

of prizes for the best essays on the home instruction of the Deaf.

The progress of the oral method has been marked by a great development of day schools in which the teachers come into personal contact with the parents of the children, thus securing coöperation between the home and the school. Quite a number of parents' associations have been organized in different parts of the country affiliating with the day schools established there. The tendency to lower the age of admission to oral schools has become quite marked and several schools have appeared receiving children below the school age and even as young as three years.

In fact it is now being very generally recognized that in order to establish the speech habit the oral instruction of a deaf child should be begun at as early an age as possible; and that the faculty of imitating the movements of the mouth is most marked in the deaf child at the age when hearing children learn to talk.

The oral movement has also extended in a different direction. There are multitudes of people in the United States who speak perfectly but cannot hear. As hearing power began to fail they resorted to hearing-trumpets and other appliances to aid the hearing, but when the deafness became total their friends were obliged to use writing as their only means of communication. Lip-reading is now being resorted to for relief; and lip reading schools have appeared and are increasing in number. Mr. DeLand has fostered this movement by opening wide the pages of the *Volta Review* to the discussion of methods of teaching lip reading to young deaf adults. It is obvious that this is a very important movement and destined to grow, when we consider that the number of hard-of-hearing or totally-deaf adults who can speak perfectly well exceeds very greatly the total number of deaf children in the country.