

in 669 cases, or 68.7 per cent of the whole, the speech is used as a means of instruction.

662 pupils, or 68.0 per cent, are taught wholly or in part by the oral method.

395, or 40.6 per cent are taught wholly by the oral method (pure oral); and 267, or 27.4 per cent are taught in part by the oral method.

It thus appears that, although the proportion taught speech is less in Canada than in the United States, the proportion taught by the oral method is greater.

CONCLUSION

In looking back over the history of the past we can see very clearly that the living, growing oral movement of today owes its inception to the Hon. Gardiner Greene Hubbard, and his Massachusetts bill of March 1864.

Though not a teacher himself, though he never himself taught speech to a deaf child, yet he has his place in history as the great spirit that promoted the teaching of speech to the Deaf in America. It was due to his genius for organization that, in spite of the most virulent opposition, the oral method was at last firmly established upon American soil.

He promoted the teaching of speech to the Deaf, but others actually accomplished the work; and here history points backward to Miss Harriet B. Rogers as the pioneer of the whole movement. In 1864 Miss Rogers, with a single pupil, stood out against the whole profession of American Instructors of the Deaf, and determined to devote her life to the teaching of speech to the Deaf. In 1865 Mr. Hubbard came to her assistance and enabled her to start a school which was opened in Chelmsford, Massachusetts, in 1866. In 1867 the Chelmsford School was removed to Northampton and became the Clarke Institution.