallaudet attempted to visit two schools in the British Isles and was not permitted to learn their methods of instruction. He then traveled to the National Institution for the Deaf in Paris, France where he met Laurent Clerc and was welcomed to learn their instructional methods and the language of signs. Fifteen months passed from Gallaudet's departure until his return to Hartford on August 8, 1816. During this time, Cogswell was actively founding the new school (Barnard, 1857; Root, 1924; Weld, 1847).

In May 1816, Cogswell and several influential associates launched their status planning efforts by procuring an act of incorporation through the Legislature of Connecticut to establish an institution for deaf individuals (Barnard, 1857; Burnet, 1835). In June 1816, they received \$5,000 from the State Legislature and were prepared to hire Thomas H. Gallaudet as the first principal and Laurent Clerc as the first deaf teacher at the Connecticut Asylum for the Education and Instruction of Deaf and Dumb Persons. Clerc, a distinguished teacher from the National Institution for the Deaf in Paris, France with eight years of experience, was brought to America in August 1816 by Thomas H. Gallaudet. At this time (1816), Gallaudet found that Clerc "already understands a good deal of English. We shall work together on the passage so that he may acquire more. A few months in America will quite make him master of it" (as cited in Root, 1924, p. 69). As a result, Clerc and Gallaudet laid the instructional foundation of the Connecticut

Asylum. In other words, they were instrumental in helping shape and define the directions of 19th century deaf education in the United States where the language of signs and English were the languages of instruction (Barnard, 1834; Burnet, 1835). Consequently, Mason Cogswell's leadership, actions of the Connecticut Legislature, and the work of T. H. Gallaudet and Laurent Clerc gave status to the language of signs in American deaf education. This first school for the deaf in America opened its doors with seven deaf students, including Cogswell's daughter Alice (age 12), on April 15, 1817 (Terry, 1819).

AP: Development of Teacher Communication Skills

Dr. Cogswell's language planning efforts did not stop with the establishment of the school. Serving as the Vice President of the Board of Directors of the Connecticut Asylum for the Education and Instruction of Deaf and Dumb Persons, Cogswell played an integral role in the decision-making process. The Board made two significant decisions that affected the language learning of deaf students. The first language planning decision related to the importance of instructors of deaf students having the ability to understand and be understood in the language of signs. To facilitate the development of the language of signs among instructors, the Board provided on-campus housing where the language of signs could be used consistently with students. Terry (1819), a member of the Board of the Directors, recorded in the third report,

The instructors, by a constant familiar intercourse with the deaf and dumb which a residence under the same roof with them has furnished, and still more, by means of the daily lectures on the language of signs, which have been given by their ingenious and experienced associate, Mr. Clerc, have made such attainments in the acquisition of the principles of this science,

that they hope very soon to become masters of their profession, and thus to secure its advantages, beyond the danger of loss. (p. 5)

According to this report, all instructors were expected to be proficient in the language of signs in order to relate to deaf individuals in meaningful ways and to teach subject matter through both the language of signs and English.

AP: The Four Modes of Communication

The second language planning decision directed that all instructors teach deaf students “through the medium of the eye” (Terry, 1819, p. 1). Specifically, they were required “to convey important intellectual and religious knowledge to their minds by means of the four modes of communication” (Terry, 1819, p. 8). The four modes of communication elucidated by Terry (1819) describe how two languages were used at the school:

1. The *first*, on which all the rest are founded, and without which every attempt to teach the deaf and dumb would be utterly vain and fruitless, is the natural language of signs originally employed by deaf and dumb in all their intercourse with their friends and each other, singularly adapted to their necessities, and so significant and copious in its various expression that it furnishes them with a medium of conversation on all common topics the very moment that they meet, although, before, entire strangers to each other, and it is even used by themselves, in a vast variety of instances, to denote the invisible operations of their minds and emotions of their hearts.
2. The *second mode of communication*, is the *same* natural language of signs, diverted of certain peculiarities of dialect which have grown out of the various circumstances of life under which different individuals have been placed, reduced to one general standard, and methodized and enlarged by the admirable genius of the Abbé De L'Epee and the still more ingenious improvements of his venerable successor the Abbé Sicard, so as to accommodate it to the structure and idioms of written language....

3. The *third* mode of communication, is by means of the manual alphabet, by which the different letters of our English language are distinctly formed by one hand. This enables the deaf and dumb, after they have been taught the meaning and use of words, to converse with their friends with all the precision and accuracy of written language, and with four times the rapidity with which ideas can be expressed by writing.
4. The *fourth* mode of communication, is by means of writing. This is habitually employed in the school rooms, and by it the pupils are taught the correct orthography of our language, to correspond by letters with their friends, and to derive from books the vast treasures of knowledge which they contain. (pp. 6-7)

In sum, the first mode of communication involves deaf individuals using the natural language of signs in order to have the most immediate and direct access to language to carry on conversations and communicate information. The second mode of communication refers to methodical signs, where the language of signs is mixed with English by using signs in English word order. Methodical signs were not used for daily communication but rather as a teaching tool to consistently provide visual access to the patterns of English grammar for deaf individuals. The third mode uses English via the manual alphabet or fingerspelling as a means of instruction. Finally, the fourth mode of communication includes the medium of written English. According to Terry's (1819) report, instruction was provided in both the language of signs and English with the understanding that all deaf individuals were initially provided opportunities to use the language of signs and then English through the three visual modes of communication: methodical signs, finger-spelling, and writing. The ultimate goal of the four modes of communication was to develop students' written language competence in their second language (English) and to provide access to religious studies.

As a point of clarification, Terry (1819) included in his report a statement declaring that instruction in articulation was not considered part of the four modes of communication to be used at the school.

Articulation is not taught. It would require more time than the present occasion furnishes, to state the reasons which have induced the Principal of the Asylum and his associates not to waste their labor and that of their pupils upon this comparatively useless branch of the education of the deaf and dumb. (p. 7)

In sum, the Board of Directors' decisions required all instructors to be proficient in the language of signs and to use both the language of signs and English by employing the four modes of communication. These are examples of acquisition planning policies that dictated how the language of signs and English should be acquired, promoted, used, and maintained as the languages of instruction.

The 1820s

AP and CP: Educational Consulting Activities

In 1820, the Pennsylvania Institution for the Education of the Deaf and Dumb, the third-oldest institution, was established. A year later, in 1821, at the request of the Pennsylvania Institution, Laurent Clerc was released from his duties at the American Asylum (formerly the Connecticut Asylum) to serve as a consultant to the principal and two assistant teachers (Russell, 1827). His consulting activities focused on organizing the school, standardizing the language of signs, instructing deaf pupils, and training the teachers (Burnet, 1835; Dillingham, 1828). Clerc's consultation was completed when Mr. Weld, a former teacher from the American Asylum, replaced him. Clerc then returned to his teaching position at the American Asylum in the summer of 1822. Clerc's

work exemplifies acquisition planning via his organized efforts to promote the learning of the language of signs. In addition, he provided corpus planning by his deliberate efforts to standardize the language of signs used in education and for academic and religious purposes.

AP: Utilizing Two Modes

In 1821, another significant acquisition planning effort was made by Dr. Samuel Akerly (1821) who published a 374-page report containing a detailed plan for teaching deaf students. Akerly was the superintendent of the New York Institution which was the second-oldest in the United States, opened in May 1818. He submitted the report, "Elementary Exercises for the Deaf and Dumb" to his Board of Directors at the New York Institution for the Instruction of the Deaf and Dumb for their inspection and approbation. In his report, Akerly discussed the importance of using both the language of signs and English by stating that the deaf students "are to be taught by *natural signs*, converting them into *written signs*, which are the representatives of *spoken language*. This then is only translating one language into another" (p. 15). Specifically, a teacher was instructed to use

the method of converting his language of signs into writing. The pupil understands one language, the instructor two. The pupil can therefore converse with his instructor, and the latter, by progressive steps, can convert the dumb signs of his pupil into the written ones which he does not know. The issue of this plan is not problematical. Our pupils have given evidence that it will succeed. The Deaf Mute learns the letters by his manual signs, to united letters into words, and words into sentences. (pp. 34-35)

Akerly described how two languages were used in classrooms at both the Connecticut Asylum and the Pennsylvania Institution, two programs, that were heavily influenced by the work of Laurent Clerc. He elaborated that all deaf students were required to spell the word, and again recollect the sign. Or the pupils taken together in a class, will be exercised by the teacher alternately, by giving to them the sign, upon which one of them will spell the word or write it on the slate. (p. 21)

These descriptions are significant because they clearly show that the frequent codeswitching between the language of signs and written and fingerspelled English was customary. In addition, teachers provided information in both the primary and secondary languages. For example, teachers explained a concept in the language of signs and then repeated the same explanation in English. Everything was said twice for the benefit of deaf pupils who were dominant in the language of signs. In short, Akerly's (1821) acquisition planning activities related to expanding students' written English vocabularies through the aid of the language of signs. In essence, he clarified how three of the four modes, language of signs, English fingerspelled words, and English written words, could be used to support language development and learning.

AP and CP: Teacher Qualifications and the Need for Sign Language Books

In 1827, Charles Dillingham was instructed by the Legislature of New York to report noted existing challenges among three schools for the deaf: the New York Institution, the American Asylum, and the Pennsylvania Institution. These three schools had adopted the four modes of communication described by Terry (1819). On April 6, 1828, Dillingham submitted a report to Azariah C. Flagg, Esq., superintendent of

common schools in the State of New York, describing the instruction of the deaf and dumb in the city of New York. Dillingham had several deaf siblings who were educated at the American Asylum and was well acquainted with the systems of instruction at the American Asylum and the Pennsylvania Institution where he was a former teacher. In his report, he provided an important document from the various language planning efforts from the American Asylum, the New York Institution, and the Pennsylvania Institution. Specifically, he made two significant statements related to corpus and acquisition planning problems. First, he discussed the corpus planning problem by relating the “inadequacy of books to convey a knowledge of the language of signs” (Dillingham, 1827, p. 408). As a result of the lack of sign language books, the New York Institution repeatedly experienced acquisition planning problems because it was difficult to secure qualified teachers who were fluent in the language of signs. Dillingham commented on the complexity of learning the language of signs:

Any intelligent person will find himself beset with not a few difficulties, were he to attempt to learn, from written descriptions, only, all the motions of a fencing master or a teacher of gymnastics. But all these, sir, as your own observation may perhaps have shown you, are but a drop in the ocean, when compared with the countless numbers and ceaseless variation of the movements of the body, hands, head, eyes, countenance, &c. &c., which are required in the peculiar language of the deaf and dumb. (Dillingham, 1828, pp. 408-409)

He further stated, “how then did the teachers at New-York acquire signs? To a great extent, probably, from Hartford” (p. 409). In this way, the American Asylum was very fortunate to have Clerc as “the living embodiment of the system of teaching to be used, a walking dictionary of signs. He was the instructor in these things of Mr. Gallaudet and of every new teacher who came to the [Hartford] Institution” (Anonymous, 1866, p. 2). In

addition, Dillingham emphasized that “The mere learning of signs is not sufficient. To learn signs is one thing; to learn the principles and practice of the system of instruction, is another” (p. 409).

Dillingham (1828) recognized the complexity of the language of signs as a language that can best be learned from native signers. He also pointed out that there was a lack of books and sign language models and emphasized that qualified teachers of the deaf needed to be well grounded in pedagogy as well as possess fluent sign language skills. Through Dillingham’s observations, corpus and acquisition planning issues were addressed.

The 1830s

AP: Development of Reading and Writing Skills

In 1832, William C. Woodbridge, the second teacher (1817-1821) at the American Asylum and editor of American Annals of Education and Instruction (1830-1836), provided practical applications of how three modes of communication could be used to facilitate the development of reading and writing skills.

The idea of each phrase is first explained by the sign language, and then translated into words, and then retranslated by the pupil into his own language. The process is carried on for more difficult words, and the phrases are lengthened until they become narratives. The acquisition and use of the connectives are aided by the methodical signs of De l’Epee and Sicard. The pupil is called upon, at intervals, to express his own ideas in writing, and to explain by signs what is written by others. An important additional improvement is ‘to employ the pupil, as early as possible, in the study of books written in an easy style, explained by signs when necessary,’ so as to lead him, by his own, and often by his unaided efforts, to become acquainted with the arrangement of words, and the idioms of written language. He is led gradually to infer the rules of grammar from a series of examples, instead of committing them to memory; and the theory

of language is reserved for the later years of instruction, when the pupil is familiar with its practical use. (p. 32)

This description provides an elaboration and expansion of Terry's (1819) four modes of communication and Akerly's (1821) work by providing practical classroom applications. Woodbridge emphasized the role of the sign language and the use of methodical signs as a bridge to developing reading and writing skills.

AP: Effective Communication and Sign Language as the Resource

Barnard (1834) revisited the acquisition planning issue concerning the importance of effective communication between teachers and deaf students at the New York Institution in his North American Review article. In line with Terry (1819), Akerly (1821), and Woodbridge (1932), Barnard emphasized that in order to teach deaf students effectively, all teachers must be able to communicate effectively with them. He emphasized the importance of using the sign language to capitalize on deaf pupils' existing linguistic and intellectual resources. He remarked that "Instruction should commence, with borrowing from the deaf and dumb themselves their own natural language of pantomime, in its full extent" (p. 323). He further explained that

The pupil is the book in which the teacher must read. He brings with him all the signs, which are available to him, in the commencement of his education. The number of these may be increased as the circle of his ideas expands. (p. 355)

Clearly, Barnard felt it was important for teachers to understand and respect students' existing levels of linguistic and intellectual awareness and skills and take advantage of them to increase their knowledge. In other words, teachers must utilize the students' skills and knowledge and use what they already know to expand their repertoires.

AP: Rejection of Methodical Signs and the Introduction of Articulation

Significant acquisition planning decisions regarding methodical signs and the introduction of articulation emerged in the 1830s at the New York Institution. The first decision involved

the rejection of methodic signs, that is to say, of all signs which are not colloquial among the pupils, which do not represent *ideas* but *words*, and which are not the work of the deaf and dumb themselves, but devised by the teacher to render the language of signs parallel to that of speech.
(Burnet, 1835, p. 86)

In line with Barnard's (1834) thinking, it was determined that the use of methodical signs did not respect the students' natural language skills and served to impose an unnatural language system upon them. As a result, the New York Institution banned the use of methodical signs in place of writing and fingerspelling to represent English. This decision was particularly significant because up until this time, methodical signs were an undisputed and accepted part of the four modes of communication.

A second decision involved the inclusion of articulation as part of instruction for semi-mute (late-deafened) and semi-deaf (hard-of-hearing) students who acquired English as a first language and had listening and speaking skills (Barnard, 1834). Instruction in articulation was rarely mentioned in the deaf education literature of the early 1800s. However, Barnard brought out that under Peet's leadership at the New York Institution, articulation had a place in the instruction of these students whose primary language was spoken English. This marked the teachers' early efforts at the New York Institution to address the needs of semi-deaf (hard-of-hearing) and semi-mute (late deafened) students.

AP: The Manual Alphabet as a Tool for English Learning

John R. Burnet (1835), a semi-mute teacher at the New York Institution, became deaf at age 18 and was probably the first person to address several language planning issues. With methodical signs no longer in use at the school, he expanded upon Terry's (1819) third and fourth modes of communication: the use of the manual alphabet and writing. He emphasized that "The Manual Alphabet is a very useful instrument in teaching words. It is a mode of spelling words on the fingers, not only more convenient, but, after practice, more rapid than writing" (p. 28). He advocated teaching deaf-mutes (profoundly deaf) fingerspelling before teaching reading and writing and provided practical applications of the two modes.

The child may be early made familiar with the positions of the Manual Alphabet, and may be taught to spell a number of words on his fingers before he is able to read or write them on paper. After this, to teach him the written or printed alphabets, is only to teach him that a certain position of his fingers corresponds to a particular letter. Any ordinary first book for children will serve for this, and as the letters of the Manual Alphabet and the written alphabet are alike *forms*, and often resemble each other, the child will learn to associate them much sooner than the speaking child will learn to associate the *sounds* with the forms of letters. (p. 29)

Burnet believed that the manual alphabet or fingerspelling was part of the English language. He noted that the handshapes of the manual alphabet corresponded directly to the shape of the written alphabet symbols. He stated that deaf-mutes would see the handshape-letter association before the hearing child would make the letter-sound association. He concluded, "He can now write words, and the manual alphabet is an instrument always at his fingers ends to assist him to remember and repeat them. The next step is to teach him the *meaning* of words" (p. 29). Although he appreciated the

convenience and ease of fingerspelling, he also recognized that “natural signs and words are never precisely parallel” and went on to say, “Hence all written languages are foreign languages” (p. 146).

AP: A Former Student’s Description of the Four Modes of Communication

Edwin John Mann (1836) was the second semi-mute (late deafened) man to describe how ASL and English were used in the classroom. Mann was a former deaf pupil at the American Asylum (1821-1826) and was 24 years old when he edited the book, The Deaf and Dumb: Or, A Collection of Articles Relating to the Condition of Deaf Mutes; Their Education, and the Principal Asylums Devoted to Their Instruction. Mann became deaf at age two and one-half, entered school at age 12, and had five years of education at the American Asylum before graduating. He included a first-hand description of his language learning experiences which provided insight into the practical use of the four modes of communication.

In the school-room, the instructor makes use of *natural signs* to communicate ideas to his pupils; of *systematic signs* (methodical signs) to enable them to translate their own into written language; of the *manual alphabet*, or signs of the hand corresponding to the letters of the alphabet; and of *written symbols* to express the grammatical relations of words. (p. 52)

Mann also included his observations of how people used two languages, the language of signs and English via fingerspelling.

Among themselves, the instructed deaf and dumb use almost exclusively the language of *signs*, and have recourse to the manual alphabet only for the expression of proper names, or of such technical words as have not yet been characterized by a specific sign. But in communicating with those who are unacquainted with their system of signs, they habitually use the alphabet. In conversing thus with them, it is not always necessary to form

entire phrases. The principal words suffice to fix the attention; a natural gesture completes the thought. (p. 70)

In sum, Mann's description of the four modes of communication was consistent with the accounts of Terry (1819), Akerly (1821), and Woodbridge (1832). It appears that the prominent educators of deaf-mute persons in America during the first three decades were of like mind, embracing the four modes of communication. The New York Institution was the exception, being the only school to abandon the use of the second mode, methodical signs. New York seemed to set the stage for much political debate in the next decades.

CP: A Linguistic Description of the Language of Signs

The first evidence of corpus planning work was in 1835. John R. Burnet was probably the first to provide a linguistic analysis and description of how the language of signs was formed and enhanced. He described various categories of signs such as food signs, name signs, and figurative signs with examples related to expressing concepts of time, emotion, and opinion. From the food category, he discussed how several signs for "milk" were formed.

If a deaf and dumb child has been accustomed to drink *milk*, for example, from a bowl with a spoon, the first sign by which he asks for *milk* will most probably be the imitation of the action of holding a bowl, and carrying milk to the mouth with a spoon; when afterwards he wishes to refer to giving milk to a pig, he will still figure the bowl and the spoon for milk; but if you take him to the farm yard and show him the process of milking, he will readily consent to substitute the motion of the hands in milking for his former sign; by which change there will be an improvement both in propriety and precision, as will be evident when we would refer to giving milk to a kitten, a calf, &c. or when we would speak of anything besides milk which is eaten from a bowl with a spoon. (p. 19)

He also depicted how sign names were formed.

The deaf child will denote individuals by some accidental peculiarities of features, dress, or manner; as, a scar on the cheek, a garment of an unusual fashion, a stoop in the gait, a habitual action, &c.; and these signs will generally remain after the peculiarities which gave rise to them have passed away, and will, not unfrequently, become generalised, by being applied to a whole class resembling the individual to whom they are first applied, or in any way connected with him. (pp. 20-21)

Similar to how name signs were developed, he gave an example of how the sign for president was formed. He described that

When President Monroe (says Mr. Barnard) visited the Asylum at Hartford, he wore a cocked hat of the old fashion; and it was by reference to this article of dress that he was ever afterwards distinguished among the pupils. The same sign has since been generalised, and applied to all Presidents, whether their functions are political or otherwise. (p. 21)

Last, he described categories of figurative signs such as time concepts:

Some signs are more purely figurative. The sign for the *past* is made by pointing *back* (over the shoulder most commonly;) for the *future* by extending the hand *forward*; for *now*, to-day, ready, and other ideas involving *present* time, by presenting the hands with an emphatic motion, on each side of the person, (that is neither backwards nor forwards i.e. neither past nor future.) The sign for *always*, &c. is made by describing several circles in quick succession. Here, it will be seen, signs originally denoting ideas of space are applied to time. Portions of time are easily expressed by referring to the course of the sun, or of the hands of a watch, or to any event which the child's experience has taught him will occur at regular intervals. (p. 24)

Another interesting description of figurative signs is

Adopting a figurative expression from speech, we use signs describing a straight line, for many ideas which involve the notion of *right*, and signs describing a crooked line for opposite ideas. Thus *truth*, is expressed by laying the finger on the lips, and then throwing it straight forward; and on the other hand, *falsehood* is expressed by running the finger across the lips in a contrary direction, and generally in a crooked line. (p. 24)

Burnet provided significant evidence of corpus planning activities by describing some of the linguistic intricacies and evolution of the language of signs. It is interesting to note that this type of corpus planning was first pursued by a semi-mute (late deafened) man.

In 1836, W. C. Woodbridge provided the second description of sign language. His work was similar to Burnet's (1835); however, he added two more categories for descriptive and indicative signs. The descriptive signs included

an account, (more or less complete) of the appearance, qualities and uses of an object, or the circumstances of an event, for the purpose of description and explanation, and must, from their nature, be varied, like a painting, only by the point of view from which the objects are described, or the capacity and accuracy of the person that describes. (Woodbridge as cited in E. J. Mann, 1836, p. 24)

He described indicative signs as “usually mere abbreviations of these, involving a single striking feature of the person or object, or event; as an elephant is indicated by its trunk, a flower by its fragrance, or a town by a collection of roofs” (Woodbridge as cited in E. J. Mann, 1836, p. 24). He also described name signs.

The signs of persons are usually conventional, and derived from some feature, or mark, or habit, but often from an accident or circumstance in dress, &c., which struck the deaf mute on first seeing the person, and is still referred to when it is no longer exists. (Woodbridge as cited in E. J. Mann, 1836, p. 25)

Woodbridge made an important observation on the evolution and standardization of the language of signs.

When a number of deaf mutes are brought together in a single institution, selections and combinations of their various dialects are formed; the best are gradually adopted by all; and a new and more complete form of the language is the result. (as cited in E. J. Mann, 1836, p. 25)

In sum, he provided important evidence that educators of deaf-mute persons were cognizant of the complexity of the language of signs and could describe its unique linguistic features.

The 1840s

SP: Regulating the Status of the Sign Language and English

In 1844, significant status planning issues related to the use of the sign language and English in deaf education were raised by Horace Mann (no relation to Edwin John Mann). Mann served as the first Secretary of the Massachusetts Board of Education and was an active political leader of general educational reform (Burnet, 1844). His leadership impacted deaf education when he made the first attempt to threaten the status of sign language in terms of its role in education, proposing that the sign language be restricted or banned in place of spoken English. Turner (as cited in Rae, 1851) described Horace Mann as “a strong advocate of . . . teaching by articulation rather than by signs” (p. 13). In his report to the Senate and House of Representatives of the Commonwealth of Massachusetts, Mann expressed his concerns about the education of deaf students and the role of the sign language in classrooms. Specifically, he discussed his examination of European educational institutions for deaf students (Prussia, Saxony, and Holland) and remarked that those schools were “decidedly superior to any in this country” (p. 25). He acknowledged that Massachusetts deaf students were traditionally sent to the American Asylum where they were taught subject matter through the language of signs and English. He stated,

It is a great blessing to a deaf-mute to be able to converse in the language of signs. But it is obvious that, as soon as he passed out of the circle of those who understand that language, he is as helpless and hopeless as ever. The power of uttering articulate sounds,—of speaking as others speak,—alone restores him to society.” (Mann, 1844, p. 25)

He argued that deaf children “can attain fluency in oral expression” (p. 32). He observed that “with the deaf and dumb who have acquired a facility in speaking, all subsequent instruction is more successful than with those who have been taught merely the language of signs, and writing” (p. 32). He attempted to make oral language the medium of communication by introducing the teaching of articulation to all deaf students in Massachusetts. As a result, he proposed that all deaf pupils be removed from the American Asylum and placed in a new oral department in Boston. Horace Mann, through his long-time friend Samuel Gridley Howe, the first director of the Perkins School for the Blind, influenced the Trustees of the Perkins Institution to petition the Legislature requesting the establishment of an oral department for deaf students. This petition failed to obtain the support of the State Legislature to incorporate an oral department for the deaf and dumb.

Weld (1847), the second principal of the American Asylum, reported that the Massachusetts Legislature was determined “to continue the arrangements which had so long existed with the [American] Asylum and which had given very general satisfaction” (p. 107). In response to Horace Mann’s (1884) report, Burnet (1844) argued that “Mr. Mann, at least, has furnished us no *data* whatever, by which we can compare the intellectual attainments and skill in language of the pupils in those schools with those of

the pupils in our own" (p. 330). He declared, "On the whole, we see no present prospect, that the teaching of articulation will be introduced into our institutions at all" (p. 352).

AP: Two Additional Modes of Communication

Up until this time, the four modes of communication described earlier were consistently used in deaf classrooms. In 1846, two new modes, lipreading and articulation, appeared in an article, "Education of the Deaf and Dumb," published in The American Review: A Whig Journal of Politics, Literature, Art and Science (Anonymous, 1846). This article provided significant information on the acquisition and corpus planning activities that occurred in American institutions. This undertaking involved an elucidation of the six distinct means of communication commonly used in American institutions. These six means of communication were (1) natural signs, (2) methodical or systematic signs, (3) written language, (4) the manual alphabet, (5) lipreading, and (6) articulation.

1. *Natural signs*; by which we mean the language of imitative action, which the deaf mute instinctively adopts, and is naturally led by gradual steps to improve. In those schools in which it receives cultivation, it is found in a degree of perfection very far removed from the primitive rudeness it exhibits among uneducated mutes. As improved, it becomes in a degree conventional, chiefly by processes of abbreviation and of symbolical usage, and by the introduction of a very few purely arbitrary signs; without, however, losing its essential character as a natural language significant in itself.
2. *Methodical*, also called *systematic signs*; an instrument artificially constructed upon the basis of natural signs, to be used for dictating and also for translating written language *verbatim*. In its elements, it consists chiefly of natural signs, with grammatical signs for the different modifications of words radically the same, and is designed to correspond throughout, both in terminology and construction, with the

language which the deaf mute is to be taught by its aid, each word being denoted either by a single sign, or an appropriate combination of signs...

3. *Written language*; to give a knowledge of which must obviously be, in every system of deaf mute education, an object of primary importance.
4. *The manual alphabet, the finger alphabet, or dactylography*, as it is variously called; consisting of alphabetic characters, formed by different positions of the hand and fingers, by which words are represented according to the usual orthography.
5. *Reading on the lips*; a method of understanding the speech of others, through motions of the lips and other vocal organs, perceived by sight. These visible motions are called, by Degerando, *the labial alphabet*.
6. *Articulation*; or speech mechanically acquired, by having the attention of the learner directed to motions, positions and vibrations of the vocal organs, and to peculiar impulses of certain sounds upon the air. (pp. 499)

Generally, the original four modes of communication described by Terry (1819) were consistently used and documented. Lipreading and articulation were added and used on a limited basis with semi-deaf (hard-of-hearing) and semi-mute (late-deafened) students. After nearly 30 years, the American institutions continued to embrace the language of signs as the primary and natural language of deaf pupils. The definition and proper use of methodical signs were increasingly described with great care. Methodical signs were used in the classroom for dictation and translation of written language *verbatim*. The need to wean students from dependence on the language of signs and the importance of using English through “the constant use of words by writing or the manual alphabet, as the true way to acquire language--as in accordance with the manner in which nature teaches hearing children to learn it in the spoken form” was also discussed (Anonymous, 1846, p. 511).

AP: The Language of Signs as a Bridge to English

It is interesting to note that soon after Horace Mann's (1844) public disapproval of the natural language of signs as the primary language of instruction, oral education began to receive more attention as two new areas (lipreading and articulation) were added to the traditional four modes of instruction. This point in time (1840s) also marks a sudden emergence of educators describing linguistic aspects of the language of signs. As the intricacies of the language of signs were described and limitations carefully discussed, the language of signs seemed to be regarded less as pantomime and more as an irreplaceable tool in the classroom. It was also brought out that when a sign for an abstract concept did not exist, teachers should conscientiously provide the English word to promote the evolution and development of more abstract signs. It was reported that the manual alphabet "is of constant use, intermixed with natural signs" (Anonymous, 1846, p. 511). It appears that codeswitching commonly occurred between the language of signs and English via fingerspelling.

Woodruff (1847), an American Asylum teacher, provided a detailed description of how the language of signs could be used as the language bridge to English by sequentially employing natural signs, fingerspelling, writing, and methodical signs. In this way, adding fingerspelled words to the language of signs would eventually serve as a tool for transitioning students to expression in written English.

First, after having by signs described *a tall tree*, the phrase is spelled on the fingers by the teacher and pupils at the same time, and then by the latter transferred to the slate. This is little more than a mere mechanical process. Again he expresses by signs the phrase *a black hat*, in the inverted or natural order of ideas, by which the object itself as most important is placed before its quality after the structure of the ancient

languages. For example, the shape and size of the hat are portrayed to the eye, accompanied with an action significant of its use; and then in addition the finger is laid on the eyebrow, which is the symbol of black as a color. This, literally translated in its own order into language, is obviously *hat black*, and without instruction to the contrary the pupil would thus write it. In order to prevent this, the signs are then repeated in the proper order of speech. First the article *A* is given on the hand; next the sign for *black* by touching the eyebrow; and lastly the sign *hat* as before. The phrase will then be written down correctly, "*A black hat.*"

With the noun, pronoun, verb and adjective, they now have the materials for forming short sentences, such as *I see a large dog. He heard a bell ring. A girl ate a sweet apple.* The first sentence would be represented by natural signs (i.e., in the same way that the deaf-mute would communicate the idea to his companions) in the following manner. Holding the hand at a certain distance from the ground, to indicate the height of the animal, then placing the hand upon the thigh with the familiar action of patting, combined with the peculiar position of the muscles of the mouth in making the slight sound used in calling a dog, the object is brought at once before the mind. Next its size is intimated by extending the hand outwards in different directions; and the fact of its being seen by the individual is denoted by pointing to one's self, bringing the fore finger and middle finger of the right hand up to the eyes, and then moving them outward, as if in the direction of that which is seen. The order of ideas thus presented, it will be perceived, is this--*dog large I see--* but by *systematic signs*, designating each word successively by a sign, the pupil is taught to write, *I see a large dog.* After a sufficient number of model sentences have been given him, he acquires the ability to write down immediately, in their proper order, the ideas presented by natural signs; and, also, to construct a few similar sentences of his own. (pp. 51-53)

A review of over 25 years of literature clearly indicates that the sequence described by Woodruff (1847) had been consistently used in deaf classrooms in the first half of the 19th century. His article provided clear evidence that teachers conscientiously and purposefully used the four modes of communication to educate deaf students using two languages.

AP: Teachers' Sign Language Competence

In addition to the above descriptions and use of the sign language, Turner (1848), an American Asylum teacher, emphasized the importance of teachers using the sign language fluently and using appropriate facial expressions when teaching deaf students. He emphasized that facial expression was “not confined simply to the explanation of particular words; it is an indispensable concomitant to the entire sign-language” (p. 77). In other words, he recognized the importance of facial expressions by stating that “Should the instructor wish to communicate any idea, the pupil observes his motions, and at the same time watches with close scrutiny every change of expression” (p. 77). He concluded that “Its omission would be considered quite as faulty as the neglect of tone and modulation of voice in the orator” (p. 77). Just as hearing people use vocal intonations, deaf people use facial expressions to ask questions, make negative statements and mark sentence types. Turner further explained that “Expression not only necessarily accompanies certain signs, but moreover with the same sign a change of expression may essentially modify its signification” (p. 78). He provided illustrations of facial expressions showing which types of sentences were being used by deaf people.

Thus, in the sentence *I do not know*, given in answer to the question, *Shall you go to the city to-day?* and the same reply to the question, *Shall you be living a year hence?*--the sign in the former case is accompanied by a look of indecision, or uncertainty, or probability; while, in the latter, the countenance is decided, as implying entire ignorance of the future. (p. 78)

In addition, he described how the mouth, cheeks and eyes show degrees of comparison. For example,

Degrees of comparison, also, are appropriately illustrated by grimaces; slight or more strongly marked, in proportion to the required quantity.

Thus, for example, let the adjective *large* be compared. The process is as follows: Positive, *large*. The sign, accompanied by a slight swelling of the cheeks and a dilation of the eyes. Comparative, *larger*. Cheeks and eyes still further distended. Superlative, *largest*. Cheeks fully inflated and eyes ready to start from their sockets. (p. 78).

These excerpts show us that Woodruff (1847) and Turner (1848) viewed the sign language as a legitimate and complex language, and they also advocated that teachers be fluent in the sign language. In addition, they provided linguistic descriptions of various features of the language. Similarly, Thomas H. Gallaudet (1848), former principal of the American Asylum, emphasized that

[The teachers] should appreciate the great importance of being masters of the natural language of signs,--of excelling in this language; of being able to make delineating and descriptive signs with graphical and picture-like accuracy; of acquiring the power to have the inmost workings of their souls,--their various thoughts and feelings, with their fainter and stronger shades of distinctive character,--*beam out* through the eye, countenance, attitude, movement, and gesture; and of doing all this with spirit, grace, and fluency, and for the love of doing it. (p. 92)

In sum, T. H. Gallaudet, Woodruff, and C. Turner expressed tremendous respect for the language of signs as a language and encouraged teachers to feel great pride in mastering it.

CP: Linguistic Description and Analysis of the Sign Language

In The American Review: A Whig Journal of Politics, Literature, Art and Science

(Anonymous, 1846), an important corpus planning question was posed: "How far and how easily is *the language of action available*, as a means of communication for deaf mutes?" The article reflected on the teachers' linguistic knowledge of the sign language during the first half of the 19th century and depicted the difficulties teachers faced when

expressing abstract concepts. The article discussed the respective roles of the language of signs and English in the American Institutions. First, it was argued that “No two languages correspond in all respects. The language of signs has its peculiar advantages. Not only is it picturesque and expressive, but it can indicate shades and niceties of meaning, beyond the power of words” (p. 510). In addition, the article included an in-depth discussion of the capabilities of the language of signs, descriptions of its signs, and the structure and syntax of the language of signs. An example of the complexity of the language of signs was depicted by the ability to role shift while recounting what was said or done. In other words, deaf people used the sign language skillfully by “personating an individual and describing his actions by imitative signs” (p. 505).

In such imitative action, periods of time may be indicated, by the skillful introduction of actions appropriate to particular times, as night, morning, noon, evening, the Sabbath, winter or summer. By proceeding from a known starting point, the actual time of real occurrences may be communicated. A person returning from an excursion, would commence with his departure, and mark the subsequent intervals of time. Animals may also, to an extent, be personated in pantomime....The deaf mute not only makes abundant use of such pantomimic action, which is pantomime, properly so called, but he imitates the motions of inanimate things, and pictures objects by other means. (p. 505)

Further, the article included descriptions of the syntax of the sign language; the use of third person personal pronouns; the use of facial expressions; and ways the sign language marked qualities and attributes, relations, forms, sizes, positions, various kinds of motions, locations, and times. It also described metaphorical and figurative signs.

The 1840s was a period in which a tremendous growth in awareness regarding the linguistic complexities of the language of signs and its use in the classroom as a bridge to English took place. Educators were careful to describe methodical signs and their proper

use in English instruction as well as to describe the judicial use of the four modes of communication.

The 1850s

During the 1850s, intensive acquisition and corpus planning activities occurred in deaf education through conventions of the American Instructors of the Deaf and Dumb and numerous publications. Acquisition planning issues centered around the allocation of the language of signs and English, including the role of methodical signs, the manual alphabet, and written language in the classroom. In addition, sign skills of teachers continued to be emphasized. Corpus planning activities focused on linguistic and syntactic descriptions of the language of signs, sign language vocabulary expansion, and sign language standardization.

AP: Language Allocation Issues Emerged

An enormous debate surfaced in 1850 regarding the use and teaching of the language of signs and English in American institutions for deaf-mute persons. Thus, educators re-examined their approach to language use and teaching. The most significant issues involved the problems and limitations of the concurrent use of the language of signs and English as well as the allocation of these two languages in the classroom. The need to establish distinct separation and clear boundaries between the use of the sign language and English was extensively debated. Specifically, the debate centered around the expectation that after a few years of using the language of signs, deaf pupils should be expected to make the transition to written English. In addition, the issues of when and

how much the sign language and English should be used in instruction were actively debated.

Early in this decade, Rae (1853), a teacher at the American Asylum, reiterated the steadfast role of the language of signs in the classroom by reporting that

We shall all agree, that signs have a place, and a very important place, in the instruction of the deaf and dumb. On this point, at least, there is no difference of opinion among American teachers; and indeed, if the word *signs* is understood, as it should be, to include all attitudes of the body, expressions of the countenance and motions of the limbs, which help to convey the thoughts of one mind to another.... For the purposes of religious instruction, of discipline, of communication with the whole body of pupils, of *judicious* use in the school-room and elsewhere, the language of signs is an instrument of convenience which it would be utter folly to reject, even were it possible (as it certainly is not) to do without it. (p. 22)

Although J. Van Nostrand, a teacher at the New York Institution, recognized the importance of “a clear, intelligible sign-language in all the earlier stages of the course,” he proposed that deaf students should “drop the sign language at certain points and make his views known in written language” (as cited in Rae, 1853, p. 11). The sign language and English teaching controversy erupted among educators and administrators.

Harvey P. Peet, Superintendent of the New York Institution, responded to Nostrand’s statement by using a powerful analogy emphasizing that the presence of the language of signs should be maintained throughout all levels of learning:

The design of instruction is not to teach the pupils to use signs, but to use words. True, the attainment of written and spoken language is the higher and ultimate end of our labors, but signs serve as something more than the mere scaffolding used to raise the edifice, and thrown by as useless lumber when that is done. They form in fact, a very material part of the building. We have compared them to instruments; they may perhaps be better compared to the cement that holds the building together. To give to written words and phrases a sufficient cohesion in the minds of deaf mutes, we can do no better than to *imbed* them in signs. To give our

building metaphor another turn, the signs may be said to raise the frame of the building, words then come in as weather boarding, and plastering and moldings, till what was a mere skeleton stands up graceful, beautiful, and fitted for its designed uses. (as cited in Rae, 1853, p. 12)

Weld (1853), the second principal of the American Asylum, concurred with H. P. Peet by stating “Practical instructors of deaf mutes agree that the use of pantomirme signs is indispensable in the early stages of instruction” (p. 150). In other words, the teachers used the language of signs as the primary language to ensure the facilitation of deaf pupils’ thinking and academic development.

If my object is to communicate facts in history, biography, or science, I need not wait till my pupils can understand the elevated language of books, but may resort at once to *the lecture*, either short or long, according to circumstances--the lecture by signs.

I may also for their sakes and my own, use every other aid to illustrate the subject, especially such words and sentences as I know them to understand, either by dactylography, or by writing them down in their presence, but my main reliance must be upon signs, signs for ideas, without primary reference to words. (p. 154)

Clearly, deaf-mute pupils were offered academic instruction in the language of signs. At that time, Peet, Weld and others recognized the importance of using the language of signs as an academic language to convey factual information to deaf-mute pupils who may not have acquired reading skills. In this way, pupils’ conceptual knowledge continued to grow while developing English skills.

In contrast, James Brown, Superintendent of the Louisiana Institution, was concerned about the imbalance between the use of the language of signs and English in the classrooms. He addressed this issue by examining the amount of time allocated to each language in the classroom.

He became convinced long since that signs were used too much by the deaf and dumb. He did not wish to show that they were used to great excess by the teachers, but was of the opinion that the deaf and dumb rely altogether too much upon signs as a means of intercourse between themselves. The great thing is to communicate the English language as it is written.... He favored the employment of a system of methodical signs, where signs become necessary. (as cited in Rae, 1853, pp. 12-13)

James Brown's point was well taken by Rae who stated that "while our pupils are permitted and encouraged to make use of signs so exclusively as they do now, they never will and never can become adept in the use of words" (p. 15). In short, he recanted his earlier statement by stating that "as a general rule, signs were used too much in all American institutions" (p. 15). He argued that deaf students should have ample opportunities to use English in instructional settings.

Constant *practice* is the only method by which they can reach anything like perfection, and this is impossible so long as signs occupy the prominent place that is now given them. He had often noticed that intelligent pupils had made more progress in the acquisition of written language during the few weeks of a vacation spent at home, than during a much longer period in the institution; and the reason was plain. At home, their intercourse with their friends was carried on by writing and spelling, while at school, most of their conversation was by signs. (p. 15)

These powerful remarks regarding the development of written language seemed to have a profound impact on many educators and administrators. Discussion on the development of students' written language shifted to the role of methodical signs in developing English skills, thus broadening the debate.

AP: On the Use of Methodical Signs

A number of educators discussed the use of methodical signs. Most of these educators complained that the language of signs was being corrupted by methodical

signs. They disapproved of their use citing that they were stiff, cumbrous, confused two languages, and did not match in linguistic structure. Others argued that methodical signs still had a place in the classroom if used with discretion and in conjunction with the manual alphabet or fingerspelling.

Issac L. Peet (Harvey P. Peet's son) believed that methodical signs were effective because "We know that in the study of Latin, it is difficult to translate English into Latin; but this difficulty may be obviated by placing the English words in the Latin order. So with signs" (as cited in Rae, 1851, p. 29). Collin Stone (1852), a former American Asylum teacher and then Superintendent of the Ohio Institution, argued that methodical signs should be discontinued as an instructional tool. He stated that "The methodical sign represents the word merely as a certain combination of letters, and not the idea which the word conveys" (p. 189). "For example, the sign for the word--*must*--is a conventional, and purely arbitrary sign. It bears no likeness to the word, or idea, and suggests it, only as it is fixed upon to represent it" (p. 188). Stone concluded that "Methodical signs are altogether too artificial and stiff to be used in conversation, and they are in fact never used for this purpose. The only use to which they are applied, is to teach language by means of dictation" (p. 189). He suggested that "Model sentences can be given by writing, or by alphabetic signs (fingerspelling), more rapidly and accurately than by methodical signs" (p. 192). Similarly, Rae (1852) stated that "The whole system of methodical...is cumbrous and complicated; and it serves no useful purpose whatever which can not be equally accomplished in an easier and less objectionable way" (p. 29). Harvey P. Peet restated the importance of beginning with natural sign language and then

proposed that instructors use methodical signs with discretion, stating that “You must first express the idea in the natural sign-language, and then reduce the same idea in a grammatical arrangement by methodical signs, corresponding to the English form in which the idea is expressed in language” (as cited in Rae, 1853, p. 16). He also emphasized that methodical signs “are never used *colloquially*; but are of use in the school-room for the analysis of sentence. For the purposes of *dictation*, they are now but little used (H. P. Peet, 1853, p. 91). Similarly, W. Turner (1859) reported that methodical signs were “used only in the school-room, for the purpose of dictating sentences systematically” (p. 179).

John Jacobs (1855), Superintendent of the Kentucky Institution, and Burnet (1854) engaged in a wordy debate on the matter of methodical signs, filling between 100 and 200 pages of the American Annals of the Deaf and Dumb. Burnet, a semi-mute (late-deafened) teacher at the New York Institution, commented on the problem of the methodical signs:

The idea of the deaf and dumb will not follow the order of methodical signs more readily than they will follow directly the order of words, and I seriously doubt if the very composition of methodic signs, founded on signs taken from the pupil's colloquial language, but mixed with others which are useless and unintelligible in that language, and the whole placed in an *unnatural* order, (for so it is to him) will not tend to induce a confusion of ideas, and to make any complex sentence more unintelligible to the deaf mute than if he had been taught to look only to the written words themselves, aided by a paraphrase, when necessary, in natural (i.e. colloquial) signs. (pp. 5-6)

Jacobs (1855), a strong advocate of methodical signs, argued in favor of them by providing an illustration of how fingerspelling, the language of signs, and methodical signs were judiciously used at the Kentucky Institution.

Subsequently, when I have occasion to use the phrase *a black horse*, I present it by dactylography (fingerspelling), discussing all signs, as soon as the words are familiarly understood. In all subsequent sentences and lessons, I proceed in the same way, employing colloquial signs only in the explanation of simple words, first before they are combined into a sentence; then presenting the sentence on the fingers; and then again, the second time, employing signs in the order of the words, so far, and so far only, as may be necessary to a perfect comprehended in this way, I employ, as a last resort, colloquial signs. (p. 72)

However, Burnet (1856) argued that

We can not have an intimate knowledge of a given language, till we can read it without mentally translating it into our own as we go along; and can write and speak it, putting our ideas directly into its forms, and not merely translating from our own. We wish the deaf and dumb to have an intimate knowledge of our language. Shall we promote that end by inculcating the habit of making, mentally, signs for word, as they read, or when they write; --just as if a Frenchman should persist in the habit of repeating to himself the French word or definition for every English word, as he reads; or, when he speaks English, repeat continually to himself the French for every English word? (pp. 170-171)

In addition, Tyler (1856) pointed out that “The natural language of gestures is the mute’s vernacular, and properly regulated, becomes an excellent vehicle of thought, but it is totally different in structure from written language, and can furnish no models in etymology or syntax” (p. 203).

For the sake of clarification, Jacobs (1858) emphasized that the use of fingerspelling and methodical signs were for English instructional purposes.

It would seem then, that the use of signs in the order of words, almost exclusively as I use them, or at least *in the second place*, after the sentence has been communicated by colloquial signs, was absolutely necessary to any considerable progress for a mute in the use of written English. (p. 223)

It is hardly necessary to repeat, that when ideas, facts, impressions, and not the use of language, are the chief object of communication, as in

giving religious instruction, telling a story or narrative, &c., I would of course use colloquial signs. (p. 227)

Thomas Gallaudet (1859) (the oldest son of Thomas H. Gallaudet) brought this decade-long discussion related to language allocation full circle when he returned everyone's attention to the power and beauty of the language of signs as an educational tool. He argued for "the necessity of preserving the sign-language in all its integrity, and of increasing its scope and gracefulness" (p. 190). He also reminded all educators that "The teachers of deaf-mutes will gradually become model sign-makers, high standards of excellence, to be imitated by the pupils of the Institutions with which they are connected" (p. 190). However, he observed that the language of signs was deteriorating as a result of the widespread use of methodical signs. He repeatedly opposed the idea of using methodical signs and mixing two languages by arguing that "Who would think of teaching Latin by arranging English according to the Latin syntax, in order that the pupil might be accustomed to think in the order of Latin?" (p. 189). He advocated that instead of using methodical signs as an instructional tool for teaching English, deaf students should be guided to "use grammatical symbols, but let us keep our noble sign-language free from all fetters and shackles of the arbitrary rules of those languages which have been started and perfected upon entirely different principles" (p. 189). In addition, he argued that "The pupils should be made to frequently translate portions of their text-books into signs, and shown how they can set forth the whole idea of the passage, without following for one moment, in their mind, the order of English syntax" (pp. 190-191). He concluded his paper by stating:

Let not the teachers of deaf-mutes fold their arms in indifference to the wonderful language of silence, and be content with a languid, shuffling use thereof; but let us, brethren, one and all, determine, with the help of God, to aim at perfection in the true eloquence of signs, that thus we may the more readily enlighten the minds of deaf-mutes, acquaint them with the subtle shades of written language, educate their consciences, and point them to eternal life. (p. 192)

In short, Thomas Gallaudet argued the importance of separating the language of signs and English in schools for the deaf, specifically to strengthen and maintain the purity and integrity of the language of signs. In addition, he urged that everyone use and understand the language of signs to minimize misunderstanding and maximize efficiency.

The discussions related to language allocation during this period were highly sophisticated and significant. The educators of the 19th century seemed to be acutely aware that their task was complicated tenfold by the fact that they were dealing with a visually based language and an auditory based language. They were also aware that without clear understandings of how two languages should best be presented to facilitate linguistic development, instruction would suffer. Unfortunately, no clear policy and/or practice in language allocation came to fruition, despite these numerous discussions.

CP: Linguistic Description of the Language of Signs

Corpus planning activities of the 1850s continued to describe the linguistic features and syntax as well as issues concerning the evolution, expansion, and standardization of the language of signs.

H. P. Peet (1853) provided an analysis and description of new categories in the language of signs. He also described sign formation processes and how they were used to build complex signs. Specifically, his discussion of the classification of the elements of

the natural signs included the “signs of indication,” which used pointing to visible objects; “imitation of actions,” which incorporated facial expressions, motioning with the hands, and attitudes of the body prompted by strong emotions actually felt; “the imitation of motions,” which involved simulated expressions of countenance and imitations of human actions and animal motions; “the delineation of outlines of objects,” which included delineation of inanimate objects by imitating the way of using them, tracing their outlines in the air, or placing the hands in positions representing their form; and “the syntax of signs,” including some points in which it differed from English.

Francis (1859), another Ohio Institution teacher, provided two important observations of how the syntax of the language of signs differed from English. His first observation related to how English sentences follow subject-verb-object word order. He stated that “Our signs in simple sentences should follow the order of object, subject, and verb. Thus the object being expressed and located, the action proceeds to it from the subject, thereby avoiding the necessity of a second reference to the subject” (p. 107). The second observation related to another method of making signs for general terms. He provided an example of how to indicate membership to a general category in the language of signs.

Thus in the phrase *a mouse is a small animal*, animal would be expressed by making the signs for *elephant*, *horse*, *cow*, &c., and then uniting these in one group. The signs translated, would naturally read, *a mouse is a small elephant, horse, cow, &c.*, united; or at best, they can only indicate that the mouse can be properly grouped in the same class as the elephant and horse. (p. 110)

Finally, he predicted that “The day will come when it (language of signs) will be regarded worthy of a place among the studies of everyone who claims a liberal culture”

(p. 101). In short, H. P. Peet (1853) and Frances pursued corpus planning work as one described new categories in the language of signs, and Frances compared and contrasted the syntax of the language of signs with English syntax.

CP: On Standardization of the Language of Signs

The struggle to promote uniformity in the sign language can be traced to 1856, when James S. Brown, the Superintendent of the Louisiana Institution complained about the form of the language of signs in that “The want of uniformity in signs is a serious inconvenience in all Institutions for the Deaf and Dumb” (p. 3). He further stated that all American institutions repeatedly experienced the difficulty of securing “this uniformity in the use of signs by all the teachers in the same school” (p. 3). He was clearly implying that a standardization of the language of signs was needed.

J. S. Brown (1856) had pressing practical reasons for desiring the standardization of the language of signs in his institution. He utilized his staff at the Louisiana Institution for the Deaf and Dumb and Blind to produce a dictionary of the language of signs. The dictionary included a brief description of at least 2,500 signs and 12 observations concerning the production and appropriate use of compound signs. Brown elucidated 12 observations concerning the significant development of the language of signs:

1. It is desirable to increase the number of simple signs. Consequently, where a simple sign can be substituted for a compound one, it should, in most cases, be done.
2. As no spoken language without compound words exists, so it has been found impossible to construct the sign language without compound signs.

3. A tendency exists in all spoken languages, to contract the elements of compound words, so that such compound words are often much shorter than their different parts, when separated. The same tendency exists in the sign language, and should be encouraged, when it does not interfere with precision and perspicuity.
4. In the sign language this tendency proceeds even farther, and often drops an element of the compound sign. This tendency should not be interfered with, except in the case above specified
5. After compound signs, most teachers occasionally use a collective sign to combine the different parts. In case of special necessity, this sign has in the preceding pages been indicated by the letter, c: though the same letter, also, indicates to collect into a class.
6. The use of this sign is, however, in practice, found cumbrous; and it is going, more and more, out of use. Still the want of a sign-pause which may be interposed at the end of compound signs, to indicate, that the elements are to be taken together, and not separately, is seriously felt. Some slight expression of the countenance might, perhaps, be advantageously substituted.
7. Explanations, more or less extended, should, in many, perhaps most instances, accompany the first use of simple or compound signs: but, finally, the signs in the vocabulary will be found amply sufficient, and as already intimated, may be much contraced in subsequent use.
8. In most instances, only the sign for the most important or usual signification of words is given. Other meanings will modify, to some extent, the symbol employed: but no intelligent teacher will be at loss to select the proper modification.
9. A teacher should always understand the meaning of a sign, before employing it: mere mechanical signs are rarely the medium for useful information.
10. It is not to be understood that the full sign for each word employed to represent a compound sign, should be made; on the contrary, only so much of it should be employed as a sound discrimination may decide necessary. The more important applications of this principle, are indicated by the abbreviation, "i-p, in part"; but it is never to be lost sight of, as it is of constant application.

11. A slight, but unavoidable discrepancy will be observed in the use of abbreviations for parts of speech, and in the employment of periods, in the former and latter portions of the vocabulary.
12. A very limited use of commas has been made between the different words indicating compound signs, to guard against the supposition of the slightest pause in the parts of these signs.

In addition, the dictionary of signs contained an index of English glosses in alphabetical order; brief phrases, catch-words, and abbreviations, as shown in Table 3, provide brief examples of English glosses.

Table 3: An Index of English Glosses in Alphabetical Order; Brief Phrases, Catch-Words and Abbreviations

Examples of English Glosses	Explanations of Abbreviations
Abandon, <i>v.t.</i> throw <i>d.</i> leave, <i>b.h.</i>	<i>v.t.</i> stands for transitive verb; <i>d.</i> , down. <i>b.h.</i> , both hands.
beach, <i>n.</i> flat sand wave.	<i>n</i> stands for noun.
change, <i>t ik</i> hold turn ad.	<i>t</i> stands for transitive verb; <i>ik</i> , takes; ad., around.
disclose, <i>t</i> open know.	<i>t</i> stands for transitive verb.
emotion, <i>n c-h</i> on diaphragm turning as far as wrist allows.	<i>n</i> stands for noun; <i>c-h</i> , closed hand.
fiction, <i>n</i> write write true no.	<i>n</i> stands for noun.
glimmer, <i>t</i> look <i>h wv es</i> affected with strong light.	<i>t</i> stands for transitive verb; <i>h</i> , (handshape), <i>wv</i> , wave or waved; <i>es</i> , eyes.
history, <i>n</i> ago explain.	<i>n</i> stands for noun.
income, <i>n</i> money come.	<i>n</i> stands for noun.
journal, <i>n</i> day day write.	<i>n</i> stands for noun.
kidnap, <i>t</i> secretly seize.	<i>n</i> stands for noun.
language, <i>n</i> speak write sign. 2. words thousands <i>c.</i>	<i>n</i> stands for noun; <i>c</i> , collect.
memory, <i>n</i> mind remember	<i>n</i> stands for noun.
nominate, <i>t</i> name pick	<i>n</i> stands for noun
opportunity, <i>n hn</i> can touch <i>pt. f-f.</i>	<i>n</i> stands for noun; <i>hn</i> , happen; <i>pt.</i> , point; <i>f-f.</i> , foregoing.
pollute, <i>t</i> , dirty pour spread.	<i>t</i> stands for transitive verb.
quote, <i>t</i> copy say.	<i>t</i> stands for transitive verb.
renounce, <i>t</i> name throw away.	<i>t</i> stands for transitive verb.
secretary, <i>n</i> help write.	<i>t</i> stands for transitive verb.
torrid, <i>a</i> sun shine warm.	<i>a</i> stands for adjective.
usher, <i>n</i> door open <i>p.</i>	<i>n</i> stands for noun; <i>p.</i> , person.
volcano, <i>n</i> mountain burn.	<i>n</i> stands for noun.
ward. <i>t</i> arm turn aside.	<i>t</i> stands for transitive verb.

J. S. Brown (1856) reported that his dictionary of signs also embraced “all the words defined in the ‘School and Family Dictionary’ of Messrs. T. H. Gallaudet and Horace Hooker, a valuable work, in extensive use in the best schools and academies of the United States” (p. 4). In addition, he pointed out the disadvantage of the dictionary of signs by stating that it was intelligible only to educated deaf mutes and their instructors who were fluent in the language of signs. This corpus planning activity was carried out informally by educators whose purpose was to bring about some degree of uniformity among sign-makers and to standardize the language of signs. In other words, the norm of the language of signs had been systematized in the dictionary and inculcated by prescription through the educational system.

CP: Expansion of the Sign Language Vocabulary

W. Turner (1859), an American Asylum principal, made the significant distinctions between two general classes of signs and their respective subdivisions to provide common terminology for educators. The first class of signs had three subdivisions which referred to the word sign, which specified an individual thing or a single gesture. The three subdivisions of this class are significant signs, conventional signs, and arbitrary signs. The second class was related to signs used for connected language: natural, methodical, or systemic signs. He felt that through the accepted use of such terminology “professors of sign” would communicate about signs and sign language more effectively.

We would lead those who speak or write of signs to observe a distinction between them as to whether they are to be considered as single gestures,-- sign-words, or a connected form of speech, --sign-language; and then to

apply the qualifying term we have given to the subdivisions of each of these classes in accordance with their definitions. If we should be so happy as to succeed in this endeavor, there will be much less contention among sign-professors about names when they differ very little in things. (p. 184)

W. Turner (1859) was probably the first person to attempt to modernize the lexicon of the sign language to assure clear and unambiguous meanings by proposing that new arbitrary signs be further developed and used. According to the conference report,

He presented that the great desideratum in the language as at present existing, was to have short and simple signs for certain generic or complex ideas which there is frequent occasion to express, but which the language has hitherto been inadequate to express, except by a cumbrous circumlocution. Thus there have been no signs for such generic ideas as *metal, color, animal, &c.*, except by enumerating and grouping several specific metals, colors, animals, &c. So of the ideas expressed by the words *time, size, character, Congress, committee*, and the like, there are no short signs available for rapid communication. Mr. Turner proposed that short arbitrary signs should be devised and agreed upon for the more important of these ideas. (Porter, 1859, p. 198)

CP: Establishment of the Sign Language Standardization Committee

At the conclusion of the 1858 Convention of American Instructors of the Deaf and Dumb, a committee was appointed, consisting of William W. Turner, Principal of the American Asylum; Harvey P. Peet, Principal of the New York Institution; and Thomas Gallaudet, teacher at the New York Institution to address W. Turner's concern regarding the need to increase the number of arbitrary signs (Porter, 1859). Specifically, the committee was instructed to collect the signs used by each school for the deaf and propose a list of signs to be considered and acted upon by the delegates at the next convention in 1861. Before the close of the Convention, the committee was instructed to select six words and their corresponding signs and recommend the proposed signs to be

adopted by the Convention. These proposed signs would be tried in different institutions for the deaf (Porter, 1859). This is an excellent example of a corpus planning activity where a group of educators worked to reach consensus regarding the language of signs and to create a dictionary of signs.

The Emerging of a New Era in Deaf Education

At the end of 1860, there were 24 Institutions for Deaf Mutes in the United States which had adopted the language policy of employing the four traditional modes of communication (later referred to as the manual method). This manual method policy remained prominent in all American Institutions for Deaf-Mutes until 1867. Lip-reading and articulation continued to hold subordinate places in the education of the deaf for 41 years (Porter, 1859).

The Sixth Convention of American Instructors of the Deaf and Dumb was never held in 1861 due to the American Civil War. In 1857, a new era began when at age 20, Edward M. Gallaudet (the youngest son of Thomas H. Gallaudet) assumed a national leadership role in deaf education. He began teaching at age 19, six months before graduating from Trinity College. After 18 months of teaching at the American Asylum (1855-1856), he became the first superintendent of the Columbia Institution for the Deaf and Dumb in 1857 at the age of 20. In 1864, he became the first president of the National Deaf-Mute College in Washington, DC. It is not surprising that deaf education experienced a long and successful period of leadership under E. M. Gallaudet. He had outstanding role models; his father, Thomas H. Gallaudet, was the first principal of the American Asylum and served for 13 years (1817-1830), and his oldest brother, Thomas,

taught at the New York Institution for 14 years (1844-1858) and participated in many significant political endeavors (Porter, 1859).

Summary

In sum, during the first era of formal deaf education in America 1817-1866, many events took place that laid the foundation for instructional programs and established the language of signs as the language of instruction. The first public school for the deaf was established in Connecticut, which adopted the four modes of communication as a bilingual approach employing the language of signs and English. This approach which was then replicated by the many institutions that were later established. The manual method dominated deaf education as the language policy throughout America. A teacher training program was implemented and led by the first deaf teacher of the deaf, and a great deal of language planning activities related to language acquisition and corpus planning took place. By 1866, it appeared that the many institutions educating the deaf were concordant. In the next chapter, this scenario changed dramatically as the English only approach in the form of oralism emerged influencing the birth of the Combined System in America and the many forms of this approach that followed.

CHAPTER 5

LANGUAGE PLANNING ACTIVITIES: 1867-1900

Introduction

Beginning with the American Civil War in the spring of 1861 until 1867, all professional meetings of educators of the deaf were suspended as well as the publication of the American Annals of the Deaf and Dumb. By 1867, there were 27 educational institutions serving deaf-mutes in primary grades through high school and one National Deaf-Mute College in the United States. The language policy in 25 institutions declared the manual method, which promoted the use of the four modes of communication, including the language of signs and English. Two institutions, both established in 1867, declared the oral method as their language policy and promoted the use of English only (Pratt, 1868, 1869).

From the beginning of deaf education in the United States in 1817 until 1858, Laurent Clerc and Thomas Gallaudet (oldest son of Thomas Hopkins Gallaudet) could be considered as the steadfast guardians of the four modes of communication or the manual method. Their retirement in 1858 marked a turning point in the course of deaf education in the 19th century. The absence of national leadership caused by the American Civil War (1861-1865), the actions of the Massachusetts legislature (1867), and the emergence of Edward Miner Gallaudet's leadership (1868) resulted in fundamental changes in the field of deaf education.

As described in Chapter 4, most language planning activities focused on the four modes of communication, linguistic descriptions of the language of signs and the

expansion of its lexicon, and the exploration of effective methods of teaching English to deaf pupils. From 1817 to 1867, the manual method of instruction prevailed in all schools for the deaf; this included the language of signs, the manual alphabet, and writing as the chief means of instruction. Prior to the Civil War, very little speech was taught; however after the War, increased attention was paid to the expansion and refinement of the Combined System as well as the increased role of articulation and the teaching of English in deaf education. During this time, educators began to rethink deaf education philosophies, practices, and approaches (Fay, 1869; Gallaudet, 1868; Pratt, 1868).

The 1860s

SP: Legislative Activity in Massachusetts

In 1867, two years after the American Civil War ended, a significant status planning activity occurred in the Massachusetts legislature. This activity was orchestrated by state government and political leaders who made deliberate attempts to regulate the status of languages in deaf education. The Massachusetts Senate Joint Special Committee on the Education of Deaf-Mutes held six public hearings in January and February of 1867 to gather information about deaf education and decide whether the language of signs should continue as the medium of instruction. They questioned whether Massachusetts should offer oral, English-only education or teach academic content through the language of signs and English as a second language. This issue became highly controversial. The Committee submitted a detailed 236-page report to the Massachusetts legislature, heavily criticizing institutions for the deaf in the United States for not concentrating on articulation (F. B. Fay, 1867). It criticized schools for

emphasizing the language of signs and the manual method in all classes for deaf-mute pupils (F. B. Fay, 1867). As a result, the Massachusetts legislature chartered a new school and in October 1867, opened the Clarke Institution for Deaf-Mutes in Northampton using English only via the oral method. This marked the birth of oralism in America. The Massachusetts legislature did allow parents of deaf children in the State of Massachusetts to choose between the Clarke Institution in western Massachusetts for oral-only instruction and the American Asylum in Connecticut for manual instruction in which two languages were used. This state legislative activity gave status to oral education and resulted in a dramatic shift in America deaf institutions within one year. In 1867, 25 (out of 27) institutions declared they used the manual method, and two declared the oral method. In 1868, three out of 28 existing institutions declared the manual method, two declared the utilization of the oral method and 23 declared the Combined System (Pratt, 1869). Appendix K provides a quick glance at the Tabular Statements of American Schools for the Deaf from 1817 to 1900.

At the outset, the Combined System simply offered both the traditional manual method and included the oral method as an added program component on the same campus. Over time, however, a wide range of service options developed within the Combined System, and tremendous controversy erupted regarding student placement, degree of deafness, age of onset, and language allocation. This controversy continued throughout the 19th century.

SP: American Institutions' Activities

Several significant status planning activities were pursued by powerful individuals and groups from the American institutions. They made an effort to regulate the status of two languages. In early 1867, upon learning the news of the actions taken by the Massachusetts legislature, Edward M. Gallaudet, President of the Columbia Institution and the National Deaf-Mute College, quickly alerted his board that Clarke Institution for Deaf-Mutes at Northampton was being established. As a result, the Board of Directors at the Columbia Institution authorized him to thoroughly examine and evaluate the effectiveness of methods used in European schools for deaf-mutes. He was assigned to gather data and recommend to what extent, if at all, it would be desirable to introduce the oral method at the Columbia Institution. After a careful six-month study of 44 European schools, Gallaudet surmised from his observations that programs utilizing both the manual and oral methods were most effective. He became convinced that this combined approach offered far greater benefits to deaf-mutes than the oral or manual method alone. Upon his return from Europe in the fall of 1867, E. M. Gallaudet (1868) submitted a 46-page report to the Board at the Columbia Institution recommending that the Combined System, a term which he coined, be implemented. The Board agreed to adopt the recommendation that articulation be introduced at the Columbia Institution as an additional program component to the existing manual method so that every deaf child had the opportunity to learn speech. This activity marked the birth of the Combined System at the Columbia Institution.

SP: The Combined System as a National Movement

With the leadership of E. M. Gallaudet, a new national professional organization, the Conference of the Principals of the American Institutions for the Education of the Deaf and Dumb (CEASD), was established in May of 1868, reviving national leadership in deaf education. In May 1868, the first CEASD meeting was called by the officers of the Columbia Institution in Washington, DC. Principals from the following institutions were invited to attend: American Asylum, New York Institution, Ohio Institution, Virginia Institution, Indiana Institution, North Carolina Institution, Illinois Institution, Georgia Institution, Missouri Institution, Wisconsin Institution, Michigan Institution, Iowa Institution, Columbia Institution, Alabama Institution, and California Institution. The main purpose of the meeting was to exchange opinions on the recommendations of E. M. Gallaudet regarding the implementation of the oral method and other matters of interest related to deaf education. The following resolution was adopted introducing the oral method as a component of the Combined System.

Resolved, That in the opinion of this Conference it is the duty of all institutions for the education of the deaf and dumb to provide adequate means for imparting instruction in articulation and lip-reading to such of their pupils as may be able to engage with profit in exercises of this nature.

Resolved, That, while in our judgement it is desirable to give semi-mutes and semi-deaf children every facility for retaining and improving any power of articulate speech they may possess, it is not profitable, except in promising cases, discovered after fair experiment, to carry congenital mutes through a course of instruction in articulation.

Resolved, That, to attain success in this department of instruction, an added force of instructors will be necessary, and this conference hereby recommends to boards of directors of institutions for the deaf and dumb in this

country that speedy measures be taken to provide the funds needed for the prosecution of this work. (Pratt, 1868, p. 244)

Fourteen representatives adopted the resolution with great enthusiasm while two representatives opposed it. Consequently, Gallaudet's (as cited in Pratt, 1868) resolution that the Combined System, including the use of the manual method, manual alphabet, and oral method, was instituted. The Combined System could be flexibly tailored on an individual basis depending on the capabilities and needs of deaf pupils.

AP: Conceptualizing the Combined System

E. M. Gallaudet's (1868) original idea of the Combined System became distorted among administrators, educators, and public figures (as cited in Pratt, 1868). Gallaudet reported that "It has been stated in a recent publication, issued in Boston by the Board of State Charities of Massachusetts, that I am in favor of teaching all deaf-mutes by articulation" (p. 146). In contrast, he declared that

I have in no sense departed from the views and opinions that were set forth by my father, and that have been maintained by those who have followed him in the work of teaching the deaf and dumb, down to the present time. And I am not to be claimed as a convert to the system of teaching the deaf and dumb by articulation, which system to a greater or less extent ignores the use of signs. (p. 146)

The rationale behind his idea of the Combined System was the assumption that deaf students should acquire and use the language of signs for social and academic purposes in addition to acquiring written and spoken English skills as appropriate. As deaf-mute pupils matured and achieved sufficient English competence, they were offered the opportunity to learn via an English-only method where they were immersed in written, fingerspelled and/or spoken

English for a specified portion of the day. He also found it necessary to defend and clarify what he meant by the Combined System. In response, educators offered their ideas by describing how two languages could be cultivated within the same classroom. It is clear that these administrators and teachers recognized the importance of establishing clear boundaries between the use of the language of signs and English. They explored strategies for the separation and integration of both languages in the classroom. This marks the emergence of language allocation strategies in deaf education. This issue maintained prominence for the remainder of the 19th century along with the developing role of the oral method.

It is also important to note that E. M. Gallaudet (1868) recognized that the traditional manual method alone did not adequately meet the educational and communicative needs of deaf-mutes. He believed that the manual method did not provide deaf-mutes adequate access to the fruits of education in the dominant language, and he also asserted that this method kept them ignorant of the national language used in the larger sociopolitical context.

It is a fact that will probably be admitted by all whose experience in teaching deaf-mutes has extended over a series of years, that many pupils of fair intelligence and industrious habits of study, having enjoyed a period of five, six or seven years of instruction, leave their respective institutions without having acquired the ability to express ideas, even on common subjects, in absolutely correct written language. (p. 150)

E. M. Gallaudet acknowledged that for many years, deaf-mute pupils repeatedly experienced difficulty in expressing their thoughts in correct written English. He posed two significant questions: “Do pupils fail to acquire facility in language in cases where they might acquire it?” and “Are deaf-mutes inclined to depend on

signs and their teachers rather than on books and themselves?" (p. 169). He concluded that

The language of signs in its present state of development furnished so easy and exact and beautiful a means of communication between teacher and pupil, that the temptation is strong to use it to an extent which may operate unfavorably upon the pupil. (p. 154)

E. M. Gallaudet (1868) further elaborated by stating that "Teachers and officers use signs far too freely; pupils are allowed to use them long after they might employ the finger alphabet in many of their communications" (p. 155). In addition, he explained that "The practice of explaining by signs the daily lessons of a class, is, it is believed, often carried to an extreme which produces evil results" (p. 157). Finally, he concluded that "The pupil had been suffered to depend on his teacher for the *meaning* of whatever may have presented a difficulty in the books he was using" (p. 158).

So long as he depends on the sign explanations of his teacher for his understanding of the books he is using, must he be considered as an infant taking his first uncertain steps, sure to fall to the ground whenever the essential support of finger or chair is removed. (Gallaudet, 1868, p. 159)

Similarly, W. Turner, an ex-principal of the American Asylum, admitted "that signs were used to excess, and that dactylography (finger-spelling) should be substituted as far as possible" (as cited in Pratt, 1868, p. 243). Although many teachers and administrators supported the use of two languages (the language of signs and English), they also argued that deaf-mute pupils needed ample opportunities to use English without the use of the language of signs. For example, E. M. Gallaudet (1868) discussed a strategy to encourage the development of reading skills by proposing:

Text books should be so arranged that they may be grasped by pupils, with a minimum of sign explanation, to the end that before the close of the primary course they may have acquired the power of apprehending the full force of language as they meet it in books, without depending on pantomimic elucidation from the teacher. (p. 158).

Brock (1868), a teacher at the Illinois Institution, suggested another strategy to develop writing skills in classrooms where two languages were used.

The teacher must go to the pupils for ideas, must find out what they mean by their motions, and then give them the same meaning expressed in the very best of written English. If possible have them communicating with each other in writing the very first day at school. This can be accomplished by having them translate their own signs. If we would pay more attention to this mode of conversation, introduce it early and rigidly, adhere to it throughout the course, we would not be so chagrined by having a large proportion of our pupils leave the Institution incapable of correctly using the idioms of our language. (pp. 210-211)

CP: Expansion of the Sign Language Lexicon

Isaac L. Peet (1868), principal of the New York Institution, proposed that the vocabulary of the language of signs be expanded through an experimental process with initialized signs. He saw a need to use initialized signs for the purpose of English instruction and for improving and perfecting the language itself. He began by expressing his respect for the language of signs, describing its versatility and pointing out its distinct natural syntax.

Those colloquial expressions in which thought is transmitted rapidly from the hand to the eye, very much as it is in speech, from the lips to the ear, in which argument, explanation, condensed narrative and fancy are presented in continuous discourse, without stopping, except now and then for graphic effect, to represent scenes in full, as a painter would sketch them on the canvass.

This language is, of course, ideological, having reference to ideas rather than to words. There are sign phrases, and a sign order which have been gradually introduced and established by use, as a result of the

association of deaf-mutes with each other. In short, it is a language developed by natural growth. (p. 173)

He argued, however, that “The language of signs needs cultivation and enlargement” (p. 177). He proposed a principle for expanding and enriching the signed lexicon by borrowing from English through the initialization process. I. L. Peet suggested that this involve “the use of the initial letter of the word as part of the sign” (p. 177). He offered a number of suggestions for signs that could be initialized and described the reasoning behind his proposal. To support his suggestion that initialized signs be created to expand the vocabulary of the language of signs, he described the following observations of deaf-mute pupils:

The deaf and dumb, themselves, are constantly seeking to enlarge their vocabulary of signs, thus showing their sense of its defectiveness, and a desire to remedy it. They are continually inventing short signs to express general ideas, and they accept the use, with avidity, such signs, if convenient and founded on a correct analogy, when offered to them by their teachers. (p. 176)

He proposed many initialized signs and emphasized that they must not be arbitrarily created but based on certain principles and then tested among the deaf-mute pupils. Three examples of the initialized signs are as follows. “The letter *p* made with the right hand starting from the forehead, and ploughing under the left hand placed horizontally, with the back of it uppermost, gives *philosophy*” (p. 181). As for the second example, he credited Dr. Thomas Gallaudet for the sign *nation* by making “the *n* of the right hand trace a little circle upon the surface of the left hand clenched to represent the *global*” (p. 181). Finally, “*Time* follows the analogy of the signs for *day*, *year*, *always*, etc., and is expressed by the letter *t*

revolving once in a large circle. The same principle is applied to *ever, perpetual, eternity, etc*" (p. 181). He believed that with the help of the initialization process, "our vocabulary of signs may be greatly extended, and made much more precise" (p. 171). In addition, he emphasized that

We should not propose to disuse any signs that have been well established and have found general acceptance, but rather, as in the case of a spoken language, to follow out the analogies which have developed themselves, to go as fast as, and no faster than we find that the deaf-mute mind will accept and assimilate our improvements. (p. 172)

I. L. Peet explained that initialized signs would be more readily remembered than fingerspelling and that enlarging the sign vocabulary through initialized signs eliminated the cumbersome practice of "circumlocution and illustration" (p. 175) when there was no corresponding sign for a word. In other words, in the absence of an appropriate sign, single terms were described through more extensive expressions. He also believed that the use of initialized signs in the classroom would provide greater access to English syntax and semantics. "The greater number of signs our pupils have, in colloquial use, corresponding to the ordinary generalizations, to the nicer shades of meaning, to the peculiar turns of speech, the more readily, correctly and idiomatically will they write" (p. 175). In addition, Peet created an opportunity for deaf-mutes to experiment with new vocabulary with the understanding that some signs would be naturally incorporated in the sign lexicon and others would be dropped from use. By adding to the lexicon of the language of signs, Peet's work constituted a significant corpus planning activity. As the close of the 1860s neared, educators experienced "the awakening

of new interest in the perfecting of the language of signs" (Pratt, 1868, pp. 253-254).

The 1870s

AP & SP: Programming Approaches Used in the Combined System

By 1870, with the establishment of the Clarke Institution and CEASD's adoption of the Combined System, there were a total of 34 institutions serving 3,784 deaf-mute pupils. Three institutions serving 118 students used the manual method; three institutions serving 126 used the oral method, and 28 institutions serving 3,560 deaf mute pupils used the Combined System. Although the schools that had previously used the manual method had always provided instruction in two languages, English instruction received greater emphasis when articulation was added. These institutions had always used the language of signs and taught English via reading, writing, and fingerspelling. As institutions moved to using the Combined System, English became more heavily emphasized as it was taught via reading, writing, fingerspelling, and speaking. Hence, the status of English in institutions using the Combined System increased. However, each institution struggled to discover the best way to provide oral instruction along with the language of signs. Teachers had to rethink the role and use of two languages in their classrooms. The institutions developed a variety of ways to address programming issues with regard to the needs of deaf-mute pupils. As a result, new attention was paid to pupil placement and language allocation.

Variables determining pupil placement such as communication mode, student potential, degree of hearing loss, and age of onset were considered. Three distinct programming approaches emerged among the institutions using the Combined System.

One approach required all students to be first taught using the oral-only method. For example, the Ohio Institution for the Education of Deaf and Dumb formulated and promoted a language policy declaring that

It is, first, oral speech, where possible; second, written speech, where it is intelligible and does not unduly weary; and, thirdly, where neither oral nor written speech are feasible, the mutes' own pantomime, remembering ever that it is but a scaffolding, employed by the safe builder until the real structure--language--is completed, to be then laid aside. (G. O. Fay, 1877, p. 169)

It appears that this approach established a new group of deaf-mutes who failed to show promise learning to speak or use written speech and had to acquire language though “pantomime” first. It is important to note that these educators conversely minimized the value of sign language by referring to it as pantomime.

In the New York Institution, a second programming approach provided articulation instruction to all pupils for at least one hour each day and more intensive oral instruction for students who were adventitiously deaf or hard of hearing. I. L. Peet (1879) reported that the New York Institution provided “instruction in articulation and lip-reading to 45 pupils and 116 others who received special training, making the whole number who have been instructed 161, or about 30 per cent of the school” (p. 151). Peet emphasized that the oral method was designed for those pupils who were semi-mutes (late-deafened) and

semi-deaf (hard-of-hearing). He warned that “To neglect to keep up and improve the speech of the semi-mute would be to fail in an obvious duty” (p. 157).

At the Pennsylvania Institution, a third approach to programming required that articulation be taught to the adventitiously deaf in a building separate from pupils who were congenitally deaf and receiving instruction via the language of signs. Pettengill (1879) emphasized that “A primary school for the instruction of congenital deaf-mutes must necessarily make the teaching of language a specialty” (p. 197). He stated that “Our deaf-mute pupils ought, as a rule, to leave our institutions experts in the use of written language” (p. 200). He proposed that

All the semi-mute pupils should be sent to the articulation schools, and all the congenital deaf-mutes to the schools where signs are used as the medium of instruction. The use of signs is absolutely essential in the instruction of the deaf who have no knowledge of language; but in the instruction of semi-mutes, especially of those who have some acquaintance with written language, there is no need of employing signs. (p. 200)

In sum, with the implementation of the Combined System, educators quickly discovered that pupil placement and language allocation issues were extremely complex and challenging. As a result, the institutions experimented with a variety of approaches. However, it must be noted that the view of some educators remained that those who “could” would be in oral or English-only classes, and those who “couldn’t” were placed in manual classes.

AP: Language Allocation Strategies

Educators extensively discussed their concerns related to the lack of English skills students possessed upon graduation and explored possible solutions

to this ongoing problem. Through these discussions, the complexity of managing, allocating and organizing the purposeful use of two languages in programs utilizing the Combined System was considered in depth. Similar to E. M. Gallaudet (1868), Pettengill (1872) described the typical graduating deaf-mute by stating,

It is rare that a congenital deaf-mute, on leaving one of our institutions, can read books of an elevated character with an entire comprehension of their contents, or express himself by writing, for a length of time, with entire correctness in point of grammar, phraseology, and style; and the written language of a considerable portion of our pupils is but a confused medley of words, put together with very little regard to the proper order of their arrangement or of the rules of syntax. (p. 25)

Cochrane (1871) advocated use of dactylography and writing in the classroom. He discussed his classroom strategies for increasing English use employing finger-spelling and writing as instructional tools.

We all know that spelling on the fingers, and continual practice in written language, are the two best and speediest methods for making deaf-mutes acquainted with the right construction of sentences. In my own class, I throw aside all signs, both colloquial and methodical, as much as possible, and depend upon dactylography in communicating with my scholars. (p. 16)

Pettengill (1873) discussed a language allocation strategy used in the Combined System where a specific language is used during a specific time during the day. In order for pupils to understand the meaning of words used during English exercises, he underscored the importance of providing explanations in the language of signs.

Congenital deaf-mutes at school may be taught by signs one portion of the day, and then be taught the remainder of the day in the articulation class, where signs are prohibited, and still make progress, but the meaning of the words they attempt to utter must be taught them through the medium of

signs, somewhere, by somebody, at some time, or else they remain in ignorance of them. (p. 3)

E. M. Gallaudet (1871) cautioned educators that the excessive practice of translating English text for pupils using the language of signs denied them the opportunity to develop reading skills.

The daily explication, in signs, of the lesson assigned for evening study, is, doubtless, in many cases, an assistance to the pupil, in coming quickly and easily to an understanding of the *meaning* of the text. But will the babe learn to walk, that is always carried in the arms of its nurse?

In the social intercourse of pupil and teacher, the sign language affords, probably, the easiest, and, certainly the laziest, means of communication. But would that English boy hope ever to master the French language, who should always speak English with his French teacher? (p. 29)

Keep (1871), a teacher at the American Asylum, agreed with E. M. Gallaudet by stating that “*Use, continued use*, is the law of success in the acquisition of all languages” (p. 25).

E. M. Gallaudet (1871) also advocated that teachers use fingerspelling and writing as much as possible wherever appropriate.

The teacher also should use them through the medium of dactylography or writing, and, as a general rule, never employ signs in the class-room, when spelling on the fingers, or written language, will convey with clearness to the mind of the pupils the ideas desired to be communicated. (p. 32)

Pettengill (1874) emphasized the importance of consistently presenting written English to deaf pupils. He stated that a teacher

should give to his pupils the news of the day by writing, give all of his directions in that manner, and ask all his questions in that way. He should frequently tell them stories and interesting incidents by writing, and cause the pupils to learn them thoroughly, and frequently to review them. He

should also induce his pupils as much as possible to communicate their own ideas and wants to him by means of writing. (p. 237)

Furthermore, Greenberger (1876), Principal of the Chicago Day School, reported that

Several instructors state in the Annals as their experience that their pupils make more rapid advancement in the use of language in vacation than during the school year, because they have more practice in conversing by writing; further, that some who are not able to express themselves correctly on leaving the institution, subsequently, through constant conversation with their friends by writing, attain at length to quite a correct use of language. (p. 184)

In addition, E. A. Fay (1879) observed that deaf-mutes continued to have an imperfect mastery of English and believed that teachers who failed to model the consistent use of English as opposed to sign language were responsible. He argued that

The answer must be that he has not had sufficient practice in its use; and if it be further asked why he has not had sufficient practice in its use, we fear the answer must be, in many cases, that he has been encouraged by the example, if not by the precept, of his teacher to employ the sign-language in the expression of his thoughts on numerous occasions when he might have employed the English language, and thus have gained the practice through which alone any language can be acquired. (p. 123)

In sum, these educators believed that excessive use of the language of signs in the classroom did not facilitate the development of English skills, and they emphasized the importance of increasing the use of English through fingerspelling, reading, and writing. These teachers recognized the value of language allocation in terms of how, when, where, and by whom the language of signs or English in fingerspelled, spoken, or written form was used and required in the classroom. Clearly, these educators recognized the importance of the strategic use of two languages.

AP and CP: Creation and Use of Sign-Writing in Deaf Education

The innovative concept of *literacy* in the language of signs first emerged in 1869 when George Hutton (1869) created a sign-writing system or a written system for the language of signs. G. Hutton proposed that “This natural language of the deaf-mute can be committed to paper, written in symbols or hieroglyphics, and become a written medium of communication even to the deaf-mute ignorant of spoken or written language” (J. S. Hutton, 1875, p. 96). G. Hutton (1869) argued that

Words and signs are alike as a medium of communication and the expression of thought on every subject, and they are alike evanescent, for no trace of their action is seen in the atmosphere--the memory alone retains the impression, either more or less enduring according to its power of retention, yet these evanescent invisible words have been reduced to a permanent and visible form by the pen and the press--and why should not signs, which though visible for a moment, just as the sounds of the words are audible, be made permanently visible through the same effective agency? Is it reasonable to consider the thing impracticable? (p. 163)

Clearly G. Hutton (1869) saw a strong similarity between the printed form of English and a printed form of the language of signs. He produced a book of sign-writing, including “illustrations of about *one thousand signs*” (J. S. Hutton, 1875, p. 96). G. Hutton (1869) advocated the use of sign-writing “as an instrument of instruction and a test of comprehension, in saving time and labor, and in the printing of Scripture in signs for the use of the deaf and dumb” (p. 182) at his Halifax Institution. His article (1869) included a discussion of common sign language errors, a description of his sign-writing method, an elucidation of the advantages and utility of sign-writing, and the importance of a book of signs as an instructional tool for deaf students.

J. Scott Hutton (1875), then Principal of the Halifax Institution, reported that his father advocated the use of sign-writing in all Institutions for the Deaf and Dumb as an educational tool to facilitate the development of literacy skills in the language of signs. G. Hutton's proposal was examined by a committee appointed by the 1870 Indianapolis Convention of Instructors of the Deaf and Dumb and at the 1874 Belleville Convention of Instructors of the Deaf and Dumb. Hutton's proposal was not adopted because "The committee was not able to make a final report, owing to the want of the requisite material for their consideration" (p. 96). Hence, the committee did not arrive at any definite conclusion as to the practicality of this method. No further evidence was found as to whether sign-writing was used at Institutions for the Deaf and Dumb; however, E. A. Fay (1900) reported that G. Hutton's (1869) original published work of sign-writing had been deposited in the library of the Volta Bureau. This type of corpus planning is exemplary for this period.

AP & CP: Revision of Manual Alphabet

Hollister (1870), Principal of the West Virginia Institution, saw finger-spelling as part of an English literacy activity and reported on the revision of the manual alphabet by several Institutions for the Deaf and Dumb. In an effort to standardize finger-spelling, the various Institutions agreed to apply "a general rule that the palm of the hand is to be towards the person who is reading the spelling" (p. 88). The intention was "to enable individuals without the aid of a teacher to learn to form the letters correctly on the hand" (Hollister, 1870, p. 92). In other

words, “The deaf and dumb child is given a printed manual alphabet, and told to learn to form the alphabet upon his own hand” (p. 92). The manual alphabet became accessible in printed form to deaf students who could be trained to use it for developing English literacy. This work constitutes both corpus planning and acquisition planning activities whereby individuals are provided new materials for the purpose of learning language.

CP: Linguistic Description of the Language of Signs

Twenty two years after the publication of H. P. Peet’s (1853) linguistic article, “Elements of the Language of Signs,” (1853), De Haerne (1875b) provided a more advanced linguistic discussion of “certain principles necessary to guide us in the acquisition and use of the natural language of signs” (p. 139). De Haerne (1875a) stated that “The natural language of signs is full of interest and deserving of study, as regards psychology and philology” (p. 87). He began by discussing the distinction between the natural language of signs and methodical signs. He stated that methodical signs “are founded upon spoken languages, and adapt themselves to the words and grammatical forms of these languages, while the natural signs have nothing in common with verbal expressions” (De Haerne (1875b, p. 138). In addition, he compared spoken language with the natural of signs by referring to spoken language as “thoughts [which] are expressed, developed, and perfected by a combination of words that constitute a sentence; in the natural language of signs, thoughts are explained by a union of signs, the order of which nature indicates” (De Haerne (1875b, p. 139). His linguistic work

included an elucidation of four distinct classes of signs (imitative or configurative signs, operative signs, indicative signs, and expressive signs). He offered an in-depth discussion of figurative language including an application of four different principal tropes (metaphor, metonymy, synecdoche, and catachresis), an explanation of the generative principle of creating and expanding new signs, a discussion of the syntactic differences between spoken languages and the language of signs, an examination of simple and compound signs, and descriptions of the language of signs. In short, De Haere, a remarkable 19th century educator, provided significant corpus planning information on the aspects of the language of signs and demonstrated a very sophisticated understanding of linguistics.

The 1880

By 1880, there were a total of 55 institutions serving 6,798 deaf-mute pupils. Nine institutions with a total of 417 students used the manual method, 11 institutions serving 489 deaf mute pupils used the oral method, and 35 institutions serving 5,892 deaf-mute pupils used the Combined System (E. A. Fay, 1881). The Combined System clearly dominated deaf education during this time. During the 1870s, educators sought creative ways to program and monitor the use and development of two languages in institutions for deaf-mutes. Throughout the 1880s, they continued to develop, debate and refine a range of approaches implementing the Combined System.

SP: The Impact of the Milan Resolutions

Barnard (1880) reported that The Second International Congress of Instructors of Deaf-Mutes, held in Milan, Italy, in September of 1880, “gave an enthusiastic and almost unanimous support to the purely and exclusively oral method of teaching the deaf-mute. This method has not been generally accepted by the most eminent instructors of this class of people in England and America” (p. 122). In 1880, the Combined System was widely used in the majority of Institutions for the Deaf and Dumb in America. The Tabular Statement of American Institutions for the Deaf-Mutes published in the American Annals of the Deaf and Dumb reported that 55 schools had been established, and 35 (64%) declared the Combined System as their language policy; 11 (20%) reported using the oral method; and nine institutions (16%) adopted the manual method (Fay, 1881). Although the resolutions embracing the oral method declared at the Conference in Milan, Italy produced a profound impact on European institutions, the impact in America was of no significance. The percentage of American institutions declaring the manual, oral, or combined system remained stable throughout the decade (see Appendices I and J).

In 1886, several significant language planning activities occurred at the Eleventh Convention of American Instructors of the Deaf, held at the California Institution for the Deaf-Mutes. American educators reaffirmed their belief in and support of the Combined System and felt compelled to emphasize that articulation was an important part of their mission. Two significant resolutions were

unanimously adopted. The first resolution acknowledged the accomplishment of the Combined System by stating that

The system of instruction existing at present in America commends itself to the world, for the reason that its tendency is to include all known methods and expedients which have been found to be of value in the education of the deaf. (E. A. Fay, 1889, p. 64)

The second resolution, proposed by E. M. Gallaudet, proclaimed,

That earnest and persistent endeavors should be made in every school for the deaf to teach every pupil to speak and read from the lips, and that such efforts should only be abandoned when [after thorough tests by experienced and competent teachers] it is plainly evident that the measure of success attainable is so small as not to justify the necessary amount of labor. (as cited in E. A. Fay, 1886, p. 249)

One status planning activity of The Convention of Instructors of the Deaf in California was the emphatic declaration that every deaf child should have the opportunity to learn lip-reading and speech.

AP: Description of Three Instructional Classifications

E. A. Fay (1882) provided an early and detailed description of the methods of instruction accepted by the Institutions for the Deaf-Mutes. The three methods were classified as--*manual*, *oral*, and *combined*. The oldest method, *manual*, involved using “the sign-language, the manual alphabet, and writing as the chief means in the education of the deaf, and has facility in the comprehension and use of written language as its principal object” (pp. 32-33). In short, the goal of the manual method was to use and maintain two languages, the language of signs and English, via the use of fingerspelling, reading, and writing. Pettengill (1881)

continued by clarifying the benefits of the manual method for the deaf-mute pupil who

seeks to make the best of it [his deafness]. It [the manual method] cultivates the pupil's own natural signs, and by means of them gives him information on all needful topics. It teaches him to communicate with the outside world by writing, and in all cases is successful in giving him such a knowledge and use of written language as will answer all the practical purposes of life. (p. 206)

The second method that emerged in 1867, *oral*, referred to a method "in which signs are used as little as possible; the manual alphabet is generally discarded altogether; and articulation and lip-reading, together with writing, are made the chief means as well as the end of instruction" (E. A. Fay, 1882, p. 33). The ultimate goal of the oral method was to enable deaf pupils to be fluent and literate in spoken and written English as soon as possible so they could work alongside hearing children and adults.

Introduced in 1868 by E. M. Gallaudet and quickly adopted by American institutions, the *Combined System* originally included four different types:

(1) The free use of both signs and articulation, with the same pupils and by the same teachers, throughout the course of instruction; (2) the general instruction of all the pupils by means of the manual method, with the special of a part of them in articulation and lip-reading as an accomplishment; (3) the instruction of some pupils by the manual method and others by the oral method in the same institution; (4)--though this is rather a combined system--the employment of the manual method and the oral method in separate schools under the same general management, pupils being sent to one establishment or the other as seems best with regard to each individual case. (E. A. Fay 1882, p. 33)

The goals of the Combined System were to educate deaf pupils in the way(s) that were most successful on an individual basis, including the use of two languages, the language of signs and English, via the use of fingerspelling, reading, writing, and speaking.

This was the first documented attempt to clearly define and clarify the variety of approaches that existed within institutions using the Combined System. However, the Combined System became more complicated as a result of the Eleventh (1886) Convention of American Instructors of the Deaf's resolutions. The detailed description of the Combined System first appeared in 1889 in the American Annals of the Deaf. E. A. Fay (1889) described 10 types of the Combined System that had been reported in 1888 by 46 (63%) American schools. Fay also provided the statistics on the types of the Combined System. The description of various types of the Combined System, including statistics, is provided in Table 4 (also see Appendices I & J).

In the institutions using the Combined System, language allocation issues focused on the establishment of clear boundaries between the language of signs and English. As issues related to how and when two languages should be separated or integrated in the classrooms were explored, dimensions of language allocation related to *time* and *place* came into play.

Table 4: A List of Institutions Reported in 1888 Along with a Description of Types of the Combined System (Fay, 1889)

Number and Names of American Institutions	Type of the Combined System
15 Institutions: American, Ohio, Virginia, Indiana, Michigan, Mississippi, Texas, Kansas, West Virginia, Oregon, Maryland Colored, Western Pennsylvania, New England Industrial (Beverly), Northern New York, and Maria Consilia	A. The general instruction of the pupils is carried on chiefly by the manual method. Part of them receive special training in articulation and speech-reading.
8 Institutions: Illinois, Missouri, Wisconsin, California, Minnesota, Arkansas, Maryland, and Colorado	A.B. Some of the pupils are taught by the manual method, others by the oral method. Of the former, part receive special training in articulation and speech-reading. All are permitted to mingle freely with one another out of school-hours.
2 Institutions: Kendall and Central New York	A.E. The general instruction of the pupils is carried on chiefly by the manual method. Part of them receive special training in articulation and speech-reading. Some of the teachers also use articulation and speech-reading, in addition to the manual alphabet and writing, as a means of instruction with some of their pupils.
8 Institutions: Kentucky, Tennessee, North Carolina, South Carolina, Alabama, Nebraska, Florida, and Ephpheta	B. Some of the pupils are taught by means of the manual method and others by the oral method. These two classes are permitted to mingle freely with one another out of school-hours.
1 Institution: Pennsylvania	B.C. Some of the pupils are taught by means of the manual method and others by the oral method. Of the latter, part are permitted to mingle freely out of school-hours with the manually taught; others are kept entirely separate from them and from those who mingle with them out of school-hours as well as in the school-rooms.
This type appeared only once in 1892. One (1891) institution: Cincinnati Notre Dame School	B.D. Some of the pupils are taught by the oral method; others by manual alphabet and writing, without the use of the sign-language. The latter also receive special training in articulation and speech-reading. The two classes are permitted to mingle freely with one another out of school-hours.
No American Institution (Montreal Catholic Female Institution)	C. Some of the pupils are taught by means of the manual method and others by the oral method. These two classes are kept entirely separate out of the school-hours as well as in the school-rooms.
1 Institution: Western New York Institution	D. The general instruction of the pupils is carried on chiefly by means of the manual alphabet and writing, without the use of the sign-language. All the pupils receive special training in articulation and speech-reading.
4 Institutions: New York, Le Couteulx St. Mary's, Washington Territory, and St John's Catholic	E. The sign-language, the manual alphabet, writing, articulation, and speech-reading are all used as means of instruction, by the same teachers and with the same pupils
11 Institutions: New York, Indiana, Illinois, Mississippi, Kendall, Kansas, Le Couteulx St. Mary's, Minnesota, Arkansas, Nebraska, and Colorado	F. In addition to one or more of the methods above described, auricular training is given to some of the pupils.
6 Institutions: Iowa, Dakota, Louisiana, New Jersey, St. Mary's, and Fredericton	Six schools are reported as following the Combined System, but we are not informed as to which of the above subclasses the method pursued belongs.

For example, I. L. Peet (1884), the Principal of the New York Institution of the Deaf, discussed how the amount of time was allocated to each language,

We can teach them language by means of writing and the manual alphabet until they have acquired gradually, from day to day, a good knowledge of the English language; and that after that, or in addition to that, they can learn systematically and thoroughly the different methods of expressing the English language. One will be the use of a manual alphabet; another will be articulation; another will be writing. (as cited in E. A. Fay, 1880, p. 182)

By this method the pupil becomes so conversant with language that signs become less and less a necessity with him, and words become his medium of thoughts and expression, and by his knowledge of their significance and use he is able to gather information from books and newspapers, communicate readily by writing and dactylography, and to become a member of the society from which he has been practically excluded. (I. L. Peet, 1884, p. 15)

It appears that in reality, the term Combined System served as an umbrella term for institutions providing access to two languages which in turn required educators to be conscious of language allocation issues. Consequently, the Combined System gave birth to a spectrum of language allocation strategies involving both auditory and visual languages. The manual method provided two languages and remained fairly straightforward without requiring audition. By the same token, oral education was based upon one auditory language. With speech and hearing as part of the Combined System, language allocation in the classroom became complicated.

CP: Clarification of Manual Alphabets

While educators involved with acquisition planning focused on language allocation issues related to the proper use of the language of signs and English in

educational settings, educators involved with corpus planning addressed similar issues. They described the function and linguistic origin of fingerspelling, clarifying that the use of the manual alphabet in English is a “borrowed art” (Gordon, 1886, p. 52).

Gordon (1886) argued that “It is a common error to consider the ordinary manual alphabets as deaf-mute alphabets and finger-spelling as the sign-language of the deaf” (p. 52). He clarified by stating that

Finger-spelling is, to the deaf, a borrowed art. It is used by many of the educated deaf and their friends as a substitute for the sign-language, and it enables them also to supply the deficiencies of the sign-language by incorporating words from written language. Scagliotti, of Turin, devised a system of initial signs which begin with letters of the manual alphabet, and Dr. Isaac Lewis Peet, of New York, has made a similar application of manual letters to signs to suggest words of our written language to the initiated deaf. But it should not be forgotten that practise in finger-spelling is practise in our language. (p. 52)

He commented that “Finger-spelling would appear to be a far more convenient, easy, rapid, and accurate adjunct to speech or substitute for it than writing” (p. 52). He clarified that the use of fingerspelling provides practice in using English. Gordon’s work was consistent with Burnet’s (1835) article where 51 years earlier, finger-spelling was discussed in detail as being borrowed from English. These authors’ descriptions of the function and use of fingerspelling can be considered early discussions of codeswitching and the use of English only.

The 1890s

The Concluding Observations of the 19th Century's American Deaf Education

By 1890, there were a total of 76 institutions serving 8,901 deaf mute pupils.

Twelve institutions used the manual method and served 331, 19 institutions used the oral method and served 1,104, and 45 institutions used the Combined System and served 7,466 deaf mute pupils. By 1899, there were 112 institutions in the United States with a total enrollment of 11,942 deaf-mute pupils. Eight institutions used the manual method and served 259, 43 programs used the oral method and served 1,264, and, 60 institutions used the Combined System and served 10,227 deaf-mute pupils. During this decade, a new language policy instituting the manual alphabet method appeared in one institution (Western New York Institution for the Deaf) serving 192 deaf-mute pupils (see Appendices I and J for a complete tabulation of American Institutions for the Deaf).

Despite the radical declarations promoting the oral-only method at the Milan Convention in 1880, the Combined System continued to dominate deaf education throughout this decade in the United States. In 1890, 84% of all deaf-mute pupils were enrolled in Combined System programs. By 1899, 86% of students were receiving their education in programs where the language of signs and English were used for instruction in varying degrees.

During the 1890s a greater emphasis was placed on the teaching of speech, and many diverse combinations of the Combined System were implemented at the majority of institutions for deaf-mutes. The scheme used to describe the various Combined System

programs became so complex that for some, it was ridiculously cumbersome and appeared to be a tangled menagerie of programming approaches.

During this time, A. G. Bell (1893) was actively engaged in a variety of language planning activities. For example, he tenaciously advocated for more emphasis on speech teaching and attempted to clarify the role and proper use of two languages in American institutions for deaf-mutes. He tried to work collaboratively with CEASD and CAID members to simplify and outline various methods employed in the schools; however, as the decade progressed, considerable tension between Bell and Fay developed (Fay, Noyes, & Bell, 1893).

AP: Articulation and Speech-Reading as Components of Deaf Education

E. A. Fay (1890) asserted that speech teaching was widely practiced and that it was not necessary to address this topic repeatedly at CAID conferences. “The value of articulation and speech-reading is now so fully recognized by American teachers that it is no longer a subject of discussion,” declared E. A. Fay (p. 279). Articulation teaching was increasingly promoted in 1886 through an Articulation Section of the Eleventh Convention of American Instructors of the Deaf (CAID). The work of this group eventually led to the establishment of an independent and influential organization called the Association to Promote the Teaching of Speech to the Deaf in 1890 (Westervelt, 1891). A. G. Bell (as cited in Caldwell, 1891), a champion of the oral method of instruction, was elected as the first president of the Association to Promote the Teaching of Speech to the Deaf. He reported that “There has been a gradual increase during the past few

years in the number of deaf pupils who are taught speech" (p. 275). In addition, he emphasized that

It is not the aim of the Association to advocate or to oppose any special system of instruction, but simply to meet upon the platform indicated in the resolution which was adopted at the California Convention in 1886-- that *every child should be afforded an opportunity to learn to speak* (as cited in Caldwell, 1891, p. 275)

The original Articulation Section was required to work through the whole CAID organization to achieve their goals. As a separate group, however, the Association was better able to promote speech instruction by working directly with the schools. As a result, 24 new public day schools and private residential institutions adopting the oral method were established during the 1890s. In 1890, 19 oral institutions/programs enrolling 1,104 students were either under private management or connected with the public schools and averaged an enrollment of approximately 25 deaf pupils each. In 1899, 43 institutions/programs included 1,264 students representing 11% of all deaf-mute pupils. The mission of this Association was to actively promote the teaching of oral English by influencing school language policies, specifically the acquisition planning policy. Although many new oral programs emerged at this time, their student populations remained small when compared to programs using the Combined System (see Appendices I & J). Between 1890 and 1899, 15 new Combined System schools were established. By the end of the 19th century, 10,227 of 11,942 deaf-mute pupils were enrolled in Combined System programs representing 86% of the deaf student population. Despite the growing number of oral schools, the Combined

System remained steadfast throughout the 1890s, as clearly shown in Appendices I & J.

AP: Guidelines for Effective Combined System Programs

Although E. A. Fay (1891) believed that the topic of speech had been thoroughly discussed, he felt that its role in the Combined System should be further clarified. He reported that “Our understanding of it has been frequently stated in the *Annals*, and is accepted by the great majority of the members of the *Annals*” (p. 159). He stated that the Combined System was used by “those schools in which an important place is given in some form or other to speech and speech-reading, but the sign-language or the manual alphabet, or both, as well as writing, are employed more or less as a means of instruction with all or a part of the pupils” (p. 159). E. M. Gallaudet (1891) further stated that the Combined System included, “under adaptable and elastic conditions, all features of all methods which can be shown to be of value to any considerable number of the deaf” (p. 257). He stressed that the ultimate aim of the *Combined system* is to bring “together in one establishment, under conditions more or less varied, the several accepted methods and expedients for teaching” (p. 258).

In addition, E. M. Gallaudet (1892) provided the following guidelines for effective Combined System programs.

1. It should be under the charge of a man well versed in *all* the methods of teaching the deaf, including a thorough familiarity with the language of signs....

2. All the teachers should have a good knowledge of the language of signs; a majority should be highly educated persons, some of them being deaf themselves.
3. There should be a department, or classes, in which pupils can be trained from the start by the oral method, and every pupil should have a full opportunity of acquiring speech.
4. Only those pupils should be retained permanently in the oral department or classes who are unquestionably successful in speech and lip-reading.
5. All pupils in manual classes who can attain even a moderate degree of success in speech should continue to have instruction in that branch.
6. Orally-taught pupils should have the benefit of lectures and religious services in the sign-language.
7. No effort should be made or allowed to discredit or disgrace the language of signs, and its use out of school should not be *forbidden*, even to pupils taught in oral departments or classes. At the same time all due influence should be exerted to induce pupils to communicate largely with each other by speech and manual spelling, so soon as their attainments render such communication practicable. (pp. 284-285)

E. M. Gallaudet (1892) also argued that “No school for the deaf which holds to a single method, and rejects either the language of signs or speech, has a right to assume that it can educate the deaf as a class” (p. 285). Similarly, Heidsiek (1899) emphasized that

The Combined System, therefore, should not be regarded as a simple process of instruction, but rather as a complex system in which speech, the sign-language, the manual alphabet, and writing are employed in the most diverse combinations, according to the idiosyncrasies of the pupil. (p. 201)

AP: Controversial Issue: Classifying Methods of Instruction

A 123-page document of controversial acquisition planning issues concerning the classification of methods of instruction was published in the American Annals of the Deaf (Fay, Noyes, and Bell, 1893). Fay reported that Alexander Graham Bell (1893) presented his paper, “Upon the Classification of

Methods of Instructing the Deaf," at the 1892 Seventh Conference of Principals and Superintendents of American Institutions for the Education of the Deaf (CEASD) at the Colorado Institution in Colorado Springs. Bell criticized the traditional classification of methods of instruction adopted in the Tabular Statement of American Schools for the Deaf which was published annually in the American Annals of the Deaf. A. G. Bell began his presentation by stating, "I am dissatisfied with the classification adopted by the profession, and used in the Annals" (p. 296). He acknowledged that the 12 types of "Combined Method" were recognized by the American Institution educators; however, he argued that "This classification seems to me to be unnecessarily complicated, and extremely difficult to follow" (p. 296).

For example, you have the Combined A method, Combined B method, Combined C method, Combined D method, Combined E method, Combined F method, Combined G method, Combined AB method, Combined AE method, Combined AF method, Combined BC method, Combined BD method, Combined BF method, Combined EF method, Combined ABF method, and the Combined AEF method. (Bell, 1892, pp. 296) (see Table 4 for a list of 1888 Institutions and descriptions of their declared Combined System types)

Bell admitted "I fear that it would be almost impossible for any one excepting the editor of the *Annals* to decide definitely to what class a method belongs" (p. 296). He argued that "We must have a clear idea as to what these methods are, and how they differ from one another" (p. 295).

A. G. Bell (1893) discussed a revised plan of classification, proposing that distinct separation and clear boundaries between two languages be established. He stated that the existing methods of instruction should be divided into two

broad classes: (1) “Those in which the English language alone is employed, and (2) Those which employ some other language--not English. (For example, The De l’Épée Sign-language.)” (p. 297). He further explained that English included oral methods, the auricular method, the speech-reading method, and manual alphabet methods, and that the sign-language included sign methods. Table 5 provides A. G. Bell’s theoretical framework, “which exhibits those methods of instruction which appear to me to demand recognition, and their relation to one another” (p. 296).

Table 5: Suggested Classification of Methods of Instructing the Deaf (Bell, 1893, p. 297)

Basis of Classification	Two Broad Classes of Methods Employing:	Sub-groups.	Specific Methods of Instruction
Language employed to impart ideas	1. English 2. Other languages	Oral Methods Manual Methods Sign Methods	The Auricular Method. The Speech-reading Method. The Manual-alphabet Method. The De l’Épée Sign-language Method.

A. G. Bell (1893) explained that the upper half of his chart involved the “*exclusive...use of English*” (p. 298) in the classroom. Deaf-mute pupils should be taught English through English alone by listening, speech-reading or finger-spelling, without the aid of the sign language. It is important to note that although Bell recognized finger-spelling as a manual activity, he was aware that through exclusive use of the manual alphabet, pure English could be conveyed. In contrast, the lower half of the chart

included the “*non-exclusive use of English*” (p. 298). This category promoted the use of two languages in the classroom by teaching English to deaf-mute pupils as well as using the medium of the sign language for instruction.

A. G. Bell (1893) made several profound statements about the language of signs by pointing out that “There are, or may be, many distinct languages of signs, just as there are many spoken languages” (p. 299). He emphasized that the language of signs, “unlike the manual alphabet, constitutes a distinct and separate language by itself, so that pupils taught by this method learn two distinct languages, differing greatly from one another--English and the De L’Épée Sign-language” (p. 304).

For example, some schools employ the De L’Épée Sign-language as a means of teaching English—the pupils being required to translate from signs into English, and *vice versa*. Others use English and English alone, in the school-room, as a means of communication; the Sign-language being employed for religious instruction, and for the purpose of social intercourse out of school-hours. (p. 304)

A. G. Bell (1893) recognized the objections of the committee members to his term “De L’ Épée Sign-language” by replacing it with “the Sign-Language” (p. 333). However, he argued that the sign-language needed reference to “a definite and specific form of Sign-language.... I would have no objection to call it the ‘Gallaudet Sign-language’ or the ‘American Sign-language.’ Indeed, I am willing to accept any name that is specific and definite” (p. 334). It appears that Bell was the first person to suggest that the language of signs be called “American Sign-language” (p. 334). He argued that the language of signs should be given a more specific term to distinguish it from other forms of signing such as non-standard home signs and gestures. In his effort to discover a title his peers might accept, he suggested “American sign-language.” Bell also clarified that

the manual alphabet method was part of English, not American Sign-language and specified with great conviction that

There is no essential difference between English written upon paper and English spelled upon the fingers. Manual spelling does not constitute a distinct language by itself--different from the language of printed books--but simply consists in the use of a different kind of character or letters from those usually employed--an alphabet formed upon. I have, therefore, included the Manual Alphabet Method among those employing the English language alone. (p. 303)

A. G. Bell's view of fingerspelling was similar to that of Burnet (1835) and Gordon (1886) who also referred to fingerspelling as part of the English language (see Chapter 4).

After some discussion on A. G. Bell's (1893) presentation, a Committee consisting of Dr. Noyes, Superintendent of the Minnesota School; Dr. Bell; and Dr. Fay serving as chairman was established to consider the adoption of Bell's proposed classification of methods of instruction. Their final charge was to report their conclusions through the American Annals of the Deaf. The arduous deliberations of the Committee were primarily conducted through written correspondence and included intense discussions in 47 letters between October 1892 and September 1893. During this one-year period, E. A. Fay and Noyes contacted numerous Combined System institutions while Bell focused on the oral institutions and programs (Fay, Noyes, & Bell, 1893). Bell concluded that oral institutions did not support the inclusion of the manual alphabet (fingerspelling) in their programs. After these long deliberations and revisions of Bell's proposal, Bell recommended the final revision for the committee to adopt, as shown in

Table 6. Table 6 outlines Bell's theoretical framework which proposes a system of classifying programs based on the method of instruction implemented. He also proposed that the Annals adopt a new form used to tabulate and report the number of students enrolled in the various types of programs (see Table 7). Bell noted the importance of language allocation principles and their application in deaf education.

Table: 6: Bell's Classification of Methods of Instruction (A. G. Bell, 1893, p. 408)

Broad Classes	Distinct Methods	Varieties
Oral Methods employ speech, and other means of communication; but not Manual spelling or the Sign-language.	Speech-reading Method (or Lip-reading Method) employs Speech-reading and other means; but not Manual alphabets or the Sign-language.	Pure-oral. Speech-reading or Lip-reading Method used both in the school-room and elsewhere.
Manual Methods employ Manual spelling; or the Sign-language; and also other means of communication.	Manual-alphabet Method employs Manual alphabets and other means; but not the Sign-language. Sign-language Method Employs the Sign-language and other means of communication	Pure-manual. Manual alphabet Method used both in the school-rooms and elsewhere. Oral-manual Speech-reading Method in school-room; Manual-alphabet Method elsewhere; with the same pupils. Pure-sign Sign-language Method used both in the school-room and elsewhere. Oral-sign Speech-reading Method in the school-room; Sign-language elsewhere; with the same pupils. Manual-sign Manual-alphabet Method in the school-room; Sign-language Method elsewhere; with the same pupils.

Table 7: Blank Form for the Tabulation of Statistics Concerning Methods of Instructing the Deaf (A. G. Bell, 1893, p. 410)

Name of School.	NUMBER OF PUPILS TAUGHT BY EACH METHOD OF INSTRUCTION.							Number of semi-deaf pupils.	
	Oral.		Manual.						
	Pure-oral.	Pure-manual.	Speech-reading Method.	Manual-alphabet Method.	Oral-manual.	Pure-sign.	Sign-language Method.		
1. American Asylum									
2. New York Institution									
3. Pennsylvania Institution									
4. Kentucky Institution									
etc., etc.									
								Total.	
								Receiving Auricular Training.	

E. A. Fay (1893), as chair of the committee, dismissed Bell's (1893) work and agreed that the complicated description of the 12 types of the Combined System should be eliminated. Bell's proposed classification system was set aside when Fay accepted Noye's (1893) suggestion that the three traditional classifications: manual, oral, and Combined System, be retained with the addition of the manual alphabet method. Fay then added a fifth classification, the auricular method in hopes that Bell would be appeased. The five classes were as follows:

- I. *The Manual Method.* -- The sign-language, the manual alphabet, and writing are the chief means used in the instruction of the pupils, and the principal objects aimed at are mental development and faculty in the comprehension and use of written language. The degree of relative importance given to these three means varies in different schools; but it is a difference only in degree, and the end aimed at is the same in all.
- II. *The Oral Method.*-- Speech and speech-reading, together with writing, are made the chief means of instruction, and facility in speech and speech-reading, as well as mental development and written language, is aim [sic]at. There is a difference in different schools in the extent to which the use of natural signs is allowed in the early part of the course, and also in the prominence given to writing as an auxiliary to speech and speech-reading in the course of instructon; but they are differences only in degree, and the end aimed at is the same in all....
- III. *The Manual Alphabet Method.*--The general instruction of the pupils in and out of school is carried on by means of the orthographic and phonetic manuals, and by writing and speech.
- IV. *The Auricular Method.*--The hearing of semi-deaf pupils is developed and improved to the greatest possible extent, and, with or without the aid of artificial appliances, their education is carried on chiefly through the use of speech and hearing, together with writing. The aim of the method is to graduate its pupils as hard-of-hearing speaking people, instead of deaf-mutes....
- V. *The Combined System.* --Speech and speech-reading are regarded as very important, but mental development and the acquisition of language are regarded as still more important. It is believed that in many cases mental development and the acquisition of language can be best promoted by the Manual method, and, so far as circumstances permit, such method is chosen for each pupil as seems best adapted for his individual case. Speech and speech-reading are taught where the measure of success seems likely to justify the labor expended, and in some of the schools some of the pupils are taught wholly by the Oral method or by the Auricular method. (E. A. Fay, 1894, pp. 63-65)

This five-method classification of instruction was subsequently adopted in 1893 by three-fourths of the institutions for deaf-mutes in the United States.

A. G. Bell (1893) was furious that his proposal was not more seriously considered by the committee. In August of 1892, at the conference of CEASD in

Colorado Springs, Bell was encouraged to improve upon the complicated description of the combined System. He put considerable energy into refining and streamlining the classification system. Fay declared that Bell's work was out of order (Fay, Noyes, & Bell, 1893). He explained that Bell was encouraged to improve upon the old system, but his proposal had no resemblance to the original classification system and should therefore not be considered. Fay, as committee chair, single-handedly decided to do away with the old Combined System description, leaving it more general with the addition of two categories.

Upon completion of the committee's work, A. G. Bell (1893) sent Fay and Noyes a letter expressing his anger about their actions by using a fable.

The Committee on Boats

Once upon a time a certain man, Robinson, told the people of an island that their old boat was sadly out of repair, and they had better look into the matter.

The people agreed, and appointed Brown, Jones, and Robinson a committee to examine the boat and report what had better be done.

Well, the committee agreed that something had better be done, but they couldn't quite make up their minds as to what to report.

Robinson suggested that they better build a new boat, but the others thought the cost too great.

Brown thought he could fix up the old one himself, although, certainly, it was in a very cranky condition. Cracks were visible here and there, and holes in her bottom were plugged in nearly a dozen places.

Well, he pulled out the plugs and he put in a new plank, and he caulked up the cracks as well as he could; then he brought the boat to the other members of the committee, and proposed that they report to the people that the old thing was now about as good as new. Jones was inclined to agree with him, but Robinson suggested that they better not be

in too big a hurry to report; and that it would be better to wait a little longer, and try the boat first to see whether she still leaked.

So they took the boat to Chicago when they went to see the World's Fair, and patched her up in quite a number of different places and agreed to report that while the old boat wasn't in a very good condition, still they thought that with the repairs that had been made upon her she might do good service for some time to come. It was true she wasn't a beauty, 'but,' said Robinson, 'a poor boat is better than none at all.'

Brown objected, however. He didn't like the looks of the boat, and the patches, he said, were 'absurd.' 'It is better to have no boat at all,' he declared, 'than a patched-up thing like that!' So he scuttled the boat, and shoved her off, and down she went to the bottom, and Jones looked on in silence, but agreed that, perhaps, after all, it was the best thing that could be.

Robinson then suggested that as the old boat was now at the bottom of the deep blue sea, they better recommend the people to get a new boat as soon as they possibly could.

After discussing the subject for a year, they recommended the people, by a unanimous vote, *to do without a boat at all!* Then shook hands and parted, and lived happily ever afterward. (pp. 406-407)

It appears that this fable was A. G. Bell's final contribution to the Annals. He then shifted his attention to the publishing of The Volta Review. In this journal, Bell published deaf education statistics based upon his tabulation system. The Volta Review thrived and became another respected source of data for oral deaf educators.

SP and AP: The Changing Policy from Oral to Combined System

Several significant language planning activities took place during the 1890s at the institutional and state legislative levels. The following cases provide evidence that individuals and groups worked to change school policy from the oral method to the

Combined System during this period. E. A. Fay (1894b) reported that the Portland School for the Deaf in Maine, which was established in 1876 (now the Governor Baxter School for the Deaf), changed their language policy by adopting the Combined System. After 18 years of being exclusively oral, it was found that “Many of the [Portland School] pupils had failed to make satisfactory progress in the acquirement of general knowledge under this (oral) system” (p. 140). As a result, a special committee of members of the Portland school board visited two institutions, the American School for the Deaf and the Clarke School for Deaf Mutes, to learn more about the methods of instruction at both of these schools. The Portland School board adopted the recommendation of the committee that the Combined System be implemented immediately. Specifically, the Combined System required that “Speech and lip-reading are taught, as far as possible, to all pupils, some of whom are taught wholly by the oral method, but in which general instruction is largely imparted through the medium of signs and the manual alphabet” (p. 140). Fay concluded that “This is the method pursued in nine-tenths of the large schools throughout the United States” (p. 140). Generally, Gallaudet (1899) was pleased with the progress of the Combined System, stating that “My observations in American and European schools where signs are used with moderation and good judgment have satisfied me that in such schools the best ‘all-round’ development of the pupils is secured” (p. 229).

Another significant language planning event occurred in Massachusetts among the deaf community. E. A. Fay (1894a) reported that many Massachusetts deaf-mutes signed and presented a petition to the legislature requesting the

establishment of a State school using the Combined System. The request was denied by the Massachusetts legislature on the grounds that

the oral method of instruction is sufficient [in Massachusetts, and that] sample provision is made at present for the education of Massachusetts pupils by the Combined System at the American Asylum, and at much less expense to the State than the establishment of a new school would involve. (p. 142)

The legislature felt that Massachusetts' residents had access to the Combined System at the nearby Hartford Institution and therefore could not justify the expense of both an oral school (Clarke) and a new Combined System school within the state.

In Histories of American Schools for the Deaf, 1817-1893, E. A. Fay (1893b) reported that deaf pupils at the Oregon School for the Education of Deaf-Mutes received instruction via the language of signs, the manual alphabet, and writing. Approximately 50% of these pupils were also given instruction in articulation. Also during this time, there were several deaf teachers employed at the Oregon School for the Education of Deaf-Mutes.

These three language planning activities reported by E. A. Fay (1893a) offered evidence that the drive to promote the oral method during the 1890s was successful only to a minimal degree (see Appendices I & J). E. M. Gallaudet (1899) declared that

Every school which banished the sign-language from its classrooms and chapel robs its pupils of a valuable means of education, thought development and stimulation, for which there are no adequate compensations in increased power to use and understand verbal language or speech. (p. 228)

AP: Codeswitching and Language Instruction

Although the aforementioned activities had an impact on deaf education at the macro level throughout the 1890s, there were also a number of activities taking place within the schools at the micro level. Many of these issues had been touched upon in the literature in earlier years, but the level of sophistication and depth of discussion related to codeswitching, instructional strategies, and the use of English in the school-room was remarkable.

A description and discussion of codeswitching used by deaf people were provided by Haskin (1890) who observed that deaf people frequently alternated between the language of signs and English via fingerspelling. At the Convention of the National Association of the Deaf in Washington, he stated, “I was indeed astonished to see the decidedly ‘sandwiched’ style or oratory which prevailed on that occasion” (p. 27). “A large majority of the speakers could hardly give a sentence purely in signs. Generally, one or more words were spelled, and sometimes whole phrases and sentences,” remarked Haskin (p. 27). In response to Haskin’s observation, George (1890), a deaf teacher at the Illinois Institution, stated that “The educated deaf listener really has little or no trouble in following the thought of any sign-maker, no matter how much finger-spelling is ‘sandwiched’ between the signs, if only both the sign-making and the spelling be clear and correct” (p. 115). In addition, he reported that many hearing teachers “are miserable failures at reading either signs or spelling” (p. 116). White (1890), a deaf teacher at the Utah School for the Deaf, also remarked on the importance of

codeswitching by stating, “I would not advocate the use of signs alone, nor that of English alone [via fingerspelling], in a public address. The latter, especially, would be too great a strain on the eyes of the audience” (p. 113). In short, what Haskins actually saw was the common use of codeswitching by deaf adults who continually changed “from pantomime to dactylography and back again” (p. 27). This involves switching from one language to another in the middle of an explanation or presentation to highlight or reiterate a point. In addition, he remarked on the appropriate role of fingerspelling based on purpose, audience, and context:

As a general rule, in addressing an assembly, it seems to me that only proper names, with occasional technical terms, and synonymous words, where they add to the force of the thought, should be spelled, unless the assembly is a small one, and the whole discourse is spelled, in which case it is purely English. (p. 28)

In contrast, he expressed concern that, “sandwiched style” or codeswitching should not be allowed in the classrooms because a “deaf-mute pupil gets into ‘confusion worse confounded’ in attempting to express himself in written language--to him a foreign tongue” (p. 29). Although Haskins recognized the great use of the language of signs as “a genius of its own, and, in its idioms and constructions, [which] is as different from and independent of the English, or any other language, as is the German, and in some respects much more so” (p. 29), he strongly emphasized the separation of the two languages, arguing,

Let the teacher use both the English and the sign-languages in their purity; and, as soon as possible, let the pupil be made to understand that English and signs are separate and distinct modes of expression; that the form of the one will not fit into the mould of the other; that the terms of the sign-

language seldom, or never, follow the order of the English words in a sentence, and the greatest difficulty in the way of the pupil's mastery of English is removed. If the teacher intermingles signs and English, or uses the signs in the English order, how can the pupil escape the idea that there is not very much difference between the two languages, and that they can be indiscriminately mixed? The result cannot fail of being disastrous--ending in perplexity to the pupil, annoyance to the teacher, and discouragement to both. (pp. 29-30)

It is clear that Haskins (1890) and Thomas Gallaudet (1859) both advocated the separate use of the language of signs and English via writing and fingerspelling. In addition, they made efforts to purify the language of signs and prevent English words and phrases from entering the language of signs.

The Final Decade of the 19th Century's Language Issues

Throughout the 1890s, numerous deaf educators discussed instructional issues related to the use of two languages and the exclusive use of English. Educators believed that the excessive use of the language of signs did not facilitate the development of English. They continued to explore familiar topics related to strategies for increasing the use of English. They also debated appropriate amounts of time to be spent using the language of signs and English which varied in different programs within the Combined System.

E. A. Fay (1893b) discussed how teachers provided English practice using the blackboard and covering it with a blind. Dudley (1893) emphasized the use of the language of signs and translation to ensure an understanding of content. He also advocated the practice of rapid finger-spelling to increase English skills.

Booth (1893) stressed the importance of providing sufficient opportunities to learn and use English and emphasized that

A language is not learned by talking about it, even in its own terms, much less by talking about it in another language. A language is best learned, not by talking *about* it, but by talking *in* it,--about anything and everything that may interest the learner. (p. 59)

Porter (1894), a Kendall School teacher, emphasized that it is “our aim to give our children such an enthusiasm for and command of English that finger-spelling, writing, and speech may soon become easy and habitual modes of communication” (p. 175).

Similarly, Allabough (1893) argued that “We must make English a living language to the deaf child by using it constantly” (p. 220). In addition, he suggested that signs should not be used “as a substitute, but rather use them as a means to explain or define when words fail” (p. 220). In addition, Clarke (1896), superintendent of the Michigan School, emphasized the importance of teachers continuing “the habit of having written conversations with your pupils...[and making] an effort to get your class to read” (p. 45).

Hall (1893) disapproved of the practice of telling stories in the language of signs and requiring students to write them in English. He strongly recommended that “The less signs are used in the class-room the better it is for the pupils. They come to school to learn English--it is something they must have when they go out into the world” (p. 252). He emphasized that “The teacher can gradually make his pupils live and think in English” (p. 253). Archer (1893) also believed that “The deaf child may be taught to comprehend and think in written language without the intervention of others signs or symbols” (p. 254). He argued that the teachers should “require the pupils constantly to use the English language” (p. 256). He emphasized that the teachers should “discard almost entirely

methodical signs and grammatical theories, and keep the children surrounded by English. They will often pick up more than we give them credit for" (p. 256).

The content of these language allocation discussions was not really new; however, it is important to note that the ultimate goal was to increase the use of English and decrease the use of the language of signs without totally eliminating it. Heidsiek (1899) observed that the American schools emphasized the importance of "teaching them (deaf pupils) as soon as possible to *understand* language, and requiring more practice of it in its written form" (p. 193). In addition, he observed how the language of signs and English were typically used within a Combined System class.

The teacher introduced into the class, consisting of eight or ten children, some object—as, for example, a dog, either a live specimen, a model, or a picture—making short pantomime remarks about the same, in which the children join vivaciously. The gestures employed in this pantomime conversation are perfectly natural, such as any one could understand, and are intended to awaken the interest of the children, stimulate their thoughts, and open their minds for the exercises that are to follow. After the shyest and most timid of the children have been encouraged to contribute their little mite of canine biography, the teacher spells the name of the animal on his fingers, at the same time writing the word 'dog' on the slate, and intimating that the manually spelled and the written letters are identical in meaning, and that the pupils may indicate the animal either in one way or the other. After the children have been sufficiently drilled in writing and manually spelling the word 'dog,' the same process is repeated with other familiar objects—as, for example, cat, rat, ox, cow, horse, fish, duck, pig, etc. (pp. 198-199)

It is important to note that the teacher used a language allocation strategy. The teacher used the language of signs first to provide contextual support and motivate the pupils to learn English. The teacher used the language of signs to give an overview of the English lesson in order to ensure deaf-mute children's comprehension of the English words. The teacher then used English only through

fingerspelling and writing to provide English lessons. In short, this language allocation strategy was commonly used in the Combined System.

At the end of the 19th century, E. M. Gallaudet (1899) emphasized the effectiveness of the Combined System, its flexibility based on individual pupils, and its use of both the language of signs and English. He concluded by stating that “The language of signs has its use at all points in the education of the deaf” (p. 223) to ensure the maximum educational benefit of 20th century deaf pupils.

Summary

The second era in deaf education 1867-1900 witnessed the emergence of the oral-only method, which influenced educators to rethink the traditional teaching approach. As a result, the Combined System, which included the addition of speech instruction with the more traditional bilingual approach, was developed and implemented by many schools. This second era in deaf education saw Edward Miner Gallaudet emerge as a national leader who initiated the Combined System in an effort to preserve the language of signs. As a result, the Combined System was rapidly adopted by the majority of schools for the deaf promoting the use of both the language of signs and English as the languages of instruction. At the close of the 19th century, 86% of all deaf students were enrolled in some form of a Combined System program. By this time, a wide variety of Combined System programs characterized by their unique approach to allocating two languages were in operation.

CHAPTER 6

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This dissertation provides a glimpse into 19th century perceptions of language planning activities within the deaf education system. Through this study, it became apparent that the three types of language planning have been interdependent upon one another throughout the history of deaf education. Carefully adhering to the use of a language planning framework and primary sources whenever possible facilitated the discovery of language planning patterns and brought to light much of our forgotten history. This study identifies and describes more than 45 salient language planning activities that occurred during the 19th century.

Chapters 4 and 5 revealed that the influential individuals and groups who successfully pursued these activities held social status or positions of power and were positively recognized by a community or national group of educators. Language planning in deaf education was conducted at every level from the classroom to the national arena and can be characterized as deliberate efforts to influence the language and communication behaviors of deaf pupils and their educators. They affected the status, methods of instruction, and the structure of the language of signs and English used in schools for the deaf throughout the United States. Through the process of analyzing the language planning documents of 19th century deaf education, two very distinct periods emerged with regard to status planning, acquisition planning, and corpus planning activities, respectively. This study discovered from a language planning perspective that status planning activities were responsible for initiating each of the two great eras of 19th

century deaf education and gave direction to the multitude of acquisition and corpus planning activities that followed. As the three types of language planning are discussed in the context of these two great periods, answers to the four major research questions that guided this study are provided.

Research Questions

1. What salient language planning activities took place in 19th century deaf education between 1817 and 1900 in (a) status planning activities, (b) Acquisition planning activities, and (c) Corpus planning activities?
2. What prevalent terminology was used in deaf education literature during the 19th century, and to what do Methodical Signs, Manual method, Combined System, and Manual Alphabet refer specifically?
3. How did the Milan Congress of 1880 impact American institutions for the deaf?
4. Were systematic examinations of the language of signs pursued during the 19th century?

Research Question 1 is answered throughout the summary of findings in Chapter 6. Each type of language planning is divided into two eras: 1816-1866 and 1867-1900. Research Question 2 is addressed through descriptions and explanations of terms that are discussed in the framework of the three language planning types. Research Question 3 concerning the impact of the Milan Convention is addressed in the second era of the status planning section of this chapter. Research Question 4 concerning systematic examinations of the language of signs is addressed throughout the two periods of the corpus planning section.

Summary of Significant Status Planning Activities

Three significant status planning activities occurred during the 19th century which involved establishing, increasing, and restricting the use of the language of signs and/or English within the deaf education system. The first status planning activity resulted in the establishment of the use of the language of signs and English for educational purposes. The second activity was an effort to increase the status of English only as the alternative oral method. The third activity established the status of two languages promoting both the manual and oral methods as appropriate for individual students. Interestingly, the two great periods of 19th century deaf education began as the result of status planning activities that were initiated at the state legislative level in Connecticut and then, later, in Massachusetts. The legislative action initiated in Massachusetts posed a threat to the status of the language of signs in deaf education. This sparked a third major status planning activity (the Combined System) initiated at the school level, which later became a national movement through organized professional activities.

Status Planning: 1816-1866

The first era began in 1816 when the State Legislature of Connecticut established an educational corporation for the purpose of maximizing the educational attainments of deaf pupils (Terry, 1819). This legislative activity was initiated and successfully accomplished by Dr. Mason F. Cogswell, a prominent physician and surgeon and father of a deaf daughter. He became the founder and board member of the Connecticut Asylum for the Education and Instruction of Deaf and Dumb Persons. Thomas Hopkins Gallaudet is often cited as the founder of the Connecticut Asylum (Baynton, 1996) as

opposed to Cogswell who, based on these research findings, deserves credit as the principle founder of the first school for the deaf in America (Barnard, 1857; Root, 1924; Weld, 1847). Together, T. H. Gallaudet and Laurent Clerc were responsible for developing and implementing the instructional program.

Thomas H. Gallaudet, the first principal, and Laurent Clerc, the first deaf teacher, became famous educational leaders who forged, refined, and modeled the implementation of the four modes of communication (later called the manual method). Initially, the implementation of the four modes of communication, or manual method, was board approved at the level of the school as a status planning activity. The manual method utilized the language of signs and English via methodical signs, the manual alphabet, and writing as the mediums of instruction (Terry, 1819). Research findings indicated that this approach, employing two languages of instruction, would be considered a bilingual program in today's terms. In reference to the terminology of Research Question 2, it is important to clarify that the manual method was based on the four modes of communication and employed a bilingual methodology which should not be confused with the manual alphabet method. The manual alphabet method did not appear as a school policy until 1892 at the Western New York Institution and later at the Pennsylvania Institution and the Illinois Institution in 1898. This method was confined to use in only three schools and refers to the use of three modes of communication: fingerspelling, speaking, and writing without the language of signs (E. A. Fay, 1900).

In sum, the Connecticut Asylum gave official recognition to the language of signs and became the cornerstone of deaf education by providing leadership for the many

American institutions that were later established. Institutions throughout the U.S. replicated their educational philosophy, curriculum, and bilingual instructional strategies. These institutions also took advantage of the professional development opportunities offered by the American Asylum staff. The manual method dominated deaf education and was the language policy immediately adopted and implemented by all new institutions for the deaf throughout the United States. Thus, the period from 1816 to 1866 can be characterized as the Age of the Manual Method in American deaf education.

Status Planning: 1867-1900

The second era began in 1867 when the Massachusetts Legislature established the Clarke Institution, thereby giving status to the oral approach where English was the sole language of instruction (F. B. Fay, 1867). This marked the birth of the English-only movement or oralism. Realizing this movement was a threat to the language of signs, Edward M. Gallaudet, President of the Columbia Institution and the National Deaf-Mute College, responded by proposing the Combined System to support, maintain, and protect the status of the language of signs and to incorporate articulation instruction. After his investigation of a similar approach in European institutions for the deaf, he recommended to the board of the Columbia Institution that the “Combined System” be adopted. As a result, the Columbia Institution adopted and implemented the Combined System in 1867. From there, E. M. Gallaudet expanded his campaign to promote the Combined System through a new professional organization, the Conference of the Principals of the American Institutions for the Education of the Deaf and Dumb (CEASD) (Pratt, 1868). Consequently, existing institutions using the manual method quickly modified their

program offerings to include some form of articulation instruction and adopted the Combined System. In 1867, 25 institutions (93%) declared the manual method policy, whereas two institutions (7%) declared the oral method policy. In 1868, only three institutions (11%) had the manual method policy, 23 institutions (82%) adopted the Combined System, and two institutions (7%) maintained the oral-only method policy (see Appendices I and J). It appears that E. M. Gallaudet's campaign succeeded in increasing the status of using two languages as part of the Combined System, and as a result, the oral-only movement in America produced relatively minimal impact in the 19th century.

It is a common belief today that the Milan Congress of 1880 and the oral movement were responsible for the adoption of new school policies requiring students to abandon the use of the language of signs and force deaf teachers out of education. (see Lane, 1984; Lane, Hoffmeister, & Bahan, 1996; Lou, 1988; Roots, 1999). Findings relevant to Research Question 3 concerning the impact of the Milan Convention of 1880 on communication philosophies indicated that this notion is unfounded. According to the data collected for this dissertation, between 1880 and 1900, the number of deaf teachers of the deaf almost doubled. For example, in 1880, 132 deaf teachers were employed in Combined System institutions, and by 1899, there were 243 deaf teachers employed in these programs. It is true that many new oral programs were founded during this period and that they did not employ deaf teachers; however, these schools were very small, educating only 11% of the deaf school age population by 1899. The number of Combined System institutions continued to grow during this period, with an enrollment

of 86% of the deaf school age population; 243 deaf teachers were employed by 1899 (see Appendix K, Tabular Statements of American Schools for the Deaf).

There is no evidence to prove that the language of signs was overwhelmingly abolished from American institutions in the latter part of the 19th century. The author of this study discovered that it wasn't until 1926 that the Conference of Superintendents and Principals of American Schools for the Deaf (CEASD) officially voted to eliminate the language of signs from all departments as a means of instruction (Driggs as cited in Fusfeld, 1927, p. 252). The period from 1867 to 1900 can thus be characterized as the Age of the Combined System because it was pervasively adopted by institutions during this time.

Additionally, it is important to recognize the status planning efforts of Alexander Graham Bell, whose work began to receive national recognition at the end of the 19th century. During the last two decades of the 19th century, Bell (1883, 1884, 1891, 1893, 1894) began to emerge as a powerful advocate of the oral method (E. A. Fay, 1884, 1887b, 1892). He initiated status planning activities by expanding his English-only national campaign to declare oral English as the sole language of instruction. As a result, in 1890, he established a new national professional organization called the Association to Promote the Teaching of Speech to the Deaf as an offshoot of the Convention of the American Instructors of the Deaf. Its primary mission was to create a new profession and to increase the number of English-oral teachers teaching deaf children to speak. It wasn't until the early 20th century; however, that Bell's status planning activities of the late 19th century were fully realized in practice. It is important to point out that A. G. Bell (1893)

engaged in lengthy debates regarding his desire for educators to be more precise and simplified in their descriptions of Combined System programs. He proposed a framework for describing language separation and allocation within Combined System programs. Through his work, he demonstrated an understanding of language allocation and separation via his descriptions of the complexities of the Combined System programs. His ideas, however, were discounted by his colleagues. Bell deserves recognition for being the first individual in history to propose that the language of signs be named American Sign Language. He proposed this term in an effort to differentiate this form of communication from simple gestures. Again, his suggestion was dismissed by his colleagues.

In sum, there were three major 19th century status planning activities that established the status of the manual method, the oral method, and the Combined System in deaf education. Status planning activities were immediately followed by acquisition planning activities.

Summary of Significant Acquisition Planning Activities

With the birth of deaf education as a new field, the language of signs received enthusiastic attention as an academic language and was given a place to be studied and used within the public domains. In addition, the language of signs was recognized for its capacity to serve as a vehicle to convey and discuss abstract concepts with deaf pupils. Further, the Connecticut Institution gave new recognition to deaf individuals as having the capacity to learn and participate in society as potentially educable, contributing members. As a result of status planning activities providing an institution where the

language of signs would flourish, they also supported and promoted the use, evolution, expansion, and maintenance of this language as well. Many brilliant minds from respected academic institutions of New England such as Yale and Harvard Universities were drawn to deaf education (Valentine, 1993). As a result, a tremendous wealth of acquisition planning literature was written and debated as educators experimented tenaciously to discover the most effective means of educating deaf pupils using the language of signs to convey world knowledge and serving as a bridge to acquire English literacy skills.

Acquisition Planning: 1816-1866

Status planning activities discussed earlier gave direction to acquisition planning. Educators made organized efforts to increase the number of talented teachers of the deaf who were fluent in the use of the language of signs and English. As a community of learners, the pupils of the Connecticut Institution and their educators were given an opportunity to develop competence in the academic use of the language of signs and English. Hence the charge to the institution was to promote the acquisition, learning, teaching, and use of the language of signs and English (Terry, 1819).

Thomas H. Gallaudet and Laurent Clerc developed and implemented the four modes of communication promoting the language of signs and English via methodical signs, the manual alphabet, and writing as the languages of instruction. This bilingual approach constituted the single most important acquisition planning decision of 19th century deaf education. With two languages used as instructional tools in their classrooms, the foundation of a bilingual approach was formed. This first educational

approach, later called the manual method, was adopted by all of the American institutions until 1867 (see Appendix I). As a point of clarification, writers such as Lou (1988) and Stedt and Moores (1990) reported that the first instructional system for the deaf introduced to this country was methodical signs or manual English. They inferred that only one of the four modes of communication was central to the first instructional system and compared it to the manual English systems used in the 20th century. They did not adequately discuss, however, that the use of methodical signs differs tremendously from the use of contemporary manual English. Another problem mentioned earlier was that the terms manual method and manual alphabet method are confused in contemporary literature. The manual method refers to the bilingual approach described here, and the manual alphabet method refers to the monolingual approach or exclusive use of English, which appeared in the latter part of the 19th century.

Detailed descriptions and discussions of the significance of the four modes of communication or the manual method during this period indicated that the language of signs was the primary language used to convey world knowledge and serve as a bridge to English literacy. The literature emphasized the importance of using the language of signs as an initial means to teach students general knowledge about the world, facilitate group interaction and social communication, and serve as a bridge for acquiring English skills. The first mode portrayed the language of signs as the natural language of expression among the deaf, and the significance of its social and academic functions was clearly outlined. The second mode addressed techniques for bridging the language of signs and English. Methodical signs were intended to provide teachers with a means to convey the

structure and idioms of written English by using signs in English word order during English instruction. It was not intended for use outside of the classroom for social communication and was only to serve a specific role in English classes. In reference to Research Question 2, the distinction between the intended use and role of 19th century methodical signs and the manually coded English sign systems of the 20th century is significant. Educators repeatedly reported that deaf pupils tended to write English words in sign order and believed that the use of methodical signs might help facilitate the development of English syntax. The third and fourth modes of communication were the use of fingerspelling and writing as educational tools. Basically, the two primary goals of the four modes of communication were to ensure the development of world knowledge and comprehension using the language of signs and to develop English literacy through the use of methodical signs, fingerspelling, and writing.

For many years, educators were not convinced that methodical signs produced the outcomes they had hoped to achieve. Thus, the proper use and value of methodical signs were hotly debated. A number of concerns were raised in the literature related to methodical signs by such educators as John Burnet (1835, 1854), Thomas Gallaudet (1859), and Harvey P. Peet (1853). They argued against methodical signs primarily because this type of language mixing was “corrupting the language of signs.” It was felt that the role and purity of the language of signs and English must be safeguarded through the purposeful separation and the judicious integrated use of the two languages in the classroom. They advocated reading, writing, and fingerspelling to develop receptive and expressive skills in the written form of English and articulation and lipreading as

instruction primarily for hard of hearing pupils to develop the spoken form. Significantly, John Burnet (1835, 1854), who was deaf himself, pointed out that methodical signs did not represent ideas, but rather they represented words that were based upon auditory language and were not the work of the deaf and dumb themselves. He argued that hearing educators were imposing unnatural language conventions upon the deaf. The New York Institution eventually declared that they would no longer use methodical signs in their classrooms; however, they remained in use at the American Asylum and other institutions. It is important to note that discussions related to the value of methodical signs and the campaign advocating the separation and integrated use of two languages dominated deaf education literature throughout this period.

A second important acquisition planning decision made during this era was to develop and implement a teacher training program at the Connecticut Asylum where a legion of teachers received intensive preparation. T. H. Gallaudet and Laurent Clerc served as model instructors for many teachers, superintendents, and principals. Professional development training in deaf education using the language of signs and English as the languages of instruction was conducted at the Connecticut Asylum. It is also important to note that many former students of the American Asylum went on to become educators and administrators as well.

Acquisition Planning: 1867-1900

Through a series of hearings in 1867, the Massachusetts Legislature examined existing programs using the manual method and determined that the oral method should be offered as another educational option for deaf pupils. The opening of the Clarke

Institution in 1867 deeply stirred the deaf education community. Manual method educators were forced to rethink the effectiveness of their English instruction and to seriously consider offering speech instruction. The literature suggested that this event coupled with the adoption of E. M. Gallaudet's new Combined System caused the manual method proponents to investigate and consider strategies developed within the field of foreign language instruction. E. A. Fay (1877) provided a significant overview of an adaptation of Dr. Sauveur's natural method of teaching foreign language. It appears that this period experienced a more sophisticated level of scholarly discussion characterized by consideration of eclectic strategies for educational programming and instructional techniques. The primary focus of this period was upon effective methods of developing English through speaking, lipreading, fingerspelling and writing. The emphasis moved from the scientific analysis method (grammar based methodology) to the natural method, also referred to as the practical method (similar to whole language methodology today). Substantial discussions related to this topic can be found in Storrs (1880a, 1880b, 1881) who was a strong advocate of the scientific method for teaching English to deaf pupils. In contrast, Pettengill (1881) opposed the excessive use of the scientific method of teaching English to deaf pupils and advocated the importance of encouraging students to learn and use English for authentic purposes. Suddenly, a wealth of literature related to oral education and the Combined System emerged along with articles written in defense of protecting and maintaining the language of signs.

This study discovered that the third important acquisition planning activity of the 19th century was the description, development, and implementation of the Combined

System that brought language allocation issues into the forefront. In the early years of the Combined System, programs used the manual method and included speech instruction to varying degrees. The Combined System was not the systematized method of simultaneous signing and speaking referred to as simultaneous communication today (Research Question 2). Gallaudet tenaciously revised the Combined System approach while mentoring and providing assistance to other American institutions (E. M. Gallaudet, 1881, 1886, 1891, 1892, 1893, 1895). By the latter part of the 19th century, there were many program varieties using the Combined System which educated the majority of deaf pupils in this country. Appendix I provides statistical data documenting the consistent dominance of the Combined System over oral and manual programs. By the end of the 19th century, 1,176 students representing 10% of the total deaf school age population were attending oral schools, and 10,212 students representing 86% of the deaf school age population were attending Combined System schools where they continued to use two languages to varying degrees.

The Combined System is a complicated system (E. M. Gallaudet, 1881, 1886, 1891, 1892, 1893, 1895) that is similar to Jacobson's (1990) bilingual methodology today. Jacobson discussed the importance of consciously allocating the amount of time to each language in the classroom. He suggested that the use of two languages can be separated by subject or topic, person, time, and place. Each language may be used for different subjects, at particular times of the day, by specific members of staff, and in specific linguistic environments. He also stated that the use of two languages can be

integrated in the classroom through the utilization of randomly switching, translating, previewing/reviewing, and purposeful concurrent usage.

Similar descriptions of bilingual methodology can be found in a number of 19th century documents where the integrated and/or separate use of two languages is discussed. Ample evidence of the integrated use of the language of signs and English can be found in Terry's (1819) four modes of communication; Akerly's (1821) description of the utilization of two modes; Woodbridge's (1832) applications of three modes of communication; E. J. Mann's (1836) learning experience using the four modes of communication; Woodruff's (1847) description of the use of two languages as languages of instruction; Weld's (1853) discussion of the importance of using the language of signs as an academic language while learning English as a second language; Jacobs' (1855, 1858) illustration of the judicious use of fingerspelling, the language of signs, and methodical signs; E. M. Gallaudet's (1868, 1871) descriptions of the practice of translating by teachers and the Combined System; Brock's (1868) description of translation strategies to facilitate the development of writing skills; Pettengill's (1881) discussion of the benefit of the manual method; E. M. Gallaudet's (1892) guidelines for effective Combined System programs; Haskin's (1890) description of the use of codeswitching; and Heidsick's (1899) description of the use of two languages within a Combined System class.

In addition, several educators emphasized the importance of maintaining language separation in classrooms from a variety of perspectives. Weld (1853) underscored the importance of using the language of signs as a primary academic language, J. S. Brown

(as cited in Rae, 1853) emphasized the importance of using English exclusively, Jacobs (1858) advocated the use of fingerspelling and methodical signs as English instructional tools, T. Gallaudet (1859) promoted the importance of separating the language of signs from English in classrooms, E. M. Gallaudet(1868) discouraged the use of two languages in the classroom and proposed that some pupils could receive instruction using the manual method while others received instruction using the oral method within the same institution, G. O. Fay (1877) and A. G. Bell (1893) discussed the importance of each school's declaration of either a one-language or two-language policy, Pettengill (1879) believed that hard-of-hearing students should be sent to articulation (monolingual) schools and all deaf students to manual (bilingual) schools, Cochrane (1871) advocated the use of fingerspelling and writing as means of communication, Pettengill (1873) argued that deaf-mutes should be taught by the language of signs in one portion of the day and by articulation in another portion of the day, E. M. Gallaudet (1871) stressed the importance of using fingerspelling and writing exclusively in the classroom, Pettengill (1874) advocated for more use of written English, I. L. Peet (1884) discussed the amount of time allocated to each language, Porter (1894) described the utilization of three modes (fingerspelling, writing, and speech) for English instruction, Archer (1893) and A. G. Bell (1893) advocated the exclusive use of English, and Westervelt (1891) and Dudley (1893) promoted the exclusive use of fingerspelling as the means of communication.

It is interesting to note that in the latter part of the 20th century, history repeated itself when the Learning Center for Deaf Children in Massachusetts and the Indiana School for the Deaf in Indiana experimented with and implemented bilingual

instructional techniques. As a result, a new national focus upon bilingual education for the deaf emerged. Several teacher training programs, conferences, workshops, schools, and programs suddenly embraced bilingual education strategies for the deaf. For example, new programs such as the Magnet School in Denver, Colorado; the Metro Deaf School in St. Paul, Minnesota; and Laurent Clerc School in Tucson, Arizona were established to promote the use of American Sign Language and English as the languages of instruction. A federal grant project titled the United Star Distance Learning Consortium (USDLC) Star Schools Project in Santa Fe, New Mexico designed to implement and test a proposed bilingual/English-as-a-second language (ESL) model for deaf children also emerged.

As a result of status planning activities, three major 19th century acquisition planning activities were pursued including the development and longstanding implementation of the four modes of communication or the manual method, the establishment of a teacher training program, and the development of many complex varieties of the Combined System. The implications of these activities involved spreading the use of the manual method and the Combined System among the American institutions to provide effective language instruction, the creation of a pool of new bilingual teachers and administrators to meet the educational needs of deaf students, and the expansion and refinement of the complicated use of two languages as bilingual methodology to meet various language needs of deaf students.

Summary of Significant Corpus Planning Activities

This study discovered a plethora of literature written about the language of signs during the 19th century. The final research question for this study asked if systematic examinations of the language of signs were pursued during the 19th century. Several 20th century scholars such as Nash (1987), Sacks (1990), and Woodward (1978) have stated that the language of signs was not linguistically described and analyzed until the late 1960s and that historical data prior to that time are nonexistent. On the contrary, this study discovered 152 documents relating to the systematic examinations of the language of signs (see Appendix B). Chapters 4 and 5 specifically identified and described at least 13 significant corpus planning activities in connection with the establishment of sign language standardization, the linguistic descriptions and analysis of the language of signs, development of a dictionary of signs, expansion of the sign vocabulary, and the creation of sign-writing. Of the 13 corpus planning activities described, three that occurred during the first era and two from the second era of the 19th century have been selected for further discussion.

Corpus Planning: 1817-1866

First, the founding of the Connecticut Asylum, where the language of signs was given status within an educational institution, opened the door for a variety of corpus planning activities. The Connecticut Asylum played a critical role in enabling, encouraging, and maintaining the development and growth of new sign vocabulary, its use, a standardized signed grammar, and a consensus about signing and fingerspelling. Laurent Clerc was

the first deaf person assigned to initiate and conduct corpus planning activities that attracted many hearing and deaf intellectuals who eventually became involved in the field of deaf education. He was viewed as “the living embodiment of the system of teaching to be used, a walking dictionary of signs. He was the instructor in these things of Mr. Gallaudet and of every new teacher who came to the [Hartford] Institution” (Anonymous, 1866, p. 2). In other words, one of Clerc’s greatest contributions to deaf education was to establish and facilitate the standardization of the language of signs. Clerc initially established sign language standardization at the Connecticut Asylum, the Pennsylvania Institution, and other institutions for the deaf for the selection and development of appropriate sign vocabulary. In addition, efforts to formulate and propagate the correct rules of the sign language were initiated. He served as the initial signing model for teachers and deaf pupils in institutions for the deaf across America. In short, Clerc was the primary agent of sign language standardization in deaf education for 41 years. He trained a large number of educators such as W. Woodbridge, H. P. Peet, L. Weld, and J. Jacobs to continue the efforts to standardize the language of signs used in deaf education in America (W. W. Turner, 1870). Hence, Clerc brought to America a language of signs based upon French, which developed through the natural process of language evolution, adaptation, and standardization within a Deaf signing community into American Sign Language (Baynton, 1996, Woodward. 1978).

During this era, the second significant corpus planning activity occurred when James S. Brown (1856), two years before Clerc’s retirement, saw the need to publish sign language standardization work and produced a dictionary of signs. This was important

because it was the first major attempt to increase efforts on a national level to standardize the language of signs as the language of instruction in American institutions for the deaf (E. A. Fay, 1895). In addition, J. S. Brown's dictionary was intended to diffuse an established sign language standard into American institutions for the deaf. Fay commented that Brown's ultimate goal was "to bring about some degree of uniformity among sign makers, and to fix a definite standard of signs" (p. 169). The topic of his important work was often mentioned by delegates and superintendents at the Conventions of American Instructors of the Deaf and Dumb in the 1850s. Consequently, J. S. Brown's local work and W. Turner's (1859) proposed expansion of arbitrary signs became the national agenda at the 1858 Conventions of American Instructors of the Deaf and Dumb (CAID). Thus, CAID initiated a corpus planning activity at the national level by appointing a sign language standardization committee. Unfortunately, with the onset of the Civil War, this committee's work was never brought to conclusion; however, it is possible that within institutions, this work was pursued and published locally.

It is interesting to point out that J. S. Brown's 19th century standardization work is parallel to that of Long (1908) and Stokoe (1960) who also published dictionaries of American Sign Language in the 20th century. Although they all felt the urgency to publish standardization work on ASL, it should be recognized here that William Stokoe was the first to perform an in-depth scientific examination of American Sign Language.

A third significant corpus planning activity involved publications related to the description and linguistic examination of the language of signs. These linguistic reflections are indicative of the growing consciousness regarding the structure of the

language of signs among educators of deaf pupils in the early 19th century. Early systematic examinations of the language of signs were made by John R. Burnet (1835), William C. Woodbridge (1836), Harvey P. Peet (1853), J. Francis (1859), and W. Turner (1859). Burnet and Woodbridge described how the language of signs was formed and improved, whereas H. P. Peet provided a more detailed discussion of how the language of signs was structured. Francis discussed the differences and similarities between the syntax of the language of signs and that of English. W. Turner proposed that new signed lexical items needed to be generated to meet the educationally and economically changing conditions in the United States. The research presented in this dissertation clearly demonstrates that there existed a magnitude of language planning efforts focused on the structure of the language of signs which indicates that there was a tremendous amount of linguistic awareness during this period. To state in modern times that there was limited focus in this area (Nash, 1987; Sack , 1990; Woodwood, 1978) in the 19th century appears unfounded. William Stokoe's (1960) critical work revived a national consciousness and awareness of American Sign Language as a language of study.

Corpus Planning: 1867-1900

Two significant corpus planning activities occurred in the latter part of the 19th century. Isaac L. Peet (1868), who was heavily influenced by his father, Harvey P. Peet, proposed the development of initialized signs which constitutes the fourth significant corpus planning activity in the 19th century. This is critical because I. L. Peet developed and published methods for expanding the vocabulary of the language of signs through the initialization process in an effort to increase its utility in a variety of contexts. It appears

that Peet resumed W. Turner's (1859) efforts to expand the lexicon of the language of signs. As a result of Turner's work, a CAID sign language standardization committee was formed in 1858, but it never convened. It appears that I. L. Peet attempted to revive interest in improving the language of signs by suggesting that another committee be formed at the 1868 Conference of the Principals of the American Institutions for the Education of the Deaf and Dumb (CEASD) (Pratt, 1868). However, there was no further evidence found that the committee goals were pursued after the 1868 CEASD convention.

Similarly, in 1970, some educators proposed seven manual codes of English such as Seeing Essential English (Anthony, 1971), Linguistics of Visual English (Whampler, 1971), Signing Exact English (Gustason, 1973), Signed English (Bornstein, 1973), and Morphemic Sign System (Milburn, 1986). These codes also involved the initialization process; however, unlike I. L. Peet (1868), these 20th century educators disseminated their work without consulting and testing deaf community members or following proper language planning procedures (Nover and Ruiz, 1994; Ramsey, 1989; Reagan, 1995).

The final significant corpus planning activity related to sign language in the 19th century was George Hutton's (1869) innovative concept of sign-writing which received national attention from American educators. George Hutton (1869) was probably the first person in the 19th century to conceive the idea of sign language in written form. His son, Scott (1875) reported that his father's ideas about the language of signs and sign-writing were ahead of his time. G. Hutton viewed the sign language as "capable of communicating to the deaf-mute every kind of conception that verbal language can

convey, and that it was the most effective means of moral and religious training" (Hutton, 1875, p. 94). At an institution for the deaf in Nova Scotia, he used sign-writing as the language of instruction (G. Hutton, 1869, p. 168). He also produced a book of sign-writing using the language of signs. Unfortunately, he did not provide adequately detailed descriptions and illustrations of the physical properties or symbols for the language of signs because his article focused upon the use and advantages of his system. Sign-writing was used as a language of instruction for at least 25 years. He reported that "The Natural Signs of the deaf mute have been already written and printed (sign writing), and practically tested in the school-room in the instruction of the deaf and dumb" (p. 157). He stated that deaf pupils could be taught to recognize written sign language. Although his work was discussed at the 1870 and 1874 Conventions of Instructors of the Deaf and Dumb, no further evidence of his work was found after that time.

Over 100 years later, sign-writing was revived in the 1970s. Today, many new projects related to sign-writing and sign literacy have emerged and are receiving growing attention (see www.signwriting.org). Sign Writing was reintroduced by an American, Valerie Sutton (1973), at the University of Copenhagen in Denmark in 1974. Sign writing was further developed and revised by a deaf researcher and teacher, Lucinda O'Grady Batch, who formed the Deaf Action Committee (DAC) for Sign Writing, under the auspices of the Center for Sutton Movement Writing, in 1986 (see www.signwriting.org). The purpose of the DAC is to encourage members of the Deaf community to contribute to Sign Writing's further development. The sign-writing system is a series of visual symbols that writes facial expressions, handshapes, movements, and gesture and is

evolving with use. Members of the DAC work on dictionaries, instructional videos, and ASL literature. It is now called sign language literacy and becoming the world standard. It is increasingly being used by hundreds of deaf people and research groups in 14 countries. This appears to be the beginning of a new era as many new sign language literacy projects are exploring the possibility of teaching deaf children to read and write sign languages. It appears that G. Hutton's (1869) corpus planning work and the sign writing projects of modern times share strong similarities.

In sum, systematic examinations of the language of signs were extensive during the 19th century and included a wealth of linguistic descriptions of the structure of the language of signs, Clerc's (1816) pioneer work on sign language standardization, J. S. Brown's (1856) *Dictionary of Signs*, I. L. (1868) Peet's work related to the initialization process of sign vocabulary expansion, and G. Hutton's (1869) *Sign Writing as a sign language literacy project*.

Conclusions

In retrospect, this study of language planning in 19th century deaf education made clear several issues worthy of note. First, the history I have analyzed and presented here repeatedly shows that status planning activities at the legislative level played an important role in dictating subsequent acquisition planning and corpus planning activities. Thus, these activities heavily impact the direction of instructional approaches in the classroom. Today, status planning activities that are pursued at the legislative level move beyond the classroom. Contemporary legislation designed to recognize ASL as a foreign language impacts a larger audience in hearing educational environments such as

universities and community colleges, as well as programs serving K-12 students. A second issue concerning the relationship between contemporary instructional practices and those of the 19th century came to light. It is clear that the bilingual approach, developed through the four modes of communication or the manual method, and the Combined System are remarkably parallel to the bilingual strategies employed in schools today. Finally, this study made clear that in 19th century deaf education, there was consistent momentum for developing bilingual education practices due to a high level of language awareness. Somehow, this acute level of awareness began to fade in the early 20th century. Corpus planning work in the 1960s revived national consciousness within the field. It appears that corpus planning materials play a powerful role in stimulating and shaping language awareness, appreciation, and direction for studies, which dictate best practices in the classroom.

Reflecting upon the interdependence of the three types of language planning, it appears that status planning provides the political mechanism and policies necessary to set into motion acquisition planning activities. Acquisition planning activities are then experienced at the level of the classroom where best language teaching practices take shape. As the need for more information arises in the classroom, acquisition planning activities can then be viewed as fueling the production of corpus planning work. As corpus planning work is reviewed and discussed in a variety of forums, it tends to raise national awareness regarding language learning, language teaching, and instructional practices which, in turn, impact future status planning activities. Thus, these three interdependent activities can be seen as cyclical in nature. Tracing the progress of this

interdependence through the history of deaf education, we can identify instances in which history repeats itself and can assert that through the process of historical interdependence, these language planning processes become increasingly complicated while basic issues remain the same.

Recommendations for Future Research

Because this study brings to light a number of areas of history related to language planning in deaf education in need of further research, I hope that this research will be pursued, conducted carefully and include the process of peer review by trained historians. Based on my work focusing on the 19th century, I offer the following recommendations for further research.

1. Given the history developed here, linguists and historians should review the use of methodical signs in the 19th and 20th centuries and critically examine their use in deaf education. This is critical in lieu of current educational and linguistic practices with deaf students; specifically, the prevalent use of signed English systems as opposed to American Sign Language. First language acquisition (ASL, in this case) is important for a myriad of reasons. Deaf children need to acquire a language naturally in order to develop a strong first language for the sake of language itself as well as to gain information and experience about the world. Second language learning (English, in this case) is necessary to survive in our society and interact with the hearing world. The confusion has been that ASL is warranted only as a bridge and/or tool to learn English as a second language. This use of a first language shows little respect for the sophistication

and acceptance of ASL as a language in its own right. This author found that this notion was prevalent among educators in the 1800s and continues today. A closer look at the reasons and effects of this language use would result in language planning activities today at a multitude of levels (individual, classroom, community, state, and national). These endeavors would have a tremendous impact on status planning activities specifically for American Sign Language and the Deaf Community.

2. The notion of American Sign Language as a bridge to English should be further examined to determine current language planning endeavors for the future. I found that educators in the 1800s specifically referred to the language of signs as a bridge/tool to teach English. Today, this is common practice in schools that utilize ASL in the classroom. It is interesting to note that this attitude was prevalent 200 years ago and continues today. The majority of educators continue to deny the acceptance of ASL as a language in its own right and a respected language of instruction. The use of ASL simply as a “tool” or “bridge” continues to minimize the significance and complexity of this language.

3. The impact of the Milan Convention of 1880 and its resolutions in conjunction with CEASD's 1926 resolutions on the role of the language of signs in the 19th and 20th century in deaf education should be further examined. Until this research is pursued, we cannot ascertain with any degree of certainty a precise understanding of the impact of these resolutions on the number of deaf teachers and students affected by these endeavors.

4. Institutional documents should be further examined to discover whether the corpus planning work related to the expansion of the ASL lexicon was pursued by the 1858 CAID sign language standardization committee. It was agreed that each school would take responsibility for this work, and progress would be shared at the CAID conventions; however, the Civil War caused these conventions to be suspended. It is unknown whether this important standardization work was in fact pursued within the institutions and if a body of standardization work lies undiscovered.

5. Linguists should revisit the 19th century corpus planning literature identified in this study related to the structure of the language of signs as this documentation has not been examined by professionals in the field of linguistics to date.

6. G. Hutton's (1869) work related to sign-writing should be pursued and analyzed as sign writing has reappeared and is currently being used in several countries around the world. The significance of such an examination would be two fold: first, to identify literature and/or documentation from the 1800s on the 25 years of classroom use to see the impact of sign-writing as a viable method for sign language literacy development and second to compare this work with 20th century sign-writing work.

7. I would like to see a second language planning study pursued to complete this work through the 20th century with careful attention to the use of primary sources. A conclusive and accurate account of the history and use of American Sign Language in deaf education is critical.

Although many significant documents were highlighted, several points are prominent in my dissertation. Throughout my work I have constantly challenged myself to critically evaluate the existing literature comparing it to the documentation of the 19th century and believe several issues are most germane to my research. While briefly reviewing these issues, I must emphasize the importance of utilizing primary sources. As a "novice historian" my work is also open to debate and critique. Great efforts were made to use primary sources avoiding dependence upon second hand information whenever possible. As a deaf professional, it is my hope that people will use my work, critically evaluate and expand upon it in a collaborative effort to provide historically accurate data.

When I first began this research I was led by contemporary authors (Nash, 1989; Sacks, 1990; Woodbridge, 1978) to believe that 19th century historical accounts of language use in deaf education was extremely limited. As my research progressed, I not only discovered a plethora of documents of this nature, but also found numerous contradictions between current accounts and historical documentation. For example, the Milan Conference of 1880 has consistently been credited as the impetus for the spread of the oral method and for the elimination of the use of the language of signs in American deaf education. My work reveals that the oral method was already in use in the United States and that oral education did not become prevalent until after the first quarter of the 20th century. In addition, it is commonly reported that status of the language of signs and the number of deaf teachers of deaf students declined dramatically after the Milan conference. Again my research shows that there was a steady increase in programs using

the language of signs and deaf teachers of deaf students into the 20th century (see Appendices I, J and K).

Information for the 19th century regarding the language of signs, its structure and standardization is abundant. Current literature repeatedly reports that documentation is limited and in some cases nonexistent. Several authors have also provided inaccurate information regarding linguistic studies of American Sign Language. Specifically, although William Stokoe's work had a phenomenal impact on the language and lives of deaf persons, it was not the first attempt to analyze the language of signs. There are several articles from the 19th century describing American Sign Language, its structure and features (see Appendix B). Although Stokoe's work is more scientific in nature, authors from 200 years ago also provided detailed descriptions of the language of signs.

My explorations of 19th century literature also reveal a discrepancy regarding the first founder of the Connecticut Asylum for the Deaf and Dumb in 1817. My research shows that Dr. Mason Cogswell initiated and pursued the founding of the first school for the deaf in the United States. Traditionally, Gallaudet is credited with this tremendous accomplishment (Baynton, 1996; Fay, 1888; Lou, 1988) while Cogswell receives little recognition for his efforts.

Contemporary literature has also discussed language use in deaf education based on secondary sources resulting in inaccurate accounts of actual language use in the classroom during the 19th century (Lou, 1988). For example, comparisons emphasizing the similarity between methodical signs and signed English are prominent. My research, however, shows that methodical signs were used specifically for the purpose of teaching

English structures and idioms during specific times of instruction in contrast to the current use of signed English as an everyday communication mode. In addition, methodical signs have been reported as the language of instruction for deaf students (Lou, 1988; Stedt and Moores, 1990) as opposed to being only one of four methods of instruction as explained by Terry (1819).

Another interesting aspect of historical accounts which conflict with current literature are the descriptions of the Combined System. Using terminology of the 1980's, the intent of the Total Communication philosophy could be comparable to the Combined System of the 19th century as opposed to the frequent comparison to Simultaneous Communication. The Combined System was an extremely complex system in which numerous combinations of languages and methods were incorporated into the classroom depending on individual students. It appears that contemporary educators have oversimplified and misinterpreted the original purpose and use of the Combined System to the extent of claiming that it is analogous to Simultaneous Communication used today (blue book from England).

In conclusion, this study helped me discover new evidence, reveal old myths and internalize the truth in Van Cleve's (1985) statement that "The history of deaf education, indeed the whole field of deaf history, has been almost untouched by historians in modern times" (p. 499). I strongly encourage scholars from a variety of disciplines to pursue this kind of study, as the opportunities for "historical re-examinations" are endless and greatly needed. Several new areas for further research based upon my language planning work come to mind. From the 19th century corpus planning literature, a

scientific analysis of the language of signs should be pursued, and from an acquisition planning perspective, a comparative analysis of bilingual instructional approaches employed in deaf classrooms during the 19th century and today is needed. Additionally, a study which describes 19th century deaf perspectives on language and education issues (see Appendix H) would be of tremendous interest. This study revealed that a number of myths related to the history of deaf education have been passed on for many years. In order to break this cycle, the importance of using primary sources and adhering to strict historical method cannot be overemphasized. In light of the wealth of documents discovered by this study and provided in Appendix A, there lies an untapped gold mine of data which has the potential to further lead us toward a new understanding of language planning in deaf education.

APPENDIX A

AN ANNOTATED BIBLIOGRAPHY OF 19TH CENTURY LANGUAGE PLANNING RESEARCH IN DEAF EDUCATION

Following is a list of works covered in this dissertation that is [or may be or will be] useful for studying the 19th century. It is meant to help the reader who may wish to pursue further some of the topics I discuss, to suggest the kinds of material on which I have relied in my research, and to indicate my heavy debt to 19th century scholars. It is not a complete bibliography of any aspect of the subject nor does it include all the works I have used. This bibliography includes annotated citations of 751 19th century documents that address the emergence of various language planning issues and activities in deaf education. It is critically reviewed, annotated, categorized, and divided chronologically. For the most part, these published works are found in refereed journals, including the American Journal of Education, North American Review, American Annals of the Deaf and the proceedings of CAID/CEASD convention. Language planning issues are categorized by status planning, corpus planning, and acquisition planning. Briefly, status planning (SP) involves organized efforts to regulate the status of a language by increasing, restricting, or banning its use. Corpus planning (CP) involves organized efforts concerning analyzing and describing languages that have not been previously written down; the creation of new forms, the modification of old ones; or the selection from alternative forms in spoken, written, or signed code. Acquisition planning (AP) involves organized efforts to promote the acquisition, learning, teaching and use of a language. To clarify, general (G) refers to issues not specific to language planning, that may be of additional interest to the reader.

1818

Clerc, L. (1818). An address, written by Mr. Clerc, and read by his request at a public examination of the pupils in the Connecticut Asylum, before the Governor and both Houses of the Legislature, 28 May, 1818. Hartford: Hudson.

(AP). The first presentation to the public by the first deaf teacher in American history concerning methods of instruction and the importance of the sign language.

1819

Terry, S. T. (1819). Third report of the directors of the Connecticut Asylum for the Education and Instruction of Deaf and Dumb Persons, exhibited to the Asylum, May 15, 1819. Hartford: Hudson.

(AP). The earliest evidence of the use of a "bilingual approach," including an elucidation of the four modes of communication used for instruction: (1) originally the natural language of signs was employed; (2) the language of signs was modified to accommodate the structure of written language (methodical signs); (3) after students learned the meaning of words, the manual alphabet was employed to provide a readily available method of conversing with the precision and accuracy of written language; and (4) the written mode of communication was taught through orthography lessons, then written correspondence with friends, and finally as a means of gaining knowledge from books.

1821

Akerly, S. (1821). Elementary exercises for the deaf and dumb. By Samuel Akerly, physician to the New York Institution for the Instruction of the Deaf and Dumb. Arranged, by order of the board of directors, under the inspection of the committee of instruction. New York: E. Conrad.

(AP). A detailed discussion of the institutional report of the New York Institution committee of instruction, including a detailed plan for teaching deaf mutes, introductory observations, methods of instruction, and 85 exercises for teaching English.

1826

Russell, W. (1826). Intelligence: American Asylum for the Deaf and Dumb. American Journal of Education. 1(10), 631-632.

(AP). A brief report of the American Asylum for the Deaf and Dumb concerning the methods of instruction, the admission policy, and the enrollment of deaf pupils.

Russell, W. (1826). Intelligence: Deaf and Dumb. American Journal of Education. 1(7), 432.

(AP). A brief statement by Dr. Akerly regarding the establishment of six schools for the deaf and a brief description of the effects of instruction on deaf and dumb pupils.

1827

Russell, W. (1827). Intelligence: Hartford Asylum for the Deaf and Dumb. American Journal of Education, 2(10), 628-629.

(AP). A brief report of the American Asylum for the Deaf and Dumb including the significant work of Clerc at the Pennsylvania Institution for the Education of the Deaf and Dumb and the contributions of the American Asylum.

1828

Russell, W. (1828). Education of the deaf and dumb. American Journal of Education, 3(6), 397-411.

(G). A history of the Hartford Institution; a detailed report of the secretary of New York State incorporating Charles Dillingham's (1827) observations of methods of instruction; a comparison between the modes of instruction at three schools for the deaf. Hartford, New York, and Philadelphia; and a critique of Sicard's works, including a discussion of the inferiority of his system to English.

1830

Gallaudet, T. H. (1830, September.). Art: III. Philosophy of language. American Journal and Annals of Education and Instruction, 1(6), 394-408.

(AP). A discussion of some practical uses for teaching and language acquisition and the foundations of the elements of meaning in all languages.

Gallaudet, T. H. (1830, October- November). Art. II: On philosophy of language. American Journal and Annals of Education and Instruction, 1(8), 441-447.

(AP). An additional discussion of some practical uses for teaching and language acquisition including an examination of the complexity of the machinery of spoken language and the importance of having a thorough acquaintance with the philosophy of the human mind.

Gallaudet, T. H. (1830, December). Art. II: Philosophy of language. American Journal and Annals of Education and Instruction, 1(9), 481-484.

(AP). Continued discussion of some practical uses for teaching and language acquisition including the importance of language with regard to the education of youth, its influence upon all the business and concerns of life, its effect on the intellectual and moral character of man, and the importance of instruction being communicated by language.

Russell, W. (1830). Art. VI: Deaf and dumb institutions. Fourteenth report of the directors of the American Asylum at Hartford. American Journal and Annals of Education and Instruction, 1(6), 409-413.

(G). A brief history of deaf education in the United States including the significant contributions of Braidwood, T. H. Gallaudet, and Clerc.

1831

Gallaudet, T. H. (1831). Art: III. Language of infancy. American Annals of Education and Instruction and Journal of Literary Institutions, 1(1), 99-102.

(AP). Continued discussion of some practical uses for teaching and language acquisition including the importance of the elements of language being found either in the actual presence of objects or in their expression by symbolical signs.

Gallaudet, T. H. (1831). Art: VII. Language of infancy. II. American Annals of Education and Instruction and Journal of Literary Institutions, 1(7), 321-323.

(AP). Continued discussion of some practical uses for teaching and language acquisition including the illustrations of his language acquisition principles and informal observations of deaf mutes.

1832

Gallaudet, T. H. (1832, April). Art: VIII: Language of infancy. III. American Annals of Education and Instruction, 2, 185-190.

(AP). Continued discussion of some practical uses for teaching and language acquisition including the importance of the use of signs and gestures as an aid to promote the acquisition of oral language.

Woodbridge, W. C. (1832). Art: IV. Instruction of the deaf and dumb. American Annals of Education and Instruction, 2(1), 25-35.

(AP). A discussion of the first principles in the course of instruction in language teaching, a brief history of deaf education and a description of the system of instruction including the natural sign language and articulation.

Woodbridge, W. C. (1832, July). New York Asylum for the Deaf and Dumb. American Annals of Education and Instruction, 2, 396-397.

(G). A brief report of the New York Asylum for the Deaf.

1834

Barnard, H. (1834). Art. II. Education of the deaf and dumb. The North American Review, 38 (83), 307-357.

(AP). An in-depth discussion of the changing attitudes of professionals and the public toward deaf-mutes including the history of deaf education and the methods of instruction; an analysis of the role and structure of the sign language and methodical signs, and a recapitulation of the fundamental four propositions and five different instruments (design, the language of action, dactylography, alphabetic writing, and the labial alphabet) for the purpose of teaching written English.

Woodbridge, W. C. (1834). Education of the Deaf and Dumb. American Annals of Education and Instruction, 4(2), 53-58.

(CP and AP). A brief description of the progress of deaf education in the United States including the course of instruction adopted in six institutions, the sign language, and the manual alphabet.

1835

Burnet, J. R. (1835). Tales of the deaf and dumb, with miscellaneous poems. Newark, NJ: Benjamin Olds.

(AP and CP). An extensive discussion of the methods of instruction used by six public American institutions for the deaf and dumb (Hartford, New York, Canajoharie [NY], Pennsylvania, Kentucky, and Ohio), the rejection of methodical signs by the American Asylum, the adoption and modification of methodical signs by the Kentucky Asylum, the impracticability of teaching articulation, descriptions of the language of signs and the manual alphabet, and a brief history of each school and the numbers of deaf and dumb pupils in each.

1836

Mann, E. J. (Ed.). (1836). The deaf and dumb: Or, a collection of articles relating to the condition of deaf mutes; their education, and the principal asylums devoted to their instruction. Boston: D. K. Hitchcock.

(CP and AP). A collection of articles including a discussion of the systems of instruction; the methods of instruction; a description of the sign language (the descriptive and the characteristic or indicative signs); a description of the Indian language of signs; a description of sign names; a critique of methodical signs; the history, description, and use of the manual alphabet; the problem of teaching articulation; and the condition of deaf mutes.

1838

Gallaudet, T. H. (1838, January). Recollections of the deaf and dumb; to illustrate the principles of family and school discipline. American Annals of Education, 8, 3-11.

(G). A discussion of discipline practices for deaf students whose behaviors need adjustment.

1844

Burnet, J. R. (1844). Art: III. Seventh annual report of the secretary of the [Massachusetts] board of education. North American Review, 59(125), 329-354.

(AP). A critique of Horace Mann's (1844) report regarding his notions of the methods of instruction for deaf-mutes, particularly the value of oral education.

Mann, H. (1844). Seventh annual report of the board of education: Together with the seventh annual report of the secretary of the board. Boston: Dutton & Wentworth.
 (AP). An annual report of the Secretary of the Board of Education to the senate and house of representatives of the Commonwealth of Massachusetts including Mann's (1844) examination of the methods of instruction used at European educational institutions for the deaf.

1846

Anonymous. (1846). Education of the deaf and dumb. The American Review: A Whig Journal of Political, Literature, Art and Science. 3(5), 497-516.
 (CP and AP). An in-depth discussion of the six distinct means of communication including (1) natural signs, (2) methodical or systematic signs, (3) written language, (4) the manual alphabet, (5) lip-reading, and (6) articulation and extensive descriptions of signs as well as the structure and the syntax of the sign language.

1847

Gallaudet, T. H. (1847). On the natural language of signs: and its value and uses in the instruction of the deaf and dumb. American Annals of the Deaf and Dumb. 1(1), 55-60.
 (CP & AP). A discussion of the origin, universality, and some advantages of the natural language of signs including a description and comparison of the signs used by deaf pupils and aboriginal Indians.

Ray, L. (1847). Bibliographical. Dalgarno. American Annals of the Deaf and Dumb. 1(1), 40-41.
 (AP). A brief explanation of Dalgarno's proposal to dispense with speech in the instruction of the deaf and dumb and substitute it with written language and the manual alphabet.

Weld, L. (1847). The American asylum. American Annals of the Deaf and Dumb. 1(1), 7-14.
 (G). A narration of the origin and progress of the American Asylum.

Woodruff, L. (1847). Primary instruction of the deaf and dumb. American Annals of the Deaf and Dumb. 1(1), 46-55.
 (AP). A detailed discussion of a "bilingual approach" for teaching written English to deaf pupils, a description of the mental condition of the young deaf mute before entering school, and an explanation of the simple steps in the early stages of instruction.

1848

Gallaudet, T. H. (1848). On the natural language of signs: and its value and uses in the instruction of the deaf and dumb {concluded}. American Annals of the Deaf and Dumb, 1(2), 79-93.

(SP, CP, and AP). A discussion of the intrinsic value and indispensable necessity of using natural signs in deaf education including an explanation of the genius of the natural language of signs and a comparison of the language of signs and oral language and why the language of signs is superior to oral language for deaf people.

Rae, L. (1848). The American Asylum. American Annals of the Deaf and Dumb, 1(2), 112.

(G). A list of the assistant instructors, superintendents, stewards, and matrons who worked at the American Asylum from 1817 to 1848.

Turner, C. (1848). Expression. American Annals of the Deaf and Dumb, 1(2), 77-78.

(CP and AP). The earliest evidence of describing face-making (facial expressions) as the eloquence of the sign language and a discussion of the importance of using appropriate facial expressions when signing with deaf pupils.

Turner, W. W. (1848). On the permanent results of the education of the deaf and dumb. American Annals of the Deaf and Dumb, 1(4), 238-246

(CP and AP). A discussion of deaf education including an analysis of deaf pupils' ability to use written English when they leave the American Asylum, some samples of written English compositions by deaf pupils and some descriptions of the language of signs.

1849

Ayres, J. A. (1849). A complete education for the deaf and dumb. American Annals of the Deaf and Dumb, 2(1), 24-32.

(AP). A discussion of the importance of the early use of sign language for deaf-mutes to promote the development of minds and English skills.

Peet, H. P. (1849). Course of instruction. American Annals of the Deaf and Dumb, 2(3), 164-176.

(AP). An extensive criticism of Turner's (1849) article, "Course of instruction," concerning the importance of the appropriate method of teaching deaf-mutes.

Stone, C. (1849). Articulation as a medium for the instruction of the deaf and dumb. American Annals of the Deaf and Dumb, 2(2), 105-112.

(AP). A discussion of the feasibility of teaching speech as a medium of instruction.

- Stone, C. (1849). Articulation as a medium for the instruction of the deaf and dumb.
- II. American Annals of the Deaf and Dumb, 2(4), 232-242.
 (AP). An in-depth discussion of the comparative merits of the two systems (articulation and natural signs) including the results of using speech as the medium for instruction and opposition to speech as the medium of instruction.
- Turner, W. W. (1849). Course of instruction. American Annals of the Deaf and Dumb, 2(2), 97-105.
 (AP). An in-depth discussion of the importance of an effective method of teaching deaf-mutes including a description of the distinguishing features and the fundamental principles of three methods of instruction (the French system, the German system, and the English system).
- Turner, W. W. (1849). Course of instruction. American Annals of the Deaf and Dumb, 2(4), 217-232.
 (AP). Counter criticism of Peet's (1849) criticisms of Turner's course.

1850

- Burnet, J. R. (1850). Plan for a syllabic manual alphabet. American Annals of the Deaf and Dumb, 3(1), 23-27.
 (AP). A proposition to include the manual alphabet in all hearing schools.
- Rae, L. (1850). Explanatory. American Annals of the Deaf and Dumb, 3(1), 1-39.
 (AP). A report of the proceedings of the Convention including a discussion of the role of the American Annals, reports of the various committees, Burnet's resolution that the manual alphabet be introduced into common schools, and a brief discussion of Horace Mann's (Secretary of the Board of Education in Massachusetts) advocacy for teaching by articulation rather than by signs.

1851

- Bartlett, D. E. (1851). Acquisition of language. American Annals of the Deaf and Dumb, 3(2), 83-92.
 (AP). A discussion of the importance of the acquisition and use of written or visible alphabetic English to facilitate proper intellectual development and discipline of mental power of deaf pupils and a brief explanation of the process of learning written English by deaf pupils.
- Burnet, J. R. (1851). Exposition of the syllabic dactylography. American Annals of the Deaf and Dumb, 3(4), 217-226.
 (CP). A description of the syllabic dactylography used to keep pace with a rapid speaker.

Carlin, J. (1851). Advantages and disadvantages of the use of signs. American Annals of the Deaf and Dumb, 4(1), 49-57.

(AP). A discussion of the influence of the senses upon the deaf mutes' mind and the subsequent results including the importance of a "transitional bilingual education model" and the use of fingerspelling as the best and surest channel of knowledge and communication for the deaf and dumb.

Cary, J. A. (1851). On significant action in the pulpit. American Annals of the Deaf and Dumb, 3(3), 163-168.

(G). A brief discussion of the art of public speaking and the improvement of public speaking as a result of the cultivation of the language of signs.

Peet, H. P. (1851). Course of instruction. American Annals of the Deaf and Dumb, 3(2), 92-120.

(AP). An extensive critique of Turner's (1849) article concerning the teaching of English grammar and the methods of teaching.

Peet, H. P. (1851). Memoir on the origin and early history of the art of instructing the deaf and dumb. American Annals of the Deaf and Dumb, 3(3), 129-160.

(G). A detailed discussion of the origin and early history of deaf education.

Rae, L. (1851). Proceedings of the Second Convention of American Instructors of the Deaf and Dumb. American Annals of the Deaf and Dumb, 4(1), 21-31.

(CP and AP). A discussion detailing the inappropriate use of methodical signs and the role of fingerspelling.

Turner, W. W. (1851). High school for the deaf and dumb. American Annals of the Deaf and Dumb, 4(1), 41-48.

(AP). A brief discussion of the need for high school programming for deaf students.

Turner, W. (1851). Course of instruction. American Annals of the Deaf and Dumb, 3(3), 181-190.

(AP). Criticisms of Peet's (1851) criticisms of Turner's (1849) article concerning the teaching of English grammar.

Van Nostrand, J. (1851). Necessity of a higher standard of education. American Annals of the Deaf and Dumb, 3(4), 193-198.

(AP). A discussion of the need for a wide and comprehensive comparison of the methods of instruction in order to raise the standard of education for deaf students including the need for rigid examination and analysis of the various methods of teaching.

Weld, L. (1851). Death of Mr. Gallaudet. American Annals of the Deaf and Dumb, 4(1), 57-63.

(G). A brief discussion of Mr. Gallaudet's life including M. F. Cogswell as the founder of the American Asylum.

1852

Clerc, L. (1852). Some hints to teachers of the deaf and dumb. Proceedings of the second convention of American Instructors of the Deaf and Dumb, pp. 63-75.

(AP). A detailed discussion of teaching English grammar to deaf pupils; the importance of enabling deaf mutes to express their ideas in writing and to understand the ideas of others either in conversation or in books, and a brief explanation of Clerc's French language learning experience.

Peet, H. P. (1852). Tribute to the memory of the late Thomas H. Gallaudet. American Annals of the Deaf and Dumb, 4(2), 65-136.

(G). An extensive discussion of Thomas H. Gallaudet's service in deaf and general education including his history and character.

Peet, H. H. (1852). Course of instruction. American Annals of the Deaf and Dumb, 4(3), 137-154.

(AP). An extensive critique of Turner's (1851) "better method" concerning the principles of teaching English grammar, including Peet's general plan and an arrangement of English lessons.

Rae, L. (1852). Indian language of signs. American Annals of the Deaf and Dumb, 4(3), 157-172.

(CP). A discussion of the resemblance between Indian signs and those in use by the educated deaf and dumb including a description of signs.

Rae, L. (1852). List of pupils of the American Asylum. American Annals of the Deaf and Dumb, 4(4), 201-236.

(G). A list of pupils of the American Asylum including particular classes of persons, residences, times of admission, ages, causes of deafness, length of education, and statistics.

Rae, L. (1852). The Kentucky Institution for the Deaf and Dumb. American Annals of the Deaf and Dumb, 4(4), 237-244.

(G). An historical sketch of the Kentucky Institution for the Deaf and Dumb including Mr. Clerc's (September 26, 1825) letter of recommendation for John A. Jacobs, who studied deaf education under Clerc for 15 months to become superintendent.

Rae, L. (1852). Dr. Peet's European tour. American Annals of the Deaf and Dumb, 4(4), 245-252.

(AP). A brief description of Peet's observations of 27 schools for the deaf in Europe including a criticism of the use of methodical signs.

Rae, L. (1852). On the proper use of signs in the instruction of the deaf and dumb. American Annals of the Deaf and Dumb, 5(1), 21-31.

(AP). An in-depth discussion of the value, role, and use of the language of signs and written language; the need for using an "ESL approach;" and the problem of methodical signs.

Stone, C. (1852). On the use of methodical signs. American Annals of the Deaf and Dumb, 4(3), 187-192.

(CP and AP). A critique of the problems of methodical signs including the recommendation that writing or fingerspelling be used to facilitate English acquisition and learning.

Turner, W. W. (1852). High school for the deaf and dumb. American Annals of the Deaf and Dumb, 4(4), 259-261.

(AP). A brief discussion of the need for a high school program for the deaf.

1853

Burnet, J. R. (1853). An experiment. American Annals of the Deaf and Dumb, 5(4), 240-244.

(AP). A discussion of certain experiments including the question of whether it is possible for deaf-mutes to acquire written or fingerspelled English, a recommendation for the use of syllabic dactylography and a criticism of Mr. Jacobs's (1853) theory of methodical signs.

Jacobs, J. A. (1853). On the disuse of natural signs in the instruction of deaf mutes. American Annals of the Deaf and Dumb, 5(2), 95-110.

(CP and AP). A clarification of the differences between natural and methodical signs and the proposition to use more methodical signs and dactylography.

Jacobs, J. A. (1853). An important distinction. Methodical signs. American Annals of the Deaf and Dumb, 6(1), 51-56.

(CP and AP). A further clarification of the definitions of methodical signs including appropriate terms such as word signs, natural signs, significant signs, and descriptive signs and a critique of Mr. Burnet's (1853) discussion of experiments concerning English acquisition via the use of methodical signs, writing, dactylography, and reading.

Peet, H. P. (1853). Elements of the language of signs. American Annals of the Deaf and Dumb, 5(2), 83-95.

(CP and AP). Early evidence of a linguistic analysis of the structure of the American language of signs including detailed discussions of the signs of indication, the imitation of actions, the imitation of motions, the delineation of outlines of objects, the use of pointing and compound signs, and a discussion of the real purpose of methodical signs.

Rae, L. (1853). Proceedings of the third convention of American Instructors of the Deaf and Dumb. American Annals of the Deaf and Dumb, 6(1), 1-50.

(AP). An extensive discussion of the methods of instruction; the role and use of the sign language, written English, and methodical signs for instruction; the rejection of teaching English grammar rules in the earlier stages of instruction; and a brief discussion of syllabic dactylography.

Weld, L. (1853). Suggestions of certain varieties of the language of signs as used in the instruction of the deaf and dumb. American Annals of the Deaf and Dumb, 5(3), 149-158.

(CP and AP). An extensive description of four principal classes of pantomimic signs used in the instruction of the deaf and dumb: (1) the alphabet, (2) the strictly natural, (3) the methodical, and (4) the conventional or arbitrary, and a discussion of the need for sign language standardization and methodical signs.

1854

Burnet, J. R. (1854). The "experiment" explained. American Annals of the Deaf and Dumb, 6(2), 99-100.

(AP). A clarification of Burnet's (1853) experiment concerning the possibility of written words becoming the direct object and instrument of thought without associating written words with any natural or methodical signs.

Burnet, J. R. (1854). The necessity of methodical signs considered. Further experiments. American Annals of the Deaf and Dumb, 7(1), 1-15.

(AP). An extensive critique of Jacobs' (1854) belief that deaf mutes cannot attach their ideas to words, written or fingerspelled, without the mediation of methodical signs and a further discussion of his experiments.

Jacobs, J. (1854). "The experiment explained." Importance of preceding examples. American Annals of the Deaf and Dumb, 6(3), 170-174.

(AP). A criticism of Burnet's clarification of his experiment in connection with the comparative rapidity of thinking and reading in methodical signs and in written words.

1855

Burnet, J. R. (1855). Colloquial signs versus methodical signs. American Annals of the Deaf and Dumb, 7(3), 133-157.

(AP). A comprehensive critique of Jacobs' (1855) processes of instruction by methodical signs and an extensive discussion of the importance of using fingerspelling and written English as a method of instruction as opposed to using methodical signs as advocated by Jacobs.

Burnet, J. R. (1855). Misapprehensions corrected. American Annals of the Deaf and Dumb, 8(1), 45-55.

(AP). A clarification of the essential point of difference between Burnet and Jacobs (1855) in terms of whether a deaf-mute can associate his ideas directly with written or manually spelled words or whether signs must intervene between words and ideas.

Jacobs, J. A. (1855). On the disuse of colloquial signs in the instruction of the deaf and dumb, and the necessity of general signs following the order of the words. American Annals of the Deaf and Dumb, 7(2), 69-81.

(CP and AP). A discussion of a proposal to replace the use of methodical signs with general signs to avoid misunderstanding among educators, a brief discussion of the flagrant abuse of signs, and a continued defense of Jacobs' theory of instruction in terms of the importance of using signs following English word order allowing deaf mutes to familiarize themselves with the syntax of English.

Jacobs, J. A. (1855). The philosophy of signs in the instruction of deaf-mutes. American Annals of the Deaf and Dumb, 7(4), 197-228.

(AP). A rebuttal of Burnet's (1855) critique of Jacobs' theory of methodical signs including an extensive discussion of the importance of deaf students learning and using written English.

Jacobs, J. A. (1855). Perspicuity, the prime quality of good signing. American Annals of the Deaf and Dumb, 7(4), 242-243.

(AP). A brief discussion of the importance of good signing.

Keep, J. R. (1855). On the use of the dictionary in the instruction of the deaf and dumb. American Annals of the Deaf and Dumb, 7(2), 81-90.

(AP). A description of a "bilingual approach" used at the American Asylum, a discussion of the importance of supplying every deaf pupil with a complete English dictionary, the constant difficulty of learning English experienced by deaf pupils, the advantages of consistent practice using English, and the importance of deaf pupils being independent learners after leaving school.

Peet, H. P. (1855). Notions of the deaf and dumb before instruction, especially in regard to religious subjects. American Annals of the Deaf and Dumb, 8(1), 1-44.

(CP and AP). An extensive discussion of the origins and differences between spoken and signed languages, spoken and signed language acquisition and learning, the condition of the deaf and dumb, and a critique of William von Humboldt's thinking in terms of the role of speech.

Turner, W. W. (1855). Means of success in teaching. American Annals of the Deaf and Dumb, 7(2), 100-106.

(AP). A discussion of the importance of sophisticated signing abilities of teachers and maintaining high professional standards.

1856

Anonymous. (1856). Educational biography: Thomas Hopkins Gallaudet. The American Journal of Education, 2(4), 417-444.

(G). An in-depth discussion of Thomas Hopkins Gallaudet's contributions to deaf education.

Brown, J. S. (1856). A Vocabulary of mute signs. Baton Rouge: Morning Comet. (CP). Early evidence of a detailed description of signs representing English words in alphabetical order; a brief discussion of the use of abbreviations and simple signs, compound signs, and collective signs; and the importance of understanding the meaning of a sign before using it.

Burnet, J. R. (1856). The case of Laura Bridgman. American Annals of the Deaf and Dumb, 8(3), 159-172.

(AP). A rebuttal of Jacobs' (1856) criticism of Burnet's thinking in terms of language acquisition and cognitive development using the case of a deaf-blind person to support Burnet's theory that a deaf person can learn English words without the aid of signs, a discussion of mental processes, and a critique of methodical signs.

Gallaudet, T. (1856). St. Ann's church for deaf-mutes, New York. American Annals of the Deaf and Dumb, 8(3), 172-185.

(G). A description of Laurent Clerc's lecture and signing styles.

George, J. G. (1856). On the improvement of semi-mutes. American Annals of the Deaf and Dumb, 8(4), 213-217.

(AP). A comparison between semi-mutes and congenitally deaf-mutes in terms of language acquisition and false advertising about the written English skills of deaf children.

Jacobs, J. A. (1856). Mechanical, alias methodical signs. American Annals of the Deaf and Dumb, 8(2), 93-104.

(CP and AP). A discussion of his theory of methodical signs and further criticism of Burnet's (1855) response to his theory including a discussion of the poverty of colloquial signs, the difference between methodical signs and general significant signs, and methods of instruction.

Jacobs, J. A. (1856). The methodical signs for AND and the verb TO BE. American Annals of the Deaf and Dumb, 8(3), 185-186.

(CP). A brief discussion of the improvement of methodical signs including the proposed signs for and and the verb to be.

Jacobs, J. A. (1856). Teaching the scriptures made easy. American Annals of the Deaf and Dumb, 8(4), 207-210.

(AP). A discussion of a mode of teaching the scriptures including a few preparatory steps of teaching English to deaf mutes.

Porter, S. (1856). The methodical signs for "And" and the verb "To Be:" Remarks. American Annals of the Deaf and Dumb, 8(3), 186-187.

(CP). A brief comment on Jacobs' (1856) proposed methodical signs for and and the verb to be.

Talbot, B. (1856). Laboriousness of teaching the deaf and dumb. American Annals of the Deaf and Dumb, 8(4), 193-201.

(CP and AP). A comparison of teachers of deaf students with other professionals outside deaf education which shows that the former experience greater fatigue, the difficulty of teaching English to deaf students, and the recognition that the language of signs is different in its structure from English.

Tyler, W. E. (1856). Qualifications demanded in an instructor of the deaf and dumb. American Annals of the Deaf and Dumb, 8(4), 202-206.

(AP). A discussion of the importance of teachers having a thorough mastery of the subjects that they teach as well as the ability to translate from written language into sign language and vice versa, and an explanation as to why deaf students have difficulty in acquiring and learning English.

1857

Barnard, H. (1857). New York institution for the Deaf and Dumb. The American Journal of Education, 3(2), 347-365.

(AP). A detailed history of the New York Institution for the Deaf including a discussion of the system of instruction and the problem of teaching English and a description of a "bilingual/ESL approach" used at the New York Institution.

Barnard, H. (1857). Memoir of Harvey Prindle Peet, President of the New York Institution for the Deaf and Dumb. The American Journal of Education, 3(2), 366-382.

(AP). An extensive discussion of the significant contributions of H. P. Peet including the difficulty of teaching written English to deaf pupils, a description of the methods of instruction, the problem of methodical signs, and the importance of leading deaf pupils to attach their ideas directly to written words or fingerspelled words.

Chamberlain, W. W. (1857). Proceedings of the convention of the New England Gallaudet Association of Deaf-Mutes. American Annals of the Deaf and Dumb, 9(2), 65-87.

(G). A brief description of the convention including a presentation of the history of deaf education by L. Clerc and some remarks on deaf education by Thomas Gallaudet and William W. Turner and a discussion of a petition to the Board of Directors of the American Asylum that L. Clerc be granted an ample pension for the rest of his life and be released from his teaching duties.

Jacobs, J. A. (1857). Preface to an unpublished work. American Annals of the Deaf and Dumb, 9(3), 129-139.

(CP and AP). A detailed discussion of the importance of introducing deaf students to connected composition at an early age using a top-down approach, the structures of the language of signs and English, the use of scientific principles as a guide, and the 18 rules and principles in connection with the appropriate use of methodical signs and English learning and teaching.

Porter, S. (1857). Fourth convention of American Instructors of the Deaf and Dumb. American Annals of the Deaf and Dumb, 9(1), 1-13

(CP and AP). A discussion of various opinions concerning the methods of instruction, a brief discussion of the practicability of a Syllabic Alphabet, the importance of hearing teachers properly acquiring the sign language including the advocacy of careful teaching of signs to new instructors, and a discussion of signs to be used for special words in various institutions.

1858

Alcott, W. A. (1858). III. William Channing Woodbridge. The American Journal of Education, 5(1), 51-64.

(G). A biography of William Channing Woodbridge including his contributions to deaf education.

Burnet, J. R. (1858). Under what forms do deaf-mutes apprehend words? American Annals of the Deaf and Dumb, 10(4), 228-232.

(AP). A reexamination of the assumption that deaf-mutes should go through a word letter by letter instead of apprehending the word as a unit; an in-depth discussion of the slow and laborious acquisition of written language through the use of fingerspelling and finger-reading; and three kinds of tangible perceptions for learning English: (1) the movements and contacts of the organs of speech, (2) the motions of the hand in writing, and (3) the positions of the manual alphabet.

Chamberlain, W. M. (1858). Proceedings of the third convention of the New England Gallaudet Association of Deaf-Mutes. American Annals of the Deaf and Dumb, 10(4), 205-219.

(G). A brief history of deaf education presented by L. Clerc and others.

Jacobs, J. A. (1858). Misrepresentation corrected. American Annals of the Deaf and Dumb, 10(1), 65-70.

(AP). A clarification of why the term methodical signs should be discarded, a discussion of the importance of leading deaf pupils to think directly in English word order, and a rebuttal to Peet's criticism of his theory of methodical signs.

Jacobs, J. A. (1858). Mode of learning the sign language. American Annals of the Deaf and Dumb, 10(1), 70-72.

(AP). A critique of Keep's (1855) article, "Misrepresentation corrected," and the importance of teachers properly learning both the sign language and methodical signs.

Jacobs, J. A. (1858). A sufficient admission--words the representatives of signs--signs in the order of the words. American Annals of the Deaf and Dumb, 10(4), 219-227.

(AP). An extensive discussion of whether English word order or sign language order should be used when signing; a defense of Jacobs' position that signs are representatives of English words; advocacy of the utility and superiority of signs in the order of English words in the early stages of deaf-mute instruction; and a critique of Dr. Peet's (1858) previous article, "Signs unnecessary as the 'representation of words,'" including a brief discussion of the importance of the use of a "bilingual approach."

Porter, S. (1858). Tabular view of institutions for the deaf and dumb in the United States. American Annals of the Deaf and Dumb, 10(2), 113-114.

(G). A summary of the statistics of American schools for the deaf including the names of schools, locations, dates of opening, numbers of pupils, instructors, and the names of the chief executive officers.

Peet, H. P. (1858). Signs unnecessary as the "representation of words." American Annals of the Deaf and Dumb, 10(3), 129-136.

(AP). An extensive critique of Jacobs' (1858) theory of methodical signs.

Porter, S. (1858). Fifth convention of American Instructors of the Deaf and Dumb. American Annals of the Deaf and Dumb, 10(4), 193-204.

(CP and AP). A discussion of several significant topics on the teaching, development, and standardization of the language of signs, and the establishment of a committee consisting of W. Turner, H. P. Peet, and T. Gallaudet for proposing new signs to represent English words.

Porter, S. (1858). Remarks by the editor. American Annals of the Deaf and Dumb, 10(4), 232-241.

(AP). A critique of the arguments of Burnet (1858) and Jacobs (1858) in connection with the difficulty of English acquisition and reading and the use of methodical signs and a discussion of the advantages of written language over fingerspelling.

Redden, L. C. (1858). A few words about the deaf and dumb. American Annals of the Deaf and Dumb, 10(3), 177-181.

(AP). A discussion of the importance of using the language of signs as a means of instruction and teaching English as a foreign language from a deaf student's perspective.

1859

Burnet, J. (1859). To the members of the fifth convention of American Instructors of the deaf and dumb. Proceedings of the fifth convention of American Instructors of the Deaf and Dumb. Alton, IL: Courier Steam Book.

(CP). Some remarks on Burnet's proposed "Syllabic Manual Alphabet" presented by Dr. H. P. Peet to the Fourth Convention concerning the need for adaptation of the alphabet for abbreviations.

Burnet, J. R. (1859). Is it easier for deaf-mutes to spell words mentally, or to regard them as units? American Annals of the Deaf and Dumb, 11(1), 17-32.

(AP). A clarification of Porter's (1858) remarks on Burnet's (1858) "Under what forms do deaf-mutes apprehend words?" including an explanation of the reasons for opposing the idea that deaf-mutes comprehend words as units.

Burnet, J. R. (1859). Dactylography versus writing. American Annals of the Deaf and Dumb, 11(3), 163-169.

(AP). An in-depth discussion on internal speech and the importance of the manual alphabet for English development and a proposal for a syllabic alphabet.

Burnet, J. R. & Porter, S. (1859). Mr. Burnet and the editor. American Annals of the Deaf and Dumb, 11(4), 219- 236.

(AP). A continued discussion of the case study of Burnet's English language acquisition and learning.

Carlin, J. (1859). Words recognized as units. Systematic signs. American Annals of the Deaf and Dumb, 11(1), 12-17.

(AP). A discussion of the linguistic form under which deaf-mutes comprehend English words to further support Jacobs' (1858) theory concerning the use of methodical signs, a critique of Porter's (1858) and Burnet's (1858) replies in connection with the importance and practicability of facilitating the deaf-mute's English acquisition and the use of methodical signs in the classroom, and Carlin's advocacy of decreasing the excessive use of colloquial signs in the classroom.

Carlin, J. (1859). The deaf-mute's guide. American Annals of the Deaf and Dumb, 11(3), 157- 159.

(AP). A proposition for a new book entitled The Deaf Mute's Guide including a comprehensive view of the intellectual capacities and failings of the deaf-mute's mind.

Carlin, J. (1859). Wages of deaf mute instructors. Proceedings of the fifth convention of American Instructors of the Deaf and Dumb. Alton, IL: Courier Steam Book.

(G). Some remarks on the salaries of deaf-mute instructors, in particular the variation in different institutions.

Francis, J. M. (1859). The difficulties of a beginner in learning the sign language. Proceedings of the fifth convention of American Instructors of the Deaf and Dumb. Alton, IL: Courier Steam Book.

(SP, CP, and AP). An extensive discussion of the status of the language of signs, the need for sign language standardization, the importance of teacher training, sign language structure and syntax, the difficulties of young hearing teachers in learning the language of signs, and a brief description of the language of signs.

Gallaudet, T. (1859). Methods of perfecting the sign-language. Proceedings of the fifth convention of American Instructors of the Deaf and Dumb. Alton, IL: Courier Steam Book.

(CP and AP). A discussion of concerns regarding the mixture of the language of signs and English, the necessity of preserving the sign language in all its integrity, and the importance of competent signing teachers.

Jacobs, J. A. (1859). The relation of written words to signs, the same as their relation to spoken words. American Annals of the Deaf and Dumb, 11(2), 65-78.

(AP). A rebuttal of Peet's (1859) criticism of Jacobs' (1858) discussion on the relation of signs to words within the framework of methodical signs, and the comparative advantages of colloquial and methodical signs in instruction.

Jacobs, J. A. (1859). A synopsis or exposition of primary lessons for the deaf and dumb. Proceedings of the fifth convention of American Instructors of the Deaf and Dumb. Alton, IL: Courier Steam Book.

(AP). An extensive explanation of the plan and character of a proposed curriculum for teaching English.

Kinney, R. H. (1859). A few thoughts on the universality and power of the language of signs. Proceedings of the fifth convention of American Instructors of the Deaf and Dumb. Alton, IL: Courier Steam Book.

(CP). A brief description of the language of signs including a discussion of the language of signs as natural and universal among people.

Peet, H. P. (1859). Words not "representatives" of signs, but of ideas. American Annals of the Deaf and Dumb, 11(1), 1-8.

(AP). A critique of Jacobs' (1858) views on language acquisition and methodical signs for the teaching of English.

Peet, H. P. (1859). Review of the arguments of Mr. Jacobs on methodical signs. American Annals of the Deaf and Dumb, 11(3), 129-142.

(AP). An extensive review and critique of Jacobs' (1859) previous articles on the relation of the language of signs to English words, the comparative advantages of colloquial and methodical signs in instruction, and the theory of methodical signs.

Peet, H. P. (1859). Memoir on the history of the art of instructing the deaf and dumb. Second period. Proceedings of the fifth convention of American instructors of the deaf and Dumb. Alton, IL: Courier Steam Book.

(CP and AP). An extensive analysis of the methodical signs and natural signs of Charles-Michel de l' Epée; a discussion of the steps of teaching English grammar; and, a critique of Mr. Jacobs' (1859) defense of methodical signs.

Porter, S. (1859). The questions between Mr. Burnet and the editor. American Annals of the Deaf and Dumb, 11(3), 170-192.

(AP). A case study of Burnet's English language acquisition and learning experience including an extensive discussion of eight possible forms for acquiring English, the advantages and disadvantages of the several forms of English, and a description of English words in the minds of deaf mutes.

Porter, S. (1859). Afternoon session. Proceedings of the fifth convention of American Instructors of the Deaf and Dumb. Alton, IL: Courier Steam Book.

(CP). Some brief remarks on Turner's (1859) paper, a discussion of the importance of the adoption of arbitrary signs for the expression of abstract ideas and general terms, and the need for a sign language standardization committee and for a dictionary of signs.

Porter, S. (1859). Third day. Proceedings of the fifth convention of American Instructors of the Deaf and Dumb. Alton, IL: Courier Steam Book.

(CP). A discussion of the sign language standardization committee's report on the proposed 12 new conventional and arbitrary signs including descriptions of signs ("time," "weight," "size," "color," "metal," "circumstance," "character," "animal," "Congress," "Legislature," "director," and "Cabinet") to be adopted at the next CAID convention.

Porter, S. (1859). Report on course of instruction. Proceedings of the fifth convention of American Instructors of the Deaf and Dumb. Alton, IL: Courier Steam Book.

(AP). An in-depth discussion of the deaf education system including the issues and principles of an English curriculum (e.g., grammatical and natural methods and the teaching of words) and the importance of giving deaf students knowledge of written English.

Turner, W. (1859). On the deaf-mute language. Proceedings of the fifth convention of American Instructors of the Deaf and Dumb. Alton, IL: Courier Steam Book.

(CP). An in-depth discussion of the terms natural signs and methodical or systematic signs, significant signs, conventional signs, and arbitrary signs; the

importance of sign language standardization; and the need for increasing the number of arbitrary signs.

1860

Burnet, J. (1860). Conceptions of words in the minds of deaf-mutes: Communication from Mr. J. R. Burnet. American Annals of the Deaf and Dumb, 12(4), 217-223.

(AP). A discussion of the role of fingerspelling, written language, and the sign language as mediums of communication.

Chamberlain, W. (1860). Conceptions of words in the minds of deaf-mutes: Mr. Wm. M. Chamberlain's statement of his experience. American Annals of the Deaf and Dumb, 12(4), 223-226.

(AP). A response to the arguments of Porter (1859) and Burnet (1859) using Chamberlain's English language acquisition experience in connection with the roles of speech, written language, finger language, and the language of signs.

Epée, C. (1860). The true method of educating the deaf and dumb; confirmed by long experience. Part first. American Annals of the Deaf and Dumb, 12(1), 1-59.

(AP). An extensive discussion of the language teaching of Epée including a description of methodical instruction and methodical signs as a new method of language instruction, the difference between the language acquisition of deaf and hearing children, a delineation of English grammar lessons, and the importance of encouraging deaf students to make effective use of the dictionary.

Epée, C. (1860). The true method of educating the deaf and dumb; Confirmed by long experience. Part second. Preliminary observations. American Annals of the Deaf and Dumb, 12(2), 61-83.

(AP). An explanation of how De l' Epee got involved with educating deaf students; a discussion of how the works of his two masters, Bonnet and Amman, shaped the thinking of Epée in terms of educating deaf students including a detailed description of the teaching of speech.

Epée, C. (1860). The true method of educating the deaf and dumb. Part third. Introduction note. American Annals of the Deaf and Dumb, 12(3), 84-131.

(G). A detailed discussion of the origin of the controversy concerning the notions of instructing deaf students between De l' Epee and Heinich, including a summary of the arguments employed by Heinich in combating De l' Epee's allegations and attacking his methodical system, and a thorough investigation of the arguments and correspondence between Epée and Heinich by six members of the Academy of Zurick.

Porter, S. (1860). Conceptions of words in the minds of deaf-mutes. American Annals of the Deaf and Dumb, 12(4), 205-217.

(CF and AP). A critique of Burnet's (1859) previous articles concerning the imperfections, improvement, and use of the syllabic manual alphabet and written language as instruments of communication; some remarks on the uncertainty of mental introspection of deaf persons; a discussion of the significance of internal speech as a general rule; and a comparison of the effects of three different linguistic forms (artificial articulation, the manual alphabet, and the written form) on the ability to think in English words.

Porter, S. (1860). Fourth convention of the New England Gallaudet Association of Deaf-Mutes. American Annals of the Deaf and Dumb, 12(4), 236-243.

(G). A brief report of the proceedings of the New England Gallaudet Association of Deaf-Mutes including a brief description of the presence of Mr. Laurent Clerc at the convention.

Porter, S. (1860). Miscellaneous: Colloquial signs in the order of words. American Annals of the Deaf and Dumb, 12(4), 258-259.

(CP). An editor's note concerning the attempts of Mr. Jacobs (1859) and others to make signs in the order of words colloquial.

1861

Green, S. (1861). The earliest advocate of the education of deaf mutes in America. American Annals of the Deaf and Dumb, 13(1), 1-29.

(G). A history of Green's life in connection with the earliest advocacy of the education of deaf mutes in America including an English translation of some extracts of Charles-Michel de l' Epée's (1860) work on the manner of his instructing the deaf and dumb and a description of methodical signs.

1867

Anonymous. (1867). Deaf-mute education. North American Review, 114(214), pp. 512-531.

(AP). A detailed discussion of the origin and the progress of deaf-mute education on both sides of the ocean, particularly with regard to the teaching of articulation; the significant contributions of Ponce de Leon, Juan Pablo, Abbé de l' Épée, Wallis, Holder, and Amman: (1) writing, (2) articulation, (3) reading the lips, and (4) the manual alphabet; a discussion of the second annual report of the Massachusetts Board of Charities concerning whether the teaching of articulation is feasible or not including some examples of the alleged inconsistencies of Dr. Howe in connection with the establishment of a deaf-mute school in Massachusetts; an analysis of the Hartford Asylum's original charter of the corporation; and the Hartford Asylum's withdrawal of their opposition to the establishment of primary schools for the early education of deaf mutes in Massachusetts.

Fay, F. B. (1867). Report of the Joint Special Committee of the Legislature of 1867, on the education of deaf-mutes: With an appendix, containing evidence, arguments,

letters, etc., submitted to the committee. (Massachusetts Senate Document 265). Boston: Wright & Potter State Printer.

(SP and AP). An extensive report on the findings of the methods and results of instruction in deaf education including purposes, opinions, summary and conclusion; Act of Incorporation; Bill Concerning Deaf-Mute Education; evidence, arguments, and letters in connection with the role of the language of signs, spoken and written language, and methods of instruction.

1868

Anonymous. (1868). Bell's visible speech. The North American Review, 107(220), pp. 347-358.

(CP). A critique of Mr. Alexander Melville Bell's descriptions of complete representation in an alphabet and of the processes of articulation including physical analysis.

Brock, M. L. (1868). A better method of instructing a class of beginners. American Annals of the Deaf and Dumb, 13(4), 206-217.

(AP). A description of deaf-mutes when first entering an institution for the deaf including a discussion of their poor patterns of written English, the foundation of deaf-mute education, the importance of training deaf pupils to express themselves in written English instead of signs, the importance of deaf pupils understanding an English sentence as a whole, the importance of having deaf pupils communicating with each other in writing the very first day of school, and the importance of teachers having competence in the language of signs in order to teach effectively.

Gallaudet, E. M. (1868). The American system of deaf-mute instruction--Its incidental defects and their remedies. American Annals of the Deaf and Dumb, 13(3), 147-170.

(AP). An extensive review of the American system of deaf-mute instruction including criticisms and suggested improvements of the system, a discussion of deaf pupils' limited opportunity for acquiring English, a comparison of English acquisition between deaf and hearing pupils and the reasons many deaf pupils fail to acquire written English, an elucidation of causes for the defects in deaf education, a discussion of the need for bringing the deaf-mute child under instruction at the earliest possible moment, the problem of too many incompetent teachers being employed in many of the American institutions, and an exploration of the feasibility of teaching articulation and the labial alphabet to deaf pupils.

Peet, I. L. (1868). Initial signs. American Annals of the Deaf and Dumb, 13(3), 171-184.

(CP). A description of some proposed principles for improving and perfecting the language of signs including a principle of enlarging the vocabulary of signs by using the initial letter of the word as part of the sign; an explanation of the important distinction between the language of signs and pantomime; descriptions of the structure of the language of signs including natural signs, radical signs, sign phrases,

sign order, expression of countenance, sign names, and an illustration of the signs for synonyms; the importance of deaf pupils first having an understanding of an idea and the competence in written English before being asked to translate the sign language into written English; a brief explanation of the issues and purpose of using methodical signs and the importance of the frequent use of fingerspelling; and the problem of the language of signs in connection with the use of general terms.

Pratt, L. (1868). Introductory. American Annals of the Deaf and Dumb, 13(3), 129-147.

(AP). A discussion of the failure and revival of the Convention of American Instructors of the Deaf and Dumb and the American Annals, the importance of elevating and maintaining high teaching standards and recording the successive steps of progress in deaf education, a brief description of the proceedings of the first conference of the Principals of the American Institutions for the Education of the Deaf and Dumb including a discussion of the teaching of English grammar, and Edward Miner Gallaudet's clarification of his position on the teaching of articulation.

Pratt, L. S. (1868). Conference of the Principals of the American Institutions for the Education of the Deaf and Dumb. Continued. American Annals of the Deaf and Dumb, 13(4), 242-254.

(AP). A critique of Gallaudet's (1868) analysis of the defect of the American system of deaf education, an extensive discussion of the importance of giving more attention to the teaching of articulation including advantages and disadvantages, a significant report of the Clarke Institution demonstrating success in the teaching of articulation to a large proportion of congenital deaf-mutes, the adoption of a resolution that articulation be taught to all deaf pupils, an inquiry as to the status of women as teachers of the deaf and dumb including an increasing number of female teachers and an extensive discussion of the importance of teaching English grammar.

1869

Elliot, R. (1869). Speech for the deaf. American Annals of the Deaf and Dumb, 14(3), 129-145.

(AP). A critique of Gallaudet's (1868) investigation of the methods and results of the teaching of articulation, and an extensive discussion of the importance of articulation and lip-reading in instruction and the method of teaching articulation.

Fay, E. A. (1869). The acquisition of language by deaf mutes. American Annals of the Deaf and Dumb, 14(4), 193-204.

(AP). An in-depth discussion of the problems and challenges concerning the teaching of English to deaf pupils; the application of two language learning theories (Marcel's and Prendergast's) and methods of teaching language to the deaf and dumb; discussion of the difference between first and foreign language acquisition as natural processes and the difference between a child and an adult learning a language; the importance of teaching English sentences as a whole instead of individual words; the importance of not burdening the memory of deaf pupils by the

simultaneous teaching of print, script, and the manual alphabet; a condemnation of the study of grammar as a means to acquire language; and opposition to the practice of teaching by signs without textbooks.

Hirsch, D. (1869). Mr. Hirsch's views of the "combined method" for the deaf and dumb. American Annals of the Deaf and Dumb, 14(1), 48-53.

(CP and AP). An acknowledgment of the adoption of CEASD's resolution concerning the introduction of instruction in articulation into all American institutions and a clarification of Hirsch's view concerning the simultaneous use of natural signs, the German method, and the use of signs and articulation as a means of communication.

Hutton, G. (1869). The practicability and advantages of writing and printing natural signs. American Annals of the Deaf and Dumb, 14(3), 157-182.

(CP and AP). An in-depth discussion of the role of natural signs as the most important avenue to the development of the minds of deaf pupils; an elucidation of the common mistakes about the nature and structure of natural signs including a description of natural signs, arbitrary signs, and sign syntax; the use of signs as a barrier in teaching articulation or in acquiring the correct use of a (majority) language; the importance of sign-writing as an instrument of instruction and a test of comprehension; the advocacy of sign-writing including an extensive discussion of the origin of sign-writing, proof of its practicability, and advantages of sign-writing and printing; a brief description of sign-writing; a brief discussion of the important difference between teaching articulation and teaching by articulation; and the need for printing Scripture in signs for the deaf and dumb.

Hutton, J. S. (1869). Text books for the deaf and dumb. First article. American Annals of the Deaf and Dumb, 14(4), 205-219.

(AP). A discussion of the insufficient number of years of instruction and the need for suitable textbooks and apparatus, additional drawbacks of imperfect classifications of deaf pupils including semi-mute and semi-deaf and an insufficient staff of instructors, and a discussion of the need for a complete series of textbooks adapted to the requirements of deaf-mute education.

Keep, J. R. (1869). The language of signs: Gardiner G. Hubbard, Esq.: My dear sir. American Annals of the Deaf and Dumb, 14(2), 89-95.

(CP). A discussion and description of the structure of the language of signs (i.e., arbitrary, conventional, descriptive, and natural signs) in response to Gardiner G. Hubbard's 16 questions regarding the nature and role of the language of signs in instruction.

Peet, H. P. (1869). Notes of a visit to the Clarke Institution for the Instruction of the Deaf and Dumb, at Northhampton, Mass. on the 19th and 20th days of October, 1868. American Annals of the Deaf and Dumb, 14(2), 82-88.

(AP). A discussion of an informal ethnographic observation of the Clarke Institution including a description and critique of the oral method, a comparison of the

communication competence of oral deaf pupils as compared to signing deaf pupils, and a discussion of teachers unconsciously exaggerating the success of teaching articulation.

Porter, S. (1869). The instruction of the deaf and dumb in grammar. American Annals of the Deaf and Dumb, 14(1), 30-48.

(AP). An extensive discussion of the reasons for teaching English grammar during an early stage in deaf education; an elucidation of the sequences for teaching English grammar and the order of development in English; and a description of the various methods of teaching English grammar including the significance of the meaning being explained, not only by signs but with the aid of supplemental exercises illustrative of the English words, the use of the language of signs, grammatical symbols, and some examples of grammatical diagrams.

Pratt, L. (1869). Tabular view of institutions for the deaf and dumb in the United States. American Annals of the Deaf and Dumb, 14(1), 63-64.

(G). A summary of the statistics of American schools for the deaf including the names of schools, locations, dates of opening, numbers of pupils and instructors, and the names of the chief executive officers.

Pratt, L. (1869). Institution reports. American Annals of the Deaf and Dumb, 14(4), 219-235.

(SP and AP). An extensive discussion of the resolutions adopted at the Conference of Principals in 1868 and the effects of teaching articulation as the means of communication on staff attitudes, the practicability of teaching articulation, and the significance of the language of signs as a language of instruction.

Stone, C. (1869). Address upon the history and methods of deaf mute instruction. American Annals of the Deaf and Dumb, 14(2), 95-121.

(AP). An extensive discussion of the origin and role of deaf education, language acquisition, methods of teaching, the benefits of using the language of signs, and the advantage of bringing the deaf-mutes of one state into one school for instruction.

Trask, C. (1869). Articulation and lip-reading. American Annals of the Deaf and Dumb, 14(3), 146-156.

(AP). A discussion of Trask's changing belief in terms of advocating that articulation and signs have their respective places in the instruction of deaf mutes; the value of teaching articulation as a significant skill for deaf pupils, and the method of teaching articulation so that deaf pupils can interact with hearing peers outside of school; and the view that the sign language is valueless outside deaf institutions.

Wait, S. (1869). Method of teaching fundamental rules of arithmetic. American Annals of the Deaf and Dumb, 14(4), 239-245.

(AP). A discussion of the mode of teaching arithmetic principles or rules, the importance of beginning math education simultaneously with the teaching of English, and an elucidation of the methods of teaching addition.

1870

Angus, W. W. (1870). Marginalia. American Annals of the Deaf and Dumb, 15(3), 149-160.

(AP). An in-depth discussion of the importance of many years of close study and intimate association with the deaf and dumb before establishing a theory of (English) language acquisition, learning, and teaching; the importance of retention and improvement of speech skills; and a critique of the advocates of the sign and articulation methods concerning the peculiar difficulties of development in the uneducated deaf-mute's mental and moral condition.

Barnard, F. A. P. (1870). The difficulties of the deaf and dumb in the acquisition of language. American Annals of the Deaf and Dumb, 15(3), 161-165.

(AP). A brief discussion of the report detailing the annual examination of the classes of deaf-mutes of the New York Institution concerning deaf-mutes' difficulties in acquiring written and spoken (English) language.

Bull, J. C. (1870). A few suggestions on the higher education of deaf-mutes. American Annals of the Deaf and Dumb, 15(4), 224-231.

(G). A discussion concerning the importance of a High Class classroom arrangement, an appropriate selection of deaf pupils for a High Class, the importance of good character in deaf pupils, and the internal management of a High Class including its various academic studies and discipline.

Gillet, H. S. (1870). Language. American Annals of the Deaf and Dumb, 15(4), 232-244.

(AP). A significant discussion of the best approach for facilitating English skills in deaf students including a description of five traditional modes of teaching English, the importance of having the most experienced and skilled teachers conducting the education of the younger classes, an argument against any unnatural use of signs for general purposes such as the use of word-signs or signs in the order of words in common intercourse (methodical signs), and the proposal for increased use of a natural approach emphasizing written English.

Hollister, H. H. (1870). The manual alphabet. American Annals of the Deaf and Dumb, 15(2), 88-93.

(CP and AP). A brief discussion of the lack of uniformity of the common printed manual alphabet including an examination of finger (manual) alphabetic forms, and the importance of learning to form the alphabet correctly on the hand.

Hotchkiss, J. B. (1870). Articulation for semi-mutes. American Annals of the Deaf and Dumb, 15(3), 136-149.

(AP). A criticism of Montgomery's (1870) statements regarding the relative merits of English and the sign language, and her assumption that almost all semi-mutes prefer signs or writing when conversing; an extensive discussion of informal observations of the social behaviors of semi-mutes; a description of Hotchkiss' own language (the sign language and English) and learning experiences prior to and after becoming deaf; a discussion of various language learning experiences of 20 deaf people; and the status of semi-mutes over deaf-mutes.

Hutton, J. S. (1870). Text-books for the deaf and dumb. Second article. American Annals of the Deaf and Dumb, 15(1), 1-16.

(AP). A discussion of the importance of using common schoolbooks for deaf pupils to appropriately familiarize themselves with subject matters and the standard use of English, a condemnation of special books designed for deaf pupils which retard the acquisition of English, and an extensive elucidation of the practicability and advantages of an English grammar curriculum and a book of signs corresponding to written words.

Hutton, J. S. (1870). Text-books for the deaf and dumb (Third article). American Annals of the Deaf and Dumb, 15(2), 65-72.

(AP). A discussion of the disadvantages and causes for the lack of textbooks, and a remuneration of the principles of adequate and proper curriculum for English instruction.

Keep, J. R. (1870). How should deaf-mute children learn verbal language? American Annals of the Deaf and Dumb, 15(1), 28-41.

(AP). A discussion of The Baron de Gernando's principle that deaf pupils should learn English in the same manner as hearing pupils and the difference between Gernando's and Keep's ideas; a comparison of English acquisition in hearing and deaf children, the importance of habitually using fingerspelling for English development and acquisition, some examples of a "bilingual approach." and the six-step plan for teaching English within a "bilingual" framework.

Latham, W. H. (1870). Difficulties connected with deaf mute instruction. American Annals of the Deaf and Dumb, 15(1), 104-111.

(AP). A discussion of informal observations concerning difficulties in teaching English to deaf pupils; the need for an efficient corps of experienced teachers, and an enumeration of the defective elementary instruction of the deaf and dumb.

Montgomery, I. (1870). The practical value of articulation. American Annals of the Deaf and Dumb, 15(3), 133-136.

(AP). A summary of various opinions of 10 deaf adults concerning the practical value of speech and their preference for fingerspelling over the use of articulation, and the importance of hearing people learning fingerspelling (manual alphabet).

Peet, H. P. (1870). Progress in deaf-mute instruction. American Annals of the Deaf and Dumb, 15(4), 209-216.

(AP). A discussion of Peet's great concern about the increased proportion of mediocre teachers, the possible causes of the degeneration of deaf education, and the overdependence on the improper use of textbooks for instruction; the need for more emphasis on the abilities of teachers rather than on textbooks or methods; the processes of instruction including some examples of English sentences written by deaf students; and a brief explanation of the Report by the Hon. Azariah C. Flagg on the examination of three schools: New York, Hartford, and Philadelphia.

Peet, H. P. (1870). Necrology: Laurent Clerc, John A. Jacobs, and Abraham B. Hutton. American Annals of the Deaf and Dumb, 15(4), 245-248.

(G). Brief biographies of Clerc, Jacobs, and Hutton.

Turner, W. W. (1870). Laurent Clerc. American Annals of the Deaf and Dumb, 15(1), 16-28.

(G). A discussion of the history of deaf education, a biography of Laurent Clerc, and a recapitulation of his 42 years of invaluable service to the field of deaf education.

1871

Angus, W. W. (1871). We are not retrograding. American Annals of the Deaf and Dumb, 16(3), 160-173.

(AP). A critique of Latham's previous (1870) article, "Difficulties connected with deaf mute instruction," concerning the imputed retrogression of deaf education including an analysis of the rationale for successes and failures.

Cochrane, W. A. (1871). Methodical signs instead of colloquial. American Annals of the Deaf and Dumb, 16(1), 11-17.

(AP). A discussion of the importance of using methodical signs for facilitating English skills in deaf students, a brief description of two methods of instruction including a comparison of the sign language and methodical signs in search of the right method for teaching English to deaf students, and reasons for advocating the use of methodical signs instead of the sign language.

Fay, E. A. (1871). Tabular view of institutions for the deaf and dumb in the United States. American Annals of the Deaf and Dumb, 16(1), 69.

(G). A summary of the statistics of American schools for the deaf including the names of schools, locations, opening dates, numbers of pupils and instructors, and names of the chief executive officers.

Fay, E. A. (1871). Reports of American institutions for the deaf and dumb. American Annals of the Deaf and Dumb, 16(4), 237-269.

(AP). A few detailed accounts of the progress of institutions for the deaf and dumb regarding the roles of the language of signs, written English, and the teaching of articulation; a discussion of the important changes in the personnel of several institutions; the subject of day schools for the deaf and dumb; the education of the colored deaf and dumb; and a few descriptions of "bilingual" classes.

Gallaudet, E. M. (1871). Is the sign language used to excess in teaching deaf-mutes? American Annals of the Deaf and Dumb, 16(1), 26-33.

(AP). A clarification of Gallaudet's position concerning the value, role, and abuse of the sign language in the instruction of deaf-mutes and the importance of increasing the use of English through fingerspelling (manual alphabet) or writing.

Keep, J. R. (1871). Natural signs. Shall they be abandoned? American Annals of the Deaf and Dumb, 16(1), 17-25.

(CP and AP). An argument against the proposed substitution of signs in the order of English words for natural signs, a description of the sign language and pantomimic signs, the importance of increased direct use of English, the importance of having teachers master the sign language, and several explanations for the deterioration of the sign language.

Keep, J. R. (1871). The sign-language. American Annals of the Deaf and Dumb, 16(4), 221-234.

(CP). An extensive exposition of the genius, the structure, and general features of the sign language including a comparison between the sign language and spoken English; a critique of Abbé Sicard's work regarding the development of methodical signs; a condemnation of the use of methodical signs in American institutions, and a criticism of Jacobs' system of methodical signs.

Peet, I. L. (1871). A practical view of deaf-mute instruction. American Annals of the Deaf and Dumb, 16(2), 69-97.

(AP). A brief overview of deaf education; the importance of the fundamental principles dealing with a method of teaching English: grammar, rhetoric, and logic; an elucidation of the English curriculum within a "bilingual" framework; the importance of consistent practice in reading and writing; a brief description of the use of "bilingual" and "ESL" approaches; the importance of using the sign language for thinking development; and the importance of developing translation skills in the sign language and English.

1872

Bell, A. G. (1872). Visible speech as a means of communicating articulation to deaf-mutes. American Annals of the Deaf and Dumb, 17(1), 1-21.

(CP and AP). A detailed discussion of the history, value, nature, description, uses, and application of Visible Speech as a new species of phonetic writing (Engiish); the importance of the development of the stenographic alphabet of visible speech for the purpose of preserving the pure spoken language; the adoption of this system in school including letters outlining the success of the experiments in several schools in Boston; the importance of recognizing the radical difference between the semi-mute and the deaf-mute in terms of teaching articulation; and a recapitulation of articulation instruction.

Burnet, J. R. (1872). "Text-books" and mutisms. American Annals of the Deaf and Dumb, 17(3), 157-162.

(AP). A critique of Latham's (1872) article, "A few words on text-books, etc;" a discussion of the obstacles to the greatest success of teaching; and Abbé Chazottes's theory that all (English) words should be taught in complete sentences.

Fay, E. A. (1872). The tabular statement of the institutions. American Annals of the Deaf and Dumb, 17(1), 58-62, 65.

(G). A summary of the statistics of American schools for the deaf including the names of schools, locations, opening dates, numbers of pupils and instructors, and names of the chief executive officers.

Kruse, O. F. (1872). The combined method of instruction for the deaf and dumb. American Annals of the Deaf and Dumb, 17(4), 197-256.

(AP). An in-depth critique of the two instructional systems of Epée and Heinicke; an elucidation of the principles of the French and German methods; several examples of the prevailing misunderstandings among educators in connection with the nature, essence, and value of the sign language; the problem of methodical signs; and the importance of appropriately using an "ESL approach" for English development.

Latham, W. H. (1872). A few words on text-books, etc. American Annals of the Deaf and Dumb, 17(1), 47-57.

(AP). An extensive discussion of Latham's own observations and experiences in the school room including the merits of textbooks, an explanation of why teachers do not accomplish all they might desire or all that might be expected of them when teaching English grammar, the importance of advising parents to teach their deaf children not only verbs but sentences before they come to school, the question of whether natural signs can convey English, the problem of comprehending the relations of word signs, how deaf children best learn English, and the importance of consistently using written English.

Pettengill, B. D. (1872). The instruction of the deaf and dumb. American Annals of the Deaf and Dumb, 17(1), 21-33.

(AP). A discussion of the importance of the language of signs as the ordinary means of communication, problems encouraged by the congenital deaf-mute in terms of learning to articulate and read from the lips, an elucidation of the two distinct methods of teaching and learning English: the natural method and the artificial method, an in-depth discussion of how deaf pupils develop more knowledge and use of English, and a description of an ideal model institution for the deaf and dumb.

Talbot, C. H. (1872). The Kentucky Institution and methodical signs. American Annals of the Deaf and Dumb, 17(3), 137-157.

(CP and AP). An extensive discussion of the old controversy concerning the method of teaching by methodical signs; a critique of Keep's (1871) article, "The sign-language;" a defense of Jacobs' system of methodical signs; a discussion of the

structure of the language of signs including sign syntax; a brief description of a "bilingual approach;" and the recognition of Clerc's labors in transmitting an accurate knowledge of the sign language to American instructors.

Valentine, E. G. (1872). Shall we abandon the English order? American Annals of the Deaf and Dumb, 17(1), 33-47.

(CP and AP). An extensive review and critique of the various arguments on the use of signs in English order (methodical signs), the concern about annihilating the whole structure of the sign-language, the misunderstanding of the terms natural order and natural signs, the theory of inversions, the difference between the language of signs and spoken English, the use of methodical signs for facilitating English development, English as a foreign language for deaf students, and the view of the language of signs as problem.

1873

Anonymous. (1873). The perversity of deaf-mutism. American Annals of the Deaf and Dumb, 18(4), 262-263.

(AP). A criticism of deaf education for bringing deaf-mutes from all over the country together and teaching them English book language and too much about the structure of English.

Bartlett, D. E. (1873). Reminiscences. Harvey Prindle Peet. American Annals of the Deaf and Dumb, 18(2), 92-97.

(G). A discussion of Bartlett's personal recollections including Peet's impact on his own personal and professional life.

Burnet, J. R. (1873). Biographical sketch of Harvey Prindle Peet. American Annals of the Deaf and Dumb, 18(2), 70-92.

(G). A delineation of Dr. Peet's public life, his character as head of the New York Institution, as a teacher, an accomplished master of the language of signs, a leader and energetic laborer in all movements for the benefit of the common cause of deaf mute education, and as the author of the best existing series of works in English.

Chapin, A. L. (1873). Reminiscences. Harvey Prindle Peet. American Annals of the Deaf and Dumb, 18(2), 100-103.

(G). A brief description of Peet's seven-year administration and his significant impact on teachers and a discussion of Peet's perspective on the role of the sign language and its appropriate place in the instruction of deaf-mutes.

Cochrane, W. A. (1873). What influence has teaching the deaf and dumb upon the teacher himself? American Annals of the Deaf and Dumb, 18(1), 41-49.

(AP). A discussion of what influence teaching the deaf and dumb has upon the teacher himself; a comparison between teachers of the deaf and dumb and teachers in the public schools in terms of professional development and maintenance; the importance of teachers maintaining a higher literary excellence; and an elucidation

of gaining mental strength and vigor by reading professional articles, by writing scientific articles, and by interacting with professional peers to make advances in knowledge.

Fay, G. O. (1873). The methods of deaf-mute education. American Annals of the Deaf and Dumb, 18(1), 13-26.

(AP). A discussion of different opinions on how best to teach English in its spoken or written forms and the prominent use of object lessons addressing four significant questions relating to the use of: (1) speech, (2) spelled or written speech, (3) syllabic or word signs made in the order of English sentence, and (4) pantomime; an elucidation of the language teaching principles and methods of teaching; the importance of restoring the use of speech to those who are partially deaf and those who retained the speech they had acquired before becoming deaf; a brief discussion of the purpose of fingerspelling used for technical expression, word signs in the order of English (methodical signs); a comparison of English between hearing and deaf children; and the natural order of thought.

Fay, E. A. (1873). Miscellaneous. The tabular statement of the institutions. American Annals of the Deaf and Dumb, 18(1), 66-68.

(G). A summary of the statistics of American schools for the deaf including the names of schools, locations, the opening dates, numbers of pupils and instructors, and the names of the chief executive officers.

Fay, B. M. (1873). By B. M. Fay: Harvey Prindle Peet. American Annals of the Deaf and Dumb, 18(2), 97-100.

Fay, E. A. (1873). Institutions reports. The use of signs. American Annals of the Deaf and Dumb, 18(3), 169-171.

(AP). A brief discussion of the importance of the sign language as the chief instrument for the communication of knowledge from the beginning to the end of the course; the advisability of using more or fewer signs in the schoolroom, and the importance of deaf-mutes continually expressing their ideas by writing (English).

Gallaudet, T. (1873). Reminiscences. Harvey Prindle Peet. American Annals of the Deaf and Dumb, 18(2), 103-105.

(G). A discussion of Thomas Gallaudet's personal recollections of Harvey P. Peet and his wife, when he lived on the American Asylum campus and when he worked with Peet as a teacher at the New York Institution and a description of Peet's character and professional skills.

Gallaudet, E. M. (1873). Reminiscences. Harvey Prindle Peet. American Annals of the Deaf and Dumb, 18(2), 112-115.

(G). A description of Gallaudet's impressions and feelings of admiration and respect for H. P. Peet, a description of H. P. Peet's personal appearance, and a discussion of his high self-consciousness.

Howe, S. (1873). Laura Bridgman. Extract from the reports of Dr. S. G. Howe. Boston: South Boston Inquirer Office.

(AP). A report on Laura Bridgman's (a deaf, dumb, and blind girl) intellectual improvement and the progress she made in English by using the manual alphabet.

Pettengill, B. D. (1873). The sign language. American Annals of the Deaf and Dumb, 18(1), 1-12.

(CP and AP). An in-depth discussion of the nature of natural and artificial languages and language acquisition; the problem of methodical signs; a critique of some arguments against the use of the sign language, some educators' beliefs concerning the negative effects of the sign language on English acquisition and learning and their view of the sign language as problem; a brief description of a "bilingual/ESL approach;" a brief description of the structure of the language of signs (e.g., descriptive, indicative, and imitative signs); a brief discussion of some disadvantages between the language of signs and articulate language; and the value of the sign language as a resource.

Phillips, J. (1873). The elements of human speech, as applied to the instruction of deaf-mutes in articulation. American Annals of the Deaf and Dumb, 18(4), 241-254.

(AP). An examination of the significant elements of speech and the best method of teaching semi-mutes to make the elementary sounds and combine them into syllables and words, a critique of Mr. Bell's (1872) system of "Visible Speech" as a means of communicating articulation to deaf children, and a proposal for an alternative method for teaching speech.

Syle, H. W. (1873). A summary of the recorded researches and opinions of Harvey Prindle Peet, Ph.D., LL.D. I. American Annals of the Deaf and Dumb, 18(3), 133-162.

(AP). An extensive review of Peet's research and publications regarding the condition of the uneducated deaf, origin of articulate language, gesture as natural and complete language, and the great disadvantage of not being able to write; a description of the misconceptions held by famous language philosophers of antiquity of deaf people; a brief explanation of the Secretary of State's (Hon. A. C. Flagg) findings during his investigation of state schools for the deaf; an investigation of articulation including a criticism of Horace Mann's (1844) state report on the methods of instruction; and an exposition of the structure of the language of signs (e.g., indicative signs, naturally expressive signs, imitative signs, descriptive signs, signs of reduction, signs of abstraction, metaphorical and allegorical signs, grammatical signs, and sign syntax).

Syle, H. W. (1873). A summary of the recorded researches and opinions of Harvey Prindle Peet, Ph.D., LL. D. II. American Annals of the Deaf and Dumb, 18(4), 213-241.

(AP). A continued review of Peet's significant published works concerning the importance of early language acquisition and learning; the real difficulties of learning written language, three fundamental principles of teaching English (i.e., Heinicke's, Bébian's, and Jacquotot's), a discussion of the significance of the qualifications of teachers and principals including the importance of sign language

competence, the organization of institutions, state legislation, legal rights and responsibilities of a deaf person, legal status in the past, present state of the law, the use of interpreters for legal matters, a comparison of the earlier teachers and later teachers, and an elucidation of the six classifications of teaching methods adopted by H. P. Peet.

Talbot, B. (1873). Reminiscences. Harvey Prindle Peet. American Annals of the Deaf and Dumb, 18(2), 110-112.

(G). A description of H. P. Peet's personal appearance and his significant written contributions to the field of deaf education.

Valade, R. (1873). The sign-language in primitive times. American Annals of the Deaf and Dumb, 18(1), 27-41.

(CP and AP). A discussion of the effects of gestures and writing on spoken language acquisition including the origin, development, and evolution of a language; a comparison between sign and spoken syntax and the language of signs; the order of development in the Indo-European languages (e.g., language of signs, spoken language, and alphabetic writing); and, the results produced by the persistent use of the language of signs.

(G). A brief description of Peet's prominent character and work ethic.

Wilkinson, W. (1873). Reminiscences. Harvey Prindle Peet. American Annals of the Deaf and Dumb, 18(2), 105-110.

(G). An explanation of the telegraph from New York to San Francisco announcing the death of H. P. Peet, and a description of Peet's personality, physical appearance, and significant contributions to the field of deaf education.

1874

Ackers, B. St. J. (1874). To the editor of the Annals. American Annals of the Deaf and Dumb, 19(2), 79-90.

(AP). A discussion of informal observations at schools for the deaf in America, Canada, Europe, and Great Britain, and a comparison and critique of three methods of teaching: the French method, the German method, and the combined method.

Clark, A. S. (1874). "The elements of human speech" reviewed. American Annals of the Deaf and Dumb, 19(1), 21-26.

(AP). A critique of Mr. Philips' (1873) article, "The elements of human speech, as applied to the instruction of deaf-mutes in articulation," for providing an inaccurate description of the method of forming the elements of English and the inappropriate criticism of the deficiencies of "Visible Speech."

Denison, J. (1874). The memory of Laurent Clerc. American Annals of the Deaf and Dumb, 19(4), 238-244.

(G). A brief account of Clerc's life and contributions to the field of deaf education.

Fay, E. A. (1874). Miscellaneous. Tabular statement of American institutions. American Annals of the Deaf and Dumb, 19(1), 58-62.

(G). A summary of the statistics of American schools for the deaf including the names of schools, locations, opening dates, numbers of pupils and instructors, and names of the chief executive officers.

Fay, E. A. (1874). Miscellaneous. "Natural signs." American Annals of the Deaf and Dumb, 19(4), 251-252.

(CP). A brief discussion of the confusion arising from the use of a natural sign in different situations by different individuals and the need for general agreement as to what is meant by such oft-used terms as natural signs, arbitrary signs, conventional signs, and the sign-language.

Gallaudet, E. M. (1874). The origin of deaf-mute instruction in Denmark. American Annals of the Deaf and Dumb, 19(2), 100-104.

(G). A discussion of the history of deaf education in Denmark including the significant efforts, successes, and contributions of Pfingsten and others; the value of sign language, articulation, and lip-reading; an examination by the Danish government of the value of articulation and lip-reading for the Deaf and Dumb Commission.

Gallaudet, E. M. (1874). Results of articulation teaching at Northampton. American Annals of the Deaf and Dumb, 19(3), 136-145.

(AP). A review of the history of deaf education concerning language teaching controversies; an investigation of an oral school in Northampton, Massachusetts, including the examination and analysis of written compositions of two oral students and a comparison of English compositions by oral students and students who rely on the language of signs; the importance of semi-mute and semi-deaf students having the benefit of thorough instruction in speech and lip-reading; the use of the finger-alphabet; and the wide acceptance and approval of a new process of teaching articulation to the deaf.

Gordon, J. C. (1874). The education of the deaf-mute by means of articulation. American Annals of the Deaf and Dumb, 19(4), 201-205.

(AP). A comparison of language acquisition among deaf-mute, semi-mute, and hearing children and a discussion of the significance of teaching articulation.

Greenberger, D. (1874). Illustrations of our method of teaching. I. American Annals of the Deaf and Dumb, 19(3), 145-149.

(AP). A description of the method of teaching articulation exercises at the Improved Instruction of Deaf-Mutes in New York including a variety of exercises for teaching English grammar.

Greenberger, D. (1874). Illustrations of our method of teaching. II. American Annals of the Deaf and Dumb, 19(4), 219-227.

(AP). A continued discussion of the significance of teaching articulation and spoken language; the length of time required for deaf children to learn to express, in spoken or written language, all the ideas possessed since entering school; the importance of teaching English by providing ample contextual support; and an elucidation of the three different modes in early instruction explaining English to deaf-mutes by using pictures, showing the real objects to them, and using English by direct translation into the language of signs.

Greenberger, D. (1874). "Visible speech" as a means of communicating articulation to deaf-mutes. American Annals of the Deaf and Dumb, 19(2), 65-74.

(AP). A description of Mr. Bell's (1872) method of teaching deaf students to enunciate the elementary sounds of English, the advantages of using "Visible Speech" symbols over the current alphabet, a comparison of Bell's teaching of articulation with the German method, a brief history of the common method of teaching articulation to deaf-mutes including a discussion of the teaching of articulation by Pedro Ponce de Leon, and a critique of "Visible Speech."

Pettengill, B. D. (1874). The acquisition of written language by deaf-mutes. American Annals of the Deaf and Dumb, 19(4), 230-237.

(AP). A discussion of the importance of prolonged imitation practice of good models as a requisite to the attainment of any skill; a description of three different approaches to teaching: the natural method, the scientific method, and the combined method; the importance of uniting a great deal of practice with theory; the importance of developing the ability to use written language as soon as possible; and a proposal for using an "ESL approach."

Stone, E. C.A. (1874). Convention of Teachers of Visible Speech. American Annals of the Deaf and Dumb, 19(2), 90-100.

(AP). A description of the proceedings of the first convention of Teachers of "Visible Speech;" a considerable discussion of Mr. Bell's father's "Visible Speech" including an exposition of "Visible Speech," the best forms of articulation exercises, and the evolution of thought in deaf-mutes; the physiology and hygiene of the voice; the importance of lip-reading in the education of semi-mutes; and a brief quote from Mr. Bell's (1873) paper.

Vaisse, L. (1874). Practical suggestions relating to the instruction of the deaf and dumb. American Annals of the Deaf and Dumb, 19(1), 10-20.

(AP). A comparison of the status of "professors," "tutors," and "instructors;" a declaration that a teacher of the deaf-mute is more analogous to that of a physician than to that of a professor; a review of the general improvements of deaf education; the advantage of the manual alphabet over the labial alphabet and writing; and the problem of teaching articulation and lip-reading.

1875

Caroll, D. H. (1875). Teaching deaf-mutes to read. American Annals of the Deaf and Dumb, 20(4), 228-229.

(AP). A discussion of how to introduce appropriate books to deaf-mutes and how to teach them to read.

De Haerne, M. (1875). The natural language of signs. I. American Annals of the Deaf and Dumb, 20(2), 73-87.

(CP and AP). Recognition that the natural language of signs deserves linguistic study; a linguistic discussion of the nature of language and its origin and various modifications including comparisons between the constitutive elements of spoken languages and the language of signs; the study of tropes being applicable to the sign-language; a description of the structure of the language of signs including four distinct classes of signs (imitative or configurative, operative, indicative, and expressive) and two kinds of natural signs (simple and compound); and the importance of cultivating and perfecting the natural language of signs and teaching articulation, reading, writing, and lip-reading.

De Haerne, M. (1875). The natural language of signs. II. American Annals of the Deaf and Dumb, 20(3), 137-153.

(CP and AP). A discussion emphasizing the distinction between natural signs and methodical signs; a description of the degrees in the subordination of methodical signs to the expression of words; an elucidation of certain principles necessary to guide us in the acquisition and use of the natural language of signs; a detailed description of the structure of the language of signs including sign or pantomimic syntax, an enumeration of several categories in the natural language of signs (e.g., developed and abridged signs, radical and derivative signs, indicative, imitative, or configurative, operative, and expressive signs, simple and compound signs); an explanation of the application of tropes to the language of signs including a description of the four principle tropes (i.e., metaphor, metonymy, synecdoche, and catachresis); the use of sign names as proper names; and an examination of how the generating principle of simple and compound signs was formed including a description of signs.

De Haerne, M. (1875). The natural language of signs. III. American Annals of the Deaf and Dumb, 20(4), 216-228.

(CP). A further discussion of the development of signs detailing how compound signs were formed including the various categories and descriptions of compound signs, a description of the syntax of the language of signs, and, the roots of the natural language of signs.

Fay, E. A. (1875). Miscellaneous. Tabular statement of American institutions. American Annals of the Deaf and Dumb, 20(1), 52-53.

(G). A summary of the statistics of American schools for the deaf including the names of schools, locations, opening dates, numbers of pupils and instructors, and names of the chief executive officers.

Fay, E. A. (1875). The kindergarten method. American Annals of the Deaf and Dumb, 20(2), 120-124.

(AP). A discussion of the advantages of early development including several considerations that made the kindergarten systems desirable for the deaf and dumb.

Gallaudet, E. M. (1875). Deaf-mutism. American Annals of the Deaf and Dumb, 20(4), 230-248.

(AP). A discussion of Laura Bridgman, a blind deaf-mute, and her effect on the public's understanding of deaf-mutes and semi-mutes; a definition of deaf-mutism including mental development and discipline and moral and social development; the importance and advantages of the sign-language for the ordinary development of intellectual faculties of an uneducated deaf-mute; the importance of written, spelled, or printed skills as the first stage of instruction; the problem of deaf-mutes learning to write English; the disadvantages of the use of the language of signs; the need to omit the terms deaf and dumb, deaf-mute, and Asylum; the importance of deaf-mutes associating with hearing people; the issue of deaf-mute associations and the potent influence of this in maintaining a clannish spirit among members and thereby intensifying their social deaf-mutism; and the importance of recognizing deaf-mutes as individuals and not as a class.

Howe, S. G. (1875). Laura Bridgman and Oliver Caswell. American Annals of the Deaf and Dumb, 20(2), 100-110.

(AP). A case study of two deaf blind persons including their English learning and child development, a description of the method of teaching English to deaf-blind persons, and the importance of finger-language (manual alphabet) or fingerspelling to facilitate English skills.

Hutton, J. S. (1875). Posthumous papers of the late George Hutton, F. E. I. S. II. American Annals of the Deaf and Dumb, 20(2), 91-99.

(CP and AP). A discussion of the differences between natural signs and arbitrary signs; the development of a signwriting system to produce a dictionary of signs, the importance of hearing persons developing skills in finger-language or the manual alphabet, and brief descriptions of several methods adopted in teaching deaf-mutes written language.

Keep, John R. (1875). First lessons for deaf-mutes: Suggestions to teachers. Hartford, CT: American Asylum for the Deaf and Dumb.

(AP). A description of a textbook including an elucidation of English teaching and English instruction, the importance of the use of the natural method of presenting words and sentences to the deaf-mute beginner in the same way they are uttered in the presence of the hearing child, a description of a "bilingual approach," and the importance of teachers translating signs into English and vice versa.

Peet, I. L. (1875). John Robertson Burnet. American Annals of the Deaf and Dumb, 20(1), 55-72.

(G). A discussion of Mr. Burnet's life, his written contributions to the field of deaf education, and the impact of the institution on his thoughts and feelings related to the condition and education of the deaf and dumb.

Pettingell, J. H. (1875). Language: Its nature and functions. American Annals of the Deaf and Dumb, 20(1), 1-26.

(AP). An in-depth discussion of the philosophical plan of deaf-mutes first learning how to use English with a real purpose and then being taught the scientific principles and rules for the correct use of English; the nature and evolution of languages including natural and conventional languages, living and dead languages, ancient and modern languages, and native and foreign languages; spoken language as the primary form and reading and writing as the secondary form as compared to the sign language as the primary form and written English as the secondary form; the distinction between natural signs and methodical signs; and the importance of deaf-mutes being provided ample English models and practice in English.

1876

Ackers, B. St. J. (1876). Deaf not dumb. A lecture delivered Oct. 12th, 1876, before the Gloucester Literacy and Scientific Institution. London: Longman, Green, Reader, & Dyer.

(AP). A critical examination of the various methods of instruction; an explanation of appropriate terminology relating to classifications of deaf-mutes, the sign-language, and deaf education; an historical sketch of deaf-mute education; some valuable suggestions for the causes and prevention of deafness; the advocacy of articulation; and the need for a teacher training college.

De Haerne, D. (1876). The natural language of signs. IV. American Annals of the Deaf and Dumb, 21(1), 11-16.

(AP). An elucidation of the reasons for showing the inferiority of the use of the language of signs when compared with spoken or written language and the advantages of writing and articulation over the sign-language; the importance of the use of the language of signs as a tool for teaching writing, reading, articulation, and general information; the significant work of Kruse (1872); and the principal elements of instruction including the use of the sign language, writing, and articulation.

Fay, E. A. (1876). Tabular statement of American schools. American Annals of the Deaf and Dumb, 21(1), 58-61.

(G). A summary of the statistics of American schools for the deaf including the names of schools, locations, opening dates, numbers of pupils and instructors, and names of the chief executive officers.

Fay, E. A. (1876). The third conference of Principals of American Institutions for the Deaf and Dumb. American Annals of the Deaf and Dumb, 21(4), 201-253.

(CP & AP). A description of the meeting held at the Pennsylvania Institution for the Deaf and Dumb including a list of members, a discussion of various topics including Whipple's method of teaching articulation and lip-reading, the influence of intermarriage in producing deaf-mutism, a distinction between the value of mechanical instruction and intellectual instruction, the necessity of teaching deaf-mutes English, the importance of deaf-mutes wanting to acquire English in order to get along away from the institution in the Hearing society, the determination of the appropriate amount of time for teaching deaf-mutes, the chief reason for the disuse of the term Asylum; and the work of the sign language standardization committee appointed by the Eighth CAID Convention.

Foster, J. (1876). History of the Pennsylvania Institution. American Annals of the Deaf and Dumb, 21(3), 171-178.

(G). An historical description of the Pennsylvania Institution, its preamble, and the efforts of David G. Seixas as instrumental in establishing this school for the deaf; a description of the significant works of Laurent Clerc who served as the acting principal for seven months before hiring Lewis Weld as the next principal of the Pennsylvania Institution; and a description of Weld who left the Pennsylvania Institution to replace Thomas H. Gallaudet as the second principal at the Hartford Institution.

Gallaudet, E. M. (1876). Dr. Howe and Laura Bridgman. American Annals of the Deaf and Dumb, 21(2), 74-80.

(AP). A review of Dr. Howe's life-work including the indirect results of his work in the education of Laura Bridgman; a brief description of teaching English to Laura Bridgman including a comparison between the minds of two blind deaf-mutes, Laura Bridgman and Oliver Caswell; and Howe's significant contributions to the establishment of the first oral school in Massachusetts.

Gilman, D. C. (1876). Art. II.--Politics in America, 1776-1876. The North American Review, 122(250), 47-228.

(G). A brief historical discussion of America and a description of the features of the educational progress in America including the establishment of the United States Commissioner of Education and the foundations of the Hartford Institution and the Clarke School at Northampton.

Greenberger, D. (1876). Hill's method. American Annals of the Deaf and Dumb, 21(2), 103-116.

(AP). An historical sketch of the development of the oral method including a review of adverse opinions concerning the Heinicke system and others and why some systems were abandoned by the Germans and an elucidation of the theories/principles of Hill's oral method.

Greenberger, D. (1876). Articulation. American Annals of the Deaf and Dumb, 21(3), 183-190.

(AP). An analysis of the erroneous views held by American educators concerning the significance of the articulation method and a discussion of the role of articulation and written English including the role and problems of methodical signs.

Hubbard, G. G. (1876). The origin of the Clarke Institution. American Annals of the Deaf and Dumb, 21(3), 178-183.

(SP and AP). A discussion of the origin of the Clarke Institution including the efforts of Hubbard, Howe, and Rogers in establishing the oral school for deaf-mutes; the importance of early education for deaf children and the advantages of articulation and lip-reading; a message from Governor Bullock to the legislature in 1867 concerning the recommendation for the establishment of an oral school in Massachusetts; the arguments regarding the role of the sign language, the manual alphabet, and articulation for instruction; an elucidation of the passage of two bills; and a description of three classes of deaf-mutes that can be taught articulation.

Hutton, J. S. (1876). Posthumous papers of the late George Hutton, F. E. I. S. III. American Annals of the Deaf and Dumb, 21(1), 30-47.

(AP). A bird's-eye view of different modes for teaching English: a method of teaching deaf students single words before constructing sentences as opposed to a method of teaching them sentences as a whole; an elucidation of first steps in teaching English grammar to deaf students including a description of the use of a "bilingual approach" for teaching English; a detailed description of the structure of the language of signs and individual signs; an explanation of deaf students' omission of articles, prepositions, pronouns, and conjunctions; and the importance of deaf students understanding and writing whole sentences before learning single words.

Pettengill, B. D. (1876). The natural method of teaching language. American Annals of the Deaf and Dumb, 21(1), 1-10.

(AP). An extensive discussion of the importance of using the natural method to teach a living language, English, and of teaching deaf-mutes to converse by writing without being taught grammar or using a dictionary.

Pettingell, J. H. (1876). The new departure of the New York Institution for the instruction of the Deaf and Dumb. American Annals of the Deaf and Dumb, 21(1), 19-30.

(AP). A discussion of the importance of direct individual attention including a variety of considerations such as the capacity of the teacher for teaching; the character, condition, and necessities of deaf pupils; how Pettingell classified them; what he taught; and a description of deaf-mutes' understanding of English.

Pettingell, J. H. (1876). English verb. American Annals of the Deaf and Dumb, 21(3), 146-164.

(AP). An in-depth discussion of the nature and functions of verbs for teaching English including the three verb classes: (1) neuter, (2) intransitive, and (3) transitive.

Smith, S. (1876). The silent community. American Annals of the Deaf and Dumb, 21(3), 137-145.

(AP). A discussion of the importance of acknowledging deaf people as a distinct class, a definition and description of the two views' opposition (Pedagogic and Parental policies) regarding the social treatment of the deaf and dumb adult, some arguments between Smith and President E. M. Gallaudet in terms of whether to promote the "Pedagogic" policy or the "Parental" policy in deaf education, a criticism of President Gallaudet's views on intermarriage, and the issue of intermarriages, an elucidation of the reasons and necessity of deaf-mutes gathering for social recreation and political purposes, and the importance of deaf-mutes acquiring the majority language (English) in order to interact effectively with hearing people.

1877

Fay, E. A. (1877). Tabular statement of American institutions. American Annals of the Deaf and Dumb, 22(1), 54-57.

(G). A summary of the statistics of American schools for the deaf including the names of schools, locations, opening dates, numbers of pupils and instructors, and names of the chief executive officers.

Fay, E. A. (1877). The natural method of teaching language as practiced by Dr. Sauveur. American Annals of the Deaf and Dumb, 22(3), 129-137.

(AP). A detailed description of the method of teaching foreign languages adopted by Professors Heness and Sauveur, including a few examples of language teaching lessons; an exploration of teaching English as a foreign language to the deaf and dumb; a discussion of the importance of teaching connected language as opposed to individual words and discouraging the teaching of grammar and dictionary use in the early part of language teaching; and a proposition to adapt Dr. Sauveur's practice to promote deaf-mutes using (English) language, whether written or spoken, with facility and accuracy.

Fay, G. O. (1877). The Ohio Institution for the Education of the Deaf and Dumb since 1853. American Annals of the Deaf and Dumb, 22(3), 167-170.

(SP and AP). A discussion of the history of the Ohio Institution from 1829 to 1876, and an elucidation of a school language policy: first, oral speech; second, written (English) language; and third, pantomime used as a scaffolding.

Hull, S. E. (1877). Do persons born deaf differ mentally from others who have the powers of hearing? American Annals of the Deaf and Dumb, 22(4), 234-240.

(AP). A criticism of the common belief that "the mind of the deaf differs from that of persons who hear; that the language of gesture and sign is 'natural' to them; that their thoughts flow in an inverted order, different from that of ordinary speech;" and a declaration of Hull's belief that deaf persons were not different from hearing persons and that they could learn to speak.

Logan, J. H. (1877). The necessity of a training-school for teachers of deaf-mutes. American Annals of the Deaf and Dumb, 22(2), 89-92.

(AP). A proposition for establishing a professorship for the theory and practice of teaching deaf-mutes; a discussion of the difficulty in securing a sufficient number of experienced teachers; and the importance of a teacher of deaf-mutes knowing the proper use of signs, understanding the different methods used, and the merits and demerits of each.

Nebréda Y Lopez, D. C. (1877). The teaching of articulation in Spain. American Annals of the Deaf and Dumb, 22(3), 137-146.

(AP). A detailed description of Bonet's method of teaching articulation and a discussion of the advantages of teaching articulation in Spain over America and England because each letter of Spanish represents only one sound.

Perry, C. S. (1877). The acquisition of language. American Annals of the Deaf and Dumb, 22(2), 72-73.

(AP). A brief discussion of whether a person can acquire two languages simultaneously and retain both and a comparison of a hearing child with a deaf child.

Pettengill, B. D. (1877). The size of classes. American Annals of the Deaf and Dumb, 22(1), 20-27.

(AP). A discussion of why so many deaf-mutes leave institutions for the deaf and dumb without having mastered written English; recognition of the importance of small classes, numerous teachers, and individual attention to each pupil in the early training of youth by German educational authorities; a brief description of a "bilingual" classroom activity; the State of Massachusetts' willingness to bear the expense of smaller classes and numerous teachers in institutions for the deaf and dumb; and a proposal to reduce the class size for deaf-mutes.

Pettingell, A. L. (1877). A sketch of the life of Otto F. Kruse. American Annals of the Deaf and Dumb, 22(3), 157-166.

(G). A detailed discussion of Kruse's personal life, educational experiences, 55 years of teaching experience, literary work, and contributions to the field of deaf education in Germany.

Porter, S. (1877). A method of teaching complex and compound sentences. American Annals of the Deaf and Dumb, 22(4), 232-233.

(AP). A brief description of a "bilingual approach" for teaching English including the importance of using analytical processes less and using the natural and direct way of English teaching more.

1878

Anonymous. (1878). The efficiency of teachers of deaf-mutes. American Annals of the Deaf and Dumb, 23(1), 33-37.

(AP). A discussion of the incompetence of teachers in deaf education including their inability to use the sign-language and the reasons for this, a criticism of schools for the deaf for continuing to employ incompetent teachers, and the importance of teachers possessing certain qualifications in order to enable them to teach successfully.

Booth, E. (1878). Thinking in words and gestures. American Annals of the Deaf and Dumb, 23(4), 223-225.

(AP). A follow up discussion on E. A. Fay's (1878) editorial review of Dr. Fournié regarding whether a deaf person thinks in words or gestures, the idea that it is not whether deaf-mutes think in words or in gestures but which (words or gestures) come first to the mind when thought seeks expression, and a comparison of language processing and competency between hearing and deaf persons.

Eddy, L. (1878). The relations of deaf-mutes to the hearing world. American Annals of the Deaf and Dumb, 23(4), 226-231.

(AP). A critique of Smith's (1876) article, "The Silent Community;" a discussion of the differences between deaf and hearing persons; deaf peoples' preference to associate with other deaf people; the issues of "clannishness" and deaf people as a separate class; the importance of deaf-mutes forming and maintaining associations for social and linguistic intercourse and improvement; and the importance of teachers teaching deaf-mutes that the expectations for them should be the same as for hearing persons.

Fay, E. A. (1878). Notices of publications: Physiologie et Instruction du Sourd-Muet d'après la physiologie des divers langages. American Annals of the Deaf and Dumb, 23(1), 47-51.

(AP). An editorial review of the writings of Dr. Fournié regarding the ability or habit of deaf-mutes to think in words or gestures, an elucidation of Dr. Fournié's theory of the physiology of different languages, and the advocacy of the sign language being used as the language of instruction for deaf-mutes.

Fay, E. A. (1878). Tabular statement of American institutions. American Annals of the Deaf and Dumb, 23(1), 58-61.

(G). A summary of the statistics of American schools for the deaf including the names of schools, locations, opening dates, numbers of pupils and instructors, and names of the chief executive officers.

Fay, E. A. (1878). Miscellaneous: "Purist" and "non-purist" articulation teachers. American Annals of the Deaf and Dumb, 23(1), 62-64.

(AP) A discussion of the classification of teachers and the rules for the use of the language of signs as a means of instruction.

Fay, E. A. (1878). Remarks by the editor. American Annals of the Deaf and Dumb, 23(2), 116-119.

(AP). A brief discussion of the application of the natural method of teaching a foreign language to the instruction of the deaf and dumb in response to Greenberger's (1878) article, "The Natural Method," and a clarification of terminology: the use of natural gestures.

Fay, E. A. (1878). An interesting case of articulation and lip-reading. American Annals of the Deaf and Dumb, 23(3), 181-185.

(AP). A description of the language learning experiences of deaf persons in connection with the new natural method of teaching spoken language by articulation and lip-reading.

Fay, E. A. (1878). The examination of teachers in Hanover. American Annals of the Deaf and Dumb, 23(3), 185-187.

(AP). A discussion of the need to secure capable and well-trained instructors and to establish a national training school for teachers and brief descriptions of the steps for training new teachers and the processes of examining teacher competencies.

Greenberger, D. (1878). The natural method. American Annals of the Deaf and Dumb, 23(2), 107-116.

(AP). A discussion of the application of the natural method to the instruction of the deaf and dumb, a description of the two modes of employing objects in teaching language and the importance of object-teaching as the first and most important aim in the education of deaf-mutes, an elucidation of reasons to use object-teaching; and the significant principle of making deaf students associate words directly with ideas without signs (an ESL approach) and the need to explain new words by translating English into signs (a bilingual approach).

Hammond, H. A. (1878). Remarks concerning new teachers. American Annals of the Deaf and Dumb, 23(2), 69-72.

(AP). A discussion of deaf education regarding new teachers, the need for a training school for teachers, and the advocacy of Mr. Logan's (1877) idea that each school should have a "normal" school within its own walls.

Patterson, R. (1878). Is deafness a barrier to the mastery of the English language? American Annals of the Deaf and Dumb, 23(1), 18-23.

(AP). An elucidation of reasons for a deaf person's problems with English acquisition and learning and the fundamental principles of teaching English to deaf-mutes.

Patterson, R. (1878). The importance of developing the conversational powers of the deaf and dumb. American Annals of the Deaf and Dumb, 23(2), 94-99.

(AP). A description of imperfect English compositions of deaf-mutes, and a discussion of the importance of providing students ample opportunities to use English as a social language in a conversational approach.

Peet, I. L. (1878). The greatest good to the greatest number. American Annals of the Deaf and Dumb, 23(3), 151-157.

(AP). An investigation of the experiment using the teaching of articulation including suggestions that an experiment not be used with every deaf-mute, the disadvantages of the oral method, and characteristics of deafened and hard-of-hearing students and the benefit of using the oral method with them.

Pettengill, B. D. (1878). The phraseology of the deaf and dumb. American Annals of the Deaf and Dumb, 23(1), 1-10.

(AP). An in-depth discussion of the prominent features of inverted English by deaf students; a classification of deaf-mutisms; the tendency of deaf students to invert English word order, especially compound words and the misplacing of adjectives; and several explanations for deaf mutisms or deaf English.

Sheridan, L. A. (1878). Some embarrassments of our work and possible remedies. American Annals of the Deaf and Dumb, 23(4), 215-223.

(AP). A discussion of the defective instruction: the use of improper textbooks and defectiveness on the part of the teacher, the importance of a training school for deaf teachers, a comparison of instructional time for deaf-mutes and hearing pupils, deleterious classroom surroundings while receiving instruction, the need for high standards and moral development when training teachers, a recommendation to establish a kindergarten, and the introduction of the cottage system.

Tarra, G. (1878). The teaching of articulation in Italy. American Annals of the Deaf and Dumb, 23(2), 99-106.

(SP and AP). A discussion of the value and role of speech and pure oral intuitive method in deaf education including the importance of the full use of speech as the prime condition for the acquisition, exercise, and use of language; the proclamation that speech is the principle means of instruction including Tarra's statements furnishing additional and striking proof of the great advantages that result from teaching the deaf to communicate by articulation instead of by signs or the manual alphabet; and an explication of six points on the important role of speech teaching.

Tylor, E. B. (1878). The gesture-language. I. American Annals of the Deaf and Dumb, 23(3), 162-178.

(CP and AP). An extensive discussion of Mr. Tylor's "Researches into the Early History of Mankind and the Development of Civilization" containing details on various ways of teaching deaf-mutes; the essential difference between speech and sign or gesture; a definition and comparison of sign language and spoken language; confusion in the general public concerning the difference between the language of signs and the finger-alphabet; the significance of sign language acquisition without the aid of speaking men; a description of the language of signs including a presentation of distinct rules for its syntax and name signs; the difficulty of hearing people mastering the language of signs; the significance of habitual thinking in words and translating these words into signs; the grafting of English, French, or

German grammar and a dictionary on the language of signs; and the problem of artificial language (methodical signs).

Tylor, E. B. (1878). The gesture-language. II. American Annals of the Deaf and Dumb, 23(4), 251-260.

(CP). A discussion of the structure of the language of signs; descriptions of signs and their order, a detailed description of the Indian pantomime by Major Long and Captain Burton, and an extensive comparison of the language of signs and the Indian pantomime.

1879

Fay, E. A. (1879). The early home training of deaf-mute children. American Annals of the Deaf and Dumb, 24(1), 9-26.

(AP). A discussion of perceptions of hearing parents with deaf children in terms of how they feel about the existence of deafness in their own children, a description of hearing loss, the significant role of institutions for the instruction of deaf-mutes, the importance of caregivers accompanying their signs with oral speech so that the signs and spoken words are connected and visible to the child, and a description of the language of signs, and the significance of sign language acquisition and the use of sign language as a bridge to written English (bilingual approach).

Fay, E. A. (1879). Tabular statement of American institutions. American Annals of the Deaf and Dumb, 24(1), 60-64.

(G). A summary of the statistics of American schools for the deaf including the names of schools, locations, opening dates, numbers of pupils and instructors, and, names of the chief executive officers.

Fay, E. A. (1879). Contract between Gallaudet and Clerc. 1816. American Annals of the Deaf and Dumb, 24(2), 115-117.

(G). An elucidation of a three-year contract for Laurent Clerc detailing specific job tasks and including compensation and benefits.

Fay, E. A. (1879). Miscellaneous: The use of signs. American Annals of the Deaf and Dumb, 24(2), 122-124.

(AP). A critique of Mr. Greenberger's (1878) article, "The natural method;" a discussion of the importance of the sign language as the language of instruction in deaf education; the problems deaf students have in mastering English due to their lack of practice; the need for more consistent use of the conversational method for teaching English; and the danger of using signs too much.

Fay, E. A. (1879). Works relating to the deaf and dumb in the libraries of American institutions for the deaf and dumb. American Annals of the Deaf and Dumb, 24(3), 133-178.

(G). A list of authors whose published works are included in the libraries of the institutions for the deaf and dumb.

Greenberger, D. (1879). The natural method. II. American Annals of the Deaf and Dumb, 24(1), 33-38.

(AP). A discussion of the natural method of teaching speech, the problems of deaf-mutes learning too much book language (academic English language) in school, and the lack of conversational skills (social English language); the importance of deaf-mutes connecting the right idea with the sentence as a whole and not being taught the meaning of individual words and the rules of grammar; the importance of making deaf students use spoken language to the greatest possible extent; and descriptions of spoken (English) language competence in deaf students.

Hall, G. S. (1879). Laura Bridgman. American Annals of the Deaf and Dumb, 24(4), 202-228.

(G). A detailed case study of Laura Bridgman, a deaf-blind person, from a psychophysiological perspective including her education, experiences, language acquisition, and reflections and a discussion of Howe's contributions to Bridgman's education and language development.

Pettengill, B. D. (1879). The primary education of deaf-mutes and semi-mutes. American Annals of the Deaf and Dumb, 24(4), 197-202.

(AP). A discussion of the importance of a primary school for deaf children making the teaching of language a specialty; the difficulties experienced by deaf children in acquiring English; the differences in the needs of semi-mutes and deaf-mutes in terms of language acquisition, learning, and teaching; the idea of sending semi-mutes to articulation schools and deaf-mutes to sign schools; and the importance of deaf-mutes developing competence in English before leaving the institutions.

Taylor, E. B. (1879). The gesture-language. III. American Annals of the Deaf and Dumb, 24(1), 39-45.

(CP). A discussion of the development of gesture-languages used for professional pantomime stage performances in Greece and Rome; the common use of gesticulation by Hindoos, Arabs, and Greeks as opposed to Americans who rarely used the gesture-language; and descriptions of the language of signs and Indian signs including a comparison of sign language, gestures, and Indian signs.

Valade-Gabel, P. M. (1879). The institutions for the deaf and dumb in France. American Annals of the Deaf and Dumb, 24(4), 229-252.

(CP and AP). A comprehensive investigation of 52 schools for the deaf and dumb in France, including a summary of Valade-Gabel's observations and conclusions and a discussion of various communication methods including descriptions of the natural language of signs, methodical signs, dactylography, chirology, articulation, writing, and methods of instruction (including the use of a bilingual approach).

White, H. (1879). Reading as a means of acquiring a good command of language. American Annals of the Deaf and Dumb, 24(2), 100-104.

(AP). A discussion of the importance of reading appropriate books as a means to acquire English; descriptions of various reading experiences of deaf-mutes, and various ways of getting deaf-mutes interested in reading.

1880

Barnard, H. (Ed.) (1880). Report: Table XVIII. Institutions for the deaf and dumb. The American Journal of Education, 25.

(AP). The 11th annual federal report on education in the United States, detailing the activities of the Bureau of Education; a report, including statistics, on institutions for the deaf and dumb and a description of the methods of instruction.

Booth, E. (1880). Classifying words. American Annals of the Deaf and Dumb, 25(2), 126-134.

(CP and AP). A discussion of a deaf teacher's perspective on the changes in the method and manner of instruction during the 40 years since Edmund Booth's retirement, the suggestion that it is unnecessary to prepare a new dictionary of signs every three or four generations, a criticism of the methods of teaching English to deaf students, and an elucidation of the appropriate way to teach English grammar.

Burke, S. (1880). Views on the combined method. American Annals of the Deaf and Dumb, 25(3), 172-200.

(AP). A discussion of Burke's view on the satisfactory results of the combined method as indicated by the general intelligence, progress, and deportment of deaf-mutes; the necessity of teaching by articulation for semi-mutes (late-deafened) and semi-deaf (hard-of-hearing) students; the significance of the sign language as the most valuable resource to explain events of history and biography and to elucidate obscure points on scriptural and religious topics; after Burke's three-page conference presentation on the combined method, 27 pages of debates by the conference delegates in connection with the real question: Is it practical and best to bring the two methods together, or is it not?, and a discussion of the merits of the sign-language and of articulation.

Fay, E. A. (1880). Tabular statement of American institutions. American Annals of the Deaf and Dumb, 25(1), 88-91.

(G). A summary of the statistics of American schools for the deaf including the names of schools, locations, opening dates, numbers of pupils and instructors, and names of the chief executive officers.

Fay, E. A. (1880). The International Convention of 1880. American Annals of the Deaf and Dumb, 25(2), 151-157.

(G). An announcement of the meeting in 1880 of a new International Convention for the Improvement of the Condition of the Deaf and Dumb including the details as to the location of the convention, the names of the members, and the program of the convention, and a list of preliminary questions regarding instruction and methods of instruction.

Fay, E. A. (1880). The fourth conference of Principals of American Institutions for the Deaf and Dumb. American Annals of the Deaf and Dumb, 25(3), 169-223.

(AP). The proceedings of the fourth conference including a heated debate on four major topics: (1) the combined method, (2) preparation for the college course, (3) the natural method, and (4) the paramount importance of primary education; a description of the method of instruction pursued in the Western New York Institution; and comments on the significance of the combined method by R. H. Atwood, a deaf principal at the New England Industrial School for Deaf-Mutes in Beverly, MA.

Greenberger, D (1880). The natural method. III. American Annals of the Deaf and Dumb, 25(1), 21-27.

(AP). A critique of Arnold's method of instruction, a discussion of the importance of the practical method of teaching English to deaf-mutes, an examination of the causes which led to Mr. Arnold's remarkable success with the natural method, an elucidation of the principal features of Arnold's educational system (a transitional bilingual-education approach), the importance of increasing the number of opportunities for deaf students to use conversational (social) English, and the importance of deaf children having the same common knowledge as hearing children.

Greenberger, D. (1880). A new departure. American Annals of the Deaf and Dumb, 25(4), 263-270.

(AP). A discussion of a new method for teaching English to deaf students; an elucidation of the differences between the methods of Westervelt (1880) and Greenberger (1880), and the advocacy of the conversational method.

Hammond, H. C. & Gudger, H. A. (1880). Proceedings of the fourth national conference of Principals of Institutions, for Deaf-Mute, held at Clarke Institution, Northhampton, Mass., May 25-28, 1880. Northhampton: The Gazette.

(AP). An extensive discussion on the advisability of combining articulation and the use of signs in the same institution, the relation of the National Deaf-Mute College to preparatory schools; and, the necessity that applicants be skilled in the use of English, familiar with the rules and principles of arithmetic, and established in character and means of employment.

Mallery, G. (1880). The sign-language of the North American Indians. American Annals of the Deaf and Dumb, 25(1), 1-20.

(G). A study and analysis of the sign-language of North American Indians including a condensed list of headings under which Mallery collated their signs and a report that the signs of the deaf-mutes were much more readily understood by the Indians than were theirs by the deaf-mutes and that the latter greatly excelled in pantomimic effect.

Storrs, R. S. (1880). Methods of deaf-mute teaching. I. American Annals of the Deaf and Dumb, 25(2), 105-119.

(AP). A discussion of the importance of the elements of English language curriculum as fundamental to an ideal language course for deaf-mute instruction including the difficulties of teaching English to deaf students, the importance of the scientific method for teaching English grammar, and the advantages of teaching English over the natural method; an acknowledgment of the prejudice of many teachers against the use of grammatical symbols for teaching English; and the importance of sentence-maps or grammatical diagrams (visual analysis or map-grammar) used for language instruction including a brief description and illustration of sentence-maps.

Storrs, R. S. (1880). Methods of deaf-mute teaching. II. American Annals of the Deaf and Dumb, 25(4), 233-250.

(AP). A discussion of the scientific method as applied to deaf-mute instruction, a detailed description of an English grammar course and the application of sentence-mapping and symbolization in the English instruction of deaf-mutes, and the advantages of the scientific analysis method of teaching English over the natural method.

Westervelt, Z. F. (1880). The natural method. American Annals of the Deaf and Dumb, 25(3), 211-217.

(AP). A description of a new method of teaching English to deaf-mutes pursued in the Western New York Institution including a question-and-answer session concerning the methods of instruction.

White, H. (1880). A talk with Laura Bridgman. American Annals of the Deaf and Dumb, 25(2), 120-126.

(G). A brief description of the Institution for the Blind in South Boston and an interview with Henry White and Laura Bridgman.

1881

Ballard, M. (1881). Reflections of a deaf-mute before education. American Annals of the Deaf and Dumb, 26(1), 31-41.

(AP). A case study of Mr. Ballard, a deaf-mute, including his personal life, educational background, and reflections on his education and language learning experience; a discussion of whether thought is possible without language; and Sam Porter's in-depth discussion of Ballard's mental processes and his high order of conceptual thought.

Denison, J. (1881). Impressions of the Milan Convention. American Annals of the Deaf and Dumb, 26(1), 41-50.

(CP and AP). A discussion of Denison's experience at the Milan Convention of 1880 including a description of those who used the French method, or the sign-language, as their medium of instruction and a comparison of the French method with the language of signs used in America; a criticism of Abbé Tarra's (1878)

remarks concerning the impossibility of conveying by signs any idea of the Divine Being; and a critique of Tarra's method of oral instruction.

Fay, E. A. (1881). Tabular statement of American institutions. American Annals of the Deaf and Dumb, 26(1), 66-69.

(G). A summary of the statistics of American schools for the deaf including the names of schools, locations, opening dates, numbers of pupils and instructors, names of the chief executive officers, and a declaration of the status of the method of instruction. (Note: This is the first evidence of a declaration of the status of the method of instruction.)

Fay, E. A. (1881). Padre Marchio's reply to Dr. Gallaudet. I. American Annals of the Deaf and Dumb, 26(2), 130-132.

(G). A summary of the criticisms of Dr. Gallaudet's (1881) comments on the mishandling and unjust voting at the Milan Convention, his examinations of the Milan schools, and the suppression of Mgr. De Haerne's paper on "The Combined System."

Fay, E. A. (1881). Padre Marchio's Reply to Dr. Gallaudet. II. American Annals of the Deaf and Dumb, 26(3), 160-164.

(G). A summary of the remarks and arguments of the distinguished Italian critic, Padre Marchio, in response to a prior criticism of Dr. E. M. Gallaudet's (1881) article on the Milan Convention.

Fay, E. A. (1881). The methods of the British schools. American Annals of the Deaf and Dumb, 26(3), 187-192.

(AP). An explication of the methods of instruction used by American schools for the deaf including various degrees of the manual method (bilingual approach), oral method, and combined method; a clarification of the use of the combined method; and a brief discussion of various British schools including a method of instruction.

Fay, E. A. (1881). Miscellaneous: Booth's reminiscences of Gallaudet. American Annals of the Deaf and Dumb, 26(3), 200-202.

(G). A description of Thomas H. Gallaudet's characteristics, his skills in the language of sign, and his wife.

Fay, E. A. (1881). Miscellaneous. The first Conference of Principals. American Annals of the Deaf and Dumb, 26(3), 202-204.

(G). A discussion of E. M. Gallaudet's letter to the editor of "The Republication" correcting the misstatement that Clarke Institution and its officers were carefully excluded from the first Conference of Principals including a response from "The Republication."

Fay, E. A. (1881). "Semi-mute." American Annals of the Deaf and Dumb, 26(4), 245-247.

(G). A discussion of the improper term, semi-mute.

Fay, E. A. (1881). Institution items. New England Industrial school. American Annals of the Deaf and Dumb, 26(4), 258.

(G). A brief description of the establishment of the new school for the deaf including the names of the officers: superintendent, Mr. William. B. Swett, a graduate of the American Asylum; teachers, Miss Nellie H. Sweet and Mr. Harry White, a graduate of the National College and matron, Mrs. M. H. Sweet.

Gallaudet, E. M. (1881). The Milan Convention. American Annals of the Deaf and Dumb, 26(1), 1-16.

(G). A description of the inappropriate management of the Milan Convention manipulated by the promoters of articulation, a criticism of the resolutions and results of the Milan Convention in connection with the hidden political agenda of the promoters of articulation and the concern about their taking advantage of Congress to raise the level of prominence of articulation, the need for the establishment of colleges for the deaf in other countries of Europe, and a description of deaf-mutes' abilities to communicate effectively with hearing people without the use of speech.

Gallaudet, E. M. (1881). Remarks on the combined system. American Annals of the Deaf and Dumb, 26(1), 56-59.

(AP). A discussion of Gallaudet's observations and practical experiences in deaf education and his advocacy of the combined system; a clarification of the combined system, the importance of the use of articulation throughout school, and the necessity of using the language of signs as the language of instruction for all levels of education.

Gallaudet, E. M. (1881). Rejoinder to Padre Marchio. American Annals of the Deaf and Dumb, 26(3), 164-167.

(AP). A reply to Padre Marchio's criticism of his article concerning the Milan Convention and a critique of Marchio's criticisms in connection with the role of articulation, the Combined System, and the sign language.

Greenberger, D. (1881). Articulation teaching in Italy. I. American Annals of the Deaf and Dumb, 26(1), 50-56.

(AP). A discussion of the results of the Italian deaf education oral system including an elucidation of the theory of the Italian system of articulation and its merits, a reiteration of critical examinations of European schools by prominent American educators, a comparison of the structures of spoken Italian and spoken English, and a discussion of whether it is burdening deaf children's minds too much by presenting words in two different forms.

Greenberger, D. (1881). Articulation teaching in Italy. II. American Annals of the Deaf and Dumb, 26(2), 112-129.

(AP). A discussion of what American educators could learn from Italian teachers, including a detailed description of the method of teaching articulation and lip-reading to deaf students, some technical information on respiration of deaf-mute articulators, and some suggestions for the training of the voice and the development

of speech; a critique of Tarra's (1878) reasons for promoting his system in that it should be similar to the one pursued with hearing children; an examination and analysis of written English compositions of American deaf students; and a comparison of the standards of the oral- and sign-schools in America.

Hull, S. (1881). The International Congress: A reply. American Annals of the Deaf and Dumb, 26(2), 93-98.

(AP). A refutation of the public accusation against the "Milan Convention" by Dr. E. M. Gallaudet, a proper description of the German system, a clarification of the International Congress' role as an organization, an illustration of the misleading statements by Gallaudet, and the continuance of the superiority of the pure oral system.

Peet, I. L. (1881). The elementary instruction of the deaf. American Annals of the Deaf and Dumb, 26(4), 211-219.

(AP). An elucidation of the three significant steps of teaching English to deaf students including the importance of deaf students learning to translate from mental pictures into the ordinary forms of English and to attach words directly to ideas, an elucidation of the New York Institution's language principles as a foundation for the early part of instruction, a definition of semi-mutes, and a brief discussion of the strength of the sign language as a means of communication.

Pettengill, B. D. (1881). The higher education of deaf-mutes and semi-mutes. American Annals of the Deaf and Dumb, 26(1), 17-22.

(AP). A discussion of the greater importance of education for deaf-mute children than for hearing children, the importance of primary schools for deaf-mutes so that they share knowledge of language which hearing children obtain before going to school, the importance of the high-class or secondary education of deaf-mutes emphasizing a systematic and scientific study of English and of other subject matters, and the advantage that semi-mute teachers have over deaf-mute teachers for teaching opportunities.

Pettingell, A. (1881). Practical education. American Annals of the Deaf and Dumb, 26(2), 98-104.

(AP). A discussion of the importance of providing deaf-mutes a practical education, including training to increase their knowledge, learn what is going on around them, and appreciate and take an interest in matters of public concern, and reasons many deaf-mutes fail to develop competence in English including an example of a written English note to a clerk.

Pettengill, B. D. (1881). The systems and methods of deaf-mute instruction. American Annals of the Deaf and Dumb, 26(4), 205-211.

(AP). A renewed discussion of the systems and methods employed in the education of the deaf and dumb including the aims of the oral and manual systems, an elucidation of the vital point for the overrated value of speech for deaf children and the significance of written communication with hearing people, the 40 institutions

for the deaf adopting the manual system, the need for more individual instruction, a declaration of Pettengill's opposition to the Milan Convention's proclamation that the oral method is superior, a discussion of the similarities between the Milan Convention's intuitive method and America's natural method and scientific method, the introduction of the scientific and grammatical system of Sicard by Gallaudet and Clerc, the preference for a practical method of teaching language and the opposition to the excessive teaching of grammar in the elementary stages of instruction, and an elucidation of the natural method for teaching English to deaf-mutes including advocacy of the conversational method.

Storrs, R. S. (1881). School-room suggestions. American Annals of the Deaf and Dumb, 26(2), 77-92.

(AP). A discussion of the importance of teachers sharing their professional works by contributing articles to the American Annals of the Deaf and Dumb; an elucidation of various topics: movable black-boards, colored crayons, language written exercise correction, correspondence correction, the hektograph, a school-room incident, a linguistic experiment, including samples of compositions by deaf-mutes, and the pictorial denounce tables.

Storrs, R. S. (1881). Methods of deaf-mute instruction. III. American Annals of the Deaf and Dumb, 26(3), 141-160.

(AP). An extensive discussion of the sentence-map-analysis approach for the second- and third-years of English language instruction; an elucidation of the five essential elements of the sentence: (1) the subject, (2) the predicate, (3) the object, (4) the adjective modifier, and (5) the adverbial modifier; advocacy of the purely natural method and of training deaf students to reflect and analyze English with the use of the sign language (bilingual approach); and a chart that displays English grammatical symbols for the purpose of teaching English principles.

Tarra, G. (1881). Resolutions of the Milan Convention. American Annals of the Deaf and Dumb, 26(1), 64-65.

(SP and AP). An elucidation of the eight resolutions passed at the Milan Convention, the status of the articulation method and the language of signs, support for the disuse of the simultaneous use of articulation and signs, the importance of the intuitive method, and the significance of the introduction of the pure oral method into institutions.

Wilkinson, W. (1881). The development of speech and of the sign-language. American Annals of the Deaf and Dumb, 26(3), 167-178.

(CP and AP). Remarks on the rejection of the theory that speech is of divine origin and the significance of the language of signs; an elucidation of the four essentials of spoken language acquisition: (1) sound mental development, (2) unimpaired vocal organs, (3) the sense of hearing, and (4) social intercourse with those who speak; a brief discussion of Long's (1820) report of an expedition to the Rocky Mountains including a description of some signs used by Indian tribes and deaf persons; and an

in-depth discussion of the structure and development of the sign-language, and the value of the language of signs as a significant study of culture.

Williams, J. (1881). The "pure oral" and the American system compared. American Annals of the Deaf and Dumb, 26(4), 239-244.

(AP). A discussion of the "Pure Oral system" and the "American system" including an examination and comparison of four samples of written English compositions by oral and manual deaf-mutes, an elucidation of the two significant processes: (1) ideas must be acquired from the printed page and (2) acquired ideas must be expressed in written language; evidence that the use of signs does not hinder the acquisition of written language, a claim that the imperfections in the language of the pupils in "sign schools" are caused by the habit of thinking in signs and a discussion of the similarities in the language of oral and manual deaf pupils, and the power of signs to clearly convey thought independent of written or spoken language.

1882

Anonymous, (1882). Mr. Thomas Arnold's method of teaching articulation. American Annals of the Deaf and Dumb, 27(2), 90-98.

(AP). Severe criticisms of Arnold's book on articulation and language teaching including a detailed discussion of many inaccuracies, misleading statements, and assumptions by Arnold about the methods of instruction.

Clerc, F. J. (1882). The dignity and religious development of the language of pantomime. American Annals of the Deaf and Dumb, 27(1), 28-32.

(CP and AP). A definition of pantomime including a discussion of the value of pantomime and facial expressions, a description of the standard of polite language (sign language) behavior demonstrated by highly educated deaf-mutes, the importance of teachers having the ability to grasp the correspondences between two languages (sign language and English) and to note their divergence, and the value and importance of the church's work among deaf-mutes.

Crouter, A. L. E. (1882). How better results may be obtained. American Annals of the Deaf and Dumb, 27(4), 216-220.

(AP). A discussion of the actual results of teachers' labor including the need for more individual instruction and more time allowed in which to perform academic work; the importance of deaf-mutes having opportunities for natural, individual growth; the importance of teachers seizing every opportunity to convey ideas to deaf students, either by writing or by the use of the manual alphabet, or the use of the sign language for purposes of explanation, illustration, and instruction for the whole class; a discussion of the inappropriate use of textbooks as the best way for mental development of deaf pupils during the first three or four years of school; the problem of very large schools not meeting the needs of deaf-mutes; and recommendation for deaf education.

Draper, A. G. (1882). The preparation of advanced pupils for college. American Annals of the Deaf and Dumb, 27(4), 227-235.

(AP). A discussion of the importance of preparing deaf-mutes for college work including several significant topics such as the ability to use and to understand English and arithmetic principles, the practical value and the limitations of lip-reading and the manual alphabet, the mastery of a trade and of moral education.

Elliot, R. (1882). The Milan Congress and the future of the education of the deaf and dumb. American Annals of the Deaf and Dumb, 27(3), 146-158.

(SP and AP). A discussion of Elliot's impressions of the Milan Congress including a critique of the mode of conducting business and the effects of the 1880 Milan Congress on the status of articulation and the sign language, the problems of the different spoken languages of participants interposing serious barriers to free discussion and interchange of thought between the members, examinations of the methods of instruction promoted by three Milan schools for the deaf, and a few recommendations for the Congress to provide a forum to ensure a fair trial of both oral and sign systems.

Fay, E. A. (1882). Tabular statement of the institutions for the deaf and dumb of the world. American Annals of the Deaf and Dumb, 27(1), 32-33.

(AP). Early evidence of a detailed description of four classes: manual, oral, combined, and transition.

Fay, E. A. (1882). Tabular statement of the institutions for the deaf and dumb of the world. American Annals of the Deaf and Dumb, 27(1), 48-53.

(AP). A summary of the statistics of American schools for the deaf including the names of schools, locations, opening dates, numbers of pupils and instructors, names of the chief executive officers, and a declaration of the status of the method of instruction.

Fay, E. A. (1882). Day-schools compared with institutions. American Annals of the Deaf and Dumb, 27(3), 182-187.

(AP). An elucidation of Philip A. Emery's (deaf principal of the Chicago Day-School) remarks on the benefits of the day schools and institutions for the deaf, and a discussion of the advantages that semi-mutes have over the real deaf-mutes concerning the ability to hear and talk at home before they enter the institution.

Fay, E. A. (1882). Miscellaneous: Dr. Peet's latest advance in language teaching. American Annals of the Deaf and Dumb, 27(3), 197-201.

(AP). Remarks on the latest advance in English lessons developed by Harvey P. Peet and Isaac L. Peet; a discussion of the importance of a conversational method for teaching English; the problem and the abandonment of the use of methodical signs, a brief discussion of the use of the natural method used by the New York Institution as compared with the use of the scientific method promoted by the Hartford Institution and the advocacy and use of methodical signs at the Kentucky Institution.

Fay, G. O. (1882). The sign-language: The basis of instruction for deaf-mutes. American Annals of the Deaf and Dumb, 27(4), 208-211.

(AP). An analysis of 50 years of experimental education; a discussion of the origin of spoken and sign languages; the importance of pantomime; considerations of the advantages and limitations of the various methods of instruction including pantomime, the language of signs, fingerspelling, articulation, and writing.

Garrett, E. (1882). Visible speech; A plan for supplying the demand for articulation teachers; And remarks on methods of giving speech to the deaf. American Annals of the Deaf and Dumb, 27(2), 106-109.

(AP). An elucidation of a number of reasons for opposing the use of the symbols of the Bell Method of Visible Speech (1872) in teaching deaf-mutes to speak (English).

Goodman, L. (1882). The teacher's work. American Annals of the Deaf and Dumb, 27(4), 212-216.

(AP). A description of the relationships between pupils and their teachers using the comparison of a child to a young plant and of the teacher to the careful gardener and a discussion of the elements of the perfect working of the system of deaf-mute education.

Greenberger, D. (1882). Arithmetic. American Annals of the Deaf and Dumb, 27(1), 12-28.

(AP). An exposition of arithmetic lessons used in the Institution for the Improved Instruction of Deaf-Mutes, New York.

Hodgson, E. A. (1882). The division of words into syllables. American Annals of the Deaf and Dumb, 27(3), 142-146.

(AP). An elucidation of English grammar rules and the importance of teaching deaf-mutes to divide words properly according to their derivations.

Mallery, G. (1882). The gesture speech of man. American Annals of the Deaf and Dumb, 27(2), 69-89.

(CP). An extensive discussion of the origin, history, and characteristics of gesture language; an elucidation of the process of the formation and introduction of signs; comparisons of the signs used by Indians with those of other peoples, especially the Italians, and of deaf-mutes; many detailed descriptions of Indian signs; and a brief discussion of giving greater prominence to the language of signs as fundamental to thought and language.

Pettengill, B. D. (1882). Methods of teaching language. American Annals of the Deaf and Dumb, 27(4), 203-208.

(AP). An extensive discussion of the advantages and disadvantages of the two methods of teaching English to deaf-mutes: the natural method and the scientific method, and a comparison of idiomatic English with regular English.

Rogers, D. S. (1882). Efficiency and intelligence in teaching. American Annals of the Deaf and Dumb, 27(1), 54.

(AP). A brief discussion of the essential points with regard to efficiency in teaching.

Storrs, R. S. (1882). Articulation in deaf-mute instruction. American Annals of the Deaf and Dumb, 27(3), 160-162.

(AP). A criticism of the teaching of articulation; the need for further distinction between semi-mutes and deaf-mutes to determine appropriate educational placement, and a discussion of the usefulness of the language of signs.

White, H. (1882). Teaching idiomatic language. American Annals of the Deaf and Dumb, 27(3), 174-176.

(AP). A discussion of the importance of teaching deaf-mutes the uses and purposes of English, and that English should be a distinct study, like arithmetic, to be taught, explained, and practiced every day.

1883

Bell, A. G. (1883). Upon a method of teaching language to a very young congenitally deaf child. American Annals of the Deaf and Dumb, 28(2), 124-139.

(AP). A discussion of the possibility of English fluency by the congenitally deaf including a case study of a very young congenitally deaf child using the articulation method; the value of early home language training; the proposal that a deaf child should be familiarized with written language through means of play and the manual alphabet; the importance of the recognition of complete sentences instead of single words; the significance of labeling toys, furniture, and various objects in a room; the importance of deaf-mutes attempting to express their thoughts in English words; and a few samples of written compositions.

Buxton, D. (1883). Notes of progress in the education of the deaf. American Annals of the Deaf and Dumb, 28(1), 37-47.

(AP). A discussion of the progress made in England over the last 25 years, a description of the two systems of instruction: the sign system and the speech system, the increase in the number of schools for the deaf, and the problem of the combined system.

Caldwell, W. A. (1883). A modern instance. American Annals of the Deaf and Dumb, 28(3), 179-180.

(AP). A brief case study of a young female deaf-mute entering the California Institution for the Deaf and Dumb including a description of her plan of instruction.

Denys, P. (1883). A few observations on deaf-mutes and their education. American Annals of the Deaf and Dumb, 28(3), 197-200.

(AP). A reflection on various points affecting deaf-mute instruction; an elucidation of the four great methods or systems: the oral, the manual, the scientific, and the

natural; and the importance of deaf children thinking in the language of hearing people.

Fay, E. A. (1883). Tabular statement of the institutions of the world. American Annals of the Deaf and Dumb, 28(1) 56-59.

(G). A summary of the statistics of American schools for the deaf including the names of schools, locations, opening dates, numbers of pupils and instructors, names of the chief executive officers, and a declaration of the status of the method of instruction.

Fay, E. A. (1883). Miscellaneous. The manual alphabet on the play-ground. American Annals of the Deaf and Dumb, 28(1), 65-66.

(AP). A discussion of the exclusion of the sign-language and the use of the natural method of language-teaching in all classes in 1879 at The Western New York Institution.

Fay, E. A. (1883). Miscellaneous. Classification and definition. American Annals of the Deaf and Dumb, 28(3), 203-204.

(G). Definitions of the different classes of deaf people: deaf-mutes, congenital deaf-mutes, congenital mutes, semi-mutes, and semi-deaf.

Garrett, E. (1883). A plea that the deaf "mutes" of America may be taught to use their voices. American Annals of the Deaf and Dumb, 28(1), 15-20.

(SP and AP). A discussion of the significance of language teaching by articulation including an acknowledgment of the superiority of the oral method adopted by the Milan Convention, a brief discussion of President Tarra's 30 years of experience in teaching deaf-mutes: using the old sign system for the first 20 years and the pure oral method for the last 10 years, a comparison of Garrett's oral teaching experience with Tarra's teaching experience, the theory that all deaf and hearing children should be treated the same, the declaration by physicians that the health of the deaf is improved when they are taught orally, the benefits and power of speech and lip-reading for bringing deaf-mutes into general communication with hearing people, the need for more day schools and for a cottage plan in residential schools; clarification of the difficulties of articulation-teaching, and the difficulty of understanding the concept of the combined method.

Greenberger, D. (1883). The organs of speech. American Annals of the Deaf and Dumb, 28(1), 1-14.

(AP). A discussion of the importance of teachers having an in-depth understanding of the structure and mode of action of the organs of speech in order to effectively teach deaf-mutes articulation (English) and a detailed description of the larynx, the organ that changes breath into voice.

Greenberger, D. (1883). The organs of speech. American Annals of the Deaf and Dumb, 28(4), 226-234.

(AP). A description of the passages that the voice traverses after leaving the larynx; a discussion of the working of the cerebral mechanism during the production of articulate speech, and an elucidation of four classes of exercises for speech and other mental functions.

Pettengill, B. D. (1883). The mastery of written language by deaf-mutes. American Annals of the Deaf and Dumb, 28(4), 209-213.

(AP). A recognition that mastering written language is of the utmost importance for deaf pupils; the advantages and disadvantages of the natural and scientific methods; a proposal that the new term, the natural scientific method, be used in the instruction of the deaf and dumb; a brief discussion that all linguists have acquired their skill in the use of language by constant conversation in the languages they are acquainted with rather than by the study of the grammar and structure of those languages; the necessity of smaller classes under a single teacher; and a recapitulation of Pettengill's opinions regarding the development of written English skills.

Porter, S. H. (1883). Society and the orally restored deaf-mute. American Annals of the Deaf and Dumb, 28(3), 186-192.

(AP). A critique of the social result of deaf-mute oral education including the disadvantages of the use of lip-reading and descriptions of the problems of teaching speech, and the incontestable superiority of signs over speech as the means of instruction for the majority of congenital deaf-mutes.

Rogers, H. B. (1883). A reply. American Annals of the Deaf and Dumb, 28(2), 117-122.

(AP). A critique of Storr's (1883) article regarding the radical differences between semi-deaf, semi-mutes, and deaf-mutes; Rogers' claim that opponents of articulation have accused oral teachers of falsely advertising semi-mute and semi-deaf children as congenital mutes; and the prevalent deception by some articulation schools concerning the status of hearing loss.

Storrs, R. S. (1883). Semi-deaf, semi-mute, and the combined method. American Annals of the Deaf and Dumb, 28(1), 21-36.

(AP). A discussion of the radical differences between semi-deaf, semi-mutes, and deaf-mutes; the need to accept different opinions among educators and administrators; careful consideration of each of the four distinct groups: (1) the semi-deaf, (2) the semi-mute, (3) the quasi-congenital deaf-mute, and (4) the toto-congenital deaf-mute; illustrations of common misleading uses of English; an elucidation of the advantages and disadvantages of the combined method including an argument against the combined method in the instruction of semi-deaf and semi-mute pupils; the inappropriateness of teaching English grammar to deaf-mutes and the importance of encouraging them to practice English with real purpose; and the importance of providing deaf-mutes the most careful and skillful mental guidance.

Storrs, R. S. (1883). Deaf-mutes and the combined method. American Annals of the Deaf and Dumb, 28(2), 77-94

(AP). A continued in-depth discussion of the radical differences between semi-deaf, semi-mutes, and deaf-mutes; a comparison of the mental capacity between semi-deaf, semi-mutes, and deaf-mutes from the oral and sign schools; the advocacy of cultivating speech in the semi-deaf and semi-mutes; and a critique of the claims of educators from the combined and pure oral methods including an argument against the combined method.

Storrs, R. S. (1883). Deaf-mutes and the oral method. American Annals of the Deaf and Dumb, 28(3), 145-168.

(AP). An in-depth discussion of the importance of dividing the entire field into pure oral and pure manual schools, a comparison of signing deaf persons and oral deaf persons in terms of language competence and mental development, an elucidation of two principal causes for the excessive over-estimation by oralists of their own success: (1) the extreme narrowness of mental outlook in the intense concentration of aim and effort upon the one point of oral restoration and (2) the willful and pitiable ignorance of the real value of signs in deaf-mute instruction; a brief discussion of the interior relation of the sign-language to real deaf-mute culture, a brief discussion on the rapid progress deaf-mutes have with articulation in Europe and program conversion from manualism to oralism, a brief testimony to the real restoration to society through oral culture, the significant role of sign language for mental and academic development, and an in-depth discussion on the inaccurate perceptions that oral teachers have on the sign language.

Williams, J. (1883). The combined system of instruction. American Annals of the Deaf and Dumb, 28(3), 192-197.

(AP). A discussion of the eclectic system, the combined method, and the American system; a critique of the teachers' objections to the use of the combined method; a comparison of the results of the oral method and combined method; and a discussion of the advantages of the use of the manual system of instruction over the oral system of instruction.

White, H. (1883). The mental training of the deaf. American Annals of the Deaf and Dumb, 28(3), 181-185.

(AP). A discussion of the importance of deaf-mutes bringing their reflective powers into English exercise for English acquisition, and the importance of providing deaf-mutes ample opportunity to use English in the classroom.

1884

Bell, A. G. (1884). Fallacies concerning the deaf. American Annals of the Deaf and Dumb, 29(1), 32-69.

(AP). An extensive discussion of the fallacies held by the general public concerning deaf people and the influence of those fallacies in preventing the amelioration of their condition, an elucidation of the causes and reasons for the difficulties in teaching articulation to deaf-mutes and the three requisites to good speech-reading, the importance of deaf-mutes having familiarity with English either in its written or

spoken form, the importance of written language as the means of instruction, a discussion of the fallacy that the sign language is the only form of language that is natural to the congenitally deaf, an elucidation of the gradual evolution of an organized language from simple pantomime and the sign language as an artificial and conventional language derived from pantomime, the claim that the sign language hinders English acquisition, advocacy to banish the sign language from institutions for the deaf and to promote English as a vernacular in its spoken and written forms, Gallaudet's criticisms of Bell's remarks, and Hubbard's reply to Gallaudet's criticisms of Bell's remarks including the rejection of the first application to the legislature in Massachusetts for the incorporation of the Clarke Institution.

Booth, E.. (1884). A genius for lip-reading. American Annals of the Deaf and Dumb, 29(1), 17-21.

(AP). A discussion of instances of the difficulty of lip-reading and the view that a system which forbids deaf pupils to use the sign language is cruel.

Buxton, D. (1884). The necessity for training-colleges for teachers of the deaf. American Annals of the Deaf and Dumb, 29(2), 101-107.

(AP). A discussion of the need for training colleges for teachers of the deaf.

Childester, A. B. (1884). The third Convention of American Articulation Teachers of the Deaf. American Annals of the Deaf and Dumb, 29(4), 237-267.

(AP). A detailed discussion of the importance of articulation; the growing number of articulation teachers, a history of deaf education, the need to form a national association to promote the importance of articulation teaching, the importance of teaching written English before teaching speech, and the idea of establishing an articulation teaching section under the Convention of American Instructors of the Deaf and Dumb.

Fay, E. A. (1884). Discussion by the national academy of sciences concerning the formation of a deaf variety of the human race. American Annals of the Deaf and Dumb, 29(1), 70-77.

(G). A critique of Bell's (1884) "Fallacies concerning the deaf" including several remarks by members of the National Academy of Science.

Fay, E. A. (1884). Tabular statement of institutions for the deaf and dumb: the United States. American Annals of the Deaf and Dumb, 29(1), 90-95.

(AP). A summary of the statistics of American schools for the deaf including the names of schools, locations, opening dates, numbers of pupils and instructors, names of the chief executive officers, and a declaration of the status of the method of instruction.

Fay, E. A. (1884). Remarks on the tabular statement of institutions. American Annals of the Deaf and Dumb, 29(1), 96.

(AP). A discussion of the need for separating the denominational and private institutions from the public institutions supported chiefly by the states and cities, the

importance of ascertaining the number of semi-mute pupils in the institutions, the problem of the principals of 25 institutions in the United States and Canada not furnishing the appropriate statistics of semi-mute pupils, and the difficulty of accurately describing the methods of instruction.

Fay, E. A. (1884). Miscellaneous. President Gallaudet on oral and aural teaching. American Annals of the Deaf and Dumb, 29(3), 232-233.

(AP). A brief history of deaf education in the United States including Gallaudet's informal observations of different schools and advocacy of the combined method.

Fay, E. A. (1884). The fifth Conference of Principals of American Institutions for the Deaf and Dumb. American Annals of the Deaf and Dumb, 29(4), 267-312.

(CP & AP). An extensive discussion of the value of drawing for deaf-mutes, the value of speech and the language of signs, the causes of deafness, the role of articulation teaching, the importance of parents and friends cooperating with physicians in giving permission for postmortem examinations in cases of deafness, the importance of industrial education, a consideration that a system be adapted for all deaf-mutes, including the feeble-minded; a comparison of several signing and oral deaf-mutes concerning the effectiveness of the methods of instruction including an examination of a few of their written English compositions, a discussion of how many deaf teachers were employed in the institutions for the deaf and dumb and how best to avoid friction when arranging classes in articulation and sign, and a discussion of sign-language uniformity in the presentation of the Lord's Prayer.

Fay, E. A. (1884). Discussion at Chicago concerning deaf classes in public schools. American Annals of the Deaf and Dumb, 29(4), 312-325.

(AP). An in-depth discussion of the adequacy of education of the deaf, the relative advantages of teaching deaf children in classes connected with public schools as compared with special institutions for the deaf and dumb, the responsibility of the State of Illinois' government to the deaf and dumb, Bell's advocacy of the oral method, the necessity of establishing classes for deaf children in the public schools and promoting interaction between deaf and hearing children, a discussion of the methods of instruction, and the desirability of teaching deaf and dumb children to use speech (English).

Fay, E. A. (1884). Institution items. Deseret School. American Annals of the Deaf and Dumb, 29(4), 332-335.

(G). An historical account of the Utah's Deseret School for the Deaf and Dumb established by Harry (or Henry) White (deaf).

Gallaudet, E. M. (1884). The poetry of the deaf. American Annals of the Deaf and Dumb, 29(3), 200-223.

(G). A discussion of the poems written by John Carlin (deaf-mute), Amos G. Draper (semi-mute), James Nack (semi-mute), John R. Burnet (semi-,mute), Howard Glyndon (real name, Laura C. Redden) (semi-mute), Mary Toles Peet (semi-mute),

William L. Bird (semi-mute), Laura Bridgman (blind deaf-mute), Charlotte Elizabeth (real name, Mrs. Tonna) (semi-mute), and John Kitto (semi-mute).

Gillespie, J. A. (1884). The aural system for the semi-deaf. American Annals of the Deaf and Dumb, 29(3), 185-190.

(AP). A condensed history of the experiments concerning the success of the development of residual hearing in semi-deaf persons; the importance of aural education; a discussion of the belief that semi-deaf children can be educated through their hearing if the right methods were employed and if children start at a young age; a description of the method for developing the audiphone as an aid to hearing; the conclusion that a large majority of semi-deaf children in schools can and should graduate as hard-of-hearing, speaking people instead of deaf-mutes; and the advantage of the sign language for semi-deaf students for facilitating English skills during early aural education.

Peet, I. L. (1884). General view of the education of the deaf and dumb in the United States. American Annals of the Deaf and Dumb, 29(1), 1-17.

(AP). A comparison of deaf and hearing pupils concerning the methods of teaching and learning practices and procedures, an elucidation of the features in the education of the deaf; the importance of deaf-mutes having more time for English acquisition, and learning and acquiring industrial education; a description of the teaching of E. A. Hodgson (1882) in the field of printing, a discussion of the significance of articulation and lip-reading as the basis of instruction promoted by five institutions, the advocacy of the combined system for teaching language in other institutions, recognition of the manual alphabet as the clearest and least ambiguous instrument and lip-reading as obscure and uncertain, and an elucidation of a few steps for teaching English.

Porter, S. H. (1884). Practical suggestions. American Annals of the Deaf and Dumb, 29(2), 97-101.

(AP). A discussion of the importance of teaching household English to deaf-mutes including a game for teaching English and picture-books for geography.

White, H. (1884). The influence of signs upon the study of language. American Annals of the Deaf and Dumb, 29(3), 174-178.

(AP). A comparison of written English skills between deaf persons and hearing Indians; a discussion of the false idea that the use of the sign language has a negative effect on English acquisition, and the value of the sign language as the language of instruction.

1885

Booth, E. (1885). Punctuation. Second article. American Annals of the Deaf and Dumb, 30(3), 204-211.

(AP). A discussion of the value of punctuation including the method of teaching punctuation to deaf-mutes.

Crouter, A. L. E. (1885) Preliminary home training. American Annals of the Deaf and Dumb, 30(3), 226-229.

(AP). A discussion of the importance of deaf-mutes having some instruction at home before they are sent to the institutions for the deaf; the importance of teaching speech to deaf children; the importance of speaking every syllable and word slowly and distinctly, while showing the object or performing the action of which you speak; the importance of encouraging a deaf child who cannot speak to use signs at as early an age as possible, to learn to form the letters of the manual alphabet, and to write the names of things on a slate; and the importance of deaf children making known their wants by speech and not depending upon signs.

Currier, E. H. (1885). Aural development at the New York Institution. American Annals of the Deaf and Dumb, 30(1), 31-34.

(AP). A report of the efforts to develop hearing in deaf pupils at the New York Institution for the Instruction of the Deaf and Dumb in Washington Heights, a discussion of the possibility of finding a certain percentage of deaf pupils in every institution for the deaf who could be instructed through the ear or the use of an audiphone, and devising and perfecting an instrument to test the hearing power of every pupil in institutions for the deaf throughout the country.

Dudley, L. J. (1885). Deaf, but not dumb. American Annals of the Deaf and Dumb, 30(1), 21-25.

(G). A proposal by the President of the Clarke Institution that the term Dumb be eliminated.

Fay, E. A. (1885). Tabular statement of schools for the deaf: The United States: Public schools, private schools. American Annals of the Deaf and Dumb, 30(1), 82-91.

(AP). A summary of the statistics of American schools for the deaf including the names of schools, locations, opening dates, numbers of pupils and instructors, names of the chief executive officers, and a declaration of the status of the method of instruction.

Fay, E. A. (1885). Remarks on the tabular statement of schools for the deaf. American Annals of the Deaf and Dumb, 30(1), 92.

(AP). A brief discussion of adding a new column to show the number of students taught articulation and speech-reading in each school and indicating the status of the methods of instruction.

Gordon, J. C. (1885). Deaf-mutes and the public schools from 1815 to the present day. American Annals of the Deaf and Dumb, 30(2), 121-143.

(G). An historical sketch of the principal theories of deaf-mute instruction in connection with the public or common-school system, which have been tested for long periods in different lands and under a wide range of conditions.

Gordon, J. C. (1885). Hints to parents of young deaf children concerning preliminary home training. American Annals of the Deaf and Dumb, 30(4), 241-250.

(AP). A discussion of the need for home training for very young deaf children; the use of the sign language as an invaluable means of instruction; suggestions for hearing parents concerning the mastery of gestures and the language of signs; the importance of written language and manual alphabets, and a recapitulation of the points in connection with home training.

Greenberger, D. (1885). The organs of speech. III. American Annals of the Deaf and Dumb, 30(4), 259-270.

(AP). An in-depth technical discussion of Broca's discovery of the existence of speech and hearing centers for language and the functions of the brain.

Jenkins, W. G. (1885). Why not 'deaf and dumb?' American Annals of the Deaf and Dumb, 30(3), 211-216.

(G). An argument in favor of excluding the word dumb from the technical use for which it had been devoted for centuries.

Maguire, F. Z. (1885). Line-writing. American Annals of the Deaf and Dumb, 30(2), 144-149.

(AP). A discussion of Line-Writing characters for the English elements of speech with key-words including the advisability of adopting Line-Writing for the current handwriting of Visible Speech, and the purpose of testing the advantages of Line-Writing in the instruction of very young deaf children.

Moffat, L. (1885). Voice, alphabetic, and language. I. American Annals of the Deaf and Dumb, 30(2), 111-121.

(AP). Technical descriptions of articulation methods including a perfectly natural tone, a nasal tone, too high or a head tone, and no voice at all.

Moffat, L. (1885). Voice, alphabetics, and language. II. American Annals of the Deaf and Dumb, 30(4), 251-258.

(AP). A classification of hearing losses.

Wing, G. (1885). Function symbols. American Annals of the Deaf and Dumb, 30(3), 188-203.

(AP). An in-depth discussion of the method of teaching English grammar including a description of the grammatical symbols used in the Minnesota School for the Deaf, a critique of grammatical symbols devised by R. S. Storrs and I. L. Peet, an elucidation of reasons for the use of any method other than the so-called "natural method," and suggestions for using the Minnesota method including a discussion of the goal of this method.

Worcester, A. E. (1885). How shall our children be taught to pronounce at sight the words of our written language? American Annals of the Deaf and Dumb, 30(1), 6-21.

(AP). An in-depth discussion of the importance of teaching articulation, lip-reading, and reading including an elucidation of the method of teaching articulation (English); a hindrance to lip-reading; the importance of using special marks and

symbols for pronunciation in articulation-teaching; and an appendix showing the position of a given letter or letters in words.

1886

Arnold, T. (1886). The functions of touch in learning to speak. American Annals of the Deaf, 31(2), 120-130.

(AP). An enumeration of 16 functions of touch for teaching articulation to deaf-mutes; and the importance of paying more attention to the systematic use of touch so that the vocal sounds may be accurately produced, clearly perceived, and more firmly retained.

Caldwell, W. A. (1886). Expedients for teaching language. American Annals of the Deaf, 31(3), 169-180.

(AP). A discussion of the necessity for constant drill in the use of English and teaching English, the appropriate teaching of English to deaf-mutes, the importance of writing English composition on a weekly basis, and a brief description of the popular method of teaching composition using two languages (i.e., a teacher relates a narrative in signs and has the pupils put it into written words).

De Condillac, E. B. (1886). The language of action. American Annals of the Deaf, 31(1), 35-41.

(CP). A description of the true principles of the language of gestures from a 17th century perspective; definitions of natural, artificial, and arbitrary signs; the use of an analogy process as a guide in the choice of signs; a discussion of the advantages and disadvantages of the language of action; and the language of action growing into an artificial language (language evolution).

Denison, J. (1886). The manual alphabet as a part of the public school course. American Annals of the Deaf, 31(4), 233-239.

(AP). A discussion of the need to introduce the manual alphabet into schools for hearing students, the usefulness of the manual alphabet to hearing people, and the suggestion that public-school systems adopt fingerspelling as a part of their school curriculum.

Fay, E. A. (1886). Notices of publications. H. H. An evangelist among the deaf and dumb. American Annals of the Deaf, 31(1), 63-64.

(G). A discussion of Miss Jane Elizabeth Groom and the first attempt at colonization in the Canadian North-West and a plan of her future operations.

Fay, E. A. (1886). Tabular statement of schools for the deaf: The United States, public schools, private schools. American Annals of the Deaf, 31(1), 82-91.

(AP). A summary of the statistics of American schools for the deaf including the names of schools, locations, opening dates, numbers of pupils and instructors, names of the chief executive officers, and a declaration of the status of the method of instruction.

Fay, E. A. (1886). The eleventh convention. American Annals of the Deaf, 31(4), 244-252.

(SP & AP). A brief report of the proceedings; the adoption of the Convention's significant resolution offered by E. M. Gallaudet to implement the teaching of articulation in all institutions for the deaf and the resolution that the word Dumb be omitted from the name of the Convention and the title of the American Annals of the Deaf and Dumb, and issues of the sign language, finger-spelling, and the combined system.

Gallaudet, E. M. (1886). History of the education of the deaf in the United States. American Annals of the Deaf, 31(2), 130-147.

(AP). An extensive history of deaf education including Hartford, New York, Pennsylvania, Kentucky, New Jersey, and other institutions; a discussion of the significant changes in deaf education including a description of the oral teaching movement in 1867, the establishment of a conference for principals of all the American schools for the deaf in 1868, and recommendations by E. M. Gallaudet in connection with the implementation of teaching articulation in all institutions for the deaf and a discussion of the distinctive features of the methods of instruction: the oral method, the manual method, and the combined method.

Gordon, J. C. (1886). Notes on manual spelling. American Annals of the Deaf, 31(1), 51-60.

(CP and AP). The recognition that speech-reading has its limitations; the significance of finger-spelling as a far more convenient, easy, rapid, and accurate adjunct to speech than writing; a description of a common misconception that the ordinary manual alphabet and fingerspelling are equivalent to the sign language; a system of initialized signs proposed by Isaac Lewis Peet (1868); the origin and history of fingerspelling; and the introduction of fingerspelling in America by T. H. Gallaudet.

Kirkhuff, J. D. (1886). Teaching without text-books. American Annals of the Deaf, 31(3), 191-196.

(AP). A discussion of the importance of deaf-mutes using colloquial English, and the criticism that books are too methodical and systematic for the young minds of deaf-mutes.

Moffat, L. (1886). Voice, alphabetics, and language. III. American Annals of the Deaf, 31(2), 111-119

(AP). A detailed description of two methods of oral-only instruction: the natural method and the alphabetic method, the importance of making deaf students associate a certain movement of the teacher's lips with a certain object, and the danger of depending on written (English) language as a means of communication.

Moffat, L. (1886). Voice, alphabetics, and language. IV. American Annals of the Deaf, 31(3), 180-191.

(AP). A detailed discussion of grammar lessons for teaching English.

Peet, H. P. (1886). The family instruction of the deaf in early childhood. American Annals of the Deaf, 31(4), 260-271.

(CP and AP). A discussion of the importance of early language acquisition and language teaching using the natural language of gestures; extensive descriptions of sign names, signs, and the use of initial letters representing the days of the week; the method of teaching English to deaf children; and a discussion of the advantages of the manual alphabet over writing for communication.

Walker, S. T. (1886). Touch transmission by electricity in the education of deaf-mutes. American Annals of the Deaf, 31(1), 42-51.

(AP). A description of a Touch Transmission device for facilitating English instruction, including its advantages; a review of the methods of instruction including the language of signs, fingerspelling, speech, and the eclectic method; a discussion of the failure to enforce the use of methodical signs; and the importance of signs, speech-reading, and the written/printed word as significant educational instruments.

Wing, G. (1886). The associative feature in the education of the deaf. American Annals of the Deaf, 31(1), 22-35.

(AP). A critique of Gordon's (1885) conclusions that deaf children should be educated with hearing children in a public school; a discussion of Wing's own bitter experience as a deaf victim in a public school; a description of David E. Bartlett's family school for both deaf and hearing children in Poughkeepsie, NY; the indisputable value of the sign-language and association of the deaf with the deaf; a criticism of the method of teaching English to deaf-mutes; an examination of the mental processes of deaf-mutes; and the practicality of bringing deaf and hearing children together in special schools for the deaf.

1887

Draper, A. G. (1887). George Wing. American Annals of the Deaf, 32(2), 77-84.

(G). A description of George Wing's character, characteristics, personality, and personal life, and a discussion of Wing's (1886, 1887) significant written contributions to the field of deaf education including an announcement of Wing's death from pneumonia at age 45.

Eddy, J. H. (1887). Arithmetic in the education of the deaf. American Annals of the Deaf, 32(2), 93-98.

(AP). A discussion of the importance of deaf-mutes having a thorough knowledge of arithmetic being second only to their knowledge of English, and the lack of math textbooks to meet the needs of deaf-mutes.

Fay, A. E. (1887). President Gallaudet's mission to England. American Annals of the Deaf, 32(1), 20-31.

(G). A description of E. M. Gallaudet's testimony before a commission organized under the auspices of the British government to investigate the subjects of the

education of the deaf and dumb including memoranda of his testimony, and a few letters from the British government.

Fay, E. A. (1887). Conversation cards for articulation and speech-reading. American Annals of the Deaf, 32(1), 34-38.

(AP). A discussion of Miss Gordon's extraordinary success in teaching articulation as a result of her deaf pupils having received considerable mental development by the manual method in other schools before beginning their oral training at Kendall Green, and a description of Gordon's conversation cards for articulation and speech reading including some samples of sentences, questions, and answers.

Fay, E. A. (1887). Notices of publications. Denison, James, M.A. The manual alphabet as a part of the public-school course. American Annals of the Deaf, 32(1), 45-46.

(AP). A brief description of Professor J. C. Gordon's (1886) "Notes on Manual Spelling" pamphlet including a brief discussion of the importance of introducing and disseminating manual spelling into public schools where there are schools for the deaf.

Fay, E. A. (1887). Tabular statement of American schools for the education of the deaf. American Annals of the Deaf, 32(1), 51-60.

(AP). A summary of the statistics of American schools for the deaf including the names of schools, locations, opening dates, numbers of pupils and instructors, names of the chief executive officers, and a declaration of the status of the method of instruction.

Fay, E. A. (1887). Schools items. Western New York Institution. American Annals of the Deaf, 32(3), 194.

(AP). A brief description of A. G. Bell's observation at the Western New York Institution and the results of the methods in operation at the Rochester Institution including his declaration that the use of English and the abolition of the sign-language is in the best interests of deaf pupils.

Fay, E. A. (1887). Miscellaneous. The value of reading for the deaf. American Annals of the Deaf, 32(3), 198-199.

(AP). A brief description of A. G. Bell's lecture to the Literary Society of the National-Deaf-Mute on the importance of cultivating a habit of reading and President Gallaudet's translation into the sign language.

Fay, E. A. (1887). Miscellaneous. The sign-language a real language. American Annals of the Deaf, 32(3), 199.

(SP). A brief discussion of Bishop Stevens' official decision that deaf-mute signs are as much a language in the eye of the Church as articulated sounds; the question of whether the practice of the Rev. Henry W. Syle, missionary to the deaf-mutes, of administering holy communion by signs instead of the essential words is valid; and the declaration by the Bishop that the signs Mr. Syle used in communication were as much a language to deaf-mutes as the Chinese language is to the people of China.

Fay, E. A. (1887). Notices of publications. Arms, Hiram Phelps. The intermarriage of the deaf: Its mental, moral, and social tendencies. American Annals of the Deaf, 32(4), 251-253.

(G). A critique of Arms' criticism of Bell's (1884) paper, "Memoir upon the Formation of a Deaf Variety of the Human Race."

Gallaudet, E. M. (1887). The value of the sign-language to the deaf. American Annals of the Deaf, 32(3), 141-147.

(AP). An elucidation of three possible means of transmitting intelligence: (1) articulate speech addressed to the sense of hearing, (2) gestural, and (3) graphic expression presented to the sense of sight; a discussion of the value of gestural expression and the language of action as the foundation for all human intercommunication; a criticism of Bell's (1884) article; the claim that the sign language is in many respects superior to articulate speech as a means of communicating ideas; a discussion of whether the sign-language gives the deaf all that speech affords to the hearing; the greatest value of the sign-language as free and unconstrained social intercourse; and a discussion of the unfavorable results of the abuse of the sign-language by injudicious, incompetent, or inexperienced teachers.

Haskins, C. N. (1887). How I treat lessons from the readers. American Annals of the Deaf, 32(1), 32-33.

(AP). A brief description of the method of teaching a reading lesson, particularly a language lesson from the "McGuffey's Third Reader," including the use of written English and the sign language.

Heidsiek, J. (1887). The results of the oral method in Germany. American Annals of the Deaf, 32(2), 104-113.

(AP). A critique of the oral method used in Germany including a summary of views and comments of various German oral educators, an elucidation of the underlying causes of deficient in articulation results, and a discussion of the educational value of the sign language as a language of instruction.

Kiesel, T. A. (1887). How to start the deaf child. American Annals of the Deaf, 32(1), 6-10.

(AP). A discussion of the importance of teachers having the ability to motivate deaf children, to maintain their attention, and to help them learn willingly and eagerly; the importance of taking advantage of the natural propensity of the child for play; descriptions of the method of teaching written English grammar on the blackboard using a bottom-up (part-to-whole) approach; the importance of not teaching the rules of grammar to the youngest class; and directions for teaching English grammar.

Smith, J. L. (1887). Clannishness. American Annals of the Deaf, 32(4), 246-250.

(AP). A discussion of Smith's defense of his position on the word clannishness which designates the tendency among the deaf to associate exclusively with one another; Smith's belief that no hearing persons, even teachers of the deaf, have a thorough understanding of deaf peoples' needs and innermost feelings; a criticism of

hearing educators for continuing to form their theories as to what ought to be and how deaf people should function.

Tilden, D. (1887). Articulation in a new light. American Annals of the Deaf, 32(2), 98-103.

(AP). A discussion of Tilden's position on the question of the comparative merits of the manual and oral systems, the advocacy of both manual and oral systems for instruction, the importance of articulation for the constant repetition of English so necessary for its mastery, and the importance of the language of signs making the institution a fostering environment as part of education.

Tilden, D. (1887). Signs and words. American Annals of the Deaf, 32(3), 176-179.

(AP). A content analysis of three significant questions: (1) how many written English words or fingerspelled English words does a deaf pupil use on average in the course of the five hours he spends in the school-room?; (2) how many words does a teacher write or fingerspell for the benefit of his pupils in the same length of time, either before the whole class or before any one of his pupils?; and (3) is the use of signs and words equivalent in the classroom--either those used before the whole class or before any one of the pupils?

Vatter, J. (1887). Forward or backward. American Annals of the Deaf, 32(3), 161-168.

(AP). A critique of Heidsiek's (1887) discussions of the unsatisfactory results of the oral method and the educational value of the sign language.

Walker, H. D. (1887). Sentence forms and analysis as set forth by symbols and diagrams. American Annals of the Deaf, 32(4), 217-224.

(AP). A description of a guide designed for deaf pupils to aid in the attainment of sufficient English skills for practical purposes including the significant use of symbols and diagrams as a visual guide to the forms of English sentences incorporating the important works of Storrs' analytic methods and Wing's synthesis methods; a description of the grammatical symbols used for English teaching and their applications including a classification of English elements: (1) substantive, (2) predicative, (3) adjective, (4) adverbial, and 5) independent; an elucidation of the forms of sentences and how these forms are represented by the use of symbols; remarks on the rules for the position of English elements; and the importance of teachers having a variety of instructive methods for teaching English.

Wing, G. (1887). The theory and practice of grammatical methods. American Annals of the Deaf, 32(2), 84-92.

(AP). An extensive discussion of the various methods of teaching English grammar including the pros, cons, and differences; a critique of Sicard's system requiring teachers to give pupils an idea in pantomime, then repeat the idea in word-signs in grammatical order, accompanying each word with curious gyrations of the hands to represent its grammatical character and relation; the idea of F. A. P. Barnard's system replacing Sicard's crude signs and symbols with a comprehensive system of

written grammatical symbols; I. L. Peet's adaptation of Barndard's system; H. P. Peet's "Elementary Lessons" based on fragmentary teaching; R. S. Storrs' symbolic system as the absurdity of attempting to teach language to deaf-mute children by means of technical grammar; an analysis of the lengthy arguments made by J. A. Jacobs, J. R. Burnet, and H. P. Peet concerning the significance of the methodical signs; a criticism of John R. Keep's "First Lessons" and "School Stories," Latham's book; C. C. Sweet's "American Asylum Series;" the importance of teaching deaf-mutes the "whats" and "hows" of things before they learn anything of the "whys" and "wherefores;" and the importance of deaf-mutes first being familiar with the mechanical structure of English sentences before they understand the underlying language principles.

White, H. C. (1887). A plea for a practical education. American Annals of the Deaf, 32(3), 179-186.

(AP). A discussion of the need for a more practical system of instruction emphasizing the combination of the thoroughness of knowledge and efficiency of application without overloading the mind with abstruse theories or scientific definitions, White's observation that many deaf pupils have been held back from further knowledge by the overuse of the method of memorizing, a discussion of White's conclusion that the acquisition of ideas is more important than the acquisition of English and arithmetic to a deaf-mute, the importance of teachers giving their pupils a general idea of each lesson and letting them learn as much of it by heart as they can, White's belief that mastery of English is hopeless, and the importance of the sign-language as an admirable means of instruction.

1888

Chamberlain, W. M. (1888). The "animus." American Annals of the Deaf, 33(2), 133-137.

(AP). A critique of Dr. Bell's (1884) "Memoir upon the Formation of a Deaf Variety of the Human Race" and of Draper's (1888) comments on Bell's "Memoir;" a discussion of the importance of giving every system of instruction for the deaf a fair trial and all working together for the same end, striving amicably to excel; and the importance of the investigation being complete enough to justify conclusions of some significance and worth.

Chamberlain, W. M. (1888). The experience of a lip-reader. American Annals of the Deaf, 33(4), 270-274.

(AP). A case study of a semi-mute including a discussion of how much correct pronunciation could be mastered by semi-mutes, how much speech by lip motion could be understood, and a description of Chamberlain's language learning experience in connection with the role and use of written language and lip-reading.

Denison, J. (1888). Reading for the higher classes. American Annals of the Deaf, 33(2), 89-92.

(AP). A discussion of the reasons deaf-mutes, as a rule, are not fond of reading and how reading can be pleasurable to deaf-mutes; a criticism of deaf education practice for forcing deaf-mutes to memorize, cipher, spell, compose, and translate without being taught to read properly; the importance of reserving a portion of the school day for reading under the eye of the teacher and of frequent practice in sentence-analysis with grammatical diagrams; a suggested list of books in the Kendall school library; and the value of "The Raindrop" for stimulating a love of reading among deaf-mutes.

Draper, A. G. (1888). Dr. Bell's "memoir," and criticisms upon it. American Annals of the Deaf, 33(1), 37-43.

(G). A discussion of Draper's attempt to show that the criticisms of Dr. Bell's (1884) "Memoir upon the Formation of a Deaf Variety of the Human Race" have been the result of misunderstanding or misapprehension of its contents, a critique of various opinions against Bell's research and conclusions, and an elucidation of the causes for the misconceptions of the nature and contents of Dr. Bell's Memoir.

Fay, E. A. (1888). Tabular statement of American schools for the deaf. American Annals of the Deaf, 33(1), 62-71.

(AP). A summary of the statistics of American schools for the deaf including the names of schools, locations, opening dates, numbers of pupils and instructors, names of the chief executive officers, and a declaration of the status of the method of instruction.

Fay, E. A. (1888). Deaf-mutes. American Annals of the Deaf, 33(3), 199-216.

(G). An extensive discussion of the definition and classification of deaf people; the extent of deaf-mutism, the proportion of congenital and adventitious cases, and causes of deafness.

Fay, E. A. (1888). School items. Western New York Institution. American Annals of the Deaf, 33(3), 219.

(AP). A supplement to the "Daily Paper for Our Little People" including a full report of classroom work during the last school year and a discussion of the experiment in the Rochester school where fingerspelling is used more thoroughly than anywhere as the medium of conversation, teaching, and public exercises, providing constant practice in English.

Fay, E. A. (1888). Deaf-mutes. II. American Annals of the Deaf, 33(4), 241-259.

(AP). A comparison of the mental conditions and characteristics of semi-mutes and deaf-mutes in terms of English competence; the misleading findings regarding English competence in deaf-mutes when semi-mutes were used and falsely referred to as deaf-mutes; an elucidation of the origin and growth of schools and methods; E. M. Gallaudet's (1867) visits to European schools and his reports on the implementation of the oral method in all schools for the deaf; a discussion of auricular instruction, the use of manual alphabets; visible speech and line-writing;

English as a foreign language for deaf-mutes; deaf-mutism; and the problem of inverting words in compounds.

Fox, T. (1888). The use of the dictionary in teaching language. American Annals of the Deaf, 33(4), 259-262.

(AP). A discussion of the importance of teaching deaf pupils how to use the dictionary as a self-dependent aid in acquiring information (English), and the importance of reading as the principal means of instruction.

Hanson, O. (1888). The tendency among the deaf to exclusive association with one another. American Annals of the Deaf, 33(1), 28-32.

(G). A critique of Mr. Smith's (1887) article; a clarification of the term exclusive association; an elucidation of the principal means of fostering exclusiveness including the frequent marriage of the deaf with the deaf and a discussion of the benefits and disadvantages of association with the hearing and the difficulty of free communication with hearing people.

Jenkins, W. G. (1888). Teaching the relative pronouns. American Annals of the Deaf, 33(4), 229-234.

(AP). A discussion of the problems deaf pupils face when writing long sentences and their difficulty in using relatives correctly, examples of written English by deaf pupils, an examination of the evolution of relatives from Anglo-Saxon into modern English, the important distinction between a reading and writing vocabulary, and an elucidation of the economical use of relative pronouns.

Peet, I. L. (1888). Thomas Hopkins Gallaudet. American Annals of the Deaf, 33(1), 43-54.

(AP). An elucidation of the history of deaf education including a description of Thomas H. Gallaudet's educational background, trips to Europe, and significant contributions to deaf education; a description of I. L. Peet's personal interaction with T. H. Gallaudet; and an elucidation of a successive development of first presenting ideas through signs, then through written language, then using grammar, then using the branches of knowledge accessible to one's mind both through signs and alphabetical language, and then through lip-reading.

Watson, J. (1888). How to awaken the interest and attention of deaf pupils. American Annals of the Deaf, 33(4), 262-269.

(AP). A detailed discussion of the importance of encouraging deaf-mutes to talk about their homes and surroundings through the sign-language, fingerspelling, and written English; the necessity of paying greater attention to the English exercises in the classroom and of acquiring English; a description of school room processes: how deaf children are educated; the use of the natural method for teaching written (English) language and the importance of storytelling in the sign-language to secure the interest and attention of a class; and the importance of grounding deaf students in the use of English.

1889

Fay, E. A. (1889). Tabular statement of American schools for the deaf. American Annals of the Deaf, 34(1), 54-63.

(AP). A summary of the statistics of American schools for the deaf including the names of schools, locations, opening dates, numbers of pupils and instructors, names of the chief executive officers, and a declaration of the status of the method of instruction.

Fay, E. A. (1889). Methods of instruction in American schools. American Annals of the Deaf, 34(1), 64-69.

(AP). A detailed description of three methods: the manual method, the oral method, and the combined system, including the statistics of American schools for the deaf.

Fay, E. A. (1889). Miscellaneous. The manual alphabet in public schools. American Annals of the Deaf, 34(2), 156-157.

(AP). A brief discussion of D. P. G. Gillet's significant influence on the movement to teach the manual alphabet in public schools for hearing children as proposed by Mr. Denison of the Kendall School.

Fay, E. A. (1889). Miscellaneous. Deaf and hearing teachers. American Annals of the Deaf, 34(2), 158-159.

(G). A discussion of the comparative value of deaf and hearing persons as teachers for deaf pupils including Draper's opinion of those who oppose the employment of deaf teachers.

Fay, E. A. (1889). Miscellaneous. The manual alphabet in the common schools. American Annals of the Deaf, 34(4), 310-311.

(AP). A brief discussion of the importance of introducing the manual alphabet into the common schools.

Fay, G. O. (1889). A week at Rochester. American Annals of the Deaf, 34(4), 241-262.

(AP). An extensive discussion of a week-long ethnographic observation of classrooms at the Rochester School for the Deaf, a description of the exclusive use of finger spelling (manual alphabet) with speech to facilitate English development in deaf students, and an examination and description of English compositions of deaf students.

Gallaudet, E. M., & Denison, J. (1889). A course of study. American Annals of the Deaf, 34(2), 127-141.

(AP). A discussion of the scope and design of the English course prepared solely by and for the teachers of the Minnesota School; an elucidation of a 10-year language curriculum for deaf-mutes who plan to attend college; the importance of using textbooks intelligently and independently; the importance of learning names

manually, orally, and in written form; the importance of teaching the manual alphabet and the correct use of signs; the importance of using simple language lessons with objects, actions, and writing from pictures; the importance of making deaf pupils think for themselves; the use of story writing from signs; and the frequent use of simple English through the medium of spelling or writing and not by signs.

Jenkins, W. G. (1889). Diction and idiom. American Annals of the Deaf, 34(2), 100-113.

(AP). An in-depth discussion of the problems deaf children have with English idioms; the assumption that the sign language is not responsible for the common errors in the English compositions of deaf pupils, the notion that the ability to write a foreign language is a much higher accomplishment than the ability to read it, and a list of English idioms.

Logan, J. H. (1889). More on idioms. American Annals of the Deaf, 34(2), 113-117.

(AP). More discussion on Jenkins' (1889) article on English idioms, the importance of teachers being the architect of English, an elucidation of practical and efficient training in the use of English, a discussion of the role and abuse of the sign language when used for language teaching, the importance of making pupils understand that phrases have a meaning as a whole, and the importance of deaf students consistently relying on written language.

Moffat, L. (1889). Lip-reading for the adult-deaf. American Annals of the Deaf, 34(4), 263-271.

(AP). An elucidation of the method and steps for teaching deaf-mutes lip-reading.

Roberts, L. (1889). A reading experiment. American Annals of the Deaf, 34(2), 117-120.

(AP). A criticism of the textbook "The Raindrop" for being too simple for advanced deaf pupils; an elucidation of three different classes of reading materials for deaf students, and a discussion of Roberts' satisfactory reading experiment including the fact that the composing abilities of deaf pupils will always lag behind their abilities.

Smith, J. L. (1889). "A course of study." American Annals of the Deaf, 34(3), 208-214.

(AP). A critique of "A Course of Study" proposed by E. M. Gallaudet (1898) and J. Denison (1898), a discussion of the importance of securing better results in education by an increase in unity and co-operation among the teachers, an explication of the role of the Minnesota Teachers' Association and its committee work in connection with the development of a general plan extending through a period of nine years, the lack of normal training schools for teachers, the frequent addition of totally inexperienced teachers to the profession, the limited time allowed for deaf pupils, and the importance of not losing sight of the idea that the education of a deaf pupil is the work of several teachers.

Walker, H. D. (1889). Idioms. American Annals of the Deaf, 34(1), 21-29.
 (AP). An elucidation of deaf pupils' problems with English; a discussion of two methods (natural method and scientific method) for teaching English; the importance of grounding deaf pupils in simple idiomatic English so they can help themselves learn more complex English; the importance of not giving deaf pupils English but giving them the power to learn it; the importance of reading; and examples of sentences containing idioms for the second, third, fourth, fifth, sixth, and seventh years.

Westervelt, Z. F. (1889). The American vernacular method. I. American Annals of the Deaf, 34(3), 191-208.

(AP). An extensive review of the system of instruction in America; a description and comparison of English competence in deaf-mutes and hearing children; an elucidation of the features of the combined method and arguments against its use; an inaccurate description of the vocabulary of the language of signs; a discussion of the difference between gesture and Chinese; the problem of a deaf-mute writing thoughts in the order of gesture rather than in the order of English; the problem of the relation of gestures (sign language) to English, its literature, and the people who speak, read, and write it; the problem of clannishness among deaf-mutes; the issue of the sign language not being responsible for the deaf-mute's ability or inability to read and use English; a description of the marked difference between the gesture delivery of native signers and those who acquire it as a second language; the sign language as a foreign language to all families of deaf children and to the hearing people of the nation; the importance of deaf-mutes acquiring English in order to read papers and books and understand the American people; and the idea that a deaf child should be brought up an American and not a foreigner.

White, H. C. (1889). How history may be taught. American Annals of the Deaf, 34(3), 185-190.

(AP). A discussion of the importance of imparting knowledge of a more general character and of giving the history of America and the world; an acknowledgment of the hopelessness of instructing deaf-mutes in history unless a large vocabulary of English words, phrases, and idioms has been acquired and of the fact that many deaf-mutes enter an institution at the beginning, but few reach the highest class and graduate at the end of the course; a description of two deaf-mutes' English competence; the importance of teachers writing questions on the blackboard and letting each deaf pupil write the answers on the blackboard; and the importance of excluding signs during an English course.

1890

Ashley, J. B. (1890). Language for the deaf. American Annals of the Deaf, 35(3), 250-255.

(AP). A discussion of the need for expunging the word dumb from school literature and discipline; an elucidation of the initial steps in the learning of English by a deaf child; the importance of lessons being written out in a condensed form and suitable

words being chosen to ensure comprehension of deaf pupils and of letter-writing as a valuable aid; and the importance of deaf pupils needing and receiving sympathetic assistance from the teacher, especially in the study of English.

Bell, M. G. (1890). Success in speech-reading. American Annals of the Deaf, 35(2), 127-130.

(AP). A reflection of M. G. Bell's English learning including a discussion of the chief obstacles to speech-reading, and an elucidation of the process by which speech-reading is mastered.

Black, A. M. (1890). The syllabic drill. American Annals of the Deaf, 35(2), 118-124.

(AP). A detailed discussion of the method of teaching articulation, and a description of the syllabic drill.

Blattner, J. W. (1890). A course of study. American Annals of the Deaf, 35(1), 38-40.

(AP). A discussion of the suggestion that professionals should stop theorizing and put some organized, well-digested language teaching plan into practice; the importance of teachers having a clearly defined idea of an English teaching curriculum; and the importance of teachers adjusting their method to the needs of the pupil and not trying to conform each pupil to their method.

Blattner, J. W. (1890). Course of instruction. American Annals of the Deaf, 35(2), 151-154.

(AP). A response to Jenkins' (1890) criticisms of Blattner's earlier article (1890) and a clarification of Blattner's points concerning the systematic teaching of reading and writing.

Blattner, J. W. (1890). An intelligent use of the dictionary. American Annals of the Deaf, 35(4), 285-290.

(AP). A discussion of the importance of encouraging deaf students to use the dictionary more, the importance of a deaf child learning English by using it, the importance of guarding against mixing English expressions with signs in the same proposition, and the importance of maintaining the integrity of a signed sentence and then spelling it out in its entirety.

Draper, A. G. (1890). The manual alphabet in schools for the deaf. Conversation classes. American Annals of the Deaf, 35(2), 130-133.

(AP). A discussion of the increased attention given to disseminating the manual alphabet to hearing people and the importance of encouraging deaf pupils to use English via the manual alphabet.

Fay, E. A. (1890). Notices of publications. Blattner, J. W., B. A. Course of instruction of the Texas School for the Deaf, and teachers' guide in the instruction of language. American Annals of the Deaf, 35(1), 52-55.

(AP). Jenkins' review of Blattner's course of English instruction, and an elucidation of systematic English instruction.

Fay, E. A. (1890). Tabular statement of American schools for the deaf. American Annals of the Deaf and Dumb, 35(1), 56-65.

(AP). A summary of the statistics of American schools for the deaf including the names of schools, locations, opening dates, numbers of pupils and instructors, names of the chief executive officers, and a declaration of the status of the method of instruction.

Fay, E. A. (1890). Methods of instruction in American schools. American Annals of the Deaf, 35(1), 66-70.

(AP). A detailed description of three methods: the manual method, the oral method, and the combined system, including a summary of their statistics.

Fay, E. A. (1890). Miscellaneous. The manual alphabet. American Annals of the Deaf, 35(2), 168.

(AP). A discussion of how two superintendents followed the example of Dr. Gillet and Dr. Noyes to introduce the manual alphabet to common schools for hearing children in the State.

Fay, E. A. (1890). Miscellaneous. The etymologies of the sign language. American Annals of the Deaf, 35(3), 230.

(CP). An illustration of the etymologies of the sign language as compared with those of spoken languages.

Fay, E. A. (1890). Miscellaneous. Mr. Hadley's mimeograph. American Annals of the Deaf, 35(3), 232.

(CP and AP). A brief discussion of the theory that the best way to reach the minds of Indians is through their own sign language, and two illustrations of printed English texts and their corresponding Indian sign translations: The Lord's Prayer and Wolf Lame White Man.

Fay, E. A. (1890). The twelfth convention. American Annals of the Deaf, 35(4), 276-280.

(AP). A summary of the proceedings of the twelfth convention of American Instructors of the Deaf, the recognition of the value of articulation and speech-reading by American teachers, the question of whether the sign-language and manual alphabet are a help or a hindrance in the attainment of the best general results, and the reason for establishing an Association to Promote the Teaching of Speech to the Deaf.

George, D. W. (1890). Signs and finger-spelling. American Annals of the Deaf, 35(2), 115-117.

(AP). A critique of Haskins' (1890) article; a discussion of why the educated deaf mix so much fingerspelling (manual alphabet) with signs; the belief that the sign-language

was never intended to be treated as a language like English, German, or French, and, the language of signs as an invaluable medium through which to give and receive information.

Haskins, C. N. (1890). The sufficiency or insufficiency of signs - which? American Annals of the Deaf, 35(1), 27-30.

(AP). A description of the ability of deaf leaders to use the “sandwiched” signing style of oratory at the Convention of the National Association of the Deaf at Kendall Green; the importance of teachers using both English and the sign language in their purity, and the importance of deaf pupils understanding that English and signs are separate and distinct modes of expression.

Hanson, O. (1890). Observations abroad. American Annals of the Deaf, 35(4), 260-270.

(AP). A detailed discussion of the success of the oral method in Italy and Germany and its value to the deaf after leaving school including a description of Hanson's classroom observations and of the method of teaching articulation and math; a presentation of various opinions of deaf adults regarding the value of the oral method; the difference between the oral and sign systems and the advantages of the combined method; the importance of the oral and the combined system having a place side by side under the same management; and the importance of orally taught pupils, after leaving school, learning to understand signs in order to receive the benefit of lectures and entertainment.

Jenkins, W. G. (1890). Leaves from a teacher's note-book. American Annals of the Deaf, 35(2), 98-110.

(AP). An in-depth discussion of the two methods of teaching (the natural and scientific methods) including Professor Harp's inductive method of teaching foreign languages, the difficulty of using the natural (inductive) method for teaching deaf-mutes English, a description of the methods of instruction from a teacher's perspective including several examples of English lessons and written stories by deaf-mutes, and the use of the Natural Scientific Method used in Hartford.

Kulner, S. (1890). Our elementary work. American Annals of the Deaf, 35(1), 33-38.

(AP). A discussion of the belief that no one has mastered the correct pronunciation of a foreign language when learned from a book, a criticism of the oral practice, the difficulty of teaching articulation to deaf-mutes, the importance of writing for the purpose of facilitating lip-reading skills, the importance of conversational interaction between teachers and students for English acquisition without the use of signs, and the importance of using the natural method for teaching English.

Moseley, T. F. (1990). Learn idioms by using them. American Annals of the Deaf, 35(1), 14-19.

(AP). A discussion of the importance of writing idiomatic English after reading has been acquired; the importance of deaf pupils extracting the story, the facts, and the information from English texts; and a description of a method for teaching reading.

Peet, I. L. (1890). The influence of the life and work of the Abbe de l' Épée. American Annals of the Deaf, 35(2), 133-150.

(AP). A detailed discussion of the life and work of Abbe De L' Épée including the history of European deaf education and how de l' Épée's work shaped American deaf education, a detailed description of how de l' Épée learned the language of signs from two female deaf-mutes and how he taught them French, and an elucidation of four functions of the sign-language as an instrument for teaching alphabetic language.

Westervelt, Z. F. (1890). Dr. G. O. Fay's "Week at Rochester." American Annals of the Deaf, 35(1), 41-44.

(AP). A commendation of G. O. Fay's (1889) observation of deaf children acquiring English as their mother tongue and having such fluent and unrestricted intercourse through the visible forms in which English can be presented--the manual alphabet, speech and speech-reading, writing, and print.

White, H. (1890). Spelling versus signs. American Annals of the Deaf, 35(2), 111-114.

(AP). A critique of Haskins' (1890) article, a discussion of "public signing" skills, and, a description of the use of the language of signs.

Yale, C. A. (1890). The American Association to Promote the Teaching of Speech to the Deaf. American Annals of the Deaf, 35(4), 290-291.

(SP and AP). A brief discussion of how the 1886 California Convention of American Instructors of the Deaf's resolution that persistent efforts be made to teach speaking and lip-reading shaped the direction of the newly formed organization, "The American Association to Promote the Teaching of Speech to the Deaf."

1891

Bell, A. G. (1891). Reading before writing. American Annals of the Deaf, 36(2), 141-142.

(AP). A countercriticism of Blattner's (1891) article concerning the role of reading and writing.

Blattner, J. W. (1891). The natural method. American Annals of the Deaf, 36(1), 1-11.

(AP). An elucidation of some of the authentic principles of English acquisition as manifested in the mental growth of hearing children and the need to determine how they apply to the education of deaf children, a critique of Bell's premise that the natural order is to understand language before using it and the belief that writing fixes in memory the forms of speech more accurately and more permanently than reading, a discussion of the elements of English teaching including the importance of speakers or writers having acquired their proficiency by practice, and the importance of requiring deaf students to write consistently from the very beginning.

Caldwell, W. A. (1891). Benson. II. American Annals of the Deaf, 36(3), 198-206. (AP). A presentation of a case study of a deaf person learning English from a teacher's perspective, and a detailed discussion of general rules for teaching English to deaf students who enter school with no English skills.

Caldwell, W. A. (1891). First summer meeting of the American Association. American Annals of the Deaf, 36(4), 274-282.

(SP and AP). A description of the proceedings of the first summer meeting of the American Association to Promote the Teaching of Speech to the Deaf and of delegates' impressions, a discussion of the resolution adopted at the California Convention in 1886 that every deaf child should be afforded an opportunity to learn to speak, a brief description of A. G. Bell's lecture on the value of articulation and of teaching articulation, and a discussion of the negative views held by oral teachers concerning the sign language.

Currier E. H., & Vail, H. H. (1891). The manual alphabet in common schools. American Annals of the Deaf, 36(2), 114-116.

(CP). A brief discussion of the implementation of the manual alphabet in the American Book Company publications.

Fay, E. A. (1891). Tabular statement of American schools for the deaf, 1890. American Annals of the Deaf, 36(1), 54-63.

(AP). A summary of the statistics of American schools for the deaf including the names of schools, locations, opening dates, numbers of pupils and instructors, names of the chief executive officers, and a declaration of the status of the method of instruction.

Fay, E. A. (1891). Methods of instruction in American schools. American Annals of the Deaf, 36(1), 64-69.

(AP). A detailed description of three methods: the manual method, the oral method, and the combined system, including a summary of their statistics.

Fay, E. A. (1891). Miscellaneous. The growth and progress of the schools. American Annals of the Deaf, 36(1), 95.

(AP). A description of the growth and progress of schools for the deaf in the United States since the establishment of the first school in 1817.

Fay, E. A. (1891). Miscellaneous. The term "combined system." American Annals of the Deaf, 36(2), 159.

(AP). A discussion of Mr. Doyle's understanding of the term Combined System, and the divergence from the great majority of professionals.

Fay, E. A. (1891). Necrology. Mr. John Carlin. American Annals of the Deaf, 36(3), 228-229.

(G). A brief biographical sketch of John Carlin, an announcement of his death from pneumonia at the age of 78, and a discussion of his written contributions (1851, 1859) to the American Annals of the Deaf.

Gallaudet, E. M. (1891). The combined system of instruction. American Annals of the Deaf, 36(4), 255-266.

(AP). An elucidation of the importance of promoting the combined system in American schools for the deaf, a detailed discussion of the renaissance of teaching the deaf, a critique of certain methods of instruction, a clarification of the combined system, the relative value and proper adjustment of various methods of instruction, the character and value of the language of signs, criticisms of the pure oral method, a comparison of certain physical and mental conditions of deaf-mutes trained under the oral method and the manual method, and a discussion of the California resolutions (1886) leading to the establishment of more pure oral schools in America.

Hanson, O. (1891). The question of methods in Sweden. American Annals of the Deaf, 36(4), 292-295.

(AP). A discussion of the final report and recommendations of Sweden's royal commission that "all the deaf should first be given a trial by the oral method in order that, if found capable, they may be instructed by this method" and arguments concerning the significance of the development of speech and lip-reading skills as an educational goal as opposed to the mental development of deaf pupils.

Heidsiek, J. (1891). The situation in Germany. American Annals of the Deaf, 36(4), 267-270.

(AP). A letter addressed to President E. M. Gallaudet regarding the account of his journey in 1867 and his judgment of the methods of instruction used in German schools for the deaf; a discussion of Heidsiek's uncomfortable position on the pure oral method, a discussion of the results of the German method, and a description of the difference between the younger and older generations of oral deaf pupils.

Jenkins, W. G. (1891). The frequency and extent of ellipsis. American Annals of the Deaf, 36(4), 243-252.

(AP). A discussion of the language change and the velocity of human communication; an elucidation of eight forms of ellipsis used in English and the importance of teaching them to deaf pupils; and the necessity of deaf pupils using brief, easy English sentences including ellipsis as much as possible.

Kiesel, T. A. (1891). The early stages in the education of the deaf. American Annals of the Deaf, 36(3), 211-221.

(AP). A discussion of the best results of teaching English to deaf pupils by using two languages including an elucidation of six general rules for using two languages: the language of signs and English, a detailed description of the method of teaching English grammar, the importance of using toys to arouse interest and enthusiasm, a few hints for encouraging children to read, the importance of reading as the basis of

all school work, and the problem of cramming too much information into a short period of time.

Kirkhuff, J. D. (1891). The natural method. American Annals of the Deaf, 36(2), 120-128.

(AP). A detailed description of the distinctive features of the natural method used at the Pennsylvania Institution, an elucidation of the steps in the language acquisition process of a hearing child, the importance of not forcing knowledge into the minds of deaf pupils and making them think in English, deaf pupils' use of English by speaking and writing and not by analyzing, the importance of teachers promoting self-reliance in deaf pupils by not doing too much for them, the problem of teachers correcting the language of the deaf too much, and the importance of teachers talking and conversing with deaf pupils in writing.

Smith, J. L. (1891). Reading for the little ones. American Annals of the Deaf, 36(3), 190-193.

(AP). A discussion of the importance of fostering reading habits among young deaf pupils, and the distinction between the ability to read and the love of reading.

Steinke, E. M. (1891). The art of questioning. American Annals of the Deaf, 36(3), 206-210.

(AP). An elucidation of the value of questioning as a means of developing knowledge.

Sutton, E. V. (1891). The toy object method. American Annals of the Deaf, 36(4), 237-243.

(AP). A discussion of whether the methods of teaching recognize the pupils' natural way of learning and whether teachers help them develop good habits and thinking skills; a detailed discussion of the importance of the toy object method, and a brief outline of the teaching of English to a class for a one-year period.

Way, D. (1891). The Whipple method. American Annals of the Deaf, 36(4), 283-287.

(AP). A discussion of the importance of bringing the life work of Mr. Whipple into prominence in the education of the deaf, the history of the Whipple method as Visible Speech, a comparison between the Whipple method and the Bell system; the importance of representation of the visible speech organ, and the success of the Whipple method.

Westervelt, Z. F. (1891). American Association to Promote the Teaching of Speech to the Deaf. American Annals of the Deaf, 36(3), 222-224.

(G). A summary of the proceedings of the first regular meeting of the board of directors of the American Association to Promote the Teaching of Speech to the Deaf including a description of the topics discussed at the meeting.

Williams, J. (1891). A correction. American Annals of the Deaf, 36(2), 116-120.

(AP). A criticism of Gardiner Greene Hubbard's address at the 21st anniversary celebration of the Horace Mann School for failing to give credit where credit was due concerning the history and role of teaching articulation and a discussion of the Report of the Joint Special Committee of the Massachusetts Legislature of 1867 on the Education of Deaf-Mutes including a description of the experiments of teaching articulation at Hartford and the fact that every pupil entering the school at Hartford had an opportunity to learn speech and lip-reading and to receive daily systematic sign and oral instruction since 1817.

Whipple, Z. C. (1891). Whipple's natural alphabet. American Annals of the Deaf, 36(4), 288-291.

(AP). An elucidation of the Whipple method including a description of certain elementary sounds of English and a diagram and pictorial view of the speech organs.

1892

Anagnos, M. (1892). Statement. American Annals of the Deaf, 37(2), 154-156.

(G). A remark on Helen Keller's original composition, "King Frost."

Booth, F. W. (1892). The second summer meeting of the American Association to Promote the Teaching of Speech to the Deaf. American Annals of the Deaf, 37(4), 292-295.

(AP). A discussion of the goals of the American Association, the importance of training teachers to attain greater competence, and a comparison between the first and second summer meetings.

Dodds, A. R. (1892). A few common difficulties in our work. American Annals of the Deaf, 37(4), 264-267.

(AP). A discussion of the difficulty in securing competent teachers and the importance of a proper classification of pupils; the difficulty of determining the appropriateness of the method of teaching that is best suited for a deaf child, the difficulty of teaching by articulation, the problem of lip-reading being fraught with obstacles, the importance of simple and practical language lessons in the early stages of instruction, and the importance of teachers constantly promoting deaf children's expression of their wants and complaints in English.

Fay, E. A. (1892). Tabular statement of American schools for the deaf. American Annals of the Deaf, 37(1), 58-67.

(AP). A summary of the statistics of American schools for the deaf including the names of schools, locations, opening dates, numbers of pupils and instructors, names of the chief executive officers, and a declaration of the status of the method of instruction.

Fay, E. A. (1892). Methods of instruction in American schools. American Annals of the Deaf, 37(1), 68-73.

(AP). A detailed description of three methods: the manual method, the oral method, and the combined system, including a summary of their statistics.

Fay, E. A. (1892). Miscellaneous. President Gallaudet's Glasgow address. American Annals of the Deaf, 37(3), 239-240.

(SP and AP). A discussion of Farrar's criticism of President Glasgow's Address on the Combined System of Instruction, an elucidation of the strongest arguments for the exclusive use of the oral method, and a critique of the California resolution (1886) that states that every child shall have the opportunity to learn how to speak.

Fay, E. A. (1892). Miscellaneous. The rapidity of the manual alphabet. American Annals of the Deaf, 37(3), 237.

(AP). A discussion of the potential rapidity of the manual alphabet.

Fay, E. A. (1892). Miscellaneous. Values in the education of the deaf. American Annals of the Deaf, 37(3), 240.

(AP). An elucidation of the eleven values in the education of the deaf.

Fay, E. A. (1892). The seventh conference of Principals and Superintendents of American Institutions for the Education of the Deaf. American Annals of the Deaf, 37(4), 286-291.

(AP). A summary of the proceedings of the seventh conference, a discussion of the limitations of the oral method and of the value of the sign-language in the education of the deaf, a discussion of the continued implementation of the oral practice in all schools for the deaf, a discussion of Bell's proposal that the classification of methods should be based on two languages: English and the sign-language, and a discussion of the establishment of the classification of methods of instruction by the committee of Dr. Noyes and Dr. Bell.

Fay, E. A. (1892). Notices of publications. Bell, Alexander Graham. Opening address of the President of the American Association to Promote the Teaching of Speech to the Deaf, delivered at Crosbyside, Lake George, N. Y., June 29, 1892. 8 Vol., pp. 54. American Annals of the Deaf, 37(4), 296-298.

(AP). A discussion of Dr. Bell's address on the significance of articulation teaching in American schools for the deaf including a criticism of the American Annals of the Deaf for providing misleading statistics on articulation teaching.

Gallaudet, E. M. (1892). Our profession. American Annals of the Deaf, 37(1), 1-9.

(AP). A discussion of the views of E. M. Gallaudet and H. P. Peet concerning the importance of treating the teaching of the deaf as a profession, the amount and kind of training needed for teachers of the deaf, the widespread establishment of normal schools and the growth of post-graduate courses in colleges, the Hartford and New York Schools' continuing practice of employing college-trained men as teachers, and the concern that standards are lowered as a result of a decreased proportion of highly educated men among teachers in many places and the great need for more educated men in deaf education.

Gallaudet, E. M. (1892). The ideal school for the deaf. American Annals of the Deaf, 37(4), 280-285.

(AP). A discussion of the possibility of combining the various methods of instruction into a unified system; the importance of careful instruction in English through writing, reading, and manual spelling (fingerspelling); a discussion of why the status of the Hartford School as a national model is declining; a discussion of the origin of the “combined system” and its application to schools for the deaf in America; an elucidation of 12 essential conditions for a model school for the deaf; and the importance of people understanding that no school for the deaf should hold to a single method and reject either the language of signs or speech.

Gillespie, J. A. (1892). The presentation of language. American Annals of the Deaf, 37(4), 245-249.

(AP). A discussion of the importance of how to teach English as a whole to deaf-mutes, as well as what to teach them; a description of a method of teaching English to deaf-mutes, an elucidation of two propositions: (1) a deaf pupil receives his language from his teacher and (2) he can take in his knowledge in the form of complete thoughts as well as in simple ideas; the difficulty deaf-mutes have in arranging ideas in English due to the overuse of the sign language in school; an elucidation of reasons why teachers have difficulties teaching English to deaf-mutes; and a detailed discussion of what language is and a plan to present English to deaf pupils.

Gordon, J. C. (1892). Notes and observations upon the education of the deaf with a revised index to education of deaf children. Washington, DC: Volta Bureau.

(AP). An extensive discussion of the evidence presented by Drs. E. M. Gallaudet and A. G. Bell to the Royal Commission of the United Kingdom outlining the condition of deaf education; an elucidation of various topics including the work and results of the Royal Commission, the acquisition of language, the progress of speech-teaching, the changes in methods in France, the employment of the educated deaf; and a discussion of the reports, recommendations, and resolutions of various boards and conferences.

Greenberger, D. (1892). Language teaching. American Annals of the Deaf, 37(4), 267-279.

(AP). A discussion of how to help deaf pupils in the use and comprehension of English; an elucidation of the processes, results, and problems of the conversational or natural method; the importance of teaching sentences as a whole instead of words; the difficulty of teaching sentences as a whole via articulation; and a discussion of the patterns of written English sentences by deaf pupils.

Hasenstab, P. J. (1892). An instructor in reading. American Annals of the Deaf, 37(3), 183-188.

(AP). A discussion of the value and usefulness of a separate reading department; the importance of encouraging good reading among deaf pupils in school, as well as at home; the importance of reading in the acquisition of English; an examination of

whether articulation or reading offers more promise in terms of securing a constant benefit and the enjoyment of intellectual culture, usefulness, and happiness; the fact that many semi-mutes enjoy and benefit from reading; and the need to teach deaf pupils to read so that they think correctly and notice how language expresses thoughts and ideas.

Havstad, L. A. (1892). How the deaf converse with each other in Norway. American Annals of the Deaf, 37(2), 113-118.

(AP). A discussion of the differences and improvements in the methods of instruction and respective attainments of deaf students; an elucidation of the progress of the instruction of the deaf in Norway and the history and development of Norwegian Sign Language; the importance of using natural signs as a means of promoting and facilitating lip-reading; the possibility of accompanying spoken words with signs when delivering an address or lecture to a large audience of deaf persons, the belief that the oral method has no dangerous rival in the manual alphabet and that the real evil is the sign-language, and a discussion of some prejudices and misconceptions about the sign languages in several countries.

Hurd, A. C. (1892). Asked, said, told. American Annals of the Deaf, 37(2), 94-103.

(AP). A discussion of the "asked," "said," and "told" constructions to express thoughts and feelings in English; the problem of not giving a deaf child the proper English so that he resorts to and depends upon signs; the importance of a deaf child first being able to understand and correctly use a simple sentence before he can intelligently read or write; an outline and general rule of "asked" and "told" constructions with the verb "to go;" and the importance of using natural conversation by writing, spelling, signing, or speaking in the schoolroom.

Jenkins, W. G. (1892). Memory in the education of the deaf. American Annals of the Deaf, 37(2), 85-93.

(AP). A critique of the uniformity of authoritative opinions on the subject of memorizing and its abuse in the education of the deaf and the old practice of rote-teaching, concert-teaching, and memoriter recitation; the importance of teaching classical and foreign languages; the distinction between spontaneous and intentional memory (Noah Porter's terms) in conjunction with the condition of a hearing child and of a deaf child in learning English; the importance of a continuous presentation of English by spelling, writing, translation, school-room charts in large print, and everyday practice in reading and memorizing English; a discussion of B. D. Pettengill's practice of teaching English including a description of his preliminary steps in teaching English to deaf-mutes; an elucidation of the considerations in favor of committing to memory easy English lessons: (a) memory demands attention, (b) definite ideas are gained by memorizing, (c) interest must be roused, and (d) memory necessitates repetition; the importance of the sign language as a bridge to the development of English; and the importance of spelling, reading, and re-reading to imprint the idiom of a language permanently in the mind.

Landis, K. S. (1892). Six months with a beginning class. American Annals of the Deaf, 37(3), 189-198.

(AP). A discussion of the importance of not forcing word memorization; the essence of good writing; the importance of teaching deaf pupils to spell a word on their fingers as soon as they are able to write, and an elucidation of the five columns used to represent the five parts of an English sentence.

Pompano (1892). Letters to a beginner. II. American Annals of the Deaf, 37(3), 227-232.

(AP). An elucidation of the arguments against the use of the scientific method for teaching English grammar: (1) grammar is of no use to the deaf, (2) grammar is of no use to anybody, and (3) there is no such thing as grammar--of the English language; the importance of giving preference to the style of English that is best adapted to each pupil's needs; the importance of finding the best and most expeditious way of teaching English; and a discussion of the bad practice of simultaneously teaching grammar and attempting to give reasons for the rules of English.

Porter, S. (1892). Language. American Annals of the Deaf, 37(3), 219-227.

(AP). A discussion of the importance of a deaf-mute having the ability to comprehend and use written English; an elucidation of three essential requirements for deaf-mutes to acquire English: (1) self-help: the student must be willing and must expect to drudge--to dig and delve unceasingly, (2) he must depend upon and cultivate his memory to its fullest extent, and (3) he must give free rein to his imagination; a discussion of the importance of the manual alphabet so hearing people can communicate with deaf-mutes; and an elucidation of the importance of making deaf-mutes comprehend English and learn to grasp the general meaning--to understand a sentence or page without knowing the definition of each word.

Sullivan, A. M. (1892). How Helen Keller acquired language. American Annals of the Deaf, 37(2), 129-154.

(AP). A discussion of how Helen Keller was taught including several of her writing samples.

Way, D. M. (1892). The Whipple natural alphabet in its revised form. American Annals of the Deaf, 37(3), 206-214.

(AP). A discussion of the importance of the Whipple (1891) Natural Alphabet as an aid in the instruction of articulation for deaf pupils; an elucidation of the systematic study and comparison of the details presented at different stages of progress during the first few years of experiment and actual use; a comparison between the original and revised series of symbols representing the positions of the visible vocal organs, the lips, the teeth, the tongue, and the soft palate and nasal passage; and an illustration of two charts including the elementary sounds of the Roman characters and the symbols being combined to form words.

Williams, J. (1892). Is Helen Keller a fraud? American Annals of the Deaf, 37(2), 156-159.

(AP). A discussion of whether it is fair to accuse Helen Keller's teachers of being tricksters and deceivers for intentionally misleading the public by attributing her success in English to articulation and a belief that no school, no method of teaching, no teacher, can claim the merit of Helen Keller's success in acquiring proficiency in speech.

1893

Adams, I. H. (1893). Primary conversation lessons. American Annals of the Deaf, 38(2), 112-118.

(AP). An elucidation of the oral teaching of English using the conversational method and the natural method (Total Physical Response).

Allabough, B. R. (1893). Reading as an aid to language-teaching. American Annals of the Deaf, 38(2), 118-124.

(AP). A discussion of the difficulty of creating and instilling a love for reading in young deaf children, the significant distinction between the ability to understand English and the ability to use it as a vehicle of thought, a comparison of a deaf-mute and a hearing child in terms of English acquisition, the importance of teaching a deaf pupil how to read slowly and carefully and guarding him against skipping words or phrases without knowing their meaning, the importance of allowing deaf pupils to use signs as well as encouraging them to express ideas in written English, and the importance of constant and steady reading so that deaf pupils can acquire English.

Archer, T. V. (1893). The natural method of teaching language. American Annals of the Deaf, 38(4), 254-256.

(AP). A discussion on the significance of the natural method of teaching English to deaf students; the importance of introducing sentences as the foundation of the system and requiring deaf pupils to use English constantly, and the necessity of discarding methodical signs and grammatical theories and keeping deaf students surrounded by English.

Bartlett, D. E. (1893). Art versus nature; or, principles and rules of progress versus the power of habit. American Annals of the Deaf, 38(3), 218-224.

(AP). A detailed discussion of how a deaf-mute pupil can acquire English and an elucidation of the five successive stages of educational development: (1) life, (2) motion, (3) gesticulation, (4) oral language, and (5) written language and how they apply to deaf children presented by Mr. Piroux, a French philosopher.

Booth, F. W. (1893). The sign-language: Its use and abuse in the school-room. In E. A. Fay (Ed.), Proceedings of the World's Congress of Instructors of the Deaf and of the Thirteenth Convention of American Instructors of the Deaf (pp. 58-63). Washington, DC: American Annals of the Deaf.

(AP). A discussion of how deaf-mutes best learn English not by talking about it, but talking in it and a view that the sign language is an instrument adequate for purposes of communicating thought and for giving knowledge but an inferior instrument for the purpose of teaching English.

Clippinger, E. E. (1893). Is the Gouin method applicable to deaf-mute instruction? American Annals of the Deaf, 38(3), 185-189.

(AP). A description of the Gouin method's appropriateness for deaf children; an elucidation of the three possible propositions in terms of the appropriate use of the Gouin method for deaf children; a discussion of the problem of teachers teaching too much literary (English) language--book language--and not enough conversational language; and a description of the experience showing that deaf graduates can write a composition on some literary subject, but some of them cannot go to a bakery and ask, in perfect English, for a loaf of bread.

Crouter, A. L. E. (1893). Statistics of articulation work in America. In E. A. Fay (Ed.), Proceedings of the World's Congress of Instructors of the Deaf and of the Thirteenth Convention of American Instructors of the Deaf (pp. 284-289). Washington, DC: American Annals of the Deaf.

(AP). An examination of the statistics of the period indicating the growth of articulation-teaching in American schools, and a discussion of the fact that manual instructors gradually lost faith in the efficiency of the sign language and substituted written English for purposes of instruction and communication with their pupils.

Davidson, S. G. (1893). The formation of the reading habit in deaf children. In E. A. Fay (Ed.), Proceedings of the World's Congress of Instructors of the Deaf and of the Thirteenth Convention of American Instructors of the Deaf (pp. 99-122). Washington, DC: American Annals of the Deaf.

(AP). A discussion of the importance of cultivating the habit of constant reading in order for deaf-mutes to master English; a belief that language cannot be acquired through rules, precepts, or definitions but must be the result of unconscious absorption through the senses of sight and hearing; an elucidation of four things that are necessary to the inculcation of the reading habit in the deaf as a class; the keystone of the reading habit must have "pleasure," not "duty," inscribed upon it; the importance of understanding that no child ever learned to love books who read because he was obliged to; the importance of giving textbooks to deaf pupils much earlier than is usually done; and the elimination of simplifying the language of the lessons.

Dudley, D. C. (1893). The sign-language: Its use and abuse in the school-room. In E. A. Fay (Ed.), Proceedings of the World's Congress of Instructors of the Deaf and of the Thirteenth Convention of American Instructors of the Deaf (pp. 66-70). Washington, DC: American Annals of the Deaf.

(AP). A discussion of how the sign language shall be used and under what circumstances; a view that the sign language is perhaps at least four times as rapid a method of conveying thought to deaf-mutes as compared to other methods, a

definition of Dudley's idea of the legitimate use of signs, and a discussion of what reading is and the importance of using various methods of instruction to give deaf pupils a well-rounded education.

Fay, E. A. (1893). Tabular statements of American schools for the deaf. American Annals of the Deaf, 38(1), 52-62.

(AP). A summary of the statistics of American schools for the deaf including the names of schools, locations, opening dates, numbers of pupils and instructors, names of the chief executive officers, and a declaration of the method of instruction.

Fay, E. A. (1893). Methods of instruction in American schools. American Annals of the Deaf, 38(1), 63-65.

(AP). A detailed description of four classes: the manual method, the oral method, the manual alphabet, and the combined system including a summary of their statistics.

Fay, E. A. (1893). School items. Nebraska Institution. American Annals of the Deaf, 38(2), 157.

(AP). A brief discussion of a traditional teaching method and the idea of beginning with sentence teaching including a description of the "sentence method" and a "bilingual approach."

Fay, E. A. (1893). Miscellaneous. How to think in English. American Annals of the Deaf, 38(3), 241-242.

(AP). A discussion of how the acquisition of English by the congenitally deaf is analogous to the acquisition of a foreign language by hearing persons, and the importance of a deaf person using English in order to acquire it.

Fay, E. A., Noyes, J. L., & Bell, A. G. (1893). Report of the committee on classification of methods of instructing the deaf. American Annals of the Deaf, 38(4), 291-414.

(AP). An extensive discussion of criticisms made by Fay, Noyes, and Bell on the classification of methods of instruction adopted in the Tabular Statements of American Schools for the Deaf published in the American Annals of the Deaf; an in-depth analysis of the methods of instruction and general outlines of a scheme of classification; extensive descriptions of the characteristic features of the methods of instruction; inclusion of school data concerning the methods of instruction; and the minutes and proposed report from the meeting of the Committee on Classification of Methods of Instructing the Deaf held in Chicago.

Fay, E. A. (1893). School statistics of the deaf. In E. A. Fay (Ed.), Proceedings of the World's Congress of Instructors of the Deaf and of the Thirteenth Convention of American Instructors of the Deaf (pp. 269-283). Washington, DC: American Annals of the Deaf.

(AP). A discussion of school statistics including the age at which deafness occurred, postnatal causes of deafness, physical and mental defects, deaf relatives, methods of

instruction, transfer from one kind of school to another, occupations learned at school, and occupations after leaving school.

Gallaudet, E. M. (1893). The proper adjustment of methods in the education of the deaf In E. A. Fay (Ed.), Proceedings of the World's Congress of Instructors of the Deaf and of the Thirteenth Convention of American Instructors of the Deaf (pp. 90-98). Washington, DC: American Annals of the Deaf.

(AP). A discussion of the manual and oral methods and the conditions under which they may be combined; and, an elucidation of an effective combined method of instruction.

Gordon, J. C. (1893). Oral work in schools using the combined system In E. A. Fay (Ed.), Proceedings of the World's Congress of Instructors of the Deaf and of the Thirteenth Convention of American Instructors of the Deaf (pp. 139-143). Washington, DC: American Annals of the Deaf.

(SP and AP). A discussion of the quality and extent of articulation teaching, and the importance of understanding that every school in America represented at the California Convention of 1886 and at the Conference of Principals of 1892 is committed to honest, earnest, and intelligent endeavors to teach every deaf pupil to speak and to read from the lips.

Hall, P. (1893). A method of teaching the English language to the congenitally deaf. American Annals of the Deaf, 38(4), 249-253.

(AP). A discussion of the importance of deaf pupils "living" in English and of teachers beginning with complete sentences, even though the pupils do not know the different letters of the alphabet; the difference between deaf and hearing children in terms of vocabulary development; and advocacy for more English use and less use of the sign language.

Hammond, H. C. (1893). The use and abuse of signs in the school-room. In E. A. Fay (Ed.), Proceedings of the World's Congress of Instructors of the Deaf and of the Thirteenth Convention of American Instructors of the Deaf (pp. 63-66). Washington, DC: American Annals of the Deaf.

(AP). A discussion of whether the sign language helps deaf-mutes understand English clearly and use it effectively and the importance of teachers having a good understanding of the sign language for the purpose of establishing rapport between teachers and pupils.

Hanson, O. (1893). What should be the aim of the education of the deaf? American Annals of the Deaf, 38(3), 204-209.

(AP). A discussion of 17 different responses to the question: What should the aim of the education of the deaf?

James, W. (1893). Thought before language: A deaf-mute's recollections. American Annals of the Deaf, 38(2), 135-145.

(CP and AP). An autobiographical account of Mr. d'Estrella and his cosmological ideas before he acquired English and a brief description of signs and how the sign language is acquired.

Jenkins, W. G. (1893). The vocabulary of two deaf-mutes. American Annals of the Deaf, 38(2), 93-110.

(AP). An extensive discussion of the deaf education system and the teaching of English; the need for more attention to the mental habits of deaf children, to their language, their vocabulary and to their whole process of development, and an analysis of written compositions of two congenital deaf-mutes from the Hartford School for the Deaf in 1885.

Jenkins, W. G. (1893). Oral work in schools using the combined system. In E. A. Fay (Ed.), Proceedings of the World's Congress of Instructors of the Deaf and of the Thirteenth Convention of American Instructors of the Deaf (pp. 130-138) Washington, DC: American Annals of the Deaf.

(AP). A discussion of the importance of the mastery of English in its written and printed forms as the chief aim of deaf education, the importance of the distinction between teaching speech and teaching by speech, the reason for suppressing the number of semi-mutes in the American Annals of the Deaf, a warning for educators regarding certain oral tendencies manifested in New England, and the need for a radical change in the teaching of articulation.

McAloney, T. S. (1893). The value of pictures in teaching the deaf. American Annals of the Deaf, 38(3), 196-203.

(AP). A discussion of the importance of using natural objects and pictures for teaching and a demonstration of English compositions by deaf students.

Paul, W. (1893). Entrance into school and exercises preliminary to articulation. American Annals of the Deaf, 38(1), 8-14.

(AP). A discussion of the method of teaching articulation using "Total Physical Response" (TPR).

Peet, I. L. (1893). A method of teaching articulation to every pupil. American Annals of the Deaf, 38(4), 281-291.

(AP). A discussion of the distinctive features of the combined system in the New York Institution for the Instruction of the Deaf and Dumb; a discussion of articulation and English grammar instruction to every deaf student through the entire course, and an elucidation of the adaptability and advantages of Professor A. Melville Bell's symbols of Visible Speech for teaching articulation and lip-reading to the deaf.

Reamy, O. L. (1893). The teaching of speech-reading to the speaking deaf. American Annals of the Deaf, 38(1), 4-8.

(AP). A detailed discussion of the method and steps of teaching speech-reading.

- Smith, J. (1893). The Gouin method. American Annals of the Deaf, 38(3), 177-185. (AP). A detailed discussion of Francis Gouin's life, and his idea of teaching and studying languages including an outline of a new system of language teaching and an elucidation of three parts of a language; the importance of a deaf child learning English by sentences not by words; the importance of learning living English--the ability to express, in simple and natural forms, the various concepts of their minds, the familiar facts of their home life, of their school life, and of the simpler phenomena of nature; the importance of not teaching deaf pupils from books; and the importance of regulating English instruction to fit a deaf child's experience and individuality.
- Wentz, C. C. (1893). The utility of signs. American Annals of the Deaf, 38(2), 124-134. (CP and AP). An extensive discussion of the best possible way of teaching English to deaf pupils, a description of how signs are created among deaf pupils, a critique of arguments against pure oralism and the use of pantomime, a discussion of hearing children of deaf parents concerning the use of mixed languages: the language of signs and spoken English, a discussion of the significance of lip-signing, and a proposition that the use of signs be discontinued so that deaf pupils can learn and use English.
- Wilkinson, W. (1893). European notes. American Annals of the Deaf, 38(1), 33-44. (AP). A detailed discussion of Wilkinson's observations concerning the accomplishments of the deaf in articulation and lip-reading in Europe, the aggressive propagandists of the oral method during the last 30 years, a discussion of the sign language as the stumbling block to the deaf-mute's acquisition of English, and a description of his conversations with European deaf adults concerning the roles of speech and the sign language.
- William, J. (1893). A brief history of the American Asylum, at Hartford, for the Education and Instruction of the Deaf and Dumb. Hartford, CT: Press of the Case, Lockwood & Brainard. (AP). A history of the first school for the deaf in the United States; a discussion of various topics including standards for teachers, manual training, and wages for the various jobs; age of admission; time allowed for instruction; methods of instruction; articulation; and an inclusion of the legislative act to incorporate the Connecticut Asylum for the Education and Instruction of Deaf and Dumb Persons and an act to alter the name of the asylum.
- Williams, J. (1893). A general view of the education of the deaf in the United States. In E. A. Fay (Ed.), Proceedings of the World's Congress of Instructors of the Deaf and of the Thirteenth Convention of American Instructors of the Deaf (pp. 9-17). Washington, DC: American Annals of the Deaf.
- (AP). A history of American schools for the deaf extending from kindergarten through primary, grammar, and high-class grades to the National Deaf-Mute College; a

discussion of the efficiency of the eclectic method of instruction for the last seventy-five years in schools for the deaf in America; methodical signs being mostly abandoned forty years ago; a brief discussion of the Lyon Phonetic Manual as a very valuable aid in the teaching of speech; and, a discussion of the importance of the sign language as the most efficient means of mental stimulus.

Yale, C. A. (1893). Oral work in oral schools: How far successful? In E. A. Fay (Ed.), Proceedings of the World's Congress of Instructors of the Deaf and of the Thirteenth Convention of American Instructors of the Deaf (pp. 124-128). Washington, DC: American Annals of the Deaf.

(AP). A discussion of the success of the oral method in educating deaf pupils and the importance of the comprehension and use of English as the measure of mental development.

1894

Adams, M. E. (1894). How we kept Willie's speech. American Annals of the Deaf, 39 (2), 108-113.

(AP). A presentation of a case study of an oral deaf child focusing on the development of English, speech-reading, and reading skills.

Bell, A. G. (1894). The proposed union of the convention and the association. American Annals of the Deaf, 39(1), 49-51.

(G). A discussion of Bell's proposal to change the name of the Convention of American Instructors of the Deaf to the American Association to Promote the Instruction of the Deaf.

Blattner, J. W. (1894). Past or present. American Annals of the Deaf, 39(1), 14-25.

(AP). A critique of Clarke's (1894) article on the method of teaching English grammar, a suggestion that teachers abandon the idea that English acquisition is easy for the deaf, an elucidation of the purpose of language, a detailed discussion of English compositions by deaf students, the importance of not teaching English grammar to deaf pupils in the early stage of deaf education and not cramming the largest number of English expressions into deaf pupils, and the length of time needed for deaf pupils to acquire English.

Clarke, F. D. (1894). Past or present. American Annals of the Deaf, 39(1), 1-14.

(AP). An elucidation of reasons for adopting Miss Sweet's books and abandoning other systems, a detailed discussion of the methods of teaching English grammar including some English compositions by deaf students and the importance of making deaf pupils use English in order for them to think in English.

Clarke, Francis D. (1894). Past or present. II. American Annals of the Deaf, 39(2), 102-107.

(AP). A countercriticism of Blattner's (1894) criticism of Clarke's (1894) article including a clarification of his writing concerning the method of teaching English grammar.

Clarke, F. D. (1894). Classes or departments. American Annals of the Deaf, 39(2), 153-157.

(AP). An elucidation of the difference between the methods of instruction used in a good school and those used in a good college, the difference between the teaching of the deaf and the hearing and an explanation of small classes for deaf children.

Clarke, F. D. (1894). How we keep speech. American Annals of the Deaf, 39(3), 182-185.

(AP). A critique of Adams' (1894) article concerning an account of how hard it was to teach a little deaf boy, descriptions of deaf mutes who lost their hearing after age five and maintained their fluent spoken English, a discussion of the necessity and difficulty in connecting spoken language with written language, the importance of the Combined System to save weeks or months of puzzling mental uncertainty and inactivity, and the importance of the sign language as a bridge to connect speech and writing.

Clarke, F. D. (1894). The first year's work. I. American Annals of the Deaf, 39(4), 209-225.

(AP). A discussion of the problematic aspects of giving explicit directions for teaching English and the lack of provision for individuality or diversity in teachers and pupils, detailed descriptions of a very successful method of teaching deaf children to think and express their thoughts in English, and an elucidation of general principles for teaching English to deaf pupils including the teaching of manual spelling and the use of a "bilingual approach."

Clarke, T. P. (1894). Fact and fancy. American Annals of the Deaf, 39(4), 258-264.

(AP). A discussion of deaf children being cut off from the beauties of literature and the pleasantries of life, their inability to appreciate a joke, the difficulty of giving them a taste for reading, and the difficulty deaf children have in mastering English; a discussion of Clarke's criticism of the natural method of teaching English; the recognition that the mind of an average deaf child at birth does not differ from that of a hearing child; the importance of storytelling in developing their imaginations and establishing good reading habits; and a plan for teaching reading using the "broad and modern" Combined System.

Dudley, D. C. (1894). Signs in oral schools. American Annals of the Deaf, 39(1), 37-40.

(AP). A discussion of Dudley's informal observation regarding the signing behaviors of oral students at oral schools for the deaf.

Fay, E. A. (1894). Tabular statement of American schools for the deaf. American Annals of the Deaf, 39(1), 52-62.

(AP). A summary of the statistics of American schools for the deaf including the names of schools, locations, opening dates, numbers of pupils and instructors, names of the chief executive officers, and a declaration of the status of the method of instruction.

Fay, E. A. (1894). Methods of instruction in American schools. American Annals of the Deaf, 39(1), 63-65.

(AP). A detailed description of five classes: the manual method, the oral method, the manual alphabet method, the auricular method, and the combined system including a summary of their statistics.

Fay, E. A. (1894). Miscellaneous: The vote on classification of methods. American Annals of the Deaf, 39(1), 80.

(AP). A presentation of the voting result of the recommendations of the Committee on Classification of Methods of Instructing the Deaf, published in the American Annals of the Deaf.

Fay, E. A. (1894). School items. National College. American Annals of the Deaf, 39(2), 135.

(AP). A brief discussion of Robert P. McGregor's advocacy of the proper use of the sign language in the education of the deaf.

Fay, E. A. (1894). School items. Portland school. American Annals of the Deaf, 39(2), 137-140.

(AP). A discussion of the Portland School for the Deaf's change from the oral method to the combined method including an elucidation of the School Board's action and their reasons for this change, and a discussion of the fact that the combined method is used in nine-tenths of the large schools in the United States.

Fay, E. A. (1894). Miscellaneous. Education in Massachusetts. American Annals of the Deaf, 39(2), 141-142.

(SP and AP). A description of a petition signed by many Massachusetts deaf-mutes, graduates of both the Combined System and oral schools, urging the Massachusetts legislature to establish a State school using the Combined System.

Fay, E. A. (1894). Miscellaneous. The vote on classification of methods. American Annals of the Deaf, 39(2), 144.

(AP). A correction of the voting results of the recommendations of the Committee on Classification of Methods of Instruction.

Fay, E. A. (1894). School items. Pennsylvania Institution. American Annals of the Deaf, 39(3), 202.

(SP and AP). A brief discussion of the language policy stating that the use of signs had been prohibited in the classroom, the emphasis on the use of fingerspelled or written English, and a description of two oral classes and the issue of whether or not prior mental development is an aid in the acquisition of speech.

Gallaudet, E. M. (1894). The proposed union of the convention and the association. American Annals of the Deaf, 39(1), 47-49.

(G). A discussion of Gallaudet's opposition to the modification and enlargement of the scope of the American Association to Promote the Teaching of Speech to the Deaf and changing the name of the Convention of American Instructors of the Deaf to the American Association to Promote the Instruction of the Deaf.

Gallaudet, E. M. (1894). The overture from the convention to the association. American Annals of the Deaf, 39(4), 232-240.

(G). A discussion of the history, and purpose of the Convention of American Instructors of the Deaf (CAID) and suggestions for the establishment of new sections to include: (1) the teaching of speech, (2) aural teaching, (3) kindergarten work, (4) language-teaching, (5) a general course of study, (6) the proper use of signs and pantomime, (7) school journalism, (8) physical training, (9) industrial training, and (10) moral and religious training.

Hamilton, H. (1894). Manual alphabets in an oral school. American Annals of the Deaf, 39(4), 225-232.

(AP). A discussion of the teacher's role in teaching English to deaf children, the value of the manual alphabet in an oral school, the importance of finger-play as a bridge to orthography so deaf children learn to express the same thoughts in writing as in finger-spelling, and the importance of recognizing that spoken language will not keep pace with the ability to express thoughts in fingerspelling.

Hanson, O. (1894). Mr. Havstad's views on the education of the deaf. American Annals of the Deaf, 39(1), 27-36.

(AP). A critique of Havstad's (1892) article concerning the aim of the education of the deaf, a discussion of the significance of deaf pupils being educated along with hearing pupils in public schools, the importance of preventing the formation of new barriers which separate the deaf from the hearing, and the importance of bringing deaf pupils into contact with the hearing world.

Humason, T. A. (1894). Memorizing and its effects. American Annals of the Deaf, 39(3), 162-169.

(AP). A discussion of memorization and its role in promoting English acquisition and learning; the importance of reading for English acquisition in deaf children; an elucidation of why the deaf have no reasoning powers, why they are unable to follow simple logical processes or deduce simple mathematical conclusions; the importance of understanding and using English and the relationship between words and thought; and the importance of pleasurable reading to promote habitual readers.

Humason, T. A. (1894). Words and language. American Annals of the Deaf, 39(4), 249-258.

(AP). A discussion of the need for a radical change in the methods of instruction; the importance of deaf pupils understanding and using English; an elucidation of the language acquisition process in hearing children including a description of three

periods: (1) the associational, (2) the receptive, and (3) the expressive; the importance of understanding and learning English as a whole; a discussion of two ways of teaching language: (1) an analytical process, passing from the whole to the parts, and (2) a synthetic process, passing from the parts to the whole; a discussion of English acquisition in deaf children; the problems of teaching deaf pupils English by a synthetic process; the importance of using reading as a substitute for the continuous flow of conversation that hearing children hear from morning to night; and, the importance of reading as a great language teacher.

Porter, S. H. (1894). The suppression of signs by force. American Annals of the Deaf, 39(3), 169-178.

(AP). A description of Porter's informal observations of oral German deaf pupils who secretly signed both inside and outside the school as well as an attitude of condescension among oralists; a discussion of the significance of the sign language as a means of instruction; a description of the ambivalent attitudes of oral deaf people toward the sign language; a verdict from a great majority of educated deaf adults supporting the Combined System of instruction; an elucidation of the minor objections brought against the sign language; a discussion of the relation of signs to English; a criticism of the oral method; the importance of language acquisition through the eyes; and the importance of creating enthusiasm for the command of English so that finger-spelling, writing, and speech become easy and habitual modes of communication.

Taylor, H. (1894). The mind of the child. American Annals of the Deaf, 39(4), 244-248.

(AP). A discussion of the importance of accurate ethnographic observations of children as they really are, a brief explanation of Preyer's generalizations concerning language acquisition and development, the importance of knowing the normal child before we can thoroughly understand the defective one, and the importance of exploring the difference between deaf and hearing children.

1895

Adams, M. E. (1895). Nature or environment. American Annals of the Deaf, 40(2), 149-153.

(AP). An elucidation of reasons why the mind of a deaf child develops later than that of a hearing child, a discussion of assumptions that signs are not natural to deaf children and that their method of communicating thoughts is purely a matter of environment, a description of three stages of the sign language development and the importance of a pointing system as a bridge to establish signs, a comparison of a hearing child's large repertoire of English words as opposed to a deaf child's lack of vocabulary, and a discussion of the importance of how speech develops a deaf child's mind.

Allabough, B. R. (1895). Should we employ nature's method in teaching the deaf language? American Annals of the Deaf, 40(3), 214-223.

(AP). A detailed discussion of language acquisition in hearing children and the importance of English acquisition for a deaf child's future education, the importance of teaching sentences instead of words and treating the sentence as a whole, the importance of making English a living language for the deaf child by using it constantly, a discussion of the beauty and glory of the Combined System, the importance of every teacher being the architect of language and having a detailed plan before attempting to carry out the plan, the importance of not memorizing portions of language without understanding the meaning, and the importance of not using signs as a substitute but rather as a means to explain or define when words fail.

Balis, S. C. (1895). A visit to Rochester and Mt. Airy. American Annals of the Deaf, 40(1), 35-43.

(AP). A criticism of deaf education practices, a description of Balis' observations and visits at the Mt. Airy and Rochester schools for the deaf, and a discussion of the possibility of eliminating signs from classrooms and playgrounds and surrounding deaf children with English.

Blattner, J. W. (1895). Words and language. American Annals of the Deaf, 40(1), 54-59.

(AP). A critique of Humason's (1894) article regarding the need for radical change in the methods of instruction; a discussion of the importance of observing, documenting, and describing the processes of English development in deaf children; the importance of acquiring words first and sentences later; the importance of constantly showing deaf pupils completed English sentences; and a comparison of language acquisition between deaf and hearing children.

Clarke, F. D. (1895). The first year's work. II. American Annals of the Deaf, 40(1), 15-30.

(AP). An elucidation of English grammar lessons using the scientific method and the importance of not teaching deaf pupils any principles of English the first year.

Clarke, F. D. (1895). The first year's work. III. American Annals of the Deaf, 40(2), 137-148.

(AP). A detailed discussion of teaching English grammar by using the scientific method.

Draper, A. G. (1895). The attitude of the adult deaf towards pure oralism. American Annals of the Deaf, 40(1), 44-54.

(AP). A discussion of the four major reasons why deaf adults are opposed to pure oralism: (1) the frequent inadequacy of mechanical speech, (2) the limitation of lip-reading, (3) the denial of employment opportunities, and (4) pure oralism often militates against happiness; a description of the oralists' tendency to discredit deaf adults; and a discussion of the common belief of deaf adults that a combination of methods of instruction should be available to all deaf children.

Elwell, J. T. (1895). The journal and letter as factors in language instruction. American Annals of the Deaf, 40(4), 257-260.

(AP). A discussion of the value of journal and news writing as the most successful method of teaching the deaf written English.

Emery, P. A. (1895). How to increase the intelligence of our pupils. American Annals of the Deaf, 40(4), 286-287.

(AP). A discussion of the idea that book learning does not increase the intelligence of a deaf man as much as hearing can for an uneducated hearing man, the importance of deaf people being educated outside of a school room to gain knowledge in the general affairs of life, and an elucidation of making educational lectures pleasant and productive.

Fay, E. A. (1895). Tabular statement of American schools for the deaf. American Annals of the Deaf, 40(1), 60-70.

(AP). A summary of the statistics of American schools for the deaf including the names of schools, locations, opening dates, numbers of pupils and instructors, names of the chief executive officers, and a declaration of the status of the method of instruction.

Fay, E. A. (1895). Methods of instruction in American schools. American Annals of the Deaf, 40(1), 71-74.

(AP). A detailed description of five classes: the manual method, the oral method, the manual alphabet method, the auricular method, and the combined system including a summary of their statistics.

Fay, E. A. (1895). School items. Central New York Institution. American Annals of the Deaf, 40(2), 159.

(G). A brief biography of William Martin Chamberlain (a deaf teacher) including his involvement in the civil war and his contributions to the field of deaf education.

Fay, E. A. (1895). Miscellaneous. Mr. Brown's vocabulary of signs. American Annals of the Deaf, 40(2), 168-169.

(CP). A brief description of Mr. Brown's (1856) manuscript on sign vocabulary and the importance of bringing about some degree of uniformity among sign-makers and establishing a definite standard of signs.

Gallaudet, E. M. (1895). What is the Combined System? American Annals of the Deaf, 40(1), 31-35.

(AP). A clarification of the terms Combined Method and Combined System; an enumeration of nine possible combinations of methods under the combined system as applied to the education of the deaf, the importance of the sign language as a valuable adjunct in all stages of deaf-mute instruction, an elucidation of the three classifications of schools for the deaf, and the importance of recognizing the deaf advocate's authentic view that a combination of methods is better than a single method.

Hurd, A. C. (1895). An outline of primary language work. I. American Annals of the Deaf, 40(2), 97-121.

(AP). An elucidation of the systematic steps for teaching English grammar including speech-reading, spoken language, written language, fingerspelling exercises and daily programs; and a discussion of the impracticality of the natural method.

Hurd, A. C. (1895). An outline of primary language work. II. American Annals of the Deaf, 40(3), 187-206.

(AP). An extensive discussion of teaching English grammar.

Hurd, A. C. (1895). An outline of primary language work. III. American Annals of the Deaf, 40(4), 274-285.

(AP). An extensive discussion of the teaching of English grammar, and the importance of deaf pupils acquiring a practical understanding and use of simple English as a good foundation upon which to build.

Jenkins, W. G. (1895). Language and thought. American Annals of the Deaf, 40(1), 1-14.

(AP). A discussion of the importance of children growing into the use of speech by a process of unconscious imitation and of intuitively understanding the meaning of words, the importance of teachers of the deaf having a deep understanding of the evolution of speech-forms, an illustration of different opinions among scholars on the relation between language and thought, the importance of every teacher bringing up his pupils to think and feel in English, the importance of deaf children constantly writing, and an illustration of the amount of work done in written English by deaf pupils at the Hartford school.

Jenkins, W. G. (1895). Mooted points in writing simple English. American Annals of the Deaf, 40(3), 207-214.

(AP). A discussion of teaching proper English to deaf pupils and an elucidation of mooted points in the teaching of everyday English grammar and idioms.

Jenkins, W. G. (1895). The psychology of childhood. American Annals of the Deaf, 40(4), 249-256.

(AP). A discussion of the necessity of producing an adequate and appropriate description of the mental development of children and the need for data collection on oral and written language patterns of deaf children, the importance of employing the new scientific observation method to see what is going on with children because this is the only process by which a true psychology can be achieved, the importance of gesture signs as the basis for grammatical form, and an enumeration of pathological conditions of deaf pupils and the impairments that affect how the forms of memory shape the working of the mind.

Talbot, B. (1895). Changes in our profession. American Annals of the Deaf, 40(3), 173-186.

(AP). Reflections on 40 years of growth and change in deaf education institutions including a discussion of the practicability of educating the deaf without the use of signs, the impact of the lack of a training-school for teachers, and the methods of instruction.

Wing, G. (1895). The acquisition of language by deaf-mutes. American Annals of the Deaf, 40(3), 231-235.

(AP). A discussion of the importance of natural language acquisition and learning experiences for deaf children, the sign language as a means of free and spontaneous communication and as an early requisite tool for mental development, and an elucidation of two causes for failures in signing schools for the deaf.

1896

Adams, M. E. (1896). The language sense. American Annals of the Deaf, 41(5), 278-292.

(AP). A discussion of the problem of teachers of the deaf knowing too little about "normal children," a discussion of the wide differences in language competencies among hearing children concerning aptitude in the use of English and their ability to comprehend it, a discussion of the various degrees of sensitivity to English found in schools for the deaf and in schools for the hearing, a discussion of making unfair language competence comparisons between the poorest language users of one school and the best users in another school based on the different methods used in the respective schools, and the need for observing the varying degrees of language facility among adult pupils.

Clarke, F. D. (1896). The second year's work. American Annals of the Deaf, 41(3), 129-146.

(AP). An extensive discussion of teaching English grammar lessons using the scientific method in the second year; the importance of repeatedly using signs and pantomime to question deaf pupils, to make them think, and to make their signs the basis for their English work; the importance of letter writing; promoting written conversations with deaf students and encouraging them to read; and the importance of not habitually translating a written story into pantomime for deaf pupils.

Clarke, F. D. (1896). The second year's work. II. American Annals of the Deaf, 41(4), 242-251.

(AP). A continued discussion of the teaching of math problems using English in the second year, and the importance of having students sit near a teacher's slate so the teacher writes out the problem and the deaf pupils read the English and provide answers in English.

Clarke, F. D. (1896). The second year's work. III. American Annals of the Deaf, 41(5), 274-278.

(AP). A continued discussion of the teaching of English including the significance of penmanship, busy-work, morals, and manners in the second year.

Cleary, E. (1896). A glance through my language note-books. American Annals of the Deaf, 41(2), 70-79.

(AP). A discussion of deaf-mutes' faulty English being attributed to a lack of exposure to English, the problem of the incompatibility of the speed of writing and the speed of the manual alphabet when using them simultaneously, the importance of reading as an English acquisition tool and the elimination of rote language work, the importance of inculcating in deaf children a love of books and reading, the importance of not requiring deaf children to simultaneously furnish thoughts and words, the importance of sentence-building beginning naturally with reading, a description of English grammar lessons, and the importance of making a language exercise a conversation or an observation lesson as opposed to a lecture.

Draper, A. G. (1896). Argumentum ad parentem. American Annals of the Deaf, 41(2), 97-106.

(AP). A discussion of Draper's personal experiences and observations concerning how deaf pupils were taught and how parents confronted the problems of dealing with a deaf child, the value and negative effect of pure oral training on deaf children and adults, and descriptions of oral adults' use of spoken language when interacting with hearing people.

Dudley, D. C. (1896). Let all things be done decently and in order. American Annals of the Deaf, 41(4), 210-214.

(AP). A critique of Fletcher's (1896) article including descriptions of her oral deaf pupils and the significance of teaching reading and English literature, a discussion of problems facing deaf students in learning English and literature, and the importance of faithful and persistent drills in both reading and writing.

Earle, C. W. (1896). The use of pictures in the primary grades. American Annals of the Deaf, 41(6), 357-370.

(AP). A discussion of how and when pictures designed for primary grade deaf pupils should be used for English instruction.

Fay, E. A. (1896). Methods of instruction and industries taught in American schools. American Annals of the Deaf, 41(1), 36-37.

(AP). A detailed description of five classes: the manual method, the oral method, the manual alphabet method, the auricular method, and the combined system.

Fay, E. A. (1896). Tabular statement of American schools for the deaf. American Annals of the Deaf, 41(1), 38-48.

(AP). A summary of the statistics of American schools for the deaf including the names of schools, locations, opening dates, numbers of pupils and instructors, names of the chief executive officers, and a declaration of the status of the method of instruction.

Fay, E. A. (1896). Notices of publications. "The Combined System Approved by Friends of the Orally Taught." American Annals of the Deaf, 41(2), 118.

(AP). A description of a 12-page pamphlet concerning the importance of the Combined System advocated by orally taught adults, a description of E. M. Gallaudet's contributions to the discussion of methods of instruction, and a discussion of the change at the Portland School for the Deaf from the oral method to the combined system and its positive impact on the progress of deaf pupils in all respects.

Fay, E. A. (1896). Miscellaneous. Proposed Congressional action. American Annals of the Deaf, 41(2), 125-126.

(SP). A description of the proposed federal legislative bill to aid in establishing homes in the states and territories for teaching articulate speech and vocal language to deaf children before they are of school age.

Fay, E. A. (1896). School items. Clarke School. American Annals of the Deaf, 41(3), 192-193.

(G). A discussion of the significant contributions of Mr. Lewis J. Dudley in the establishment of the Clarke School in 1867 and his role in the Massachusetts legislature.

Fay, E. A. (1896). School items. Pennsylvania Institution. American Annals of the Deaf, 41(3), 195.

(AP). A discussion of the success of the experiment of eliminating signs from the manual department and of the pupils, officers, and instructors using English constantly in their interactions.

Fay, E. A. (1896). The comparative value of expression and comprehension. American Annals of the Deaf, 41(4), 252-255.

(AP). A discussion of the importance of a scientific study of language as one of the most potent educational instruments and reading as a key to the development of higher thinking skills, a description of Fay's experiments to assess deaf students' knowledge of English words, the value of the ability to use the national language accurately and to read it freely, and the differences between hearing persons studying a foreign language and deaf persons studying the national language.

Fay, E. A. (1896). Notices of publications: "Growth of the oral method of instructing the deaf." American Annals of the Deaf, 41(4), 259-261.

(AP). A brief discussion of the address delivered by Dr. Alexander Graham Bell showing the great progress of oral teaching in the New England States and the United States since the year 1867, and a discussion of the rapid spread of the oral method and the diminishing use of the combined system in the United States since 1891.

Fay, E. A. (1896). Miscellaneous. Conventions of the deaf. American Annals of the Deaf, 41(5), 354.

(AP). A brief discussion of the resolution of the National Convention of the Deaf declaring its support for diversity in the methods of instruction.

Fay, E. A. (1896). Miscellaneous. President Gallaudet on the combination of methods. American Annals of the Deaf, 41(5), 356.

(AP). A brief discussion of Gallaudet's perspective on the significance of the combination of methods including a description of the Combined System.

Fay, E. A. (1896). School items. Portland School. American Annals of the Deaf, 41(6), 415-416.

(AP). A brief discussion of the results of the change from the Oral Method to the Combined System including commendations from leading advocates such as E. M. Gallaudet, Job Williams, and Alexander Graham Bell.

Fletcher, K. (1896). Concerning aim and method in language teaching. American Annals of the Deaf, 41(1), 1-12.

(AP) A discussion of the term language, the importance of drills in written English exercises, a discussion of the issue of teaching meaning or English constructions, a belief that the correct use of English will be unconsciously gained by reading, and the danger of exposing deaf children to a plethora of meaningless English words.

Gallaudet, E. M. (1896). The convention as organized at Flint. American Annals of the Deaf, 41(1), 13-18.

(G). A discussion of the importance of one organization for all persons engaged in educating the deaf in America, the problem of merging The Convention of American Instructors of the Deaf with the American Association to Promote the Teaching of Speech including the value of all methods of instruction, and an elucidation of reasons why The Convention of American Instructors of the Deaf deserve the support of every educator of the deaf in America.

Gallaudet, E. M. (1896). Is an oral college needed? American Annals of the Deaf, 41(3), 163-170.

(G). A response to Dr. Crouter's letter regarding the demand for oral recitations in the College at Washington for such orally taught students, a discussion of the fears of oralists, orally taught students' positive experiences at the College at Washington, and an elucidation of reasons for opposing the idea of establishing an oral college for the deaf.

Griffin, M. E. (1896). The co-operation of workers in a combined-system school. American Annals of the Deaf, 41(2), 65-70.

(AP). A discussion of the merits of the Combined System and the oral method, the importance of teachers believing in using any method, the importance of having manual teachers aid and supplement the work of the articulation teacher, the need for deaf children to use English, and a consensus of many deaf adults that their greatest stumbling block was colloquial English.

Heidsiek, J. (1896). Methods of instruction. American Annals of the Deaf, 41(1), 34-36.

(AP). A critique of the objective of deaf-mute institutions and the methods of instruction, a discussion of the value of the Combined System as the most complete and serviceable method in all stages of mental training, and the importance of the sign language as a means of instruction.

Hurd, A. C. (1896). Busy work for primary classes. American Annals of the Deaf, 41(2), 88-97.

(AP). A discussion of the importance of individual speech instruction, and an elucidation of language lessons for teaching English grammar.

Moffat, L. (1896). Paragraphs. I. American Annals of the Deaf, 41(2), 106-113.

(AP). A discussion of teaching oral English through the conversational method including the things at hand, table-talk, and topics suggested by pupils; the issue of deaf children being more willing to write or sign a communication than to articulate it; and the importance of making use of all wall space in the classroom.

Moffat, L. (1896). Paragraphs. II. American Annals of the Deaf, 41(3), 184-189.

(AP). An elucidation of teaching the points of the compass, showing the various sounds of an English word, teaching the months and seasons, the importance of not confining yourself to the school room for reading lessons, teaching about abbreviations that have different meanings, and the importance of keeping a magnifying glass at hand.

Moffat, L. (1896). Paragraphs. III. American Annals of the Deaf, 41(6), 403-413.

(AP). An elucidation of several ways to teach English including the use of maps, word defining, phrase defining, various question forms, and the parts of the body used as verbs and the problem of mispronunciation.

Tillinghast, J. A. (1896). Vocal and sign language. American Annals of the Deaf, 41(3), 146-152.

(CP and AP). A discussion of language acquisition in hearing and deaf children; the importance of the sign language as a continuous means of instant, spontaneous communication; the idea that it is morally wrong to forbid deaf children from learning the sign language and forcing them to wait for academic knowledge until they can learn through artificially acquired English; a discussion of three kinds of communication: (1) speech and speech-reading, (2) writing, and (3) fingerspelling; and a description of the sign language as a singularly direct force and a beautiful means to expressiveness.

Williams, J. (1896). The Fifth Summer Meeting of the American Association to Promote the Teaching of Speech to the Deaf. American Annals of the Deaf, 41(5), 292-298.

(G). A brief description of the fifth summer meeting, including the presence and address of Helen Keller and a brief discussion of the frustration experienced by deaf people when communicating by manual spelling.

Westervelt, Z. F. (1896). Report of the proceedings of the fifth summer meeting. Rochester, NY: Western New York Institution for Deaf-Mutes.

(AP). A compilation of papers on the importance of the methods of instruction including some notable benefactors of the deaf in America, early experiences in the teaching of speech, and some historical sketches of teaching deaf-mutes in France.

1897

Adams, M. E. (1897). Natural language plus drill. An experience. American Annals of the Deaf, 42(3), 160-179.

(AP). A case study of an eight-year-old deaf boy's use and understanding of English and an elucidation of teaching English grammar lessons.

Adams, M. E. (1897). Natural language plus drill. An experience. II. American Annals of the Deaf, 42(4), 210-223.

(AP). A continued discussion of the eight-year-old deaf boy concerning his ability to read and write and the teaching of English grammar.

Boyer, A. (1897). Preparation of the organs of speech in the young deaf-mute. American Annals of the Deaf, 42(2), 83-93.

(AP). A detailed discussion of speech pathology and the necessity of preparing the speech organs in the young deaf-mute and descriptions of speech problems and exercises to remedy these defects in deaf children.

Clarke, F. D. (1897). The third year's work. I. American Annals of the Deaf, 42(1), 1-16.

(AP). A discussion of the third-year teaching of English, including the significance of letter writing, the importance of using signs as the last resort, the importance of practice continually in original English work; the importance of encouraging deaf students to ask various questions in writing, a discussion of the belief that the free and proper use of relative pronouns could be taught to congenitally deaf children, an extensive discussion of English grammar lessons, and the importance of leaving the teaching of English elegancies until the students are well into their education.

Clarke, F. D. (1897). The third year's work. II. American Annals of the Deaf, 42(2), 75-83.

(AP). A continued discussion of the third-year teaching of math and the use of written English word problems.

Clarke, F. D. (1897). The third year's work. III. American Annals of the Deaf, 42(3), 143-152.

(AP). A detailed discussion of geography as an important English lesson; the importance of giving the first lesson as a game and of encouraging deaf pupils to converse by writing or manual spelling; the importance of penmanship, manners, and morals; and the importance of training deaf pupils not to make ill-natured remarks on personal defects in strangers.

Clarke, F. D. (1897). The fourth year's work. I. American Annals of the Deaf, 42(4), 224-237.

(AP). A discussion of teaching English grammar lessons in the fourth year; a discussion of how to encourage deaf pupils to read, the importance of teaching deaf pupils to use the dictionary, a critique of Miss Sweet's method of teaching English grammar, and the difficulty of teaching English grammar to deaf pupils.

Clarke, F. D. (1897). The fourth year's work. II. American Annals of the Deaf, 42(5), 317-325.

(AP). A continued discussion of the teaching of arithmetic via English during the fourth year, the importance of frequent use of writing and finger spelling, and the importance of having deaf children learn to solve problems by mental arithmetic.

Clarke, F. D. (1897). The fourth year's work. III. American Annals of the Deaf, 42(6), 371-386.

(AP). A continued discussion of the teaching of Geography via English in the fourth year, and the importance of using the direct method of teaching English.

Draper, A. G. (1897). How to teach and use the manual alphabet. American Annals of the Deaf, 42(6), 370-371.

(AP). An elucidation of the practices and principles for appropriately teaching the manual alphabet.

Dudley, D. C. (1897). An ideal school for the deaf. American Annals of the Deaf, 42(2), 65-75.

(SP and AP). A detailed description of Dudley's observations of schools for the deaf; his proposed three divisions and teacher qualifications for each: the primary oral, the advanced oral, and the manual department following Philadelphia's model; a critique of the 1886 California Convention of Instructors of the Deaf's resolution that every deaf child should have the opportunity to learn lip-reading and speech; the need for all female teachers who do not know the sign language in the primary oral department; the need to have half of the teachers in the advanced oral and manual Departments to be men with a college education and a thorough knowledge of the sign language for the manual department; a discussion of the suppression of signs in schools; a comparison of deaf and hearing children in terms of their language acquisition processes; and a belief that the sign language will renew its importance in deaf education.

Fay, E. A. (1897). Tabular statement of American schools for the deaf. American Annals of the Deaf, 42(1), 40-50.

(AP). A summary of the statistics of American schools for the deaf including the names of schools, locations, opening dates, numbers of pupils and instructors, names of the chief executive officers, and a declaration of the status of the method of instruction.

Fay, E. A. (1897). Methods of instruction and industries taught in American schools. American Annals of the Deaf, 42(1), 51-52.

(AP). A detailed description of five classes: the manual method, the oral method, the manual alphabet method, the auricular method, and the combined system.

Fay, E. A. (1897). Miscellaneous. The report of the Glasgow committee. American Annals of the Deaf, 42(2), 120-124.

(AP). An investigation of the methods of instruction: the comparative value of the pure oral, the sign and manual and the Combined Systems used in Great Britain, the United States, and Europe; and recommendations by the Glasgow Committee for the adoption of the Combined System.

Fay, E. A. (1897). Miscellaneous. Sign names. American Annals of the Deaf, 42(2), 125-127.

(CP and AP). A brief discussion of the vigorous protest against the practice of using sign names incorporating the marked or distinctive features of a deaf person's face.

Fay, E. A. (1897). Notices of publication: The Volta Bureau has supplemented its "Circular of Information." American Annals of the Deaf, 42(5), 340-343.

(AP). A criticism of the American Annals of the Deaf's summaries of statistics grouped by continents or countries concerning the definitions of the methods of instruction.

Fox, T. F. (1897). Speech and gestures. American Annals of the Deaf, 42(6), 397-401.

(CP and AP). A discussion of the close relation between speech and gestures and whether the use of gestures is a real or imaginary hindrance to the acquisition of speech, an exposition of the power of signs with the deaf and several new thoughts on the general use of gestures, a discussion of the completeness of the language of signs for the expression of information, and an argument that signs are not letters and words but pictures.

Gallaudet, E. M. (1897). President Gallaudet's mission to the deaf and their friends in Europe. American Annals of the Deaf, 42(5), 282-299.

(AP). A detailed discussion of Gallaudet's observations and experiences both inside and outside schools, including visits to 17 schools for the deaf in Europe, the importance of the Combined System and the inefficiency of the oral method, and his belief that the effort to ban signs from school exerts a repressive and narrowing influence on the intellectual growth of deaf pupils.

Gilman, A. (1897). Miss Helen Adams Keller's first year of college preparatory work. American Annals of the Deaf, 42(6), 387-396.

(AP). A detailed discussion of Keller's first year of college preparation work including an analysis of her English vocabulary.

McKinley, W., Gallaudet, E. M., Wight, J., & et al. (1897). A message to all interested in promoting the education of the deaf in Europe. American Annals of the Deaf, 42(5), 273-281.

(AP). A description of the progress of deaf education in the United States, a discussion of the policy introducing the oral method and the general adoption of the Combined System as the most valuable, the significant effect of the resolution of oral teaching, a discussion of E. M. Gallaudet's examination of European Schools in 1867, the manner in which oral teaching has become general in the United States, and the importance of using the sign language in all public lectures and addresses.

Moffat, L. (1897). Paragraphs. IV. American Annals of the Deaf, 42(2), 109-115.

(AP). A continued discussion of teaching English through the conversational method including household topics and games and the problem of deaf pupils not having the advantage of constant sentence repetition that hearing pupils have.

Moffat, L. (1897). Paragraphs. V. American Annals of the Deaf, 42(3), 153-159.

(AP). A continued discussion of several ways of teaching English including the problems of teaching prepositions, the importance of reading canned fruit labels, teaching appropriate pronunciation, context reading, and the importance of the ability to "scientifically guess" at missing words.

Moffat, L. (1897). Paragraphs. VI. American Annals of the Deaf, 42(6), 405-413.

(AP). A continued discussion of teaching conversational English including topics such as kite flying and the use of scrapbooks.

Porter, S. H. (1897). Variety in repetition. American Annals of the Deaf, 42(3), 129-140.

(AP). A discussion of the advantages that a hearing child has over a deaf child concerning the acquisition and development of English, the importance of giving deaf children living English, the necessity and value of variety in repetition throughout an entire school course, the importance of teachers studying the new education and applying its principles to their own teaching, the importance of allowing teachers of the deaf to visit one or more hearing schools; an elucidation of reasons why teachers cling to the old narrow way of teaching deaf children, and the provision of English exercises.

Smith, J. L. (1897). Characteristic errors of pupils. American Annals of the Deaf, 42(4), 201-210.

(AP). A detailed discussion of the characteristic errors (form and construction) made by deaf pupils in their written English work, and the importance of preparing a hand-book containing the most common principles of punctuation to use in correcting written and number work so that all teachers follow the same general outline.

Smith, J. L. (1897). Co-operation. American Annals of the Deaf, 42(5), 325-335.

(AP). A discussion of whether there is a sufficient degree of cooperation in the teaching of colloquial English among teachers of the deaf; the importance of teachers giving more care and attention to teaching conversational English; the need for a study of characteristic errors in examination papers and other written exercises; and the importance of a superintendent or principal having a clear and comprehensive mental grasp of the whole course from the lowest class to the highest, visiting the classrooms daily, advising, instructing, or correcting where necessary in order to achieve the best results from their united efforts.

Taylor, H. (1897). A spelling test. I. American Annals of the Deaf, 42(6), 364-369.
 (AP). A discussion of 604 hearing and 148 deaf pupils' spelling tests and a comparison of hearing, oral, and manual deaf pupils in terms of the percentage of misspelled and illegible words.

1898

Clarke, F. D. (1898). The fifth year's work. I. American Annals of the Deaf, 43(5), 309-315.

(AP). A detailed description of the method of teaching English, the importance of making every lesson a written and spelled conversation between the teacher and deaf pupil, and the importance of constantly encouraging deaf pupils to express themselves in English.

Clarke, F. D. (1898). The fifth year's work. II. American Annals of the Deaf, 43(6), 360-380.

(AP). A detailed discussion of the method of teaching arithmetic using English.

Daveis, A. E. (1898). Then and now. American Annals of the Deaf, 43(4), 228-233.

(AP). A discussion of Daveis' informal observation at the Maine School for the Deaf concerning the success of the Combined System; a comparison of the results of the "Combined System" and the "Pure Oral Method;" an elucidation of three modes of conveying ideas to the deaf child: (1) signs, (2) words spelled either by writing or by the manual alphabet, and (3) spoken language; and the sign language as a ready means of communication before English and an invaluable help in English acquisition.

Dobyns, J. R. (1898). The fifteenth meeting of the convention. American Annals of the Deaf, 43(5), 265-282.

(AP). A discussion of various meeting issues including the importance of kindergarten work, oral teaching, the advisability of the entire separation of manual and oral pupils, a discussion of whether the use of signs is suppressed at the Mt. Airy school, an illustration of the methods and results of oral teaching, the ability and usefulness of deaf teachers, and the value of signs as a means to develop intellect.

Dupont, M. (1898). The Abbé de l' Épée and the teaching of speech. American Annals of the Deaf, 43(5), 316-326.

(AP). An analysis of the attitude of Abbé de l' Épée with regard to the teaching of speech as the principal means of education.

Fay, E. A. (1898). Tabular statement of American schools for the deaf. American Annals of the Deaf, 43(1), 46-59.

(AP). A summary of the statistics of American schools for the deaf including the names of schools, locations, opening dates, numbers of pupils and instructors, names of the chief executive officers, and a declaration of the status of the method of instruction.

Fay, E. A. (1898). Methods of instruction and industries taught in American schools. American Annals of the Deaf, 43(1), 60-61.

(AP). A detailed description of five classes: the manual method, the oral method, the manual alphabet method, the auricular method, and the combined system.

Fay, E. A. (1898). Miscellaneous. The suppression of the sign language. American Annals of the Deaf, 43(6), 331-332.

(AP). A declaration of the British Deaf and Dumb Association that (1) the suppression of the sign language in the playrooms and playgrounds of deaf children under oral instruction being opposed to their instincts, inimical to their happiness, and detrimental to their moral and intellectual development, we regard such a measure as a system of tyranny and (2) that the total separation within the school for the deaf from one another is devoid of religious, moral, or social sanction.

Fay, E. A. (1898). The eleventh census. II. American Annals of the Deaf, 43(6), 345-359.

(AP). A discussion of literacy and illiteracy among deaf adults and a report of occupations including the number of white and colored males in principal positions.

Gallaudet, E. M. (1898). Some important corrections. American Annals of the Deaf, 43(1), 7-15.

(AP). A critique of Dr. Gillet's misleading statements including an erroneous quotation from Gallaudet's address regarding the dignity and value of the language of signs, the manual alphabet, and the increased use of English in the education of the deaf; a discussion of signs in the "natural order," "methodical signs" following English word order, and the "inverted" order; and a clarification that the oral schools of America were not intentionally shut out from the 1868 Conference of Principals in Washington, DC.

Heidsiek, J. (1898). Hearing deaf-mutes. I. A contribution toward the elucidation of the question of methods. American Annals of the Deaf, 43(3), 156-169.

(AP). A detailed discussion of Heidsiek's observations and investigations of the methods of instruction; an analysis of the claim that the history of deaf-mute education is a continuous struggle not only of new truths against old fallacies but also of new fallacies against old truths; a brief history of the failure of the auricular experiments, auricular method, and systematic acoustic exercises of Spaniard Bonet

and French aurist, Itard; and the importance of the aural improvement in deaf pupils who possess a minimum of hearing.

Heidsiek, J. (1898). Hearing deaf-mutes. II. American Annals of the Deaf, 43(4), 209-219.

(AP). A continued discussion of Heidsiek's observations and investigations concerning the experiments of the auricular method and the acoustic drill, a criticism of articulation exercises in deaf-mute schools and the heavy focus on form rather than using language, the success of semi-mutes learning how to hear better by means of systematic instruction in speech and language, and a discussion of the defects in the articulation of the deaf.

Heidsiek, J. (1898). Hearing deaf-mutes. III. American Annals of the Deaf, 43(5), 285-309.

(SP and AP). A survey of the deaf-mute world at home and at school concerning the debate of the pure oral method and the value of the sign language; a critique of the 1880 Milan resolution and the pure oral practice; the fallacious conception of Samuel Heinicke, the founder of German deaf-mute education; an argument against the idea that the efficiency of a deaf-mute school and of the individual teacher should be according to pupils' speech proficiency; the importance of recognizing a deaf-mute as being capable of and needing an education with the same capacities as hearing people; a declaration that it is almost incomprehensible that at the end of the nineteenth century, fallacies among oralists still maintain their ground; the problem of the chasm between deaf and hearing people; an argument that schools do not place the highest importance on intellectual development but rather on lingual gymnastics; a belief that teachers cling to antiquated fallacies and neglect the study of the psychological life of the deaf; the recognition of an inseparable mutual dependence between oral language and the ear and between the sign language and the eye; an argument that an oral language which is an audible sonorous language based on the sense of hearing has no existence for the deaf; and a belief that by the forcible repression of the sign language, the mental activity of the children is crippled and that the results achieved were the outcome of brutal violence.

Henderson, F. (1898). School room expedients. American Annals of the Deaf, 43(2), 87-99.

(AP). An elucidation of the best ways to remove obstacles in teaching deaf pupils, a discussion of teaching English grammar lessons, and a description of the success of Gordon's conversation cards (see Fay, 1887).

Hull, S. (1898). The psychological method of teaching language. American Annals of the Deaf, 43(3), 190-196.

(AP). A discussion of the importance of deaf pupils gaining a command of English and the special advantages of applying the "Series" or "Gouin" method of teaching English to the education of the deaf.

Kiesel, T. A. (1898). The position of the teacher of backward pupils. American Annals of the Deaf, 43(1), 32-40.

(AP). A discussion of giving deaf pupils the same amount of book education as hearing children in the same amount of time regardless of the fact that the deaf have no command of English at the start; two essential ingredients to a teacher's success: energy and cheerfulness; an explanation as to why so many deaf persons have poor written English skills; the importance of all teachers first gaining the confidence of their deaf pupils to ensure mutual trust; a description of a method of teaching deaf pupils; and an elucidation of three principles for teaching deaf pupils: (1) the importance of not tying fast to any method or system; (2) the importance of training deaf pupils to be painstaking, self-reliant, and independent; and (3) the importance of teachers using common sense.

Martin, M. (1898). Kindergarten work in the New Jersey School for the Deaf. American Annals of the Deaf, 43(1), 1-7.

(AP). A description of the kindergarten work of the New Jersey School for the Deaf following a modern philosophy of education, an explanation of why the adoption of the same kindergarten methods prevalent in hearing schools cannot apply to schools for the deaf, and the need for a clear description of the purpose of kindergarten work designed for deaf children.

McAloney, T. (1898). Kindergarten for the deaf. American Annals of the Deaf, 43(3), 184-190.

(AP). A discussion of whether kindergarten is of practical value in the education of the deaf based upon the majority of the superintendents' responses; a description of the success of the Rochester School's kindergarten and the importance of kindergarten being conducted in English by manual spelling and the absolute disuse of signs by both teachers and children, either in or out of school; and an elucidation of reasons why deaf children, through the sign language, fingerspelling, and speech, cannot reap the same advantages from kindergarten as hearing children.

Moffat, L. (1898). Paragraphs. VII. American Annals of the Deaf, 43(6), 386-390.

(AP). A continued discussion of ways to teach written conversational English including natural history.

Putnam, G. H. (1898). Analogy the test of teaching. American Annals of the Deaf, 43(4), 201-209.

(AP). A discussion of whether deaf pupils' English expression represents a clearly conceived idea or if it is merely imitation, an elucidation of the process of testing English comprehension, and the importance of exercises in analysis and analogy being used with deaf pupils from kindergarten through graduation.

Robinson, W. (1898). A new device in teaching language. I. American Annals of the Deaf, 43(2), 78-87.

(AP). A discussion of the difference between device and method; the general drift of Robinson's thought on the teaching of English; a discussion of what vocabulary is

sufficient for the ordinary purposes of life; the problem of the lack of practice in English on the part of the deaf, leading teachers of the deaf to exaggerate their difficulties in learning English; the importance of personal interest and investment in one's language to give it life and meaning; and the belief that ideas can be directly associated with written words without the intervention of sound.

Robinson, W. (1898). A new device in teaching language. II. American Annals of the Deaf, 43(3), 170-183.

(AP). An elucidation of English grammar lessons including who, what, and how as inciters and the importance of giving particular prominence to the teaching of pronouns.

Taylor, H. (1898). A spelling test. II. American Annals of the Deaf, 43(1), 41-45.

(AP). A continued discussion of English spelling tests of hearing and deaf pupils including a comparison of hearing pupils and oral pupils with deaf pupils in terms of spelling errors.

Tillinghast, E. S. (1898). The correlation of instruction and environment. American Annals of the Deaf, 43(1), 22-32.

(AP). A critique of deaf education practice for overusing the part-to-whole teaching that made it hard for deaf pupils to actually learn English and subject matters, a discussion of the belief that much of the teaching in schools for the deaf is radically defective in that it constantly deals with abstractions, the importance of student-centered education, and an elucidation of educational reform.

Tillinghast, E. S. (1898). The correlation of instruction and environment. II. American Annals of the Deaf, 43(4), 220-228.

(AP). A continued discussion of a few applications of the teaching principles stated in a previous (1898) article and the importance of teachers bringing deaf pupils' newly acquired ideas into close and accurate association with English words, symbols, or signs.

Tuck, L. C. (1898). The use and abuse of text-books. American Annals of the Deaf, 43(2), 73-78.

(AP). A discussion of the pros and cons of using textbooks; the issue of hearing children already having a sufficient command of English and the ability to understand the textbooks as opposed to deaf children having to learn English and subject matters simultaneously, and the problem of teachers encouraging deaf pupils to depend on them for help and to make little or no effort to help themselves.

1899

Adams, I. H. (1899). A few threads. American Annals of the Deaf, 44(2), 125-131.

(AP). A discussion of the importance of parents of deaf children receiving adequate training in applying and extending the English instruction given in school to their

home and the importance of daily home lessons to encourage deaf children's use of English.

Clarke, F. D. (1899). The fifth year's work. III. American Annals of the Deaf, 44(1), 7-23.

(AP). A discussion of the importance of Geography as a means to develop the mind, teach English, and provide practical information; the problem of deaf pupils not having a single clear idea about all the English they had memorized; the importance of showing objects and pictures of Geography artifacts to deaf pupils as much as possible; an elucidation of Geography teaching using English; and the importance of having deaf students learn about things from maps, pictures, and written descriptions before they learn the signs and names used in books to represent them.

Crane, J. E. (1899). Compulsory education of the deaf. American Annals of the Deaf, 44(3), 152-162.

(AP). A discussion of the importance of compulsory education for all deaf students; descriptions of the growth and successes of deaf people and their educational experiences; the problems of parents deliberately keeping their deaf children from school, resulting in their children growing up in ignorance; the problem of older deaf pupils having difficulty in learning lessons; and the importance of principals keeping track of every deaf child in the state.

Dodds, R. W. (1899). The practical benefits of methods compared. American Annals of the Deaf, 44(2), 113-124.

(AP). A discussion of why so little respect had been given to the opinions of the educated deaf concerning the real practical value of the various methods in use; the importance of obtaining a better and more reliable idea of the value of methods through an inquiry into the real experiences of deaf adults; the importance of articulation, lip-reading, fingerspelling (manual alphabet), and signing; a review of the practical results of the methods including several case studies of deaf adults in two classes, the orally taught and those taught under the Combined System; the importance of not depriving the deaf of fingerspelling and obliging them to mix with hearing people instead of deaf people who spell; an argument that the greatest need of the deaf is not speech but language; and a discussion of the practical utility of speech in comparison with fingerspelling.

Fay, E. A. (1899). Tabular statement of American schools for the deaf. American Annals of the Deaf, 44(1), 54-67.

(AP). A summary of the statistics of American schools for the deaf including the names of schools, locations, opening dates, numbers of pupils and instructors, names of the chief executive officers, and a declaration of the status of the method of instruction.

Fay, E. A. (1899). Methods of instruction in American schools. American Annals of the Deaf, 44(1), 68-69.

(AP). A detailed description of five classes: the manual method, the oral method, the manual alphabet method, the auricular method, and the combined system.

Fay, E. A. (1899). Miscellaneous. The classification of methods. American Annals of the Deaf, 44(2), 132-134.

(AP). A discussion of the definitions of the methods of instruction in connection with the annual Tabular Statement of American Schools and a discussion of the progress and successes of the Combined System and Oral teaching.

Fay, E. A. (1899). Miscellaneous. Goldstein, M. A., MD. Advanced method in teaching the deaf. American Annals of the Deaf, 44(3), 216.

(AP). A description and support of Dr. Urbantschitsch's Auricular method, and the first introduction of the Auricular method by Goldstein into the St. Joseph's School in St. Louis yielding satisfactory results in some cases.

Fay, E. A. (1899). Notices of publications. Forchhammer, G. (1899). Imitative language instruction in schools for the deaf on the basis of writing (phonetic writing, based upon practical experience in the Royal School for the Deaf at Nyborg. American Annals of the Deaf, 44(6), 456-458.

(AP). A discussion of the dissatisfaction of the Oral method as generally practiced in Europe; Forchhammer's proposal that writing, instead of speech and speech-reading, should be made the basis of instruction; an elucidation of the advantages of the Writing method over the Oral method; and support for the imitative method of teaching language.

Fay, E. A. (1899). Notices of publications. Liot, Auguste, (1899). Elementary course in grammar for the use of deaf-mutes. American Annals of the Deaf, 44(6), 459.

(AP). A discussion of the claim that language should be initially taught by practice and that grammar should be taught later.

Fay, E. A. (1899). Notices of publications. Barry, Katharine E. (1899). The five-slate system, a system of objective language teaching. American Annals of the Deaf, 44(6), 465.

(AP). A brief discussion of the usefulness of the five-slate system from a teacher's perspective.

Fay, E. A. (1899). School items. Oregon School. American Annals of the Deaf, 44(6), 468-469.

(AP). A brief discussion of a school reorganization using the Combined System, with three teachers in the manual department and three in the oral department, and the manual teachers using fingerspelling and refraining from the use of sign almost entirely.

Fay, G. O. (1899). The relation of Hartford to the education of the deaf. American Annals of the Deaf, 44(6), 419-435.

(AP). A detailed discussion of the history of the American School for the Deaf; the contributions of Mason F. Cogswell as the primary force in the organization of the Asylum, T. H. Gallaudet as the first principal and the active and responsible agent of the Asylum, and Laurent Clerc as the first assistant instructor; a discussion as to what extent the deaf can think in print without intermediate self-spelled or self-written forms; a critique of the methods of instruction; and the importance of pantomime as an aid to explain, illustrate, and awaken the interest of deaf children.

Gallaudet, E. M. (1899). Must the sign-language go? American Annals of the Deaf, 44(4), 221-229.

(AP). A description of Gallaudet's observation concerning the use of the sign language in lectures; a discussion of his position on the significance of the sign language as a means of communication and the excessive use of signs in the schoolroom; an argument against the possibility of injurious effects resulting from the use of signs in the effort to give the deaf a command of English; a critique of the exclusion of signs from schools for the deaf; a description of his first year of teaching at the Hartford School; and a declaration that every school which banishes the sign language from its classrooms and chapel robs its pupils of a valuable means of education, thought development, and stimulation.

Göpfert, E. (1899). The place of writing in the language instruction of true deaf-mutes, especially the less intelligent. American Annals of the Deaf, 44(2), 92-110.

(AP). An in-depth discussion of the importance of written language acquisition; criticisms of the pure oral method; a proposal that for a deaf child, language instruction should begin with the written form; the recognition that the acquisition of writing is the highest form of language attainment and the insufficiency of the movements of the lips for the clear and intelligible comprehension of speech through the medium of the eye; an argument that the deaf-mute learns the written characters much more readily and rapidly than he can learn to articulate sounds and that language in the form of writing or print is more readily and correctly understood than the ocular sound-pictures on the mouth of a person speaking; a belief that the acquisition of language does not depend on the attainment of speech; an argument that the pure oral method does not conform to the natural process of language acquisition; the fact that Heinicke's doctrine that human thought is possible only in spoken words still influences the methods of language instruction in deaf education; and a belief that the main requirement of good lip-reading is a good command of language and that the deaf-mute can most easily acquire a good command of English by first being taught through writing; and an elucidation of the advantages of basing language instruction on the written form.

Gregory, S. W. (1899). An oral environment. American Annals of the Deaf, 44(3), 162-166.

(AP). A discussion of the necessity of an oral environment for successful speech-teaching; the problem of deaf pupils always using the sign language, and the importance of deaf pupils learning to understand speech by constantly seeing and using it.

Gutzmann, H. (1899). Facial speech-reading. American Annals of the Deaf, 44(4), 272-285.

(AP). A detailed discussion of the defects in the prevailing instruction of the deaf, specifically speech-reading; descriptions of the facial characteristics of the speech sounds; and the importance of encouraging deaf pupils to practice speech-reading with hearing people.

Gutzmann, H. (1899). Facial speech-reading. II. American Annals of the Deaf, 44(5), 317-335.

(AP). A continued discussion of the previous article including a description of the external characteristics presented by consonants and the stopped or shut sounds.

Gutzmann, H. (1899). Facial speech-reading. III. American Annals of the Deaf, 44(6), 412-419.

(AP). A continued discussion of the method of teaching speech-reading.

Heidsiek, J. (1899). The education of the deaf in the United States. Report of a visit, and a further contribution of the question of methods. I. American Annals of the Deaf, 44(3), 177-210.

(AP). An extensive report on American schools for the deaf, a discussion of the pattern of instability in the development of deaf education, the harsh differences in opinions regarding the aims and methods of instruction, the concern for the tendency of unrest and eccentricity among instructors of the deaf, a description of the demonstration by members of the Second International Congress of Instructors of the Deaf at Milan in 1880, an argument against the pure oral method, a discussion of various topics such as descriptions of the external organization of the American schools for the deaf, a chronology of the development of the methods, detailed descriptions of methods of instruction, a discussion of the pattern of the American schools in terms of the importance of making more extensive use of writing and reading; an elucidation of the procedures for teaching English, a description of how the process of instruction is conducted at the Rochester School for the Deaf including the unrestricted use of natural gestures at all stages in the course of instruction, and a critique of Dr. Westervelt's (1889, 1890) belief concerning the significance of the exclusive use of manual alphabet.

Heidsiek, J. (1899). The education of the deaf in the United States. Report of a visit, and a further contribution of the question of methods. II. American Annals of the Deaf, 44(5), 342-358.

(AP). A detailed description of a visit to American schools for the deaf; a critique of the methods of instruction, especially the Pure Oral method; a discussion of whether the artificial, audible language (speech) is qualified to serve as the foundation of the entire instruction of all classes for the deaf; a discussion of the linguistic nature of the deaf-mute in general and the significance of speech, writing, and the language of signs; the issue of eradicating the sign language without being able to offer the deaf anything in compensation; the importance of the language of signs as a medium of intercourse consisting of visible signs and therefore addressed to the eye; a

discussion of different grades and stages of development in the sign language; the importance of every teacher of the deaf being a master of pantomime and making the most unrestricted use of the language of natural signs which fits into every method; the importance of understanding the relation of the deaf-mute to signs and to speech; an explanation of why the sign language is viewed as an inferior language as compared to a spoken language; the conclusion that writing cannot serve as the basis or starting point of language instruction and as a means of conversation for the deaf; an examination of the relation between writing and signs; and a discussion of why the sign language does not correspond to speech.

Heidsiek, J. (1899). The education of the deaf in the United States. Report of a visit, and a further contribution of the question of methods. III. American Annals of the Deaf, 44(6), 439-455.

(CP and AP). A critical analysis of the methods of instruction concerning speech, the sign language, writing, and the manual alphabet and their relation to the deaf; descriptions of the manual alphabet or finger-language or fingerspelling (dactylography); the question of whether the manual alphabet should be classed with the sign language or with spoken and written language and to which category the manual alphabet belongs--letters or articulate sounds; a discussion of the different characters in speech and signs; the importance of the order of acquisition of three forms of two languages: (1) the language of signs, (2) fingerspelling, and (3) the lip or oral language; criticisms of the oral method and its failure; the advantages of the finger-language; evidence that the deaf may acquire English in its written form (based on finger spelling) without having learned the art of speech; a recapitulation of how the conception of speech and language should be analyzed; the problem of the sign language having no written form; the problem of the pure oral method being incapable of satisfying the language conditions of the deaf; a discussion of the advantages of the various methods: (1) the manual method, (2) the pure oral method, and (3) the Combined System; and, support of the manual alphabet or Rochester method as the most perfect method.

McClure, G. W. (1899). The first oral school west of the Alleghenies. American Annals of the Deaf, 44(5), 359-363.

(AP). A discussion of the history of the first oral school founded in Kentucky in 1844 by Rev. Robert T. Anderson, a Baptist minister, and a description of Mr. Anderson's oral method.

Mott, A. (1899). A comparison of deaf and hearing children in their ninth year. I. American Annals of the Deaf, 44(6), 401-412.

(AP). A detailed comparison of average eight-year-old deaf and hearing children in connection with physical strength and soundness, manual dexterity, observation, memory, and first-year school work.

Putnam, G. H. (1899). Systematic instruction in language. American Annals of the Deaf, 44(4), 260-272.

(AP). A discussion of the problems facing teachers in teaching English to deaf children; the importance of the appropriate use of the five-column system in primary instruction; the importance of deaf children reading good literature; and an elucidation of the three objectives of teaching English: (1) the importance of the enlargement of vocabulary, (2) drilling on the forms of English, and (3) the nature of mental training.

Smith, J. L. (1899). The question of chapel services in schools for the deaf. American Annals of the Deaf, 44(3), 166-176.

(AP). A discussion of the utility and advisability of chapel services in schools for the deaf, a description of Smith's experience when first learning signs at age 11, the importance of continuing to provide morning chapel services, and the importance of the sign language as the only satisfactory means of imparting religious instruction to a mixed assemblage of deaf people.

Smith, J. (1899). The function of memorizing in the acquisition of language. American Annals of the Deaf, 44(4), 242-250.

(AP). A practical exposition of the methods of teaching English; a discussion of the value of memorization as a special school room exercise, a definition of memory, spontaneous or intentional; the importance of using pantomime as a framework to support the web of English; the importance of care being taken to have pantomime exercises relate to practical, every-day life; and a discussion of the differences between deaf and hearing children learning English.

Smith, J. (1899). What knowledge will be most useful to our pupils after leaving school? American Annals of the Deaf, 44(5), 364-377.

(AP). A discussion of whether academic content can be well taught in the time allotted, an elucidation of two essential objectives of the education of the deaf: (1) the significance of the acquisition of a working knowledge of English and (2) the learning of some useful trades, the problem of deaf children lagging far behind their hearing peers by six or seven years in terms of fluency and correctness in the use of English, the importance of familiarizing deaf children with colloquial English, the importance of using the Gouin method of teaching English to deaf children, the importance of deaf children having the ability to ask and answer simple questions, the importance of letter writing as a practical phase of English work in schools for the deaf; the value of reading as an aid to the acquisition of a good English style, and a belief that technical grammar was never intended to be a means of learning English but rather as a means of finishing and polishing English already learned.

Steinke, A. (1899). Personal observation. American Annals of the Deaf, 44(4), 229-237.

(AP). A criticism of Heidsiek's (1898) article concerning the misleading statements of the German method of teaching speech to the deaf.

Tate, J. N. (1899). A plea for a uniform course of study in our schools. American Annals of the Deaf, 44(1), 23-27.

(AP). A discussion of the need for a prescribed standard or uniform course of study in schools for the deaf throughout the United States and an elucidation of various conditions in different states resulting in the varying standards for securing a high school diploma.

Wilkinson, W. (1899). A schoolroom help. American Annals of the Deaf, 44(4), 238-242.

(AP). A description of the Correction Card and its purpose including some practical illustrations of teaching English grammar.

1900

Arendt, J. (1900). The golden mean. American Annals of the Deaf, 45(5), 384-398.

(CP and AP). An elucidation of the conflict between speech and signs in the instruction of the deaf, a discussion of what has been neglected and how these defects can be remedied, a comparison of the sign language with spoken language, and a discussion of the educational system of the deaf.

Boyer, A. (1900). Can anthropological examinations serve as a basis for the selection of young deaf-mutes with regard to their educability? American Annals of the Deaf, 45(2), 117-126.

(AP). An anthropological examination of deaf-mutes in terms of the appropriateness of using the anthropological data and estimating the intellectual condition of deaf-mutes.

Clarke, E. P. (1900). School room aids. American Annals of the Deaf, 45(2), 109-113.

(AP). A description of the Correction Chart used by the Illinois and California schools for the deaf for guiding deaf pupils into independently correcting their English work.

Clarke, E. P. (1900). An analysis of the schools and instructors of the deaf in the United States. American Annals of the Deaf, 45(3), 228-236.

(AP). An analysis of the employment patterns in schools in terms of the proportion of deaf teachers and the number of female teachers and the effect of oralism on the decreasing of number of the deaf teachers.

Clarke, E. P. (1900). The training of teachers of the deaf in the United States. American Annals of the Deaf, 45(5), 345-367.

(AP). A history of the first permanent normal schools for the training of common-school teachers in the United States (1839-1840) and teacher education for the deaf (1873) in the United States; an appreciation of T. H. Gallaudet's constant advocacy of the necessity of special training as a prerequisite to successful teaching; a discussion of Laurent Clerc's contributions to the training of many teachers and superintendents; a list of principals and superintendents; the first normal school for teachers of the deaf established by Dr. Alexander Graham Bell in 1872; the summer

school of oral training for teachers of the deaf established by Miss Emma Garrett in 1881 at Scranton, PA; an elucidation of the qualifications for teachers; and the establishment of the normal department of Gallaudet College in 1891 including a description of its coursework.

Clarke, E. P. (1900). The normal course at Gallaudet College. American Annals of the Deaf, 45(6), 456-464.

(AP). A discussion of the importance of teacher training including the names of those who graduated from Gallaudet College.

Dobyns, J. R. (1900). The growth and development of southern schools for the deaf. American Annals of the Deaf, 45(6), 464-469.

(AP). A discussion of the growth and development of 13 southern schools for the deaf including their statistics, the effect of the Civil War on the schools for the deaf, the importance of cultivating the power to express thought in sign and written languages, and a discussion of the various methods of instruction.

Dodds, P. (1900). The teaching of language during the first, second, and third years of a deaf child's school life. American Annals of the Deaf, 45(4), 275-296.

(AP). An elucidation of three years of English teaching; the necessity of implanting English into deaf children; the importance of simplifying English; the importance of not believing that there is an inferior mentality in the deaf child compared with the hearing one; an elucidation of the three principles of using the intuitive method: (1) the importance of introducing nothing into the teaching that teachers cannot develop towards immediate usefulness in English, (2) the importance of letting the language teaching be meaningful so that the deaf child feels he cannot do without using and using properly, and (3) the importance of teachers learning to write and speak their language correctly by using it; therefore, they must make use of what they teach; the important difference between the intuitive method and the Mother's method; a discussion of a building-up process of language acquisition prior to the first year of English; an argument against the old-fashioned grammatical method of teaching English by teaching the grammatical value of words classified as nouns, verbs, subject, and predicate; and an elucidation of English lessons.

Draper, A. G. (1900). Deaf men in colleges for hearing men. American Annals of the Deaf, 45(1), 40-43.

(AP). A description of an oral graduate of the Clarke School for the Deaf including his experiences and successes due to special treatment in a hearing college.

Fay, E. A. (1900). Tabular statement of American schools for the deaf. American Annals of the Deaf, 45(1), 62-78.

(AP). A summary of the statistics of American schools for the deaf including the names of schools, locations, opening dates, numbers of pupils and instructors, names of the chief executive officers, and a declaration of the status of the method of instruction.

Fay, E. A. (1900). Methods of instruction in American schools for the deaf. American Annals of the Deaf, 45(1), 79-80.

(AP). A detailed description of five classes: the manual method, the oral method, the manual alphabet method, the auricular method, and the Combined System.

Fay, E. A. (1900). Miscellaneous. Convention of Italian instructors. American Annals of the Deaf, 45(1), 88-89.

(SP and AP). A reaffirmation of the strict application of the eighth resolution of the International Congress of Milan in 1880, the importance of making a distinction between the pure oral method and the combined method, and a declaration that it is impossible to follow the oral method seriously and efficaciously concurrently with the language of signs.

Fay, E. A. (1900). Miscellaneous. The Lord's Prayer in signs. American Annals of the Deaf, 45(1), 90.

(CP). A discussion of one of the most successful experiments in publishing the sign language in graphic form.

Fay, E. A. (1900). Miscellaneous. Hutton's (1869) "Specimen Dictionary of Signs." American Annals of the Deaf, 45(3), 261-262.

(CP). A brief description of Hutton's (1875) method of mimeograph including the natural sign language.

Fay, E. A. (1900). The Paris Congress of 1900. American Annals of the Deaf, 45(5), 404-416.

(AP). A report on the action of the Paris Congress of 1900, a criticism of the 1880 Milan Congress by E. M. Gallaudet concerning the lack of representation when declaring the incontestable superiority of speech over the sign language, and a discussion of Heidsiek's paper entitled "To What Experiences has the Pure Method Lead?" including the unsatisfactory results of the pure oral method.

Gallaudet, E. M. (1900). Echoes of the Paris Congress of 1900. American Annals of the Deaf, 45(5), 416-426.

(SP & AP). A criticism of the Paris Congress of 1900 for endorsing and reaffirming the action of the Congress of Milan favoring the pure oral method and the exclusion of all other methods; a discussion of the attitude of an eminent medical man of Paris, Dr. Ladreit de Lacharrière, in terms of denying E. M. Gallaudet's request for presenting a paper on "What is Speech Worth to the Deaf?" and of showing inconsideration to the wishes or opinions of deaf members; Gallaudet's advocacy of the Combined System; and a discussion of statistics showing a comparative view of the conditions in the United States in 1890 and 1900.

Goggin, A. P. (1900). The cultivation of the reading habit and of a taste for history in the primary grades. American Annals of the Deaf, 45(6), 441-445.

(AP). A discussion of the difficulty of cultivating the reading habit, a reflection on Goggin's own reading experience, and a description of Goggin's method of teaching reading to deaf pupils.

Griffis, S. E. (1900). The mind of an uneducated deaf child. American Annals of the Deaf, 45(1), 46-50.

(AP). A narrative of Griffis' own childhood and the workings of her mind before it had ever been schooled and disciplined.

Havstad, L. A. (1900). Report of a visit to the United States and the British Isles to study the education of deaf children and other matters pertaining to the deaf, March 17 to July 15, 1899. American Annals of the Deaf, 45(2), 126-141.

(CP and AP). A detailed report on Havstad's visit to schools in the United States and the British Isles; an elucidation of his principal observations; recognition that the American sign language is the most complete in existence and therefore difficult and time consuming to acquire; a description of the American sign language; a discussion of the methods of instruction: (1) the manual method, (2) the pure writing method, and (3) the pure oral method; a view of the manual alphabet as writing in the air; a discussion of Dr. Bell's vigorous fight against the sign language and an idea to begin with words and sentences; a brief history of the first oral school in America in 1867; the importance of recognizing Dr. E. M. Gallaudet as one of the pioneers in Oral instruction and the Combined method in America; a discussion of the steady growth of the Oral method as compared with the Manual method; and the problem of the sign language limiting one's command of English while not preventing the industrious pupil from acquiring a considerable amount of general knowledge.

Havstad, L. A. (1900). Report of a visit to the United States and the British Isles to study the education of deaf children and other matters pertaining to the deaf, March 17 to July 15, 1899. II. American Annals of the Deaf, 45(3), 205-223.

(AP). Another discussion of the principal observations of American schools for the deaf; the importance of the English word and sentence method during the earliest instruction in the kindergarten department; a description of the Combined System used by The New York and The American Schools for the Deaf; an elucidation of three modes of communication: (1) speech, (2) fingerspelling, and (3) writing; and a discussion of the success of the Rochester method.

Havstad, L. A. (1900). Report of a visit to the United States and the British Isles to study the education of deaf children and other matters pertaining to the deaf, March 17 to July 15, 1899. III. American Annals of the Deaf, 45(4), 297-310.

(AP). Another discussion of principal observations of British schools for the deaf; descriptions of various methods of instruction; a comparison of American schools with British schools in terms of the length of schooling, how the methods are utilized, how the textbooks are used, and the age at which instruction should begin; the importance of parent education; and the importance of teachers and principals being familiar with kindergarten instruction as a foundation.

Heidsiek, J. (1900). The education of the deaf in the United States. Report of a visit, and a further contribution to the question of methods. IV. American Annals of the Deaf, 45(1), 16-26.

(AP). Another critical analysis of the methods of instruction, a critique of the Rochester method and how it compares with the pure oral method, a belief that the days of the pure oral method are numbered and that it must yield to a system in which the manual alphabet will have a prominent place, a discussion of the insufficiency of the pure oral method, the problem of deaf children conversing exclusively in signs and making these the medium of their thought and expression, the importance of the introduction of the manual alphabet to the public schools, the importance of employing deaf and female teachers in the lower classes of the school, and an elucidation of the seven principles of the Verbal-Language Method for teaching English to deaf children.

Mott, A. J. (1900). A comparison of deaf and hearing children in their ninth year. II. American Annals of the Deaf, 45(1), 33-39.

(AP). A continued discussion of the comparative abilities of deaf and hearing children on the tests of manual dexterity, observation, and memory.

Mott, A. J. (1900). Deaf children and hearing children. American Annals of the Deaf, 45(3), 223-227.

(AP). A rebuttal of the criticism of Mott's comparison of deaf and hearing children in their ninth year, a clarification of the misconception of the superiority of the deaf to the hearing, and a discussion of the study of environment in its effect upon individual development.

Scott, W. A. (1900). Language teaching in connection with other studies. American Annals of the Deaf, 45(4), 256-271.

(AP). A discussion of the importance of developing in deaf pupils the power to comprehend English and the ability to use it with facility, the difficulty of giving deaf pupils a thorough understanding of new English words because of the limited time allotted in the course of instruction, a discussion of how we can expect deaf pupils to learn to comprehend English easily and use it freely in the course of nine or ten years, an elucidation of the plan for giving deaf pupils a thorough understanding of new English words, the importance of helping deaf pupils deduce meaning from context, some examples of how deaf pupils infer meaning from context, the importance of leading deaf pupils into the process of deduction as early as possible, and the importance of bringing deaf pupils up to standard and not lowering the standards for their benefit.

Tillinghast, E. S. (1900). Memory training and the teaching of language. American Annals of the Deaf, 45(3), 184-193.

(AP). A discussion of the nature of memory, the importance of memory training and the teaching of language; the importance of teachers clearly understanding the relation of language teaching to memory training; and a consideration of three essential factors for securing a thorough command of English: (1) involving the

sensory training, (2) giving a command of English, and (3) the teaching of English, and correct association of the symbols of thought with the corresponding precepts and concepts.

Tucker, A. G. (1900). The impressions and experiences of an uneducated deaf child. American Annals of the Deaf, 45(1), 51-60.

(AP). A narrative of Tucker's own childhood and the workings of his mind before it had ever been schooled and disciplined.

APPENDIX B

SIGNIFICANT DOCUMENTS OF THE LANGUAGE OF SIGNS

Appendix B provides a quick glance at 152 documents, including a list of author, year of the publication, and title of the article in order to get a feel for issues related to the language of signs in deaf education. More information about the publication can be found in Appendix A.

1. Clerc, C. (1818). An address, written by Mr. Clerc, and read by his request at a public examination of the pupils in the Connecticut Asylum, before the Governor and both Houses of the Legislature, 28, May, 1818.
2. Woodbridge, W. (1832). Instruction of the deaf and dumb.
3. Barnard, H. (1834). Education of the deaf and dumb
4. Woodbridge, W. (1834). Education of the deaf and dumb
5. Mann, E. J. (Ed.) (1836). The deaf and dumb: A collection of articles relating to the condition of deaf mutes; Their education and the principal asylums devoted to their instruction.
6. Anonymous (1846). Education of the deaf and dumb.
7. Turner, C. (1848). Expression.
8. Ayres, J. A. (1849). A complete education for the deaf and dumb.
9. Peet, H. P. (1853). Elements of the language of signs.
10. Rae, L. (1853). Proceedings of the third convention of American Instructors of the Deaf and Dumb.
11. Weld, L. (1853). Suggestions on certain varieties of the language of signs as used in the instruction of the deaf and dumb.
12. Brown, J. (1856). A vocabulary of mute signs.
13. Tyler, W. (1856). Qualifications demanded in an instructor of the deaf and dumb.
14. Porter, S. (1857). Fourth convention of American instructors of the deaf and dumb.
15. Jacobs, J. (1858). Mode of learning the sign language.
16. Jacobs, J. (1858). A sufficient admission--words the representatives of signs--signs in the order of the words.
17. Francis, J. M. (1859). The difficulties of a beginner in learning the sign language.
18. Gallaudet, T. (1859). Methods of perfecting the sign-language.
19. Porter, S. (1859). Third day.
20. Porter (1859). Afternoon session.
21. Turner, W. (1859). On the deaf-mute language.
22. Burnet, J. R. (1860). Conceptions of words in the minds of deaf-mutes: Communication from Mr. J. R. Burnet.
23. Peet, I. J. (1868). Initial signs.

24. Hutton, G. (1869). The practicability and advantages of writing and printing natural signs.
25. Trask, C. (1869). Articulation and lip-reading.
26. Angus, W. W. (1870). Marginalia.
27. Hotchkiss, J. B. (1870). Articulation for semi-mutes.
28. Gallaudet, E. M. (1871). Is the sign language used to excess in teaching deaf-mutes?
29. Keep, J. (1871). Natural signs.
30. Keep, J. (1871). The sign-language.
31. Cochrane, W. A. (1871). Methodical signs instead of colloquial.
32. Peet, I. L. (1871). A practical view of deaf-mute instruction.
33. Kruse, O. F. (1872). The combined method of instruction for the deaf and dumb.
34. Talbot, C. H. (1872). The Kentucky Institution and methodical signs.
35. Valentine, E. G. (1872). Shall we abandon the English order?
36. Chaplin, A. L. (1873). Reminiscences. Harvey Prindle Peet.
37. Fay, E. A. (1873). Institutions reports: The use of signs.
38. Pettengill, B. D. (1873). The sign language.
39. Style, H. W. (1873). A summary of the recorded researches and opinions of Harvey Prindle Peet, Ph.D., LL.D. II.
40. Valade (1873). The sign-language in primitive times.
41. Fay, E. A. (1874). Miscellaneous. Natural signs.
42. Gallaudet, E. M. (1874). The origin of deaf-mute instruction in Denmark.
43. Gallaudet, E. M. (1875). Deaf-mutism.
44. De Haerne, M. (1875). The natural language of signs. I.
45. De Haerne, M. (1875). The natural language of signs. II.
46. Pettingell, J. H. (1875). Language: Its nature and functions.
47. Ackers, B. (1876). Deaf not dumb. A lecture delivered Oct. 12th, 1876, before the Gloucester Literary and Scientific Institution.
48. De Haerne, M. (1876). The natural language of signs. VI.
49. Fay, E. A. (1876). The third conference of Principals of American Institutions for the Deaf and Dumb.
50. Hubbard, G. G. (1876). The origin of the Clarke Institution.
51. Hull, S. E. (1877). Do persons born deaf differ mentally from others who have the power of hearing?
52. Anonymous. (1878). The efficiency of teachers of deaf-mutes.
53. Fay, E. A. (1878). Notices of publications: Physiologie et instruction du Sourdmuet. d'après la physiologie des divers langages.
54. Tylor, E. B. (1878). The gesture-language. I.
55. Fay, E. A. (1879). Miscellaneous: The use of signs.
56. Fay, E. A. (1879). The early home training of deaf-mute children.
57. Pettengill (1879). The primary education of deaf-mutes and semi-mutes.
58. Tylor, E. B. (1879). The gesture-language. III.
59. Burke, S. (1880). Views on the combined method.
60. Mallery, G. (1880). The sign-language of the North American Indians.

61. Denison, J. (1881). Impressions of the Milan Convention.
62. Fay, E. A. (1881). Miscellaneous: Booth's reminiscences of Gallaudet.
63. Greenberger (1881). Articulation teaching in Italy. II.
64. Gallaudet, E. M. (1881). Rejoinder to Padre Marchio.
65. Peet, I. L. (1881). The elementary instruction of the deaf.
66. Storrs, R. S. (1881). Methods of deaf-mute instruction.
67. Wilkinson, W. (1881). The development of speech and of the sign-language.
68. Williams, J. (1881). The "pure" oral and the American system compared.
69. Clerc, F. J. (1882). The dignity and religious development of the language of the language of pantomime.
70. Crouter, A. L. E. (1882). How better results may be obtained.
71. Fay, E. A. (1882). The sign-language: The basis of instruction for deaf-mutes.
72. Elliot (1882). The Milan Congress and the future of the education of the deaf and dumb.
73. Buxton, D. (1883). Notes of progress in the education of the deaf.
74. Fay, E. A. (1883). Miscellaneous. The manual alphabet on the play-ground.
75. Garrett, E. (1883). A plea that the deaf "mutes" of America may be taught to use their voices.
76. Storrs, R. S. (1883). Deaf-mutes and the combined method.
77. Storrs, R. S. (1883). Deaf-mutes and the oral method.
78. Bell, A. G. (1884). Fallacies concerning the deaf.
79. Booth, E. (1884). A genius for lip-reading.
80. Fay, E. A. (1884). The fifth conference of Principals of American Institutions for the Deaf and Dumb.
81. Gillespie, J. A. (1884). The aural system for the semi-deaf.
82. White, H. (1884). The influence of signs upon the study of language.
83. Gordon, J. C. (1885). Hints to parents of young deaf children concerning preliminary home training.
84. Fay, E. A. (1886). The eleventh convention.
85. Gordon, J. C. (1886). Notes on manual spelling.
86. Peet, H. P. (1886). The family instruction of the deaf in early childhood.
87. Wing, G. (1886). The associative feature in the education of the deaf.
88. Fay, E. A. (1887). Miscellaneous: The value of reading for the deaf.
89. Fay (1887). School items: Western New York Institution.
90. Gallaudet, E. M. (1887). The value of the sign-language to the deaf.
91. Haskins, C. N. (1887). How I treat lessons from the reader.
92. Heidsiek, J. (1887). The results of the oral method in Germany.
93. Vatter, J. (1887). Forward or backward?
94. White, H. (1887). A plea for a practical education.
95. Denison, J. (1888). Reading for the higher classes.
96. Watson, J. (1888). How to awaken the interest and attention of deaf pupils.
97. Westervelt, Z. F. (1889). The American vernacular method. I.
98. Jenkins, W. G. (1889). Diction and idiom.
99. Logan, J. H. (1889). More on idioms.

100. Fay, E. A. (1890). Miscellaneous. The etymologies of the sign language.
101. Fay, E. A. (1890). The twelfth convention.
102. Fay, E. A. (1890). Miscellaneous. Mr. Hadley's mimeograph.
103. George (1890). Signs and finger-spelling.
104. Hanson, O. (1890). Observations abroad.
105. Haskins, C. N. (1890). The sufficiency or insufficiency of signs: Which?
106. Peet, I. L. (1890). The influence of the life and work of the Abbe de l'Épée.
107. Caldwell, W. A. (1891). First summer meeting of the American Association.
108. Williams, J. (1891). A correction.
109. Fay, E. A. (1892). The seventh conference of Principals and Superintendents of American Institutions for the Education of the Deaf.
110. Gillespie, J. A. (1892). The presentation of language.
111. Hall, P. (1892). A method of teaching the English language to the congenitally deaf.
112. Havstad, L. A. (1892). How the deaf converse with each other in Norway.
113. Jenkins, W. G. (1892). Memory in the education of the deaf.
114. Booth, F. W. (1893). The sign-language: Its use and abuse in the school-room.
115. Crouter, A. L. (1893). Statistics of articulation work in America.
116. Dudley, D. C. (1893). The sign-language: Its use and abuse in the school-room.
117. Hammond (1893). The sign-language: Its use and abuse in the school-room.
118. James, W. (1893). Thought before language: A deaf-mute's recollections.
119. Wilkinson, W. (1893). European notes.
120. Williams,, J. (1893). A general view of the education of the deaf in the United States.
121. Clarke, F. D. (1894). How we keep speech.
122. Fay, E. A. (1894). School items. National College.
123. Porter, S. (1894). The suppression of signs by force.
124. Fay, E. A. (1895). Miscellaneous. Mr. Brown's vocabulary of signs.
125. Gallaudet, E. M. (1895). What is the combined system?
126. Adams, M. E. (1895). Nature or environment.
127. Wing, G. (1895). The acquisition of language by deaf-mutes.
128. Heidsiek, J. (1896). Methods of instruction.
129. Moffa, L. (1896). Paragraphs. I.
130. Tillinghast, J. A. (1896). Vocal and sign language.
131. Dudley, D. C. (1897). An ideal school for the deaf.
132. Fay, E. A. (1897). Miscellaneous. The report of the Glasgow committee.
133. Fay, E. A. (1897). Miscellaneous. Sign names.
134. McKinley (1897). A message to all interested in promoting the education of the deaf in Europe.
135. Daveis, A. E. (1898). Then and now.
136. Fay, E. M. (1898). Miscellaneous. The suppression of the sign-language.
137. Heidsiek, J. (1898). Hearing deaf-mute. III.
138. McAloney, T. (1898). Kindergarten for the deaf.
139. Tillinghast, E. S. (1898). The correlation of instruction and environment.

140. Fay, E. A. (1899). School items. Oregon School.
141. Gallaudet, E. M. (1899). Must the sign-language go?
142. Heidsiek, J. (1899). The education of the deaf in the United States. Report of a visit, and a further contribution to the question of methods. II.
143. Heidsiek, J. (1899). The education of the deaf in the United States. Report of a visit, and a further contribution to the question of methods. III.
144. Gregory, S. W. (1899). An oral environment.
145. Smith, J. L. (1899). The question of chapel services in schools for the deaf.
146. Smith, J. L. (1899). The function of memorizing in the acquisition of language.
147. Arendt, J. (1990). The golden mean.
148. Dobyns, J. R. (1990). The growth and development of southern schools for the deaf.
149. Fay, E. A. (1900). Miscellaneous. Hutton's "Specimen Dictionary of Signs."
150. Fay, E. A. (1900). Miscellaneous. The Lord's Prayer in signs.
151. Fay, E. A. (1900). The Paris congress of 1900.
152. Havstad, L. A. (1990). Report of a visit to the United States and the British Isles to study the education of deaf children and other matters pertaining to the deaf, March 17 to July 15, 1899.

APPENDIX C

SIGNIFICANT DOCUMENTS OF METHODICAL SIGNS

Appendix C provides a quick glance at 60 documents including a list of author, year of the publication, and title of the article in order to get a feel for methodical signs issues in deaf education. Specific information about the publications can be found in Appendix A.

1. Terry, S. (1819). Third report of the directors of the Connecticut Asylum for the Education and Instruction of Deaf and Dumb Persons, exhibited to the Asylum.
2. Barnard, H. (1834). Art. II. Education of the deaf and dumb.
3. Burnet, J. R. (1835). Tales of the deaf and dumb with miscellaneous poems.
4. Mann, E. J. (Ed.). (1836). The deaf and dumb: A collection of articles relating to the condition of deaf mutes: Their education and the principal asylums devoted to their instruction.
5. Anonymous. (1846). Education of the deaf and dumb.
6. Rae, L. (1851). Proceedings of the second convention of American Instructors of the Deaf and Dumb.
7. Rae, L. (1852). Dr. Peet's European tour.
8. Rae, L. (1852). On the proper use of signs in the instruction of the deaf and dumb.
9. Burnet, J. R. (1853). An experiment.
10. Weld, L. (1853). Suggestions on certain varieties of the language of signs as used in the instruction of the deaf and dumb.
11. Jacobs, J. A. (1853). On the disuse of natural signs in the instruction of deaf mutes.
12. Jacobs, J. A. (1853). An important distinction. Methodical signs.
13. Peet, H. P. (1853). Elements of the language of signs.
14. Rae, L. (1853). Proceedings of the third convention.
15. Burnet, J. R. (1854). The necessity of methodical signs considered.
16. Burnet, J. R. (1854). The "experiment" explained.
17. Jacobs, J. A. (1854). The experiment explained.
18. Burnet, J. R. (1855). Colloquial signs versus methodical signs.
19. Jacobs, J. A. (1855). On the disuse of colloquial signs in the instruction of the deaf and dumb, and the necessity of general signs following the order of the words.
20. Jacobs, J. A. (1855). The philosophy of signs in the instruction of deaf-mutes.
21. Burnet, J. R. (1856). The case of Laura Bridgman.
22. Jacobs, J. A. (1856). Mechanical, alias methodical signs.
23. Jacobs, J. A. (1856). The methodical signs for "AND" and the verb "TO BE."
24. Porter, S. (1856). The methodical signs for "AND" and the verb 'TO BE.'

25. Barnard, H. (1857). Memoir of Harvey Prindle Peet, president of the New York Institution of the Deaf and Dumb.
26. Jacobs, J. A. (1857). Preface to an unpublished work.
27. Jacobs, J. A. (1858). Mode of learning the sign language.
28. Jacobs, J. A. (1858). Misrepresentations corrected.
29. Peet, H. P. (1858). Signs unnecessary as the "representation of words."
30. Porter, S. (1858). Remarks by the editor.
31. Carlin, J. (1859). Words recognized as units. Systematic signs.
32. Jacobs, J. A. (1859). The relation of written words to signs, the same as their relation to spoken words.
33. Peet, H. P. (1859). Words not "representatives" of signs, but of ideas.
34. Peet, H. P. (1859). Memoir on the history of the art of instructing the deaf and dumb. Second period.
35. Peet, H. P. (1859). Reviews of the arguments of Mr. Jacobs on the methodical signs
36. Turner, W. W. (1859). On the deaf-mute language.
37. Épée, C. (1860). The true method of educating the deaf and dumb; confirmed by long experience. Part first.
38. Épée, C. (1860). The true method of educating the deaf and dumb; confirmed by long experience. Part third.
39. Green, S. A. (1861). The earliest advocate of the education of deaf-mutes in America.
40. Peet, I. L. (1868). Initial signs.
41. Gillet, H. S. (1870). Language.
42. Cochrane, W. A. (1871). Methodical signs instead of colloquial.
43. Keep, J. R. (1871). The sign language.
44. Kruse, O. F. (1872). The combined method of instruction for the deaf and dumb.
45. Talbot, C. H. (1872). The Kentucky Institution and methodical signs.
46. Valentine, E. G. (1872). Shall we abandon the English order?
47. Fay, G. O. (1873). The methods of deaf-mute education.
48. Pettengill, B. D. (1873). The sign language.
49. De Haerne, D. (1875). The natural language of signs. II.
50. Pettingell, J. H. (1875). Language: Its nature and functions
51. Greenberger, D. (1876). Articulation.
52. Tylor, E. B. (1878). The gesture-language. I.
53. Valade-Gabel, P. M. (1879). The institutions for the deaf and dumb in France.
54. Fay, E. A. (1882). Miscellaneous: Dr. Peet's latest advance in language teaching.
55. Kirkhuff, J. D. (1886). Teaching without text-books.
56. Walker, S. T. (1886). Touch transmission by electricity in the education of deaf-mutes.
57. Wing, G. (1887). The theory and practice of grammatical methods.
58. Archer, T. V. (1893). The natural method of teaching language.
59. Williams, J. (1893). A general view of the education of the deaf in the United States.
60. Gallaudet, E. M. (1898). Some important corrections.

APPENDIX D

SIGNIFICANT DOCUMENTS OF COMBINED SYSTEM

Appendix D provides a quick glance at 64 documents including a list of author, year of the publication, and title of the article in order to get a feel for combined method/system issues in deaf education. Further information about the publications can be found in Appendix A.

1. Ackers, S. J. (1874). To the editor of the Annals.
2. Pettengill, B. D. (1874). The acquisition of written language by deaf-mutes.
3. Burke, S. M. (1880). Views on the combined method.
4. Fay, E. A. (1880). The fourth conference of Principals of American Institutions for the Deaf and Dumb.
5. Fay, E. A. (1881). The methods of the British schools.
6. Fay. E. A. (1881). Padre Marchio's reply to Dr. Gallaudet. I.
7. Gallaudet, E. M. (1881). Remarks on the combined system.
8. Gallaudet, E. M. (1881). Rejoinder to Padre Marchio.
9. Fay, E. A. (1882). Tabular statement of the institutions of the deaf and dumb of the world.
10. Buxton, D. (1883). Notes of progress in the education of the deaf.
11. Garrett, E. (1883). A plea that the deaf "mutes" of America may be taught to use their voices.
12. Storrs, R. S. (1883). Semi-deaf, semi-mute, and the combined method.
13. Williams, J. (1883). The combined system of instruction.
14. Fay, E. A. (1884). Miscellaneous. President Gallaudet on oral and aural teaching.
15. Peet, I. L. (1884). General view of the education of the deaf and dumb in the United States.
16. Fay, E. A. (1886). The eleventh convention.
17. Gallaudet, E. M. (1886). History of the education of the deaf in the United States.
18. Fay, E. A. (1889). Methods of instruction in American schools.
19. Westervelt, Z. F. (1889). The American vernacular method. I.
20. Fay, E. A. (1890). Methods of instruction in American schools.
21. Hanson, O. (1890). Observations abroad.
22. Fay, E. A. (1891). Methods of instruction in American schools.
23. Fay, E. A. (1891). Miscellaneous. The term "combined system."
24. Gallaudet, E. M. (1891). The combined system of instruction.
25. Fay, E. A. (1892). Methods of instruction in American schools.
26. Fay, E. A. (1892). Miscellaneous: President Gallaudet's Glasgow address.

27. Gallaudet, E. M. (1892). The ideal school for the deaf.
28. Way, D. M. (1892). The Whipple natural alphabet in its revised form.
29. Fay, E. A. (1893). Methods of instruction in American schools.
30. Gallaudet, E. M. (1893). The proper adjustment of methods in the education of the deaf.
31. Peet, I. L. (1893). A method of teaching articulation to every pupil.
32. Clarke, F. D. (1894). How we keep speech.
33. Clarke, T. P. (1894). Fact and fancy.
34. Fay, E. A. (1894). Miscellaneous. Education in Massachusetts.
35. Fay, E. A. (1894). Methods of instruction in American schools.
36. Fay, E. A. (1894). School items. Portland School.
37. Porter, S. H. (1894). The suppression of signs by force.
38. Allabough, B. R. (1895). Should we employ nature's method in teaching the deaf language?
39. Fay, E. A. (1895). Methods of instruction in American schools.
40. Gallaudet, E. M. (1895). What is the combined system?
41. Fay, E. A. (1896). Notices of publications: In the combined system approved by friends of the orally taught.
42. Fay, E. A. (1896). Notices of publications: Growth of the oral method of instructing the deaf.
43. Fay, E. A. (1896). Methods of instruction and industries taught in American schools.
44. Fay, E. A. (1896). Miscellaneous. President Gallaudet on the combination of methods.
45. Fay, E. A. (1896). School items. Portland School.
46. Griffin, M. E. (1896). The co-operation of workers in a combined-system school.
47. Heidsiek, J. (1896). Methods of instruction.
48. Fay, E. A. (1897). Miscellaneous. The report of the Glasgow Committee.
49. Fay, E. A. (1897). Methods of instruction and industries taught in American schools.
50. Gallaudet, E. M. (1897). President Gallaudet's mission to the deaf and their friends in Europe.
51. McKinley, W. et al. (1897). A message to all interested in promoting the education of the deaf in Europe.
52. Daveis, A. E. (1898). Then and now.
53. Fay, E. A. (1898). Methods of instruction and industries taught in American schools.
54. Dodds, R. W. (1899). The practical benefits of methods compared.
55. Fay, E. A. (1899). School items. Oregon School.
56. Fay, E. A. (1899). Methods of instruction in American schools.
57. Fay, E. A. (1899). Miscellaneous: The classification of methods.
58. Heidsiek, J. (1899). The education of the deaf in the United States. Report of a visit, and a further contribution to the question of methods. III.
59. Fay, E. A. (1900). Methods of instruction in American schools for the deaf.
60. Fay, E. A. (1900). Miscellaneous. Convention of Italian instructors.
61. Gallaudet, E. M. (1900). Echoes of the congress of 1900.

62. Havstad, L. A. (1990). Report of a visit to the Untied States and the British Isles to study the education of deaf children and other matters pertaining to the deaf, March 17 to July 15, 1899, II.
63. Havstad, L. A. (1900). Report of a visit to the United States and the British Isles to study the education of deaf children and other matters pertaining to the deaf, March 17 to July 15, 1899.

APPENDIX E

SIGNIFICANT DOCUMENTS OF BILINGUAL APPROACH

Appendix E provides a quick glance at 31 documents including a list of author, year of the publication, and title of the article in order to get a feel for the descriptions of the use of the language of signs and English or bilingual approach issues in deaf education. More information about the publications can be found in Appendix A.

1. Terry, S. (1819). Third report of the directors of the Connecticut Asylum for the Education and Instruction of Deaf and Dumb Persons, exhibited to the asylum.
2. Woodruff, L. (1847). Primary instruction of the deaf and dumb.
3. Carlin, J. (1851). Advantages and disadvantages of the use of signs.
4. Keep, J. R. (1855). On the use of the dictionary in the instruction of the deaf and dumb.
5. Barnard, H. (1857). New York Institution for the Deaf and Dumb.
6. Jacobs, J. A. (1858). A sufficient admission-words the representatives of sign--signs in the order of the words.
7. Keep, J. R. (1870). How should deaf-mutes learn verbal language?
8. Fay, E. A. (1871). Reports of American institutions for the deaf and dumb.
9. Peet, I. L. (1871). A practical view of deaf-mute instruction.
10. Talbot, C. H. (1872). The Kentucky Institution and methodical signs.
11. Pettengill, B. D. (1873). The sign language.
12. Keep, J. R. (1875). First lessons for deaf-mutes: Suggestions to teachers.
13. Hutton, J. S. (1876). Posthumous papers of the late George Hutton, F. E. I.
14. Pettengill, B. D. (1877). The size of classes.
15. Porter, S. (1877). A method of teaching complex and compound sentences.
16. Greenberger, D. (1878). The natural method.
17. Fay, E. A. (1879). The early home training of deaf-mute children.
18. Valade-Gabel, P. M. (1879). The institutions for the deaf and dumb in France.
19. Greenberger, D. (1880). The natural method. III.
20. Fay, E. A. (1881). The methods of the British schools.
21. Storrs, R. S. (1881). Methods of deaf-mute instruction. III.
22. Bell, A. G. (1883). Upon a method of teaching language to a very young congenitally deaf child.
23. Peet, I.L. (1884). General view of the education of the deaf and dumb in the United States.
24. Caldwell, W. A. (1886). Expedients for teaching language.
25. Haskins, C. N. (1887). How I treat lessons from the reader.

26. Gallaudet, E. M., & Denison, J. (1889). A course of study.
27. Kiesel, T. A. (1891). The early stages in the education of the deaf.
28. Fay, E. A. (1893). School items. Nebraska Institution.
29. Clarke, F. D. (1894). The first year's work.
30. Clarke, F. D. (1896). The second year's work.
31. Smith, J. L. (1899). The function of memorizing in the acquisition of language.

APPENDIX F

SIGNIFICANT DOCUMENTS OF THE ESL APPROACH

Appendix F provides a quick glance at 20 documents including a list of author, year of the publication, and title of the article in order to get a feel for descriptions of English teaching or ESL approach issues in deaf education. Further information about the publications can be found in Appendix A.

1. Rae, L. (1852). On the proper use of signs in the instruction of the deaf and dumb.
2. Barnard, H. (1857). New York Institution for the Deaf and Dumb.
3. Keep, J. R. (1871). Natural signs.
4. Peet, I. L. (1871). A practical view of deaf-mute instruction.
5. Kruse, O. F. (1872). The combined method of instruction for the deaf and dumb.
6. Pettengill, B. D. (1873). The sign language.
7. Pettengill, B. D. (1874). The acquisition of written language by deaf-mutes.
8. Greenberger, D. (1878). The natural method.
9. Peet, I. L. (1881). The elementary instruction of the deaf.
10. Bell, A. G. (1883). Upon a method of teaching language to a very young congenitally deaf child.
11. White, H. (1883). The mental training of the deaf.
12. Peet, I. L. (1884). General view of the education of the deaf and dumb in the United States.
13. Gallaudet, E. M., & Denison, J. (1889). A course of study.
14. White, H. (1889). How history may be taught.
15. Kulner, S. (1890). Our elementary work.
16. Kirkhuff, J. D. (1891). The natural method.
17. Clarke, F. D. (1896). The second year's work.
18. Clarke, F. D. (1896). The second year's work. II.
19. Clarke, F. D. (1897). The third year's work. III.
20. Clarke, F. D. (1898). The fifth year's work. I.

APPENDIX G

SIGNIFICANT DOCUMENTS OF FINGERSPELLING

Appendix G provides a quick glance at 29 documents including a list of author, year of the publications, and title of the article in order to get a feel for fingerspelling approach issues in deaf education. More information about the publications can be found in Appendix A.

1. Terry, S. (1819). Third report of the directors of the Connecticut Asylum for the Education and Instruction of Deaf and Dumb Persons, exhibited to the asylum.
2. Carlin, J. (1851). Advantages and disadvantages of the use of signs.
3. Burnet, J. R. (1855). Colloquial signs versus methodical signs.
4. Porter, S. (1858). Remarks by the editor.
5. Burnet, J. R. (1858). Under what forms do deaf-mutes apprehend words?
6. Burent, J. R. (1860). Conceptions of words in the minds of deaf-mutes: Communication from Mr. J. R. Burnet.
7. Peet, I. L. (1868). Initial signs.
8. Keep, J. R. (1870). How should deaf-mute children learn verbal language?
9. Montgomery, I. (1870). The practical value of articulation.
10. Fay, G. O. (1873). The methods of deaf-mute education.
11. Fay, G. O. (1882). The sign language: The basis of instruction for deaf-mutes.
12. Fay, E. A. (1886). The eleventh convention.
13. Gordon, J. C. (1886). Notes on manual spelling.
14. Walker, S. T. (1886). Touch transmission by electricity in the education of deaf-mutes.
15. Fay, E. A. (1888). School items. Western New York Institution.
16. Watson, J. (1888). How to awaken the interest and attention of deaf pupils.
17. Fay, G. O. (1889). A week at Rochester.
18. George, D. W. (1890). Signs and fingerspelling.
19. Gallaudet, E. M. (1892). The ideal school for the deaf.
20. Hamilton, H. E. (1894). Manual alphabets in an oral school.
21. Porter, S. H. (1894). The suppression of signs by force.
22. Hurd, A. C. (1895). An outline of primary language work.
23. Tillinghast, J. A. (1896). Vocal and sign language.
24. Clarke, F. D. (1897). The fourth year's work. II.
25. McAloney, T. (1898). Kindergarten for the deaf.
26. Fay, E. A. (1899). School items. Oregon school.
27. Dodds, R. W. (1899). The practical benefits of methods compared.

28. Heidsiek, J. (1899). The education of the deaf in the United States. Report of a visit, and a further contribution to the question of methods. I.
29. Heidsiek, J. (1899). The education of the deaf in the United States. Report of a visit, and a further contribution to the question of methods. III.
30. Havstad, L. A. (1900). Report of a visit to the United States and the British Isles to study the education of deaf children and other matters pertaining to the deaf, March 17 to July 15, 1899. II.

APPENDIX H

THE 19TH CENTURY PUBLISHED WORKS OF DEAF PERSONS

This appendix indicates what extent the Deaf community is included in the signed language planning processes within the Deaf community. Following are a list of deaf authors who contributed to the field of deaf education.

Name of Author (Age of Onset of Hearing Loss)	Title of the Article (year)
1) Arms, Hiram Phelps (deaf, the cause of deafness: unknown)	The intermarriage of the deaf (1887).
2) Angus, Walter W. (semi-mute)	Marginalia (1870).
3) Ballard, Melville (deafened at the age of less than 17 months).	Reflections of a deaf-mute before education (1881).
4) Bell, Mabel G. (deafened at the age of five)	Success in speech-reading (1890).
5) Booth, Edmund (deafened at the age of eight; blind in one eye).	Thinking in words and gestures (1878), Classifying words (1880), A genius for lip-reading (1884), Punctuation. Second article (1885).
6) Burnet, John R. (deafened at age eight).	Tales of the deaf and dumb with miscellaneous poems (1835), Art. III. Seventh annual report of the secretary of the [Massachusetts] board of education (1844), Exposition of the syllabic dactylography (1851), An experiment (1853), The "experiment" explained (1854), The necessity of methodical signs considered (1854), Colloquial signs versus methodical signs (1855), Misapprehensions corrected. (1855), The case of Laura Bridgman (1856), Under what forms do deaf-mutes apprehend words? (1858), Is it easier for deaf-mutes to spell words mentally, or to regard them as units? (1859), Dactylography versus writing (1859), Mr. Burnet and the editor (1859), To the members of the fifth convention of American Instructors of the Deaf and Dumb (1859), Conceptions of words in the minds of deaf-mutes: Communication from Mr. Burnet (1860), Text-books and mutism (1872); Biographical sketch of Harvey P. Peet (1873).
7) Carlin, John (born deaf)	Advantages and disadvantages of the use of signs (1851), Words recognized as units. Systematic signs (1859), The deaf-mute's guide (1859), Wages of deaf mute instructors (1859).

8) Chamberlain, W. W. (deafened at the age of 8)	Proceedings of the convention of the New England Gallaudet Association of Deaf-Mutes. (1857), Proceedings of the third convention of the New England Gallaudet Association of Deaf-Mutes. (1858), Conceptions of words in the minds of deaf-mutes: Mr. Wm. M. Chamberlain's statement of his experience (1860), The "animus" (1888), The experience of a lip-reader (1888).
9) Clerc, Laurent (deafened at the age of one)	An address (1818), Some hints to teachers of the deaf and dumb (1852).
10) Crane, J. E. (deafened at age 10)	Compulsory education of the deaf (1899).
11) Denison, James. (unknown)	The memory of Laurent Clerc (1874); Impression of the Milan Convention (1881), The manual alphabet as a part of the public-school course (1886), Reading for the higher classes (1888), A course of study (1889).
12) Draper, Amos G. (deafened at the age of nine)	The preparation of advanced pupils for college (1882), The manual alphabet in schools for the deaf. Conversation classes (1890), George Wing (1887), Dr. Bell's "memoir," and criticisms upon it (1888), The manual alphabet in schools for the deaf. Conversation classes (1890), The higher education of the deaf (1893), The attitude of the adult deaf towards pure oralism (1895), Argumentum ad parentem (1896), How to teach and use the manual alphabet (1897), Deaf men in colleges for hearing men (1900).
13) Emery, P. A. (deafened at the age of three).	How to increase the intelligence of our pupils (1895).
14) Fox, Thomas F. (deafened at the age of 12)	The use of the dictionary in teaching language (1888), Speech and gestures (1897).
15) George, Dudley Webster (unknown; he was the son of James Goodloe George)	Sign and fingerspelling (1890).
16) George, James Goodloe (deafened at age nine or 10; he was the deaf father of Dudley Webster George)	On the improvement of semi-mutes (1856).
17) Griffis, Sadie E. (born deaf) (second female deaf author)	The mind of an uneducated deaf child (1900).

18) Hanson, Olof (deafened at the age of 13)	Tendency among the deaf to exclusive association with one another (1888), Observation aboard (1890), The question of methods in Sweden (1891), What should be the aim of the education of the deaf? (1893), Mr. Havstad's views on the education of the deaf (1894).
19) Hodgson, Edwin A. (deafened at the age of 18)	The division of words into syllables (1882).
20) Hotchkiss, J. B. (semi-mute)	Articulation for semi-mutes (1870).
21) Kruse, Otto Friedrich (deafened at the age of six)	The combined method of instruction for the deaf and dumb (1872).
22) Logan, James H. (deafened at the age of 4 1/2).	The necessity of a training-school for teachers of deaf-mutes (1877), More on idioms (1888).
23) Mann, Edwin J. (deafened at the age of 2 1/2)	The deaf and dumb: Or, a collection of articles relating to the condition of deaf mutes; their education, and the principal asylums devoted to their instruction (1836).
24) Montgomery, I. (semi-mute)	The practical value of articulation (1870).
25) Patterson, Robert (unknown)	Is deafness a barrier to the mastery of the English language? (1878), The importance of developing the conversational powers of the deaf and dumb (1878).
26) Redden, Laura C. (Mrs. Edward W. Searing) (deafened at the age of 11). (first deaf female author)	A few words about the deaf and dumb (1858).
27) Smith, James L. (deafened at the age of eight)	Clannishness (1887), A course of study (1889), Reading for the little ones (1891), The Gouin method (1893), Characteristic errors of pupils (1897), Cooperation (1897), The question of chapel services in schools for the deaf (1899), The function of memorizing in the acquisition of language (1899), What knowledge will be most useful to our pupils after leaving schools? (1899).
28) Syle, Henry Winter (deafened at the age of six)	A summary of the recorded researches and opinions of Harvey Prindle Peet. I & II (1873).
29) Tilden, Douglas (deafened at the age of four)	Articulation in a new light (1887), Signs and words (1887).
30) Tucker, Arthur G. (deafened at the age of four or five months)	The impressions and experiences of an uneducated deaf child (1900).

31) White, Henry (Harry) C. (deafened at the age of four)	Reading as a means of acquiring a good command of language (1879), A talk with Laura Bridgman (1880), Teaching idiomatic language (1882), The mental training of the deaf (1883), The influence of signs upon the study of language (1884), A plea for a practical education (1887), How history may be taught (1889), Spelling versus signs (1890).
32) Wing, George (semi-deaf, hard- of-hearing)	Function symbols (1885), The associative feature in the education of the deaf (1886), The acquisition of language by deaf-mutes (1895).

APPENDIX I
TABULAR STATEMENTS OF AMERICAN
SCHOOLS FOR THE DEAF: 19TH CENTURY

Year	Number of Institutions	The Manual			
		The Manual Method	Alphabet Method	The Oral Method	The Combined System
1817	1	1 (100%)			
1820	3	3 (100%)			
1835	6	6 (100%)			
1850	12	12 (100%)			
1857	20	20 (100%)			
1858	20	20 (100%)			
1860	22	22 (100%)			
1863	22	22 (100%)			
1866	24	24 (100%)			
1867	27	25 (93%)		2 (7%)	
1868	28	3 (11%)		2 (7%)	23 (82%)
1869	30	N/A		N/A	N/A
1870	34	3 (9%)		3 (9%)	28 (82%)
1871	38	5 (13%)		4 (11%)	29 (76%)
1872	36	4 (11%)		4 (11%)	28 (78%)
1873	38	4 (11%)		4 (11%)	30 (79%)
1874	44	4 (9%)		5 (11%)	35 (80%)
1875	48	6 (13%)		6 (13%)	36 (75%)
1876	49	6 (12%)		6 (12%)	37 (76%)
1877	49	6 (12%)		8 (16%)	35 (71%)
1878	49	6 (12%)		9 (18%)	34 (69%)
1879	51	7 (14%)		11 (22%)	33 (65%)
1880	55	9 (16%)		11 (20%)	35 (64%)
1881	55	9 (16%)		12 (22%)	34 (62%)
1882	55	9 (16%)		12 (22%)	34 (62%)
1883	58	10 (17%)		14 (24%)	34 (59%)
1884	60	9 (15%)		13 (22%)	39 (65%)
1885	64	10 (16%)		14 (22%)	40 (63%)
1886	65	9 (14%)		14 (21%)	42 (66%)
1887	68	10 (15%)		14 (21%)	44 (65%)
1888	73	9 (12%)		18 (25%)	46 (63%)
1889	73	10 (14%)		18 (25%)	45 (62%)
1890	76	12 (16%)		19 (25%)	45 (60%)
1891	76	7 (9%)		18 (24%)	51 (67%)
1892	79	7 (9%)	2 (3%)	20 (25%)	50 (63%)
1893	79	7 (9%)	2 (3%)	19 (24%)	51 (65%)
1894	81	3 (4%)	1 (1%)	21 (26%)	56 (70%)
1895	88	4 (5%)	1 (1%)	25 (28%)	58 (66%)
1896	88	3 (3%)	1 (1%)	25 (28%)	59 (67%)
1897	95	5 (6%)	1 (1%)	27 (28%)	62 (65%)
1898	101	8 (8%)	1 (1%)	34 (34%)	58 (57%)
1899	112	8 (7%)	1 (1%)	43 (38%)	60 (54%)
1900	115	4 (4%)	1 (1%)	50 (44%)	60 (52%)

APPENDIX J
TABULAR STATEMENTS OF AMERICAN SCHOOLS FOR THE DEAF IN THE
19TH CENTURY: NUMBER OF INSTITUTIONS AND STUDENTS

Year	Number of Institutions	The Manual		
		The Manual Method	Alphabet Method	The Oral Method
1817	1.00	12 (100%)		
1820	3.00			
1835	6.00			
1850	12.00	1,148 (100%)		
1857	20.00			
1858	20/1721	1,721 (100%)		
1860	22.00			
1863	22.00			
1866	24.00			
1867	27.00			
1868	28/2898	2,860 (99%)		38 (1%)
1869	30.00			
1870	34/3,784	118 (3%)		126 (3%) 3,560 (94%)
1871	38/4,068	133 (3%)		148 (4%) 3,783 (93%)
1872	36/4,253	187 (4%)		199 (5%) 3,867 (91%)
1873	38/4,252	202 (5%)		218 (5%) 3,832 (90%)
1874	44/4,892	196 (4%)		269 (6%) 4,427 (90%)
1875	48/5,309	244 (4%)		310 (6%) 4,755 (90%)
1876	49/5,010	225 (5%)		311 (6%) 4,454 (89%)
1877	49/5,711	277 (5%)		352 (6%) 5,082 (89%)
1878	49/6,166	347 (6%)		388 (6%) 5,431 (88%)
1879	51/6,431	377 (6%)		403 (6%) 5,651 (88%)
1880	55/6,798	417 (6%)		489 (7%) 5,892 (87%)
1881	55/7,019	392 (6%)		527 (7%) 6,100 (87%)
1882	55/7,155	361 (5%)		584 (8%) 6,210 (87%)
1883	58/7,169	821 (11%)		651 (9%) 5,697 (80%)
1884	60/7,485	432 (6%)		646 (9%) 6,407 (85%)
1885	64/7,801	365 (5%)		598 (8%) 6,838 (88%)
1886	65/8,051	342 (4%)		652 (8%) 7,057 (88%)
1887	68/7,978	212 (3%)		655 (8%) 7,111 (89%)
1888	73/8,372	266 (3%)		1,091 (13%) 7,015 (84%)
1889	73/8,575	292 (3%)		1,113 (13%) 7,170 (84%)
1890	76/8,901	331 (4%)		1,104 (12%) 7,466 (84%)
1891	76/9,232	94 (1%)		833 (9%) 8,305 (90%)
1892	79/9,264	82 (1%)	185 (2%)	867 (9%) 8,130 (88%)
1893	79/9,542	87 (1%)	186 (2%)	925 (10%) 8,344 (87%)
1894	81/10,027	30 (1%)	181 (1%)	972 (10%) 8,844 (88%)
1895	88/10,679	39 (1%)	181 (1%)	1,021 (10%) 9,438 (88%)
1896	88/11,054	130 (1%)	181 (1%)	1,030 (9%) 9,713 (88%)
1897	95/11,424	84 (1%)	199 (2%)	1,081 (9%) 10,060 (88%)
1898	101/11,837	262 (2%)	187 (2%)	1,176 (10%) 10,212 (86%)
1899	112/11,942	259 (2%)	192 (2%)	1,264 (11%) 10,227 (86%)
1900	115/12,307	127 (1%)	189 (2%)	1,364 (11%) 10,627 (86%)

APPENDIX K

**NUMBER OF TEACHERS EMPLOYED IN DEF EDUCATION
DURING THE 19TH CENTURY**

Year	(A) Overall Numbers of Teachers	(B) Number of articulation teachers who used English only	(C) Number of hearing teachers who used two languages	(D) Number of deaf-mute teachers who used two languages	(E) Number of semi-mute teachers who used two languages	(F) Total of deaf teachers who used two languages	Percentage (A: Overall/F: Deaf)	Percentage (C: hearing/F:deaf)
1857	115	47					41%	
1868	170	71					42%	
1869	222	94					42%	
1871	260	80	30	110	43%			
1872	271	72	35	107	39%			
1873	274	71	33	104	38%			
1874	290	63	35	98	34%			
1875	321.5	70	41	114	35%			
1876	304	62	42	104	34%			
1877	356	67	44	111	31%			
1878	375	65	51	116	31%			
1879	388	57	56	113	29%			
1880	425	74	58	132	31%			
1881	444	87	60	147	33%			
1882	481	89	65	154	32%			
1883	497	85	66	151	30%			
1884	508	86	69	155	31%			
1885	540	81	75	156	29%			
1886	566	134	432	83	75	158	28%	37%
1887	577	171	406	81	74	155	27%	38%
1888	606	199	407	77	77	154	21%	38%
1889	615	208	407	84	76	160	26%	39%
1890	641	213	428	80	90	170	27%	40%
1891	686	260	426			167	24%	39%
1892	706	291	415			166	24%	40%
1893	765	331	434			169	22%	39%
1894	784	372	412			173	22%	42%
1895	835	397	438			173	21%	39%
1896	879	427	452			180	20%	40%
1897	1188	487	701			210	18%	30%
1898	1253	530	723			223	18%	31%
1899	1309	561	748			243	19%	32%
1900	1353	583	770			223	16%	30%

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