

THE GROWTH OF THE
ORAL METHOD IN AMERICA

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RB135,820

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By Alexander Graham Bell

The substance of this paper was delivered as an address, October 10, 1917, at Northampton, Mass., at a meeting commemorating the fiftieth anniversary of the founding of the Clarke School. The importance of the occasion has seemed to justify a more careful presentation of the subject than could be made in a spoken address without notes: Hence this paper.

This is a memorable occasion. We are not only celebrating the fiftieth anniversary of the founding of the Clarke School, but the fiftieth anniversary of the establishment of the oral method in America: The first permanent oral schools appeared in 1867.

It is true that the Braidwood oral method was introduced at a very much earlier date, 1812, but it failed to take root here, and died out within a few years.¹

FIRST ATTEMPT TO INTRODUCE ORAL TEACHING INTO AMERICA

John Braidwood, a grandson of the celebrated Thomas Braidwood of Edinburgh, came to America in 1812 with the object of founding in this country a school for the Deaf similar to that which had been so successfully established in Great Britain by his grandfather in 1760.

Unfortunately John Braidwood seems to have been the black sheep of his family and left his country for his country's good! He had been placed in charge of the Edinburgh Institution for the Deaf² at its opening in 1810; but after remaining three terms he fell into financial and other difficulties and suddenly abandoned the Institution and fled to avoid arrest for debt. In May 1812 he turned up in America at Washington, D. C.

I do not know a more pathetic chapter in history than the story of this young man's life. How old he was when

he came to America we do not know, but Edward Hallam refers to him in 1816 as still quite a young man.³ John Braidwood seems to have been a man of education and culture, and of a kindly and genial disposition, and no doubt has ever been raised concerning his competency as a teacher of the Deaf; but unfortunately intemperate habits ruined his life, and brought to a sudden end all the enterprises with which he was connected.

Upon his arrival in America he advertised extensively that he would open a school for the Deaf in Baltimore on the first of July 1812; and Colonel William Bolling, who proposed to send his deaf son to him, advanced six hundred dollars to help him start the school. Unfortunately this had the very opposite effect: The school was never opened, and Braidwood started off on a wild course of dissipation until the money was exhausted and he landed in jail. Col. Bolling had to advance another six hundred dollars to get him out of jail; and in return for these accommodations Braidwood agreed to reside with Col. Bolling as tutor to his children for a sufficient length of time to enable the Colonel to reimburse himself for the money expended.

In October 1812 Braidwood took up his residence at Bolling Hall, Goochland County, Va.; and carried on there a little private family school for the benefit of the children of Colonel Bolling, two of whom were deaf. As long as Col. Bolling was at home he did very well; but the country was at war with Great Britain and the Colonel had to leave home for six months in charge of a troop of cavalry. Upon his return he found that Braidwood had relapsed, and had almost abandoned the school. However, after the Colonel's return his conduct improved. He succeeded in carrying on his Bolling Hall School for a total period of about two and a half years to the satisfaction of Col. Bolling, who then turned over to him the Bolling family mansion at Cobbs, near Petersburg, Va., to be used as a public school for the Deaf.

On the first of March, 1815, the Braidwood Institution at Cobbs was opened. Here Braidwood started out well, and the school safely weathered the first year of its existence. But during 1816 he relapsed into his former habits of neglect, dissipation, and extravagance, he became largely indebted to the merchants of Petersburg, and had difficulty in collecting the fees due from pupils. He had already had some experience of a debtor's prison, and decided to cut the Gordian knot by taking French leave. In the summer of 1816 he suddenly abandoned the Institution to its fate and fled to the North. The exact date of his flight is uncertain, but he was not in Virginia on the sixth of October, 1816.⁴

Where he went and what he did at this time we do not know excepting that he wandered about from place to place in poverty and distress. Late in the autumn or winter of 1816 he appeared for a time in New York City,⁵ where he collected together a few deaf children and attempted to start a school. It was very soon broken up, however, by his continued misconduct, and he disappeared once more. In the spring of 1817 he turned up in Richmond, Va., "friendless, penniless, and scarcely decently clad;" and, full of repentance for his grievous folly he threw himself upon the mercy of Colonel Bolling to befriend him once more, and strange to say the Colonel did so.

There was residing at this time in the town of Manchester, Va., just across the river from Richmond, the Rev. John Kirkpatrick, a gentleman well known to Col. Bolling as a man of sterling character and good education, whose Classical School in Manchester was patronized by the best families of Virginia. Colonel Bolling arranged that the Braidwood Institution should be reopened in Manchester in connection with the Classical School of Mr. Kirkpatrick. The deaf children were to be boarded in the family of Mr. Kirkpatrick who would become

responsible for them. An essential part of the agreement was that Braidwood should teach Kirkpatrick his method of instructing the Deaf; so that, in the event of any further lapse of conduct, Kirkpatrick should be able to carry on the work alone, and the interests of the deaf pupils would not suffer.

Shortly before the twentieth of June, 1817, Braidwood and Kirkpatrick commenced their work in schoolrooms contained in the Masonic Building in Manchester. All went well during the rest of the year 1817, and the school attracted a great deal of public attention. In 1818, however, by the middle of March, Braidwood's numerous "irregularities" compelled Kirkpatrick to sever all connection with him. The school was then carried on by Kirkpatrick alone. In 1819 Mr. Kirkpatrick removed to Cumberland County, Va., where he carried on his Classical School and abandoned his work for the deaf.

After his connection with Kirkpatrick had been dissolved John Braidwood became a bar-keeper in a tavern in Manchester, a situation peculiarly adapted to indulgence in his unfortunate and inveterate propensities; and in Manchester he died, a victim to the bottle, in the autumn of 1820. His remains were interred on the 26th of October, 1820, in the Masonic lot, right under one of the windows of the old building in which he had taught with Kirkpatrick. This was the sad end of the first attempt to introduce oral teaching into America.⁶

HOW THE SIGN-LANGUAGE METHOD CAME TO BE INTRODUCED INTO AMERICA.

The wonderful success of the school opened by Thomas Braidwood in 1760, combined with the fact that the Braidwoods kept their methods of instruction secret, enabled the Braidwood family to obtain a practical monopoly of the whole art of instructing the Deaf in Great Britain. In 1815 the British schools were all under the

control of the family; and the Institution at Cobbs, Va., the only school for the Deaf then existing in the United States, was also under the charge of a member of the family (John Braidwood).

It was just at this time (1815) that the Rev. Thomas Hopkins Gallaudet crossed the Atlantic with the object of qualifying himself to become an instructor of the Deaf; but on reaching England he was met by obstacles from the Braidwood family, on account of the presence of young John Braidwood in America.

Meeting with a disappointing reception at the London Asylum, Gallaudet went to the Edinburgh Institution which was then in charge of the Rev. Robert Kinniburgh, who was probably not a member of the Braidwood family. Here, too, he met with obstacles which perhaps are best described in his own words.

In a letter to Dr. Cogswell,⁸ written from Edinburgh Sept. 22, 1815, Gallaudet says:—

“Mr. Kinniburgh, the instructor of the school in this place for the deaf and dumb, received his first instruction in his Art from Mr. Thomas Braidwood, the grandson of the original Mr. Braidwood, to whom he bound himself not to communicate any information regarding the subject to any individual for seven years.⁹ Four years of this period have expired.

“I have been corresponding with Mr. Thomas Braidwood on this subject in hopes that I might prevail on him to release Mr. Kinniburgh so far as his bond might refer to America. But Mr. Braidwood is not to be moved. This morning I received a positive refusal to my application. “The reason for this which Mr. Braidwood assigned is that his brother, Mr. Jno Braidwood is in our country—the same gentleman of whom we heard as being in Virginia. The truth is he left this place a few years since in disgrace. He was solicited to undertake the superintendence of a public school for the deaf and dumb. He conducted so badly and contracted so many debts that he was obliged to abscond. What dependence can be placed on such a character.”

The attitude of the Braidwood family towards Gallaudet's application is stated very clearly in a letter which John Braidwood in Virginia received from his mother in England, dated Oct 5, 1815.¹⁰ In this letter she says:—

"We were very much surprised and rather alarmed lately by the application of a Mr. Gallaudet from Connecticut, he informed your brother that he had been sent over by some gentlemen who wished to form an Institution for deaf and dumb, and he wished to receive instruction in our Art. Having flattered ourselves that you were long ere this established, we have felt much at a loss to account for this event, and trusting that you are in life and in the practise of your profession we have judged it proper to have no concern with him, but we have recommended his making application to you."

The attitude of the Braidwood family in England effectually prevented Gallaudet from getting the training he desired in Great Britain. He then went to Paris to the school of the Abbe Sicard and took his training there. This resulted in the introduction into America of the French system employing the sign language without articulation at all.

The whole story is told in the first report of the Hartford School in an account which, though signed by a Committee, was probably written by Gallaudet himself as he claims to have written twelve of the earlier reports.¹¹

(From First Report of Hartford School, June 1, 1817).

"About two years since, seven persons met in this city, and appointed a committee to solicit funds to enable Mr. Gallaudet to visit Europe, for the purpose of qualifying himself to become an instructor of the deaf and dumb. The generous promptitude with which means were furnished put it in his power to embark soon after for England.

"Not meeting with a satisfactory reception at the London Asylum he went to Edinburgh. Here new obstacles arose from an obligation which had been imposed upon the Institution in that city not to instruct teachers in the Art for a term of years, thus rendering unavailing the friendly desires of its benevolent instructor and the kind wishes of its generous patrons.

"After these repeated disappointments and discouragements, in which, however, let us behold a providential hand, Mr. Gallaudet departed for Paris, where he met with a very courteous and favourable reception from the Abbe Sicard, and soon commenced his course of lessons in the establishment over which that celebrated instructor presides. An arrangement made with Mr. Laurent Clerc, himself deaf and dumb, one of the professors in the Institution of Paris, and well known in Europe as a most intelligent pupil of his illustrious master, enabled Mr. Gallaudet to return to his native country with this valuable assistant, much sooner than he had expected."

Gallaudet returned to America in 1816, accompanied by Laurent Clerc, and in April 1817 they opened the Hartford School, employing the Sign-Language of De L'Epee and Sicard as the basis of instruction.

This is the oldest of the existing schools for the Deaf in America; and from the Hartford School the Sign-language method spread into the other schools that subsequently appeared.

For about fifty years the Sign-Language Method held full sway in America; and it was not until 1867 that oral schools were established which have lasted to our day. The Clarke School under Miss Harriet B. Rogers was opened in that year; and also the New York Institution for the Improved Instruction of Deaf Mutes under Mr. Bernard Engelsmann. This school was opened in 1867 but was not incorporated until 1869.

ORIGIN OF THE CLARKE SCHOOL.¹²

In 1862 a little child of four and a half years of age completely lost her hearing from an attack of scarlet fever. She was the daughter of the Hon. Gardiner Greene Hubbard of Cambridge, Mass.

It was well known at this time that the loss of hearing at such an early age was usually followed by loss of speech. It was therefore with the greatest anxiety that the parents of little Mabel Hubbard watched the speech of their child gradually begin to fade away.

The impending catastrophe led them to make enquiries concerning the education of the Deaf in this and other countries, in the hope that something would be discovered to prevent their child from becoming a Deaf Mute.

Mr. Hubbard found that there was no school in America which would receive deaf children at an early age, and that all the schools of the country were employing a foreign language as the basis of instruction—the French Sign-language of De L'Epee and Sicard—and that little

or no attention was paid to articulation. He was assured by experts that if his child did not receive special instruction in the use of her vocal organs she would become a deaf-mute-in-fact long before she would be old enough to attend any of the existing schools.

Mr. Hubbard found that conditions were very different abroad. He was assured that the deaf children of Germany were taught to speak and read the lips. Their own vernacular was alone employed as the means of communication and instruction, without resort to the sign-language.

He was assured that in Germany the speech of children who had once spoken was carefully preserved and made the basis of their subsequent education; and that with suitable home care they would never become deaf mutes.

Encouraged by this news Mrs. Hubbard determined to attempt the instruction of her own child. By persistently talking to her as though she could hear and directing her attention to the movements of the mouth the little girl began to read the lips. The constant use of spoken language prevented her from forgetting the few words she remembered; and Mother-love soon devised means of stimulating the recollection of words that were half-forgotten, and of teaching her the pronunciation of new words hitherto unknown. In this way Mrs. Hubbard succeeded in retaining the articulation of her child and in preventing its further deterioration.

I take a deep, personal interest in this phase of the child's education; for, as you all know, little Mabel Hubbard is my wife, and I have daily and hourly reasons for blessing the memory of that dear mother, whose faith and devotion enabled her to triumph over apparently insurmountable obstacles. Alone and unaided she succeeded in preventing her child from becoming a deaf mute; and taught her to speak and read the lips instead of using gestures to express her thoughts.

Mr. and Mrs. Hubbard soon found that Mr. Lippitt, the Governor of Rhode Island, had a daughter in very much the same condition as their own child, and that Mrs. Lippitt, too, had succeeded in saving her daughter's speech and in teaching her to read the lips. It was a great encouragement for Mrs. Hubbard to meet Mrs. Lippitt and compare results, especially because Jennie Lippitt was a few years older than Mabel Hubbard, and had been longer under instruction.

Then there came to Mrs. Hubbard's aid a young teacher of hearing children, Miss Mary H. True of Bethel, Maine, who entered enthusiastically into Mrs. Hubbard's plans and gave her every assistance and coöperation in carrying them out.

The results obtained with Jennie Lippitt and Mabel Hubbard convinced Mr. Hubbard of the very great importance of articulation teaching for the Deaf; and he determined that since there was no oral school in America one should be established, and right in his own state, too. In 1864, therefore, he applied to the legislature of Massachusetts for a charter and an appropriation for a new institution for the education of those deaf children who were too young to be received at Hartford, and for those who could hear a little, or had once spoken. The method of articulation was to be employed in the proposed Institution.

This application was opposed by Messrs. Stone and Keep of the Hartford School on the ground that

"The instruction of the Deaf by articulation was a theory of visionary enthusiasts, which had been repeatedly tried and abandoned as impracticable."

The hearing before the legislative committee received considerable public attention, but the experts were against Mr. Hubbard, and the proposed bill was defeated.

But Mr. Hubbard was not a man to be discouraged, and he entered into a vigorous public campaign of education.

He saw the futility of attempting to argue with the experts and thought that the best way of attaining his object would be to have a small private oral school established and then bring the deaf children before the members of the legislature. The voice of a little deaf child might, he thought, prove a more convincing argument than the opinions of the learned professors of the Hartford School. His opportunity soon came.

The attention of Mrs. Cushing of Boston, who had a deaf daughter, was attracted by the discussion in the Massachusetts legislature; and after careful consideration she determined that her child should be taught articulation. She consulted Mrs. Edwin Lamson of Boston, who had been present at the hearing, and had taken part in the discussion; and by her advice Mrs. Cushing applied to Miss Harriet B. Rogers, then known as a skilful teacher of hearing children, who with some hesitation undertook the task.

Her experience with Fanny Cushing convinced Miss Rogers of the great possibilities of oral instruction; and she expressed the desire to devote her whole life to this work, if only a suitable number of pupils could be secured and the means to support a school provided. This was Mr. Hubbard's opportunity to carry out his plan.

In 1865 a meeting was called at Mrs. Lamson's house in Boston, and Miss Rogers explained what she had been able to accomplish and what she wanted to do.

Mr. Hubbard and a few of his friends subscribed a sum sufficient to defray the expenses of the undertaking; and in November, 1865, published an advertisement of the proposed school in which they said:

"Miss Rogers proposes to take a few Deaf-mutes as pupils for instruction in articulation and reading from the lips, without the use of signs or the finger alphabet. The number is limited to seven, two of whom are already engaged."

As a result of these efforts Miss Rogers was enabled

to open her school at Chelmsford, in June, 1866, with five pupils, and within a few months had the full number enrolled.

In 1867 the time seemed ripe for another application to the legislature of Massachusetts. Miss Rogers, the pioneer of oral teaching, was beginning to attract attention by the success of her little Chelmsford school. Dr. S. G. Howe, the Chairman of the Board of State Charities and Mr. Frank B. Sanborn, its Secretary, had rendered reports to the Massachusetts legislature recommending that the education of the Deaf should be begun at a much earlier age than had hitherto been the custom. In their reports they said:

"The average age for admission during the forty-seven years the American Asylum had been established was a little less than fourteen years, but for the last ten years it had been considerably lower."

They also stated "that some members of the Board and other friends of the system of articulation did not believe it could ever have a fair trial in the Hartford School, because the managers, having the whole power in their hands and being honestly and firmly wedded to the old system would feel obliged to adhere to it. Other members of the Board believe that many benefits would arise from having the wards of the state taught in her borders."

In 1867, Mr. Hubbard, feeling that the time had come when another application to the Massachusetts legislature might meet with a more favorable reception than his application of 1864, called upon Governor Bullock with the object of requesting him to make some reference to the subject in his forthcoming message, and recommend legislation to establish a school for the Deaf in Massachusetts.

To his surprise Governor Bullock informed him that he had that very day received a communication from Mr. Clarke of Northampton offering to give fifty thousand dollars towards the founding of a Massachusetts School for the Deaf, if it should be established in Northampton.

Governor Bullock communicated this information to

the legislature of Massachusetts; and in his message recommended the following legislation:

(Extract from Gov. Bullock's message of 1867)

"For successive years the Deaf-mutes of the Commonwealth through annual appropriations have been placed for instruction and training in the Asylum at Hartford. While in the treatment of these unfortunates science was at fault and methods were crude, in the absence of local provisions the course perhaps was justifiable; but with the added light of study and experience which have explored the hidden ways and developed the mysterious laws by which the recesses of Nature are reached, I cannot longer concur in this policy of expatriation. To no other objects of philanthropy will the warm heart of Massachusetts respond more promptly.

"Assured as I am, on substantial grounds, that legislative action in this direction will develop rich sources of private beneficence, I have the honour to recommend that the initial steps be taken to provide for this class of dependents within our own Commonwealth."

The legislature referred this part of the Governor's message to a joint special committee of which Mr. Fay was chairman on the part of the Senate, and Mr. L. J. Dudley on the part of the House, and hearings were opened.

Dr. Howe, Mr. Sanborn, Hon. Thomas Talbot, Mr. Hubbard, and a large number of Deaf-mutes from Boston and the vicinity favored the Governor's recommendation.

They were opposed, on behalf of the Hartford School, by Rev. Collins Stone, W. W. Turner, Hon. Calvin Daye, and Hon. H. A. Stevens of Boston.

At the conclusion of the hearings the committee recommended the passage of two bills. These bills provided:

1. For the incorporation of an Institution of Deaf-mutes at Northampton.
2. For primary instruction of younger pupils than are now received at the American Asylum.
3. For a longer term of instruction than has heretofore been allowed to pupils aided by the state.
4. For an additional appropriation to enable the Governor to answer the existing applications of pupils requiring state aid.
5. For the supervision, by the Board of Education of all deaf-mute pupils aided by the Commonwealth.

The report of the committee was ably advocated by Mr. Dudley; and it was mainly through his exertions that the two bills were passed and the Clarke Institution incorporated.

At the time of organization the incorporators were not pledged to any particular method of instruction, and the majority of them had no decided opinions on the matter; but Mr. Hubbard was among them, and was elected President of the board. The school committee appointed by the Board then rendered a report recommending among other things:

“That an articulating school under the charge of Miss Rogers be established at Northampton.”

The report was adopted; and the Chelmsford School was removed to Northampton, and became the Clarke Institution with Miss Harriet B. Rogers as principal.

Mr. Clarke not only contributed the fifty thousand dollars he had promised, but subsequently added other gifts and bequests amounting to about two hundred and fifty thousand dollars.

On the first of October 1867 the Clarke School at Northampton was opened with Miss Harriet B. Rogers as principal, and the Hon. Gardiner Greene Hubbard as president of the Board of Corporators.

FIRST CONFERENCE OF PRINCIPALS

The successful establishment in 1867 of oral schools, not employing the sign-language, both in Northampton and New York City made a profound impression upon the older schools of the country.

On account of the Civil War no convention of instructors of the Deaf had been held since 1858; but in March 1868 the officers of the Columbia Institution issued a call for a conference of principals to meet in Washington, D. C.¹³ The reason assigned was expressed in the call as follows:

"The increased interest manifested by the public during the past year in the education of the deaf and dumb, taking in certain localities the form of hostility to the system of instruction successfully practised in this country for a half century, has led the officers of this Institution to consider the present an opportune time for the assembling in conference of those best fitted by practical experience and long study to judge what measures and methods will most conduce to the welfare of the deaf and dumb of our country * * * We have therefore determined to invite the principals of the regular institutions of the United States to meet here on Tuesday the twelfth of May next," etc.

The oral schools at Northampton and New York were not represented at the conference, but Messrs Gillett, Talbot and Milligan gave interesting reports of a visit recently paid by them to the Clarke Institution.

According to the Annals (Vol. X. III, p. 242) :

"These gentlemen admitted that their views had been essentially modified by what they had witnessed there. They had supposed that these who had been taught articulation so successfully there were semi-mutes; but found among the pupils congenital mutes who were making commendable progress.

"The case of Miss Dudley was instanced as exhibiting in a marked degree the advantages of that system of instruction. This young lady had been educated at Hartford, but after six months at Northampton had learned articulation and lip-reading so that she could easily hold conversation in that way.

"They had been fully convinced of the practicability of teaching a large proportion of Deaf-mutes by articulation, and were inclined to think the proportion much greater than had ever been admitted by the American Institutions; but were not decided whether articulation should be combined with the present system or the exceptional cases should be separated and taught in schools by themselves."

The resolutions adopted by the conference reveal a marked improvement in the attitude of the Sign-language schools towards articulation teaching over that assumed by the Hartford School before the Massachusetts legislature in 1864; and the conference appointed a committee to issue a call for a convention to be held either in the year 1869 or 1870, inviting all teachers of Deaf-mutes and principals and trustees of institutions to assemble "without regard to the methods or system they may use in their labours."

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.

The gradual increase in the number of articulation teachers employed in America led to an organization of the teachers to improve the general character of their work.

The first convention of articulation teachers¹⁵ met in Worcester, Mass., on the twenty-fourth day of January, 1874, and was composed of teachers employing the Melville-Bell symbols in the instruction of the Deaf.

The second convention¹⁶ also met in the city of Worcester in the same year, June 13, 1874, and to this convention all articulation teachers were invited, whether they did or did not employ the Melville-Bell symbols.

In 1884 the third convention of articulation teachers¹⁷ met in New York City at the New York Institution for the Improved Instruction of Deaf-mutes.

At this meeting the idea was developed that in the interests of harmony in the profession as a whole it would be better for the oral teachers to meet in future as a section of the general convention of American instructors of the Deaf rather than as a separate body, and the following resolutions were passed:—

“Resolved, that the convention of American Instructors of the Deaf and Dumb, be requested to organize a section of the convention for the promotion of articulation teaching.

“Resolved, that this request be transmitted to the executive committee at the convention.

The next general convention of American instructors met in California in 1886 but the request to form an oral section met with no response from that body. A further advance, however, in the attitude of the profession towards articulation teaching was manifested by the passage of resolutions which included the following:¹⁸

“Resolved, that earnest and persistent endeavours 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 labour.

At this convention it was also voted on the recommendation of the executive committee, and in accordance with a request from the Corporation of the Clarke Institution that the word "Dumb" be omitted from the name of the convention and the title of the Annals.

While it is largely due to the Clarke School that the deaf children of America are no longer "Dumb" it was mainly through the exertions of Mr. L. J. Dudley, then president of the Clarke School, that this result was officially recognized by the world.

Not only did the convention and the Annals change their titles but the schools themselves followed suit. They commenced as "asylums" or "institutions" for the "Deaf and Dumb" or for "Deaf-mutes," and then gradually changed their official titles to "Schools for the Deaf." There is hardly an "asylum" left in the country and very few "institutions."

It is mainly due to Mr. L. J. Dudley that the deaf children of America are no longer stigmatized as "deaf-mutes" or "deaf and dumb," and that they are now universally recognized as children who are simply deaf.

The next convention of American Instructors of the Deaf, the twelfth, met in 1890 at the New York Institution. At first it appeared as though the request for an oral section would be as completely ignored by this convention as it had been by the California convention of 1886, and certainly the convention organized and proceeded with its work without any oral section at all.

The articulation teachers present came to the conclusion that there was really no reason why they should not meet together and discuss improvements in their methods of teaching speech even though they were not officially recognized as a section of the convention. They therefore met in one of the schoolrooms of the New York Institution, arranging their times of meeting so as not to interfere with the general sessions of the Convention.

About sixty persons assembled daily in this room without any official sanction.

Before final adjournment the convention took formal action on the request for an oral section, and granted it by the following resolution:¹⁹

"Whereas, at the last convention of articulation teachers of the Deaf and Dumb a resolution was adopted looking to the formation of a section of the American Instructors of the Deaf, for the promotion of articulation teaching; therefore be it

Resolved that the oral teachers of this convention be invited to form a section for the purpose indicated to be organized under its own officers; the hours of meeting to be determined by the appropriate committee of the convention, and to be so ordered as to harmonize with the general meetings and with the normal section.

The persons who had been meeting together unofficially then proceeded to form themselves into a permanent associate, to cooperate with the oral section that had just been authorized and to assist the schools of the country generally in their efforts to teach speech and speech-reading to the Deaf.

The new association was to be supported by membership fees and to be so organized as to be capable of receiving donations and bequests; and it was promised an Endowment Fund of \$25,000 upon its incorporation. A preliminary organization²⁰ was effected at the New York Institution on the 27th of August, 1890, and Dr. Westervelt was delegated to report this action to the convention. The news of the birth of the new organization was very favourably received by the convention, which bade it cordial welcome. The new association was incorporated at Albany, N. Y., on the 16th day of September 1890 under the name of "The American Association to Promote the Teaching of Speech to the Deaf."

The objects of the association²¹ as defined in its certificate of incorporation were declared to be:

"To aid schools for the Deaf in their efforts to teach speech and speech-reading;

"By providing schools for the training of articulation teachers; by the employment of an agent or agents who shall, by the collection and publication of statistics and papers relating to the subject, and by conference with teachers and others disseminate information concerning methods of teaching speech and speech-reading; and by using all such other means as may be deemed expedient.

TO THE END that no deaf child in America shall be allowed to grow up "deaf and dumb" or "mute," without earnest and persistent efforts having been made to teach him to speak and read the lips."

The directors named to manage the affairs of the Association for the first year were: Alexander Graham Bell, President; Gardiner Greene Hubbard, First Vice-President; Caroline A. Yale, Second Vice-President; Z. F. Westervelt, Secretary; Ellen L. Barton; A. L. E. Crouter; Philip G. Gillett; David Greenberger; and Mary H. True.

In this way the American Association to Promote the Teaching of Speech to the Deaf came into existence.

In addition to its Endowment Fund it afterward received the Volta Fund, including the Volta Bureau and other real estate; and the Melville Bell fund formed from the residuary estate of the late Alexander Melville Bell, so that its total property amounted to about \$250,000 with a provision that only a portion of the income from its invested funds should be expended by the Association and that the remainder should be invested and added to the capital.

INFLUENCE OF THE SPEECH ASSOCIATION

Before the appearance of oral schools the older schools of the country were employing the French Sign-language which originated in the school of the Abbe de l'Epee in Paris and which was further developed there by Sicard. It had been introduced into America by Gallaudet and Clerc in 1817 when the Hartford Asylum was opened; and from that school it spread into the other schools of the country.

In 1867 the Sign Schools employed the Sign-language without articulation; and the oral schools used articulation without the Sign-language. The two methods of teaching were thus diametrically opposed; and it is difficult for us to realize today how bitter was the contest between them. It is hardly an exaggeration to say that oral teachers and sign teachers found it difficult to sit down in the same room without quarreling; and there was intolerance upon both sides. To say "oral method" to a sign teacher was like waving a red flag in the face of a bull! and to say "sign-language" to an oralist aroused the deepest resentment.

On the one hand the sign teachers, who were largely men, looked down upon the oralists as visionary enthusiasts pursuing impracticable schemes. They honestly believed that the idea of teaching congenital Deaf-mutes to speak and read the lips was absurd, and they therefore considered the oralists as little better than charlatans pretending to accomplish the impossible. Equally impossible and absurd appeared the idea that Deaf-mutes could be educated without the use of the sign-language and they even questioned the veracity of those who asserted the contrary.

On the other hand the oral teachers, who were largely women, were not a bit behind the others in the intensity of their feelings. The idea of teaching Deaf-mutes to speak appealed to them as a holy cause. They threw themselves into the work with all the zeal of religious fanatics. They were glad to become martyrs in such a cause; and I have no doubt that some of them would even have been willing to lay down their lives if need be, in order that the Deaf and Dumb should be taught to speak. They considered it actually a crime to deprive a deaf child of the power of articulate speech by neglecting to instruct him in the use of his vocal organs:—A crime aggravated by teaching him a special language, peculiar to

Deaf-mutes, that prevented him from mingling with his fellows of the hearing world and made of deaf children a race apart.

It soon became apparent that there was serious danger that American instructors of the Deaf would become divided into two hostile camps. As time went on the oral schools increased and multiplied, and refused to budge from their position of antagonism to the sign-language; but fortunately the sign-language schools then became less antagonistic to articulation teaching and commenced to teach speech to their pupils, adopting what was called "the combined system."

By 1886 the combined-system schools had progressed to such a point as to enable the California convention to pass unanimously the celebrated resolution, declaring 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.

The danger of a split was not, however, completely averted until 1890, when the New York convention, at the last moment, decided to establish an oral section of the convention for the promotion of articulation teaching. This action alone prevented the oral teachers from splitting off from the main body of American instructors and holding separate conventions of their own.

Then the American Association to Promote the Teaching of Speech to the Deaf came into existence and exerted a harmonizing influence on the profession as a whole. It was not organized simply to assist oral schools, but to extend a helping hand to all the schools for the Deaf in their efforts to teach speech and speech reading; and it included in its membership and on its Board of Directors representatives of all the different methods of instructing the Deaf.

The attitude of the Association towards the schools of the country is shown in an address which I, as President,

delivered at the sixth Summer meeting in Northampton, June 22, 1899. In this address, speaking on behalf of the Association I said:

"We take no part in the contest of methods; we do not insist that in teaching speech to the Deaf you must discard the sign-language or the manual alphabet or any of the other agencies that the good teachers of the past have devised for the benefit of the Deaf. We simply insist:

'that no deaf child in America shall be allowed to grow up *deaf and dumb* or *mute* without earnest and persistent efforts having been made to teach him to speak and read the lips'.

"Under this broad and neutral ground all teachers of the Deaf can meet as friends. We have no wrangling here over the merits and demerits of the sign-language and manual alphabet methods, but simply come together to learn from one another how to teach speech to the Deaf and how best to teach it.

"It is a pleasant thing to see oral teachers and sign teachers and manual-alphabet teachers all gathered peacefully together here, working hand in hand, and heart to heart, for this great object."

The Association has held several Summer meetings and has supported Summer training schools for teachers. It makes annual appropriations to the Clarke School to enable it to enlarge its normal training class and supply teachers for other schools. In spite of this assistance, however, the demand for Northampton-trained teachers still exceeds the supply.

In 1899 the Association established a magazine known as the Association Review, now the Volta Review. The Editor, Mr. Fred DeLand, has contributed very greatly to the oral movement by collecting and distributing literature relating to home instruction specially designed to give mothers the information necessary to enable them to begin the instruction of their deaf children at home before they are old enough to go to school. To aid this work Mr. and Mrs. Gilbert H. Grosvenor of Washington, D. C., have given to the Association the Alexander Graham Bell Grosvenor Memorial Fund in memory of their little child, the income to be distributed in the form

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.

STATISTICS OF THE ORAL METHOD

For a great many years statistics relating to the education of the Deaf have been annually gathered by the American Annals of the Deaf, the organ of the Convention of American Instructors; but no statistics relating to articulation teaching appear until 1884. For some years thereafter the information published was not sufficient to show what progress the oral method was making in America; and in 1892 the American Association to Promote the Teaching of Speech to the Deaf directed the attention of The Annals to the matter by passing the following resolution:²³

“WHEREAS: The statistical tables of schools for the Deaf annually published in the American Annals of the Deaf present the number of pupils in American schools taught articulation, without classification of the number taught by speech methods:

Resolved: That the executive committee having in charge the publication of the American Annals be requested annually to publish the number of pupils in American schools taught wholly by oral methods, and the number taught in part by oral methods.”

In response to this the Annals statistics for 1892 (published January 1893) contained a column giving the number of pupils “taught wholly by oral method,” but no reference was made to those taught in part by oral methods.”

In explanation the Editor of the Annals said:

“I do not like the phrase ‘taught in part by oral method’ and though the resolution was adopted in a meeting composed largely of oral teachers, I should not think that, on reflection, they would like it either. There is but one oral method and pupils are either taught by it or they are not.”

These statistics appeared annually in the Annals in a special column headed by the letter “B”; and a footnote referred to column “B” as the “Number taught wholly by the oral method.” In 1897 however, the footnote was amended so as to read “Number taught wholly or *chiefly* by the oral method,” and in 1899 the Editor of the Annals

took exception to the use that had been made of column *B* to show the growth of the oral method in America on the ground that the pupils referred to in column *B* were not taught "*wholly*" by the oral method. He said:"

"Inasmuch as a majority of these pupils are in combined system schools, attend chapel exercises conducted in the sign-language, and mingle freely with manually taught pupils out of school hours, while many of their teachers do not hesitate on occasion to make a sign or spell a word by the manual alphabet in the schoolroom as an adjunct of their oral instruction, it does not seem to us correct to say that they are 'taught wholly by oral methods'."

The importance of the resolution passed in 1892 by the Speech Association now became obvious, for the Annals' statistics had proved to be misleading. They gave us neither the number taught wholly by the oral method, nor the number taught in part, so that we really had no statistics at all by which to measure the growth of the oral method.

Under these circumstances the Association, in 1899, began to collect speech statistics for itself.

It was found that the schools very readily responded to enquiries and seemed to be willing and even anxious to give the fullest information concerning their speech work. Among other questions asked, the schools were requested to return the number of pupils who were taught by speech, without the use of the sign-language or manual alphabet, as it was thought that this would bring out the number taught by the oral method.

Difficulties, however, soon appeared, as pupils were returned under this head who were using the sign language and manual alphabet freely out of school hours, and who received instruction through the sign-language in chapel exercises, workshop instruction, etc. In these cases the use of speech was practically confined to the school room, and this was not at all what the oralists understood by "oral method."

If there is anything that is characteristic of the oral

schools it is their insistence upon the entire disuse of the French sign language of De l'Epee and Sicard, which had been brought to America by Gallaudet and Clerc. They have always insisted upon the importance of making speech the usual and ordinary means of communication both in and out of the schoolrooms, and claimed that in the above cases the sign-language was the usual and ordinary means of communication because the use of speech was practically confined to school exercises.

In 1902 the attempt was made to have the schools distinguish between their use of speech in the schoolroom and outside. It took two years and much correspondence before the schools generally understood the new questions asked so that it was not until 1904 that reliable statistics of the oral method were obtained.

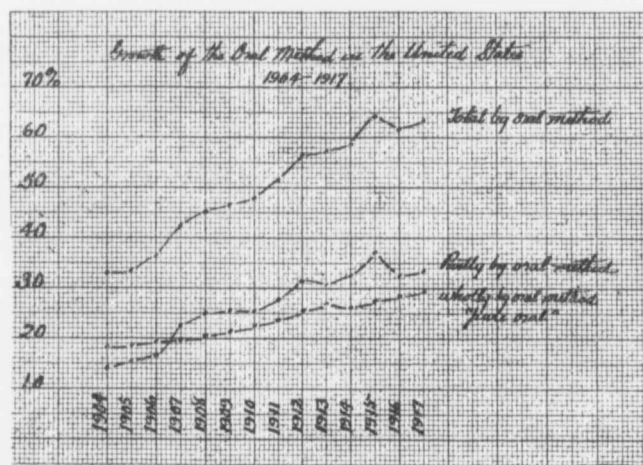
In that year (1904), 2,050 pupils, or 18.2 per cent of the whole, were taught wholly by the oral method (pure oral); and 1665 or 14.8 per cent were taught partly by the oral method: That is, they were taught by speech without sign-language or manual spelling, so far as their schoolroom instruction was concerned, but used other means of communication outside.

This made a total of 3,715 pupils or 33.0 per cent of the whole taught by speech without the use of the sign-language or manual alphabet.

Speech statistics collected by the Association have been published annually since 1899 in the Association Review (now the Volta Review) and the following table contains the information compiled relating to the growth of the oral method, from 1904-1917.²⁶

GROWTH OF THE ORAL METHOD
1904-1917

Year	Number taught wholly by the oral method (Pure oral)	Number taught in part by the oral method	Number taught wholly or in part by the oral method	Percentage taught wholly by the oral method (Pure oral)	Percentage taught in part by the oral method	Percentage taught wholly or in part by the oral method
1904	2050	1665	3715	18.2	14.8	33.0
1905	2153	1758	3911	18.6	15.2	33.8
1906	2279	1995	4274	19.3	16.9	36.2
1907	2359	2708	5067	19.9	22.8	42.7
1908	2412	2977	5389	20.2	25.0	45.2
1909	2631	3127	5758	21.4	25.4	46.8
1910	2830	3168	5998	22.6	25.4	48.0
1911	2976	3538	6514	23.6	28.0	51.6
1912	3203	3969	7172	25.2	31.2	56.4
1913	3545	3951	7496	27.0	30.1	57.1
1914	3569	4386	7955	26.4	32.5	58.9
1915	3806	5182	8988	27.5	37.4	64.9
1916	3989	4564	8553	28.6	32.7	61.3
1917	4150	4738	8888	29.6	33.8	63.4



There are now 167 schools for the Deaf in the United States; and only two of them give no instruction in speech. These are schools for colored children, 1 in Taft, Oklahoma, with fifteen pupils, and the other at Newport News, Va., with ninety.

On March 1, 1917, there were 14,028 deaf children under instruction in the schools of the United States.

11,184, or 79.7 per cent, were taught speech; and in 11,137 cases, or 79.4 per cent of the whole, the speech was used as a means of instruction. This shows that the old plan of giving pupils articulation drills for a short time each day while their general education was carried on by silent methods of instruction has been given up. The speech is now used in almost every case in the processes of instruction.

The vast majority of our pupils, 8,888 or 63.4 per cent, are now taught wholly or in part by the oral method; and 4,150 or 29.6 per cent are taught wholly by the oral method (pure oral) from 1904 to 1917; and a still greater increase in the proportion taught in part by the oral method, but the progress in this case has not been so steady, the curve fluctuates.

When we consider that the pupils taught wholly by the oral method are very largely in separate oral schools, not employing the sign-language, and that the pupils taught in part by the oral method are exclusively in schools also employing manual methods of communication, it becomes obvious that the two curves express, in part at least, the results of the competition between the oral schools and the older schools of the country.

From this point of view the pure oral line represents a slow, steady, and increasing pressure exerted by the oral schools upon the older schools of the country tending to cause them to modify their methods of instruction; and the other line expresses the result of the pressure, at least in part.

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,²⁷ 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

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.

With the establishment of the Clarke School we had a unique combination which spelled Success. Miss Rogers, the great teacher, became principal of the school; and Mr. Hubbard, the great organizer, became president of its Board of Corporators.

Mr. Hubbard has passed away; but happily Miss Rogers still lives to witness the fruition of her labours. Thousands and thousands of deaf children now speak and read the lips because she lived and nobly did her part.

During the past fifty years the Clarke School has always taken a prominent part in promoting the progress of the oral method. In fact it is not too much to say that she has been the leader in the whole movement from first to last.

This has been due to the high standard of efficiency established by Miss Rogers, which has been maintained and raised to a still higher level by her successor, Miss Caroline A. Yale and her devoted staff of assistants.

APPENDIX

FOOT-NOTES.

1. See Historical Notes concerning the teaching of speech to the Deaf, Association Review, Vol. II, pp. 257-272; 385-409; 489-519.
2. For Braidwood in the Edinburgh Institution, see sketch of Walter Geikie, Esq., Deaf and Dumb, by his brother, Rev. Archibald Geikie. Annals Vol. VII, pp. 232-233. Association Review, Vol. II, p. 407.
3. See letter from Edward Hallam to Dr. Cogswell, Oct. 6, 1816, on file at the rooms of the Connecticut Historical Society, Hartford, Conn., published in Association Review, Vol. II, p. 408.
4. Letter Hallam to Cogswell, Oct. 6, 1816. Association Review, Vol. II, p. 408.
5. See Niles Weekly Register, Baltimore, Md., Jan. 4, 1817, Vol. XI, p. 298; also Association Review, Vol. III, p. 429.
6. For details see Historical Notes in Association Review, Vol. II.
7. It is sometimes a little difficult to identify the various members of the Braidwood family referred to in the literature of the Deaf, as there were two of the name of Thomas, and two of the name of John. The original Thomas¹ had a son John²; and this John² had two sons Thomas³ and John³ of the third generation.

Thomas' Braidwood opened his celebrated school in Edinburgh in 1760; and in 1770 his son *John' Braidwood* was associated with him in the conduct of the school which then became known as the Academy of *Messieurs Braidwood*. In 1783 the school was removed to Hackney, near London. After the death of *Thomas' Braidwood* in 1806, the school was carried on by his widow, and by his son, *John' Braidwood*; and after the death of both of these by the widow of *John' Braidwood*.

Thomas' Braidwood had charge of the school at Edgbaston, near Birmingham, at its opening in 1814; and this was the *Thomas Braidwood* to whom Gallaudet applied for the release of *Kinniburgh's* bond in 1815.

John' Braidwood had charge of the Edinburgh Institution at its opening in 1810. In 1812 he appeared in America; and in 1815 was in charge of the Braidwood Institution at Cobbs, Va. *Dr. Joseph Watson, LL. D.* was a nephew of *Thomas' Braidwood*. He was the first master of the London Asylum, which was opened at Bermondsey, near London, in 1792, and was afterwards removed to the Old Kent Road. The Principalship of the London Asylum was still held by members of the *Watson* family as lately as 1878. See *Annals*, Vol. XXIII, pp. 64-65. *Rev. Robert Kinniburgh*, who was in charge of the Edinburgh Institution in 1815 when Gallaudet sought instruction there, was probably not a member of the Braidwood family. At least it is not known that he was connected with it in any way by blood or marriage. He was put under heavy bond to the Braidwood family to keep secret their methods of instruction for a term of years.

8. See *Life of Thomas Hopkins Gallaudet* by his son, Edward Miner Gallaudet, p. 77.
9. The bond given rendered him liable to a penalty of one thousand pounds sterling, (\$5,000). *Annals*, Vol. XX, pp. 154-157. The contract included an agreement to teach none but charity scholars for a period of seven years ending in 1819. After three years, however, Mr. Kinniburgh obtained liberty to take private pupils, on condition of paying one-half the sum received to the Braidwood family. *Annals*, Vol. II, pp. 42-43.
10. See *Association Review*, Vol. II, pp. 396-397.
11. See *Life of T. H. Gallaudet*, by E. M. Gallaudet.
12. See "Origin of the Clarke Institution" by Gardiner Greene Hubbard, *Annals*, Vol. XXI, pp. 178-183, an account extracted, with some omissions, from the eighth annual report of the Clarke School.
See also *Histories of American Schools for the Deaf* published by the Volta Bureau, Vol. II the Clarke Institution. An historical sketch compiled from papers prepared for the celebration of the twenty-fifth anniversary of its founding, including addresses by Gardiner Greene Hubbard, F. B. Sanborn, L. J. Dudley, and Miss Caroline A. Yale.
13. See *Annals*, Vol. XIII, p. 133.
14. See *Annals*, Vol. XIII, p. 244. Also *Association Review*, Vol. II, p. 520.

15. For proceedings of first convention of Articulation Teachers, see Annals, Vol. XIX, pp. 90-100.
16. For Proceedings of Second Convention of Articulation Teachers, see Annals, Vol. XIX, pp. 217-219.
17. Third Convention of Articulation Teachers, 1884. The official Proceedings were published in *Werner's Voice Magazine*; and reprints were issued in book form to members of the convention. A number of copies of the reprint may be found in the Volta Bureau, Washington, D. C. See also Annals, Vol. XXIX, pp. 237-267 for a good unofficial report by Miss Anna B. Chidester. For resolutions passed, see also Association Review, Vol. II, p. 523.
18. See Annals, Vol. X, XI, p. 249. See also Association Review, Vol. II, p. 524, which, however, omits an amendment given in the Annals.
19. See Association Review, Vol. II, p. 525. See also Proceedings of the First Summer Meeting of the American Association to Promote the Teaching of Speech to the Deaf, 1891, p. 21.
20. The minutes of this meeting of August 27, 1890, are given in the Proceedings of the First Summer Meeting of the Association, 1891, pp. 22-23; also the names of sixty-two persons who had been meeting together unofficially at the New York Institution, and who were to constitute the first members of the new Association.
21. See Annals, Vol. XXXV, p. 290. Also Association Review, Vol. I, p. 71.
22. For list of Lip-reading Schools in the United States, 1917, see Volta Review, Vol. XIX, p. 252.
23. See Association Review, Vol. I, p. 76.
24. See Annals, Vol. XXXVIII, p. 312. Association Review, Vol. I, p. 76.
25. See Annals, Vol. XLIV, p. 134. Association Review, Vol. I, p. 77.
26. For full statistics, Speech-teaching collected by the Association in 1917, see Volta Review, May, 1917, Vol. XIX, pp. 240-252.
27. For statistics of Canada, see Volta Review, Vol. XIX, pp. 247-249. Also Summary on p. 251.