

The statistics for 1917 show that in 1561 cases or 11.1 per cent of the whole the general education of the pupils is carried on by speech and manual spelling without the sign-language; but these have not been included in the foregoing table, which relates only to the growth of the oral method, because the oralists of today do not employ a manual alphabet. It is somewhat noteworthy, however, that the oral teachers of the past, the Braidwoods for example, made use of manual spelling.

There are also 688 cases, not included in the table, or 4.9 per cent of the whole, where the general education is carried on by speech supplemented by the use of the sign-language in the school room. In 1904 the proportion was 12.3 per cent; and the gradual falling off in the proportion so taught is another indication that in the combined system schools the tendency now is to exclude the sign-language from the school room, and limit its use to the playground, and to chapel exercises and workshop instruction.

Indeed there is a tendency to go further than this and a strong movement has made its appearance to establish segregated oral depts. in the combined system schools in which the pupils may be taught wholly by the oral method and kept separate and apart from the pupils employing the sign-language.

It would hardly be fair I think to conclude this historical sketch without at least some reference to our next-door neighbor, Canada,<sup>27</sup> although of course the curves denoting progress have not the same significance as with us on account of the small number of schools and pupils involved. A change in the practise of a single school might produce a fluctuation in the whole curve for Canada.

There are eight schools for the Deaf in Canada containing 974 pupils.

697 of these, or 71.6 per cent are taught speech; and