

The following resolutions were adopted by the conference. All passed by a unanimous vote excepting the first:¹⁴

"Resolved, that the American system of Deaf-mute education, as practised and developed in the institutions of this country for the last fifty years commends itself by the best of all tests—that of prolonged, careful, and successful experiment as in a preëminent degree adapted to relieve the peculiar misfortune of Deaf-mutes, as a class and restore them to the blessings of society.

"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 judgment 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 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."

ORGANIZATION OF ORAL TEACHERS

The success of the Clarke School led to a great awakening among the older schools of the country, and articulation teachers became in demand.

The sign-language schools began to teach speech; and they were spurred on to renewed exertions in this respect by the appearance of numerous new schools employing the oral method alone without the sign-language.

Teachers who had had experience at Northampton were especially in demand. The drain upon the teaching staff from this and other causes led to the establishment of a normal training class to fill the vacancies. The Clarke School, however, could do no more than train a small class to supply teachers for her own use.