

BELL (A.G.)

THE AMERICAN ASSOCIATION TO PROMOTE THE
TEACHING OF SPEECH TO THE DEAF.

SIXTH SUMMER MEETING,

HELD AT THE

CLARKE SCHOOL FOR THE DEAF,

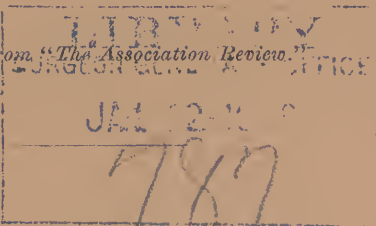
NORTHAMPTON, MASS.,

From the 22d to the 28th of June, 1899.

ADDRESS OF THE PRESIDENT,

ALEXANDER GRAHAM BELL.

Reprinted from "The Association Review."



MT. AIRY, PHILADELPHIA, PENN.

1899.

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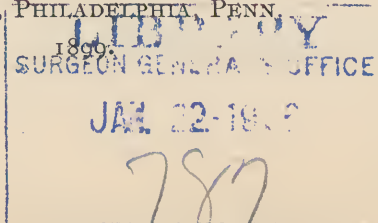
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Mt. Airy, Philadelphia, Penn.



Compliments of A. G. BELL,
1331 Connecticut Ave., Washington, D. C.

Ladies and Gentlemen : It is with a feeling of sorrow that I come before you once more in the position of President, for the disability of our past President, Dr. Philip G. Gillett, still continues, and he is unable to be with us today. I am sure that the members of the Association all join with me in extending to him our sincere sympathy and our best wishes for his speedy and complete recovery to health.

During the period of his Presidency, Dr. Gillett has visited all, or nearly all, of the schools for the deaf in America—many of them several times—as the representative of this Association. In fact, until last year, when the condition of his health demanded rest, he spent a great portion of his time in travelling from school to school, urging increased attention to the teaching of speech, and aiding teachers in every way within his power.

His attitude towards the schools was one of encouragement and not of criticism ; and the stimulus of his encouragement has had much to do, I think, with that great growth of oral teaching in the older and more conservative schools of the country that has been so characteristic of the last few years.

The American Association to Promote the Teaching of Speech to the Deaf has held only one summer meeting since 1894, and its activity during this period of time has been chiefly represented by the visits of its President to the various schools of the country, and by the action of committees of its Board of Directors in co-operating with other conventions of teachers of the deaf.

As I come to look round upon this assembly, I notice many new faces. Our new members know but little of the past history of the Association, or of its objects ; and it may be well, then, to inquire : How did this Association come into existence ? What are its objects ? What has it been doing in the past ? And, still more important, what does it propose to do in the future ?

Many of us can look back to the time when there were no organizations of articulation teachers, when speech teachers had not yet come together as a separate organized body. I was present at the first convention of speech teachers ever held in America, in the city of Worcester, Mass., January 24, 1874. (See *Annals*, XIX, 90-100.) That was an organization of teachers employing my father's system of Visible Speech in the instruction of the deaf. The benefits of the association of specialists together were so obvious that it was determined to hold another convention that same year, in the same place, and not to limit it to teachers of Visible Speech, but to invite all articulation teachers in America to assemble together in convention. The call met with a favorable response from the profession, and the Second Convention, held on the 13th of June, 1874, (*Annals*, XIX, 217-219), proved to be even more profitable than the first. A committee was therefore appointed to call another convention whenever in their opinion the interests of speech-teaching demanded it, and in 1884, at the suggestion of Mr. Greene (then Mr. Greenberger), the committee issued a call for the Third Convention of Articulation Teachers. (*Annals*, XXIX, 154-156).

THIRD CONVENTION OF ARTICULATION TEACHERS, 1884.

The Third Convention was held in the city of New York, June 25-28, 1884,* and among the different plans for advancing and promoting the teaching of speech to the deaf there brought forward, was the suggestion that there should be a national association of persons interested in the teaching of speech. It was also suggested that it might be a good plan to have a department of the Convention of American Instructors set apart as an oral section, under its own officers and under its own management.

This proposition was received with great favor, and a resolution was passed unanimously requesting the Convention of American Instructors of the Deaf and Dumb to form an oral section of the convention to promote the teaching of speech to the deaf.

* 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 volumes of these proceedings may be found in the Volta Bureau. See also *Annals*, XXIX, 237-267, for a good unofficial report of the meeting.

THE CALIFORNIA CONVENTION, 1886.

The Convention of American Instructors met in California in 1886. I was not present and so do not know from personal observation what passed at the meeting but, so far as appears from the printed proceedings published by the California Institution, the request of the articulation teachers does not seem to have been brought to the attention of the Convention at all. At least, no oral section was formed and no action was taken, or response made, to the resolution passed by the Third Convention of Articulation Teachers, in New York.

The California Convention, however, passed several resolutions that are now of historical interest because they constituted a public recognition, in 1886, of the value and importance of the work that had been accomplished by articulation teachers. In the first place, the Convention decided to discontinue the use of the word "dumb." No longer were deaf children to be stigmatized as "deaf-and-dumb." By formal resolution, the word "dumb" was dropped from the official title of the Convention, and from the name of the *Annals*. The one became the Convention of American Instructors, the other the *American Annals*—"of the *Deaf*," not "Deaf and Dumb."

Among a series of resolutions passed was one which is of particular interest to us, for it forms the platform of this Association, and has been incorporated into our Constitution, (see Article II, Section 1). Indeed, the main object of our existence as a corporate body is to carry it into effect. The resolution reads as follows :

Resolved, 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."

It is gratifying to know that this resolution received the unanimous endorsement of a convention composed of teachers of every shade of belief. Sign teachers and manual alphabet teachers, as well as oralists, united in the vote.

NEW YORK CONVENTION, 1890.

The next meeting of the Convention of American Instructors of the Deaf (the twelfth) took place in New York, in 1890, and the

proceedings were published by the New York Institution. At this meeting the attention of the Convention was formally directed to the fact that the Third Convention of Articulation Teachers had passed a resolution requesting the Convention to form an oral section to promote the teaching of speech to the deaf, and that no action had been taken upon it.

It seemed at first as though no action would be taken. Opposition developed ; and there did not seem to be very much desire on the part of the Convention—at least in the beginning—that an oral section should be established.

This led the oral teachers of the Convention to meet together by themselves, and discuss the situation. They decided that there should be either an oral section of the Convention or a separate organization of oral teachers. They, therefore, quietly organized themselves and held separate meetings of their own between the sessions of the general Convention, so as not to interfere with the regular programme of proceedings. The Principal of the New York Institution placed a school-room at their disposal and more than sixty articulation teachers met there daily to discuss details of articulation work, while awaiting the formal action of the Convention regarding the resolution.

The Convention at last responded, and on the day before final adjournment, formally granted the request for an oral section. But the oral teachers who had been holding their own separate meetings during the whole period of the Convention, had experienced to such an extent the healthful stimulus and encouragement of association with persons in full sympathy with their work, that they decided to have, not simply an oral department of the Convention, or a separate organization, but *both*.

ORIGIN OF THE ASSOCIATION.

And so, after forming the oral section, they held a meeting and proceeded to lay the foundations of a new organization, an outside society, to co-operate with the oral section, and also to promote the teaching of speech to the deaf, quite independently of it. They decided that the membership should not be limited to teachers of the deaf, but should be thrown open to the general

public, and take in all who were interested in oral instruction, including the parents and friends of deaf pupils who had been taught to speak. They decided that it should become an incorporate body, legally capable of holding property and receiving donations and bequests.

This important meeting was held on the 27th of August, 1890, during the closing hours of the Convention. The persons present, sixty-two in number, decided that they themselves should constitute the nucleus of the new society, and their names were recorded as its first members.

They appointed trustees and empowered them to take all necessary steps to give the society a permanent character, prepare its Constitution and By-Laws, and attend to the filing of articles of incorporation.

Dr. Westervelt was delegated to report their action to the Convention at large, which was done at the closing meeting. The Convention received with enthusiasm the news of the birth of the new organization, and gave it friendly welcome. On the 16th of September, 1890, the society acquired a legal existence, and was incorporated, under the laws of the state of New York, as "THE AMERICAN ASSOCIATION TO PROMOTE THE TEACHING OF SPEECH TO THE DEAF."

OBJECTS OF THE ASSOCIATION.

The objects for which the Association was formed, were stated in the Article of Incorporation to be as follows :

"To aid schools for the deaf in their effort 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."

SUMMER SCHOOLS FOR ARTICULATION TEACHERS.

The First Summer Meeting of the Association was held in 1891, at Lake George, N. Y.; the Second in 1892, at the same place; the Third, in 1893, at Chicago, during the World's Fair; the Fourth, in 1894, at Chautauqua, N. Y.; the Fifth, in 1896, at the Pennsylvania Institution, Mt. Airy, Philadelphia; and now we come to the Sixth Summer Meeting, at the Clarke School, Northampton, Mass., 1899.

It has not been found advisable, in the interests of speech teaching, to hold a Summer Meeting every year. If we were the only organization to promote the instruction of the deaf, it might be a good thing to have a meeting every year. But, there are other organizations in existence, and we desire to hold a friendly attitude towards every one, and not promote dissatisfaction by meeting at such times as to interfere with the attendance at the others.

In 1895, the Convention of American Instructors of the Deaf met in Flint, Mich., and out of courtesy to that body we held no meeting that year.

In 1897, the National Educational Association organized a Round Table for teachers of the deaf, in Milwaukee, Wis., and for that reason we abstained from a separate meeting; and last year (1898) there were two conventions of teachers of the deaf (Department XVI of the N. E. A., in Washington, D. C., and the American Instructors, in Columbus, Ohio), so that an additional meeting of the Association seemed to be inadvisable.

Department XVI of the National Educational Association will meet again this year in Los Angeles, California; but, as the bulk of our members reside in the east, we believe that the present meeting will not sensibly affect the attendance of teachers of the deaf in California.

THE ASSOCIATION REVIEW.

But, if we are not to have summer meetings every year, what is there to hold our society together? Will the members continue to pay their fees year by year without return? Will not abstention from summer meetings reduce our membership, and

thus threaten the existence of the Association? The Board of Directors have given this matter careful attention, and we have decided upon a new departure in our work.

Instead of printing our proceedings in one volume (as has usually been the case), we propose to issue a magazine to promote the teaching of speech to the deaf, a periodical that shall be the organ of this Association, and in which our proceedings will appear. The publication will come out at regular intervals of time, and will be continued during the years in which we have no summer meetings.

This will enable us the better to carry out one of the primary objects of the Association, as specified in its Constitution, viz. :

“To publish from time to time such papers or articles as may in the judgment of the Board of Directors be worthy of special presentation to teachers of the deaf and those interested in oral instruction.” (Article II, Section 5.)

The plan involves the selection of a good editor, who shall have special charge of the journal. Well, we have found the man in Mr. F. W. Booth, of the Mt. Airy School, whose able management of the *Educator* has demonstrated his special fitness for the work. We need the help of an earnest, strong man, like Mr. Booth, to devote his whole time to the interests of the Association; and we are very fortunate to have secured his services as a salaried officer of the Association.

Our Constitution provides that :

“Agents of the Association may be appointed from time to time by the Board of Directors, as in their judgment may be deemed advisable.” (Article VI, Section 2.)

We have, therefore, made Mr. Booth our “Agent,” with the title of “General Secretary,” and have placed the publications of the society more especially under his charge. Dr. Westervelt will continue to act as Secretary of the Board, but will delegate to Mr. Booth much of the general work devolving upon him as Secretary of the whole Association. Dr. Westervelt’s labors have been labors of love, and the load he has had to carry in the past is too much to be placed upon the shoulders of an unsalaried officer who gives more generously of his time than he can well

afford. Dr. Westervelt remains officially the Secretary of the Association. Mr. Booth appears as the General Secretary and Treasurer, and as the Editor of our magazine.

A magazine, of course, must have a name, and so we appointed a baptismal committee to give it a name. Perhaps Mr. Booth can tell us the final decision of the committee.

MR. BOOTH: The committee gave it the name "THE ASSOCIATION REVIEW."

THE PRESIDENT: I think the publication of this magazine will hold our Association together as nothing else could do. I think it will also promote the teaching of speech to the deaf in a way that has never been done before. I am sure that it will meet the wishes of the Association that this magazine should come into existence and bridge over the gaps between our summer meetings.

STATISTICS OF SPEECH TEACHING.

There are several other matters to which I wish to call your attention, and specially to the importance of accurate statistics of speech-teaching in the United States. Speech-teaching is advancing in America at railroad speed, and we should have reliable statistics by which to measure its progress. Only a few years ago silent methods of instruction were universally in vogue; but today, speech is used as a means of instruction with the majority of our pupils (53.1 per cent.), and the total number taught speech and speech-reading amounts to 6460, or 61.4 per cent. of the whole.

Many of us can look back to the time when articulation teachers formed a small and insignificant body among the instructors employed in our schools for the deaf. Today they constitute the majority of the whole, (55.86 per cent.)

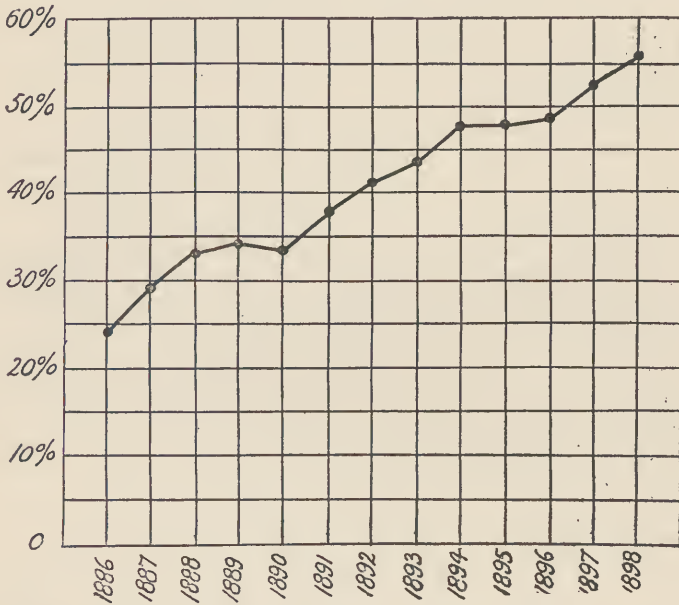
The statistics of speech-teaching date back to 1884. The Third Convention of Articulation Teachers, which met in New York in that year, was so largely attended as to direct the attention of the profession to the great increase that had taken place in the number of articulation teachers employed, and in the number of pupils taught to speak. In November, 1884, the *Annals* began to collect statistics upon the subject, and since that time we

have had annual statements concerning the number of pupils taught speech. (See Appendix A.)

Since 1886, the number of articulation teachers has also been noted :

ARTICULATION TEACHERS.

Percentage of American Instructors employed in teaching speech to the deaf in the United States, graphically shown. (See Appendix B.)



The above diagram shows in graphical form the percentage of instructors employed in teaching speech to the deaf in the schools of the United States. In 1886 they constituted 23.7 per cent. Since then the percentage has gradually and steadily increased, until, in 1897, articulation teachers became the majority of the whole body of instructors employed in the schools (including the Superintendents and Principals themselves).

This fact has been somewhat obscured in the *Annals* by the plan adopted in 1897 of including in the summation of teachers, the hundreds of persons employed in the work-shops in teaching

trades and other occupations to the deaf. In order to compare the statistics of 1897 and 1898 with those of former years, it has been necessary to deduct the number of industrial teachers from the totals given in the *Annals* for those years, as industrial teachers were not included in the former statistics.

For several years after 1884 the published statistics of speech teaching were very indefinite. The *Annals* gave the number of pupils taught speech without distinguishing those who were taught by speech from those who were taught articulation as an accomplishment and with whom speech was not used at all as a means of instruction.

At the first summer meeting of this Association, in 1891, the subject was informally discussed, and at the second summer meeting, in 1892, the Association took action by passing the following resolution :

“WHEREAS, The statistical tables of schools for the deaf annually published in the *American Annals for 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.” (See Proceedings of Summer Meeting, 1892, p. 139.)

In response to this, the *Annals* statistics for 1892, (*Annals*, Jan., 1893, XXXVIII, 52-62), contained a column giving the number of pupils “taught wholly by oral methods,” but no reference was made to those “taught in part by oral methods.”

In explanation, the editor of the *Annals* said, (Nov. 28, 1892, *Annals*, 1893, XXXVIII, 312) :

“I do not like the phrase ‘taught in part by oral methods,’ 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.*” (See Appendix C.)

The statistics have appeared annually in the *Annals* since 1892, in a special column by themselves headed by the letter B. A foot-note referred to column B as the “number taught wholly by the oral method ;” but three years ago the foot-note was

amended so as to read "number taught wholly, or chiefly, by the oral method."

In view of the editor's statement quoted above, I did not suppose, nor can I suppose now, that the change in phraseology made any difference in the character of the statistics collected. I have, therefore, confidently quoted the figures from column B as *statistics showing the growth of the oral method in America*.

To my surprise, the editor of the *Annals* takes exception to this conclusion ; and in the *Annals* for Feb., 1899, he hauls me over the coals, on the ground that many of the pupils referred to in column B were taught only in part by the oral method and should not, therefore, be credited to the oral method alone.

He says, (*Annals*, XLIV, 134) :

"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 school room, as an adjunct of their oral instruction, it does not seem to us correct to say that they are 'taught *wholly* by oral methods.'" (See Appendix D.)

I agree with Prof. Fay in this conclusion, and only regret that he has not hitherto published this important statement *in connection with column B* in the *Annals*. I also regret that in criticising me for having published the figures from column B, as referring to pupils "taught wholly by the oral method," he neglects to state that for years he did the same thing himself, officially, in the *Annals*, as editor of that journal.

The importance of the resolution passed in 1892, by the American Association to Promote the Teaching of Speech to the Deaf, now becomes obvious ; for the *Annals* statistics have proved misleading. "If you want a thing done do it yourself," and I would suggest that, in future, the Association should itself collect statistics of oral teaching, instead of delegating that duty to "the Executive Committee having in charge the publication of the *American Annals*."

We can use the *Annals'* statistics so far as they go, and supplement them in any way we desire by applying directly to the

heads of the schools for additional information. The Superintendents and Principals are always willing to reply to courteous questions ; and, indeed, are anxious to afford the fullest information concerning the details of work in their schools. This is obvious from the very full replies received to a circular letter of inquiry which I, as President of this Association, sent to the heads of all Schools for the Deaf in the United States and Canada, on the first day of June, 1899. No difficulty has been experienced in obtaining the information asked for by this Association in 1892, and I have great pleasure in presenting you with the results. (See Appendix, E to L, with notes).

SPEECH-TEACHING IN AMERICA, JUNE, 1899.

(For details see Appendix.)

Pupils in America Schools for the Deaf.	United States.		Canada.	
	Number of pupils.	Percent-age.	No. of pupils.	Percent-age.
Taught wholly by Oral Methods...	2496	23.7%	225	29.0%
Taught in part by Oral Methods..	2521	23.9%	105	13.6%
Speech taught as an accomplish- ment.....	535	5.1%	14	1.8%
Unclassified.....	903	8.7%	60	7.7%
Total taught speech.....	6460	61.4%	404	52.1%
Taught wholly by Silent Methods.	4055	38.6%	371	47.9%
Total.....	10515	100.0%	775	100.0%

The results of the inquiry constitute a veritable revelation, and show how vast have been the changes that have been going on in the United States, almost unperceived, in our schools for the deaf, and without adequate statistics by which to trace the steps of the process.

The plan so common a few years ago of giving pupils lessons in articulation for half an hour or so a day, without using the powers of speech and speech-reading acquired for the purposes of communication and instruction, has been almost given up ; for the

pupils now taught speech as an accomplishment merely, constitute only 5.1 per cent. of the whole.

This change has not been accomplished by a reduction in the proportion of pupils taught speech ; for the total taught speech is now larger than ever before, constituting 61.4 per cent. of all the pupils in our schools.

It has evidently then resulted from an increased *use* of speech for the actual purposes of communication in the school room ; and this is obvious from the fact that the pupils taught wholly or in part by the oral method now number 5017, or 47.6 per cent. of the whole. Nor are these all ; for, among the unclassified cases taught speech, the returns show that in 567 cases, at least, speech was used *as a means of instruction* ; though how it was used—whether alone, or combined with manual spelling or the sign language—does not clearly appear. This makes a total of 5584 pupils, with whom speech is used as a means of instruction—a majority of the whole number of pupils in our schools, or 53.1 per cent.

The pupils taught wholly by the oral method *without being taught at all by manual spelling or the sign language*, now number 2496, or 23.7 per cent. This gives us a starting point from which to measure the growth of the oral method in the future. The most astonishing revelations of change are to be found by analyzing the returns of pupils taught in part by the oral method :

SPEECH-TEACHING IN AMERICA, JUNE, 1899.

(For details see Appendix.)

Pupils taught by Speech and Speech Reading.	United States.		Canada.	
	No. of Pupils.	Perce- tage.	No. of Pupils	Perce- tage.
Taught also by Manual Spelling (no Sign-language)	1549	14.7%	64	8.3%
Taught also by Manual Spelling and Sign-language	972	9.2%	41	5.3%
Total taught in part by the Oral Method	2521	23.9%	105	13.6%

It thus appears that 1549 pupils, or 14.7 per cent., are taught by the oral method and manual spelling *without being taught at all by the sign language* ; and 972, or 9.2 per cent., are taught by the oral method and manual spelling and the sign language as well.

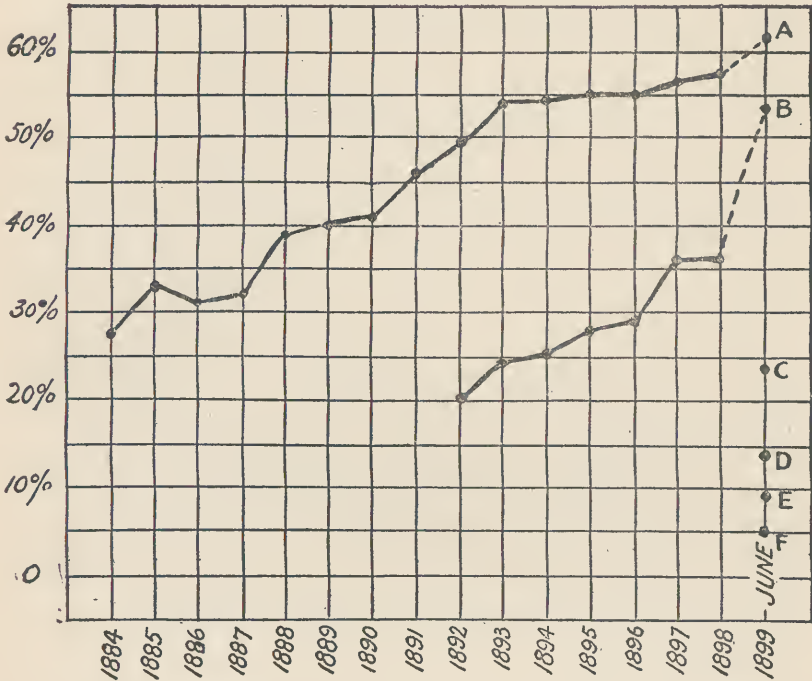
These figures show that manual spelling without the sign language is practiced in our schools to a much greater extent than has hitherto been supposed. My statistics, of course, relate primarily to speech methods of instruction, and the other methods only come incidentally into the investigation. When we consider that 4055 of our pupils, or 38.6 per cent., are not taught speech at all—and are therefore taught wholly by silent methods alone—the above figures acquire great significance.

We certainly should have statistics concerning the progress of *manually spelled English as a means of instruction*—both with and without the sign language—for the indications are very clear that great changes are in progress in the practice of our schools unnoticed and unnoted by statistical means.

In the following diagram I have attempted to connect the *Annals* statistics relating to the teaching of speech to the deaf with the statistics compiled from the replies to my circular letter, so as to form some idea of the growth of speech teaching in the United States since statistics of the subject first appeared :

SPEECH-TEACHING IN AMERICAN SCHOOLS FOR THE DEAF.

Percentage of pupils taught Speech in Schools for the Deaf in the United States, graphically shown. (See Appendix A, and also Appendices E to L.)



- A.—Total taught Speech. Figures for June, 1899, from replies received to Circular Letter. The rest from the *American Annals of the Deaf*.
- B.—Speech used as a means of instruction. Figures for June, 1899, from replies to Circular Letter. The rest from the *Annals*: Column B headed, "Taught wholly or chiefly by the Oral Method."
- C.—Taught by Speech and Speech-reading, (no manual spelling—no sign-language.) From replies to Circular Letter.
- D.—Taught by Speech and Speech-reading and also taught by manual spelling, (no sign-language.) From replies to Circular Letter.
- E.—Taught by Speech and Speech-reading and also by manual spelling and sign-language. From replies to Circular Letter.
- F.—Taught Speech but Speech not used as a means of instruction. From replies to Circular Letter.

In 1884, speech was taught to 27.2 per cent. of our pupils. For some years thereafter the proportion was subject to considerable fluctuations ; but, on the whole, and substantially, there has been a continuous rise in the percentage from that time to this. And the line of progress (deduced from the *Annals* statistics) connects naturally with the point A in the diagram, which represents 61.4 per cent., the present percentage taught speech as deduced from the replies to my circular letter.

The lower line in the diagram represents column B of the *Annals*—whatever that means. After Prof. Fay's remarks, I have not ventured to consider that it represents the percentage taught wholly by the oral method—nor, indeed, would the line connect naturally with the point C in the diagram, which represents the present percentage taught wholly by the oral method.

The best I can do is to connect it with the point B in the diagram, which represents the present percentage of pupils with whom speech is used as a means of instruction. It is certain that all the cases reported in the *Annals* as "taught wholly or chiefly by the oral method," fall into this category, but the general level of the curve is too low to connect naturally with the point B ; from which I conclude that all the cases in which speech was used as a means of instruction were not included in the *Annals* statistics under column B, and that many such cases must have been omitted and not credited in the *Annals* as taught by the oral method at all.

Upon the whole, the evidences of progress in speech teaching in America are many and gratifying. A gradual and steady increase in a percentage is a healthful sign—an evidence of progress *that will last*—a movement that will probably continue in the future in the same direction and at about the same rate. Sudden changes reveal ephemeral conditions, and often indicate mere temporary fluctuations of little value.

The upper line of the diagram—projected into the future beyond the point A—points, with prophetic finger, to that time—not so very far away—when speech and speech-reading will be taught to every deaf child in America.

APPENDIX
TO
ADDRESS OF THE PRESIDENT.

A.—SPEECH-TEACHING IN AMERICAN SCHOOLS FOR THE DEAF.

Statistics compiled from the *American Annals of the Deaf* by
Alexander Graham Bell.

Date.	Total Schools in the United States.	Number of Pupils.				Percentage of pupils.				
		Total Pupils.	Taught Speech.	Not Taught Speech.	Taught wholly by the ORAL METHOD.	Taught wholly by the AU- RICULAR METHOD.	Taught Speech.	Not Taught Speech.	Taught wholly or chiefly by the ORAL METHOD.	Taught wholly or chiefly by the AU- RICULAR METHOD.
1857..	20	1721								
1863..	22	2012								
1866..	24	2469								
1867..	24	2576								
1868..	27	2898								
1869..	30	3246								
1870..	34	3784								
1871..	38	4068								
1872..	36	4253								
1873..	38	4252								
1874..	44	4892								
1875..	48	5309								
1876..	49	5010								
1877..	49	5711								
1878..	49	6166								
1879..	51	6431								
1880..	55	6798								
1881..	55	7019								
1882..	55	7155								
1883..	58	7169								
1884..	61	7482	2041	5441	.....	.....	27.2%	72.8%	
1885..	64	7801	2618	5183	.....	.....	33.5%	66.5%	
1886..	66	8050	2484	5566	.....	.....	30.9%	69.1%	
1887..	69	7978	2556	5422	.....	.....	32.0%	68.0%	
1888..	73	8372	3251	5121	.....	.....	38.8%	61.2%	
1889..	73	8575	3412	5163	.....	.....	39.7%	60.3%	
1890..	77	8901	3682	5219	.....	.....	41.3%	58.7%	
1891..	77	9232	4245	4987	.....	.....	46.0%	54.0%	
1892*.	80	7940	3924	4016	1581	.....	49.4%	50.6%	19.9%
1893*.	79	8304	4485	3819	2056	80	54.0%	46.0%	24.7%	0.96%
1894*.	82	8825	4802	4023	2260	109	54.4%	45.6%	25.6%	1.24%
1895*.	89	9252	5084	4163	2570	149	54.9%	45.1%	27.7%	1.61%
1896*.	89	9554	5243	4311	2752†	166†	54.9%	45.1%	28.8%	1.74%
1897*.	95	9749	5498	4271	3466†	162†	56.4%	43.6%	35.6%	1.66%
1898*.	101	10139	5817	4322	3672†	116†	57.4%	42.6%	36.2%	1.14%

*Figures refer to number of pupils present upon a specified day (November 15). Before 1892 they indicate the number present during the calendar year, including portions of the school years.

†Wholly or chiefly.

B.—ARTICULATION TEACHERS.

Statistics compiled from the *American Annals of the Deaf* by
Alexander Graham Bell.

Date.	Total Teachers, including Superintendents and Principals.	Number of Articulation Teachers.	Percentage of Articulation Teachers.
1857.....	95		
1863.....	—		
1866.....	119		
1867.....	120		
1868.....	170		
1869.....	187		
1870.....	222		
1871.....	260		
1872.....	271		
1873.....	274		
1874.....	290		
1875.....	321		
1876.....	304		
1877.....	356		
1878.....	375		
1879.....	388		
1880.....	425		
1881.....	444		
1882.....	481		
1883.....	497		
1884.....	508		
1885.....	540		
1886.....	566	134	23.7%
1887.....	577	171	29.6%
1888.....	606	199	32.8%
1889.....	615	208	33.8%
1890.....	641	213	33.2%
1891.....	686	260	37.9%
1892.....	706	291	41.2%
1893.....	765	331	43.3%
1894.....	784	372	47.4%
1895.....	835	397	47.5%
1896.....	879	427	48.6%
1897.....	928*	487	52.5%
1898.....	949**	530	55.8%

*Not including 260 Industrial Teachers.

**Not including 304 Industrial Teachers.

N. B.—Before 1897 the Industrial Teachers employed in the workshops were not included in the statistics published by the *Annals*.

C.—Extract from a letter from Dr. E. A. Fay to the Committee on Classification of Methods of Instructing the Deaf, dated November 28, 1892. (*Annals*, 1893, XXXVIII, 312) :

“ * * * * * I shall have two columns in the Tabular Statement of Schools, one showing the number of pupils taught speech and speech-reading in each school, and the other showing the number taught wholly by the Oral Method. This will indicate the two most important varieties of the Combined System, and at the same time—in spirit at least—will comply with the resolution adopted by the American Association to Promote the Teaching of Speech to the Deaf at its last summer meeting, requesting the *Annals* in its annual Tabular Statement of Schools ‘to publish the number of pupils taught wholly by oral methods, and the number taught in part by oral methods.’ I do not like the phrase ‘taught in part by oral methods,’ 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. If they are taught speech and speech-reading as an accomplishment, while their general education is carried on chiefly by other means, they are not taught by the Oral Method.”

D.—Extract from editorial notice in the *Annals* for February, 1899, XLIV, 133, headed, “*The Classification of Methods*” :

“ * * * * * In this connection we may refer briefly to a sheet published by Dr. Alexander Graham Bell in September last, entitled ‘Methods of Instructing the Deaf in the United States: Statistics compiled from the *American Annals of the Deaf*,’ which seems to show, by graphical chart and tabular statement that, in proportion as the Oral Method is extending, the Combined System is declining from year to year in the United States. While Dr. Bell compiles his statistics from the *Annals* as stated, he ignores the definition of the Combined System as given in the *Annals*, and uses the term to include only pupils ‘taught partly by Manual and partly by Oral Methods, and those taught wholly by Manual Methods, who receive instruction in Articulation;’ he also counts as ‘taught wholly by Oral Methods’ those pupils who, for the past three years, have been reported in the *Annals* as ‘taught wholly or chiefly by the Oral Method.’ 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 school room, as an adjunct to their oral instruction, it does not seem to us correct to say that they are ‘taught wholly by Oral Methods.’

“Oral teaching has made great and gratifying progress in the United States during recent years, but it has not been at the expense of the Combined System; on the contrary its progress has been largely in Combined-System schools and under the direction of Superintendents and Principals who are staunch adherents of the Combined System.”

E.—CIRCULAR LETTER OF INQUIRY SENT TO THE HEADS OF ALL SCHOOLS FOR THE DEAF IN THE UNITED STATES AND CANADA.

BADDECK, NOVA SCOTIA, JUNE 1st, 1899.

TO THE SUPERINTENDENT OR PRINCIPAL

OF THE

MY DEAR SIR:—I shall be much obliged if you will kindly fill up the enclosed blank, relating to SPEECH-TEACHING in your school, and return it to me, at the above address, as soon as possible.

I desire to use the information in my Presidential address, before the American Association to Promote the Teaching of Speech to the Deaf, at the approaching summer meeting in Northampton, Mass.

Thanking you in advance, and requesting the favor of an early reply, I am, my dear sir,

Yours truly,

ALEXANDER GRAHAM BELL.

F.—BLANK FORM FOR REPLY SENT WITH CIRCULAR LETTER.

.....JUNE....., 1899.

TO MR. A. GRAHAM BELL,
BADDECK, NOVA SCOTIA.

DEAR SIR:—In response to your note of the 1st instant, I beg to enclose the following statistics, relating to SPEECH-TEACHING in this school. Yours truly,

.....

STATISTICS.

1. Total number of pupils in this school
2. Number taught by speech and speech-reading, without being taught at all by the sign-language or manual alphabet.....
3. Number taught by speech and speech-reading together with a manual alphabet, without being taught at all by the sign-language.....
4. Number taught by speech and speech-reading, and also taught by the sign language and manual alphabet
5. Number taught speech and speech-reading as an accomplishment, without speech being used as a means of instruction

G.—SCHOOLS FOR THE DEAF
(Arranged alphabetically)

Location.		
State or Territory.	Town.	Street or District.
Alabama	Talladega	
Arkansas	Little Rock	
California	Berkeley	
do	Los Angeles	
do	North Temescal	
do	Oakland	San Pablo Avenue and Forty-third Street.
do	San Francisco	Oak Street, No. 522.
Colorado	Colorado Springs	
Connecticut	Hartford	
do	Mystic	
Dist. of Columbia	Washington	Kendall Green
Florida	St. Augustine	
Georgia	Cave Spring	
Illinois	Chicago	Armour Avenue, near Root Street.
do	do	Ashland Avenue, No. 4635.
do	do	Ashland Avenue and North Avenue.
do	do	Ashland Avenue and Wrightwood Avenue.
do	do	Evergreen Avenue, near Robey Street.
do	do	Humboldt Boulevard, near North Avenue.
do	do	Ingleside Avenue and Fifty-fourth Street.
do	do	Monroe Street, No. 157.
do	do	Sedgewick Street and Division Street.
do	do	Seventieth Street and Yale Avenue.
do	do	South May Street, No. 409.
do	do	Twenty-third Street, near Robey.
do	do	Yale Avenue, No. 6550.
do	Jacksonville	
do	La Salle	
Indiana	Evansville	Seventh and Vine Streets.
do	Indianapolis	
Iowa	Council Bluffs	
Kansas	Olathe	
Kentucky	Danville	
Louisiana	Baton Rouge	
do	Chinchoha	
Maine	Portland	Spring Street, Nos. 79 to 85.
Maryland	Baltimore	Hollins Street, Nos. 851 to 853.
do	do	West Saratoga Street, No. 649.
do	Frederick City	
Massachusetts	Beverly	
do	Boston	Newbury Street, No. 178.
do	Northampton	
do	West Medford	Woburn Street, No. 93.
Michigan	Detroit	Twelfth and Calumet Streets.
do	Flint	
do	North Detroit	
Minnesota	Faribault	
Mississippi	Jackson	
Missouri	Fulton	
do	St. Louis	Cass Avenue, No. 1849.
do	do	Ninth and Wash Streets.
do	South St. Louis	Longwood Place
Montana	Boulder	
Nebraska	Omaha	
New Jersey	Trenton	
New Mexico	Santa Fe	
New York	Albany	Pine Hills
do	Buffalo	Edward Street, No. 125.
do	Fordham	East One Hundred and Eighty-eighth Street, No. 772.
do	Malone	

IN THE UNITED STATES.
according to location.)

Official Name of School.	Chief Executive Officer.
Alabama Institute for the Deaf	Joseph H. Johnson, M.A.
Arkansas Deaf-Mute Institute	Frank B. Yates.
California Institution for the Deaf and the Blind	W. Wilkinson, M.A., L.H.D.
Los Angeles Oral School for the Deaf	Mary E. Bennett.
St. Joseph's School and Home for Deaf-Mutes	Sister M. Valeria.
Oakland Oral Kindergarten Home for the Deaf	Charlotte Louise Morgan.
San Francisco School for the Deaf	A. N. Holden.
Colorado School for the Deaf and the Blind	W. K. Argo, M.A.
American School for the Deaf	Job Williams, M.A., L.H.D.
Mystic Oral School for the Deaf	Ella Scott.
Columbia Institution for the Deaf and Dumb	E. M. Gallaudet, Ph.D., LL.D.
Comprising { The Kendall School for the Deaf	James Denison, M.A.
{ and Gallaudet College	E. M. Gallaudet, Ph.D., LL.D.
Florida Institute for the Deaf and the Blind	Rev. Frederick Pasco.
Georgia School for the Deaf	Wesley O. Connor.
Hartigan Public Day-School for the Deaf	Mary McCowen.
Seward Public Day-School for the Deaf	Mary McCowen.
Burr Public Day-School for the Deaf	Mary McCowen.
Prescott Public Day-School for the Deaf	Mary McCowen.
Wicker Park Public Day-School for the Deaf	Mary McCowen.
Darwin Public Day-School for the Deaf	Mary McCowen.
Kozminski Public Day-School for the Deaf	Mary McCowen.
Monroe Street Public Day-School for the Deaf	Mary McCowen.
Lyman Trumbull Public Day-School for the Deaf	Mary McCowen.
Yale Public Day-School for the Deaf	Mary McCowen.
Ephpheta School for the Deaf	Margaret Cosgrove.
Froebel Public Day-School for the Deaf	Mary McCowen.
McCowan Oral School for Young Deaf Children	Cornelia D. Bingham.
Illinois Institution for the Education of the Deaf and Dumb	Joseph C. Gordon, M.A., Ph.D.
La Salle Day-School for the Deaf	Edith E. Brown.
Evansville Day-School for the Deaf	Paul Lange, M.A.
Indiana Institution for the Education of the Deaf and Dumb	Richard Otto Johnson.
Iowa School for the Deaf	Henry W. Rothert.
Kansas School for the Deaf	H. C. Hammond.
Kentucky Institution for the Education of Deaf-Mutes	Augustus Rogers, M.A.
Louisiana Institution for the Education of the Deaf and Dumb	John Jastremski, M.D.
Charitable Deaf-Mute Institution of the Holy Rosary	Very Rev. Canon H. C. Mignot.
Maine School for the Deaf	Elizabeth R. Taylor.
F. Knapp's Institute	Wm. A. Knapp.
Maryland School for the Colored Blind and Deaf	Frederick D. Morrison, M.A.
Maryland School for the Deaf and Dumb	Charles W. Ely, M.A.
New England Industrial School for Deaf-Mutes	Nellie H. Swett.
Horace Mann School for the Deaf	Sarah Fuller.
Clarke School for the Deaf	Caroline A. Yale, LL.D.
Sarah Fuller Home for Little Children Who Cannot Hear	Eliza L. Clark.
Detroit Day-School for the Deaf	M. Lizzie Donohoe.
Michigan School for the Deaf	Francis D. Clarke, M.A., C.E.
German Evangelical Lutheran Deaf and Dumb School	D. H. Uhlig.
Minnesota School for the Deaf	James N. Tate, M.A.
Mississippi Institution for the Education of the Deaf and Dumb	J. R. Dobyms, M.A.
Missouri School for the Deaf and Dumb	Noble B. McKee, M.A.
Mariae Consilia School for the Deaf	Sister M. Adele.
St. Louis Day-School for the Deaf	James H. Cloud, M.A.
St. Joseph's Deaf-Mute Institute for Boys	Rev. Mother Agatha.
Montana Deaf and Dumb Asylum	E. S. Tillinghast, M.A.
Nebraska Institute for the Deaf and Dumb	H. E. Dawes.
New Jersey School for Deaf-Mutes	Weston Jenkins, M.A.
New Mexico School for the Deaf and the Blind	Lars M. Larson, B.A.
Albany Home School for the Oral Instruction of the Deaf	Mary McGuire.
Le Couteulx St. Mary's Inst. for the Imp'd Inst'n of Deaf-Mutes	Sister Mary Anne Burke.
St. Joseph's Inst. for the Improved Instruction of Deaf-Mutes	Adele Perronno.
Northern New York Institution for Deaf-Mutes	Edward C. Rider.

G.—SCHOOLS FOR THE DEAF
(Arranged alphabetically

Location.		
State or Territory.	Town.	Street or District.
New York.....	New York.....	Lexington Avenue, Nos. 904 to 922.....
do	do	Washington Heights, 163d Street and Eleventh Ave..
do	do	West Seventy-sixth Street, No. 42.....
do	Rochester	North St. Paul Street, No. 945.....
do	Rome .....	.....
North Carolina..	Morganton .....	.....
do	Raleigh .....	.....
North Dakota...	Devil's Lake.....	.....
Ohio	Cincinnati	Court Street, west of John.....
do	do	Court Street, west of John.....
do	do	East Sixth Street.....
do	Cleveland	Rockwell and Bond Streets.....
do	Columbus .....	.....
do	Elyria .....	.....
Oklahoma	Byron .....	.....
do	Guthrie .....	.....
Oregon	Salem .....	.....
Pennsylvania	Edgewood Park.....	.....
do	Philadelphia	Belmont Avenue, cor. of Monument Avenue.....
do	do	Mount Airy.....
do	Scranton .....	.....
Rhode Island...	Providence	East Avenue, No. 184.....
South Carolina..	Cedar Spring.....	.....
South Dakota...	Sioux Falls.....	.....
Tennessee	Knoxville .....	.....
Texas	Austin .....	.....
do	do .....	.....
Utah	Ogden .....	.....
Virginia	Staunton .....	.....
Washington	Vancouver .....	.....
West Virginia..	Romney .....	.....
Wisconsin	Delavan .....	.....
do	Eau Claire.....	.....
do	Fond du Lac.....	.....
do	Manitowoc .....	.....
do	Marinette	Main Street, No. 1532.....
do	Milwaukee	Seventh and Prairie Streets.....
do	Oshkosh .....	.....
do	St. Francis.....	.....
do	Sheboygan.....	.....
do	Wausau .....	.....

H.—SCHOOLS FOR THE DEAF
(Arranged alphabetically

Location.		
Province or Territory.	Town.	Street or District.
Manitoba	Winnipeg .....	.....
New Brunswick..	Fredericton .....	.....
Nova Scotia.....	Halifax .....	.....
Ontario	Belleville .....	.....
Quebec	Montreal	Berri Street, No. 546.....
do	do	Mile End
do	do	Notre-Dame de Grace Street.....

IN THE UNITED STATES.—CONTINUED.
according to location.)

Location.		Official Name of School.	Chief Executive Officer.
New York.....	New York Inst. for the Improved Inst'n of Deaf-Mutes.....	H. F. Mitchell.	
do	New York Inst. for the Instruction of the Deaf and Dumb.....	Enoch Henry Currier, M.A.	
do	Wright-Humason School.....	J. D. Wright, M.A. and T. A. Humason, M.A., Ph.D.	
do	Western New York Institution for Deaf-Mutes.....	Z. F. Westervelt, LL.D.	
do	Central New York Institution for Deaf-Mutes.....	Edward Beverly Nelson, M.A.	
North Carolina..	North Carolina School for the Deaf and Dumb.....	E. McKay Goodwin, M.A.	
do	N. C. Inst. for the Deaf and Dumb and the Blind.....	John E. Ray, M.A.	
North Dakota...	Deaf and Dumb Asylum (of North Dakota).....	Dwight F. Bangs.	
Ohio	Cincinnati Oral School for the Deaf.....	Virginia A. Osborn.	
do	Cincinnati Public School for the Deaf.....	Caroline Fesenbeck.	
do	Notre Dame School for the Deaf.....	Sister Mary of the Sacred Heart	
do	Cleveland Day-School for the Deaf.....	Katherine King.	
do	Ohio Institution for the Education of Deaf and Dumb	J. W. Jones, M.A.	
do	Lorain County Oral Deaf School.....	Emma L. Carrigan.	
Oklahoma	Western Oklahoma School for the Deaf.....	Ellsworth Long, B.S.	
do	Oklahoma Institute for the Deaf and Dumb.....	H. C. Beamer.	
Oregon	Oregon School for Deaf-Mutes.....	Rev. P. S. Knight, Ph.D.	
Pennsylvania	West. Penna. Inst. for the Instruction of the Deaf and Dumb.	William N. Burt, M.A.	
do	Home for the Training in Speech of Deaf Children before they are of School Age.....	Mary S. Garrett.	
do	Pennsylvania Institution for the Deaf and Dumb.....	A. L. E. Crouter, M.A., LL.D.	
do	Pennsylvania Oral School for the Deaf.....	Mary B. C. Brown.	
Rhode Island...	Rhode Island Institute for the Deaf.....	Laura De L. Richards.	
South Carolina..	S. Carolina Inst. for the Education of the Deaf and the Blind	Newton F. Walker.	
South Dakota...	South Dakota School for Deaf-Mutes.....	James Simpson.	
Tennessee	Tennessee Deaf and Dumb School.....	Thomas L. Moses.	
Texas	Deaf, Dumb, and Blind Institute for Colored Youth.....	S. J. Jenkins.	
do	Texas Deaf and Dumb Asylum.....	B. F. McNulty.	
Utah	Utah State School for the Deaf and Dumb.....	Frank W. Metcalf, D.B.	
Virginia	Virginia School for the Deaf and the Blind.....	William A. Bowles.	
Washington	Washington School for Defective Youth.....	James Watson.	
West Virginia..	West Virginia Schools for the Deaf and the Blind.....	James T. Rucker.	
Wisconsin	Wisconsin School for the Deaf.....	John W. Swiler, M.A.	
do	Eau Claire Day-School for the Deaf.....	Jennie C. Smith.	
do	Fond du Lac Day-School for the Deaf.....	Anna Sullivan.	
do	Manitowoc Day-School for the Deaf.....	Ada S. Locke.	
do	Marinette School for the Deaf.....	Frances O. Ellis.	
do	Milwaukee Public Day-School for the Deaf.....	Frances Wettstein.	
do	Oshkosh School for the Deaf.....	Katherine Grimes.	
do	St. John's Catholic Deaf-Mute Institute.....	Rev. M. M. Gerend.	
do	Sheboygan Day-School for the Deaf.....	Ray Kribs.	
do	Wausau Day-School for the Deaf.....	Margaret Hurley.	

H.—SCHOOLS FOR THE DEAF IN CANADA.
(Arranged alphabetically according to location.)

Location.		Official Name of School.	Chief Executive Officer.
Manitoba	Manitoba Deaf and Dumb Institution.....	D. W. McDermid.	
New Brunswick..	Fredericton Inst. for the Education of the Deaf and Dumb...	Albert F. Woodbridge.	
Nova Scotia.....	Halifax Institution for the Deaf and Dumb.....	James Fearon.	
Ontario	Ontario Institution for the Deaf and Dumb.....	Robert Mathison, M.A.	
Quebec	Catholic Female Deaf and Dumb Institute.....	Rev. Sister Philip de Jesus.	
do	Catholic Male Deaf-Mute Inst. for the Province of Quebec.....	Rev. Alf. Belanger, C. S. V.	
do	Mackay Institution for Protestant Deaf-Mutes and the Blind...	Mrs. H. E. Ashcroft.	

I.—SPEECH-TEACHING IN AMERICAN
SCHOOLS FOR THE DEAF, JUNE, 1899.
(Statistics compiled by A. G. Bell from replies to his

Schools for the Deaf in THE UNITED STATES arranged alphabetically according to location.		Number			
		Total.	Taught by SPEECH and SPEECH-READING.		
			(No Manual Spelling.) (No Sign Language.)	Taught also by MANUAL SPELLING.	
				No Sign Language.)	Taught also by SIGN LANGUAGE.
Query 1	Query 2.	Query 3.	Query 4.		
Ala.	Talladega School.....	145	12	24	48
Ark.	Little Rock School.....	223	42	—	—
Cal.	Berkeley School.....	161	—	—	96
"	Los Angeles School.....	14	14	—	—
"	North Temescal School.....	—	—	—	—
"	Oakland School.....	2	2	—	—
"	San Francisco School.....	8	8	—	—
Colo.	Colorado Springs School.....	80	36	—	3
Conn.	Hartford School.....	—	—	—	—
"	Mystic School.....	33	33	—	—
D. C.	Washington { Kendall School.....	52	—	—	44
	{ Gallaudet College....	98	—	—	72
Fla.	St. Augustine School.....	37	—	—	37
Ga.	Cave Spring School.....	—	—	—	—
Ill.	Chicago, Armour Ave. School.....	9	—	—	9
"	" Ashland Ave. School.....	9	9	—	—
"	" Ashland & North Ave. Sch.	7	7	—	—
"	" Ashl'd & Wrightw'd Sch....	9	—	—	9
"	" Evergreen Ave. School....	13	—	—	13
"	" Humboldt Boulevard Sch.	10	10	—	—
"	" Ingleside Ave. School.....	11	11	—	—
"	" Monroe St. School.....	22	—	—	21
"	" Sedgewick St. School.....	18	18	—	—
"	" Seventieth St. School.....	46	46	—	—
"	" South May St. School.....	73	—	—	?
"	" Twenty-third St. School....	7	7	—	—
"	" Yale Ave. School.....	20	20	—	—
"	Jacksonville School { Oral Dept..	260	?	?	?
	{ Manual D'pt	273	—	—	—
"	La Salle School.....	4	4	—	—
Ind.	Evansville School.....	15	—	1	—
"	Indianapolis School.....	327	—	—	133
Iowa.	Council Bluffs School.....	—	—	—	—
Kan.	Olathe School.....	267	?	?	?
Ky.	Danville School.....	352	88	—	23
La.	Baton Rouge School.....	103	32	—	—
"	Chinchuba School.....	45	—	—	19
Me.	Portland School.....	75	?	?	?
Md.	Baltimore, Hollins St. School....	25	25	—	—
"	" W. Saratoga St. School....	—	—	—	—
"	Frederick City School.....	92	31	—	29
Mass.	Beverly School.....	28	—	—	?
"	Boston School.....	123	123	—	—
"	Northampton School.....	156	156	—	—
"	W. Medford School.....	9	9	—	—
Mich.	Detroit School.....	12	12	—	—
"	Flint School.....	423	—	—	123
"	North Detroit School.....	43	43	—	—
Minn.	Fairbault School.....	242	14	45	—
Miss.	Jackson School.....	94	21	14	—
Mo.	Fulton School.....	351	67	—	—
"	St. Louis, Cass Ave. School....	36	—	—	14
"	" Ninth and Wash Sts. School	—	—	—	—

SCHOOLS FOR THE DEAF, JUNE, 1899.
Circular Letter of Inquiry dated June 1, 1899.

of Pupils.		Remarks.	Summary.			
Taught Speech and Speech-Reading.			Number of pupils taught Speech and Speech-Reading.			
Speech NOT USED as a means of instruction.	Returns UNCLASS- IFIED.		Total.	Speech USED as a means of instruction.	Speech NOT USED as a means of instruction.	UNCLASSI- FIED.
Query 5.						
—	—	—	84	84	—	
—	—	See Note 1	42	42	—	
—	—	See Note 2	96	96	—	
—	—	—	14	14	—	
—	—	No reply	—	—	—	
—	—	See Note 3	2	2	—	
—	—	—	8	8	—	
—	—	—	39	39	—	
—	—	See Note 4	—	—	—	
—	—	—	33	33	—	
—	—	—	44	44	—	
—	—	—	72	72	—	
—	—	—	37	37	—	
—	—	No reply	—	—	—	
—	—	—	9	9	—	
—	—	—	9	9	—	
—	—	—	7	7	—	
—	—	—	9	9	—	
—	—	—	13	13	—	
—	—	—	10	10	—	
—	—	—	11	11	—	
—	—	See Note 5	21	21	—	
—	—	—	18	18	—	
—	—	—	46	46	—	
—	?	See Note 6	73	?	?	
—	—	—	7	7	—	
—	—	—	20	20	—	
—	260	See Note 7	260	260	—	
273	—	do	273	—	273	
—	—	—	4	4	—	
—	—	—	3	1	2	
—	—	See Note 8	133	133	—	
—	—	No reply	—	—	—	
30	61	See Note 9	91	61	30	
41	—	—	152	111	41	
—	—	—	32	32	—	
—	—	—	24	19	5	
5	68	See Note 10	68	68	—	
—	—	See Note 11	25	25	—	
—	—	No reply	—	—	—	
—	—	—	60	60	—	
?	16	See Note 12	16	?	?	
—	—	—	123	123	—	
—	—	—	156	156	—	
—	—	—	9	9	—	
—	—	—	12	12	—	
89	—	—	212	123	89	
—	—	See Note 13	43	43	—	
—	—	—	84	59	25	
25	—	—	35	35	—	
—	—	—	67	67	—	
—	—	—	14	14	—	
—	—	No reply	—	—	—	

Schools for the Deaf in THE UNITED STATES arranged alphabetically according to location.	Number				of Pupils.		Remarks.	Summary.					
	Total.	Taught by SPEECH and SPEECH READING.				Taught Speech and Speech-Reading.		Number of pupils taught Speech and Speech-Reading.					
		(No Manual Spelling.) (No Sign Language)	Taught also by MANUAL SPELLING.			Speech NOT USED as a means of instruction.		Returns UNCLASSI- FIED.	Total.	Speech USED as a means of instruction.	Speech NOT USED as a means of instruction.	UNCLASSI- FIED.	
			(No Sign Language.)	Taught also by by SIGN LANGUAGE.									
Query 1	Query 2.	Query 3.	Query 4.	Query 5.									
Mo. South St. Louis School.....							No reply						
Mont. Boulder School.....	25	—	—	6	—	—	See Note 14	6	6	—	—	—	—
Neb. Omaha School.....	177	7	111	57	2	—	—	177	175	2	—	—	—
N. J. Trenton School.....	136	—	85	—	12	—	—	97	85	12	—	—	—
N. M. Santa Fe School.....	13	—	—	—	—	—	See Note 15	—	—	—	—	—	—
N. Y. Albany School.....	20	20	—	—	—	—	—	20	20	—	—	—	—
" Buffalo School.....	165	5	140	20	—	—	—	165	165	—	—	—	—
" Fordham School.....	371	—	371	?	—	—	See Note 16	371	371	—	—	—	—
" Malone School.....	86	—	52	—	12	—	—	64	52	12	—	—	—
" N. Y. Lexington Ave. School.....	202	202	—	—	—	—	—	202	202	—	—	—	—
" " Washington H'ghts School.....	414	—	414	—	—	—	See Note 17	414	414	—	—	—	—
" West 76th St. School.....	21	21	—	—	—	—	—	21	21	—	—	—	—
" Rochester School.....	176	—	176	—	—	—	—	176	176	—	—	—	—
" Rome School.....							See Note 18						
N. C. Morganton School.....	204	66	66	2	—	—	—	134	134	—	—	—	—
" Raleigh School.....	94	12	—	—	—	—	—	12	12	—	—	—	—
N. D. Devil's Lake School.....	50	4	2	2	24	—	—	32	8	24	—	—	—
Ohio. Cin'nati, Court St. (Oral) School.....	34	34	—	—	—	—	—	34	34	—	—	—	—
" " Court St. (Manual) Sch.....							No reply						
" " East Sixth St. School.....	12	—	5	—	5	—	See Note 19	10	5	5	—	—	—
" Cleveland School.....	53	47	3	—	—	—	—	50	50	—	—	—	—
" Columbus School.....	470	192	—	—	15	—	See Note 20	207	192	15	—	—	—
" Elyria School.....	7	7	—	—	—	—	—	7	7	—	—	—	—
Okla. Byron School.....	5	—	—	—	—	—	—	—	—	—	—	—	—
" Guthrie School.....							No reply						
Ore. Salem School.....	58	—	—	7	—	—	See Note 21	7	7	—	—	—	—
Pa. Edgewood Park School.....	194	61	—	—	—	—	—	61	61	—	—	—	—
" Phila., Belmont Ave. School.....	50	50	—	—	—	—	See Note 22	50	50	—	—	—	—
" " Mt. Airy School { Oral Dept.....	437	437	—	—	—	—	See Note 23	437	437	—	—	—	—
" " " { Manual ".....	68	—	—	—	—	—	do.....	—	—	—	—	—	—
" Scranton School.....	77	77	—	—	—	—	—	77	77	—	—	—	—
R. I. Providence School.....	63	63	—	—	—	—	—	63	63	—	—	—	—
S. C. Cedar Spring School.....	102	34	—	—	—	—	See Note 24	34	34	—	—	—	—
S. D. Sioux Falls School.....							No reply						
Tenn. Knoxville School.....	227	31	—	48	—	—	—	79	79	—	—	—	—
Tex. Austin School (for colored).....							No reply						
" Austin School (for whites).....	280	—	—	90	—	—	See Note 25	90	90	—	—	—	—
Utah. Ogden School.....	81	—	—	43	—	—	—	43	43	—	—	—	—
Va. Staunton School.....	145	20	40	4	—	—	—	64	64	—	—	—	—
Wash. Vancouver School.....	68	—	—	—	—	—	See Note 26	—	—	—	—	—	—
W. V. Romney School.....							No reply						
Wis. Delavan School.....	193	107	—	—	—	—	See Note 27	107	107	—	—	—	—
" Eau Claire School.....	8	8	—	—	—	—	—	8	8	—	—	—	—
" Fond du Lac School.....	7	7	—	—	—	—	—	7	7	—	—	—	—
" Manitowoc School.....	5	5	—	—	—	—	—	5	5	—	—	—	—
" Marinette School.....	6	6	—	—	—	—	—	6	6	—	—	—	—
" Milwaukee School.....	56	56	—	—	—	—	—	56	56	—	—	—	—
" Oshkosh School.....	11	11	—	—	—	—	—	11	11	—	—	—	—
" St. Francis School.....							No reply						
" Sheboygan School.....	6	6	—	—	—	—	—	6	6	—	—	—	—
" Wausau School.....							No reply						
86 Schools.* Total.....	9349	2496	1549	972	535	478		6030	5406	535	89		

*Total schools 101. For statistics of other 15 schools see below (Table K).

Schools for the Deaf in CANADA arranged alphabetically according to location.	Number				of Pupils.		Remarks.	Summary.				
	Total.	Taught by SPEECH and SPEECH-READING.				Taught Speech and Speech-Reading.		Number of pupils taught Speech and Speech-Reading.				
		(No Manual Spelling.) No Sign Language.)	Taught also by MANUAL SPELLING.			Speech NOT USED as a means of instruction. Query 5.		Returns UNCLASSI- FIED.	Total.	Speech USED as a means of instruction.	Speech NOT USED as a means of instruction.	UNCLASSI- FIED.
			(No Sign Language.)	Taught also by SIGN LANGUAGE.								
Query 1	Query 2.	Query 3.	Query 4.									
Man. Winnipeg School.....	54	10	—	6		6	—	—	22	16	6	—
N. B. Fredericton School.....	32	—	—	20		—	—	—	20	20	—	—
N. S. Halifax School.....	97	33	64	—		—	—	—	97	97	—	—
Ont. Belleville School.....	263	—	—	?		?	60	See Note 28	60	?	?	60
P. Q. Montreal :												
“ “ Berri St. School { Oral Dept.	95	95	—	—		—	—	See Note 29	95	95	—	—
“ “ “ { Manual “	58	—	—	—		—	—	do	—	—	—	—
“ “ Mile End School { Oral Dept.	66	66	—	—		—	—	See Note 30	66	66	—	—
“ “ “ { Manual “	48	—	—	—		—	—	do	—	—	—	—
“ “ Notre Dame de Grace St. Sch.	62	21	—	15		8	—	—	44	36	8	—
7 Schools. Total.....	775	225	64	41		14	60		404	330	14	60

K.—SPEECH-TEACHING IN AMERICAN SCHOOLS FOR THE DEAF,
November 10, 1898.
Statistics compiled by A. G. Bell from the *American Annals of the Deaf*
for January, 1899. See Vol. XLIV., pp. 64 to 65.

Schools for the Deaf in THE UNITED STATES arranged alphabetically according to location.	Number of Pupils Present November 10, 1898.				
	Total.	Taught Speech and Speech-Reading.			
		Total taught Speech.	Speech USED as a means of instruction.	Speech NOT USED as a means of instruction.	UNCLASSI- FIED.
Cal. N. Temescal School.....	26	—	—	—	—
Conn. Hartford School.....	162	118	12	?	106
Ga. Cave Spring School.....	150	44	44	—	—
Iowa. Council Bluffs School.....	276	55	55	—	—
Md. Baltimore, W. Saratoga St. School	31	20	10	?	10
Mo. St. Louis, 9th & Wash Sts. School	37	31	?	?	31
“ S. St. Louis School.....	14	8	4	?	4
N. Y. Rome School.....	139	60	?	?	60
Ohio. Cin'ti, Court St. (Manual) School	8	—	—	—	—
Okla. Guthrie School.....	24	—	—	—	—
S. D. Sioux Falls School.....	51	22	?	?	22
Tex. Austin School (for colored).....	37	—	—	—	—
W. V. Romney School.....	145	19	?	?	19
Wis. St. Francis School.....	58	45	45	—	—
“ Wausau School.....	8	8	8	—	—
15 Schools. Total.....	1166	430	178	?	252

Schools for the Deaf in THE UNITED STATES.	Number of pupils.				Summary.					
	Total Pupils.	Taught by SPEECH and SPEECH-READING.		Taught Speech and Speech-Reading.		Number of pupils taught Speech and Speech-Reading.				
		(No Manual Spelling.) (No Sign Language.)	Taught also by MANUAL SPELLING.		Speech NOT USED as a means of instruction.	Returns UNCLASSI- FIED.	Total.	Speech USED as a means of instruction.	Speech NOT USED as a means of instruction.	UNCLASSI- FIED.
Statistics of 86 schools from replies to Circular Letter.....	9349	2496	1549	972							535	478	6030	5406	535	89
Statistics of 15 schools from the <i>Annals</i> for Jan. 1899.....	1166	?	?	?	?	430	430	178	?	252
Total, 101 schools in the United States.	10515	2496	1549	972	535	908	6460	5584	535	341

Schools for the Deaf in THE UNITED STATES.	Percentage of pupils.				Summary.					
	Total Pupils.	Taught by SPEECH and SPEECH-READING.		Taught Speech and Speech-Reading.		Percentage of pupils taught Speech and Speech-Reading.				
		(No Manual Spelling.) (No Sign Language.)	Taught also by MANUAL SPELLING.		Speech NOT USED as a means of instruction.	Returns UNCLASSI- FIED.	Total.	Speech USED as a means of instruction.	Speech NOT USED as a means of instruction.	UNCLASSI- FIED.
Statistics of 86 schools from replies to Circular Letter.....	100.0%	26.7%	16.6%	10.4%							5.7%	5.1%	64.5%	57.8%	5.7%	1.0%
Statistics of 15 schools from the <i>Annals</i> for Jan. 1899.....	100.0%	?	?	?	?	36.9%	36.9%	15.3%	?	21.6%
Total, 101 schools in the United States.	100.0%	23.7%	14.7%	9.2%	5.1%	8.7%	61.4%	53.1%	5.1%	3.2%

Schools for the Deaf in CANADA (Statistics from replies to Circular Letter.)	Number and Percentage of pupils.				Summary.					
	Total Pupils.	Taught by SPEECH and SPEECH-READING.		Taught Speech and Speech-Reading.		Number and Percentage of pupils taught Speech and Speech-Reading.				
		(No Manual Spelling.) (No Sign Language.)	Taught also by MANUAL SPELLING.		Speech NOT USED as a means of instruction.	Returns UNCLASSI- FIED.	Total.	Speech USED as a means of instruction.	Speech NOT USED as a means of instruction.	UNCLASSI- FIED.
Number of pupils in 7 Canadian schools.	775	225	64	41							14	60	404	330	14	60
Percentage " " " "	100.0%	29.0%	8.3%	5.3%	1.8%	7.7%	52.1%	42.6%	1.8%	7.7%

NOTES.

(1) *Little Rock School* (Ark.): Forty-two in the Articulation Department and three teachers.

(2) *Berkeley School* (Cal.): Extract from letter from Dr. Wilkinson, dated June 9, 1899: "I return the blank filled out as requested. I have left out No. 5, though I might have filled it with 96, the same as No. 4. Indeed, the two (4 and 5) are with me alike. As soon as a pupil learns a word it is then used in instruction. Nothing is taught as an accomplishment any more than mathematics is. I confess that I do not value highly statistics of this kind. When I see schools reporting 100 per cent. of pupils as taught speech, and *knowing* as I do that a goodly percentage of them are incapable of learning to speak, it irritates those of us who mean to be honest. I would rather be considered 'behind the times' than to obtain a standing among oralists by false pretenses."

(3) *Oakland School* (Cal.): In a note dated June 21, 1899, Miss Morgan says: "While the pupils in our little school were only two in number the work has been satisfactory, and I have also taught lip-reading to ten adults. I am very happy to tell you that a free oral day-school for deaf children will be opened the first of August in one of our public school buildings, with the consent and approval of the Board of Education of Oakland."

(4) *Hartford School* (Conn.): Queries 1, 170; 2, 12; the rest of the school are taught chiefly by the English language, speech, spelling, and writing—the Eclectic Method. In every class there is more or less of teaching by speech, except those taught by deaf teachers.

(5) *Monroe St. School, Chicago* (Ill.): One pupil has paralysis of lower jaw.

(6) *S. May St. School, Chicago* (Ill.): Queries 1, 73; 2, 0; 3, 0; 4, 73; 5, 73. We use the Combined Method. [Some inconsistency here as the summation of the pupils taught speech (146) exceeds the total number of pupils reported (73).—A. G. B.]

(7) *Jacksonville School* (Ill.): The following letter dated June 17, 1899, has been received from Dr. Gordon:

"I am sorry I cannot answer your questions by simply supplying numbers in the blank form herewith returned. The total number of pupils in the school is 533. Of these 273 are in the manual alphabet department and 260 are in the oral department.

"It is my policy and the policy of this school to make no use whatever of the sign language in giving instruction in the class-rooms in either department, and all communication in that language is under the ban in the school-room. Owing to peculiar conditions I have reason to believe that this regulation is not strictly complied with. Teachers who are familiar with the sign language and who have used it habitually for a great many years forget themselves sometimes and will use the sign language unnecessarily themselves, it may be unconsciously, and they will also allow pupils to use the sign language occasionally.

"The daily chapel exercises are attended by all except the youngest classes of pupils and the sign language is still on sufferance in the chapel exercises. For the above reasons I presume certain educators would hold that all our pupils are taught to a certain extent by the sign language. As a matter of fact the transition of this school from sign language methods to oral and English language methods is going on as rapidly as possible with the agencies at our disposal.

"All the teachers in the oral department, with two or three exceptions, are familiar with the manual alphabet, and no formal restriction has been placed upon the use of finger spelling in the oral department. A few teachers never use finger spelling in the school-room under any circumstances, while others in this department make free use of it in explaining terms and in supplying words not understood in lip-reading. From the above you will see how difficult it is to answer questions Nos. 2, 3, and 4. In answer to question 5, I may say that all the pupils in the manual alphabet department receive some instruction in speech and speech-reading. The number of these pupils is 273. To indicate in a measure the progress of oral instruction in this school, I append the following table :

	1892	1893	1894	1895	1896	1897	1898
Pupils under instruction :							
Under silent methods exclusively	242	295	294	No statistics.	321	233	000
Pupils in oral department . . .	000	67	68		138	215	260
Manual pupils taught speech	250	113	125		62	83	273
Total	492	475	487		521	531	533

(8) *Indianapolis School* (Ind.): In answer to query 4, Mr. Johnson says that 91 in oral classes and 42 in kindergarten classes (total 133), are taught by speech and speech-reading, and also *in a limited degree*, by the sign language and manual alphabet. In further explanation of the speech-work of his school he encloses the following extracts from his Report :

"The assignment to departments and grades of 327 pupils (six temporarily absent) on October 31, will be shown by the following tables :

Kindergarten classes	42
Oral classes—	
Primary	84
Intermediate	3
Academic	4
	— 91
Manual classes—	
Primary	132
Intermediate	41
Academic	20
	— 193
Special	1
	—
Total	327

THE ORAL DEPARTMENT.

"The Oral Department is divided similarly to the Manual Department, into five primary, two intermediate, and three academic grades, and the same course of study is followed.

"Instruction is given by means of the oral method (speech, speech-reading and writing), the sign language being discarded, except in *limited degree* and during exercises of all kinds in the chapel. The pupils, however, are allowed to mingle freely with those of the manual method classes at all times outside of the class-room, and it goes without saying that they soon become ready and proficient sign-makers.

"Do we use signs and the manual alphabet in the oral classes? *We do.* Conditions confront us, not theories, and the conditions are such that it is deemed expedient to be directed by them until such time as they shall be changed, *i. e.*, until such time as there may be complete separation of the orally and the manually taught.

"We favor the use of the manual alphabet at all times and under all circumstances. Under existing conditions in the Indiana School, the use of natural signs, and a limited use of conventional signs for objects and actions in the class-room, will be beneficial rather than harmful. They will not only not retard, but, on the contrary, will advance the cause of education in and by speech and speech-reading, providing they be judiciously used, varying from much in the beginning classes to little, if any, in the more advanced. And even though the two departments were completely separated, the use of natural signs—gestures of body and limb, and facial expression—in the oral classes would be advocated, for man can no more separate himself from these than he can from his very nature, and their use could produce naught but good. While the signs may render the advancement in speech and speech-reading a little less rapid, this drawback will be offset by the more rapid advancement made in the use of language, and in the greater acquisition of general knowledge during the first years. Thus, a little lost at one end is gained at the other, and results in the greatest good to the greatest number, the object of being of a public school.

"While our classes in the speech and speech-reading method may not be considered pure oral classes by the ultra oralists, they are surely not considered manual classes by the manualists. If the advocates of neither are pleased to claim them, there is no other course than to let them stand by themselves, named and known as the *Indiana Manuoral Classes*, wherein the principal and most highly prized method of giving instruction is the oral method, but which is somewhat qualified by the use of any other method as existing conditions and the exigencies of each class may require. We simply hold to our school's motto: *Any method for good results—all methods, and wedded to none.*

"There is a great proportion of the deaf, mute or semi-mute, deaf or semi-deaf, congenitally so or otherwise, who may not only be taught to speak and to read the speech of others by sight, but who may also be successfully educated by these means, and they certainly should be educated mainly by the oral method. It is not intended by this method to make "elocutionists" of our pupils, but it is intended, in addition to giving them an education, to (1) retain and develop the speech of any who may possess it in any degree; (2) to generate and develop speech in some degree in those who do not possess it; (3) with all to generate and develop the power of speech-reading; and (4) to give special attention to developing and restoring to use any fragmentary part of hearing which may be left a pupil.

THE KINDERGARTEN DEPARTMENT.

"This department was established in September, 1894, with ten pupils, and has been a gratifying success in every way. Two years are given to the work, the advantages of which are particularly noticeable in such schools as ours, and difficult to overestimate. During the first year, the pupils, from six to eight years of age, are taught to correct their faults in sitting, standing, walking, dress, etc.; are instructed in deportment and propriety; are trained in hand-skill, observation, and imagination; are taught writing, the formation of the simplest of sentences and simple numbers in units; are drilled in proper breathing, in the exercise of the vocal organs by the utterance of sound, and in speech-reading by the most natural of methods—constant repetition of spoken words and short sentences. Some attention may also be given to speech, at the discretion of the teacher.

"During the second year, the kindergarten pupils pass into the advanced kindergarten classes and become a part of the oral department. The first year work is carried on and is merged into primary work, but especially is attention given to speech and speech-reading.

"The course of study for the kindergarten embraces the use of building blocks for form study and construction; the use of sticks, peas, and rings for designing; the folding of paper, free cutting of paper figures, and mounting of same on cardboard; color work; color sketching and painting; charcoal drawing; study of solid forms, plain forms, and designing; sewing, weaving, braiding and intertwining; clay modeling, and the use of the sand table."

(9) *Olathe School* (Kan.): Query 2. We have one class of 13 where the teacher claims to use no signs save natural ones, and no manual alphabet at all, instructing by articulation and writing. Pupils have not gotten the manual alphabet except by picking it up outside school—new class.

Kindergarten, 11—orally conducted—no manual alphabet used. Some signs—natural generally, sometimes conventional.

Class one year out of kindergarten, 11. No signs unless cornered for want of understanding. Manual to a limited extent.

Two oral classes of more advanced pupils, 26. Spelling used, signs rarely.

Articulation as an accomplishment, 30.

Total, 30 plus 26 plus 11 plus 11 plus 13 equals 91.

(10) *Portland School* (Me.): Query 1, 75; combined system used; all but 7 are taught speech; speech is used as a means of instruction; manual alphabet also used, and signs in explanation when necessary.

(11) *Hollins St. School, Baltimore* (Md.): We have never employed sign language or manual alphabet.

(12) *Beverly School* (Mass.): Queries 1, 28; 2, 0; 3, 0; 4, 16; 5, 16. [Some inconsistency here as the summation of pupils taught speech (32) exceeds the total number of pupils reported 28]. The total number reported in the *Annals* as taught speech is 19. I presume that the present returns indicate 16 in all as taught speech.—A. G. B.]

(13) *N. Detroit School* (Mich.): Queries 1, 43; 2, 0; 3, 0; 4, 43; 5, 0. [As the school is well-known to be an oral school I have transposed the answers to Queries 2 and 4—treating the returns as accidentally erroneous.—A. G. B.]

(14) *Boulder School* (Mont.): The 6 pupils returned in answer to Query 4, are taught by the sign language only "to a very limited extent." In further explanation of the general educational methods of the school,

Mr. Tillinghast says: "Signs are used for purposes of explanation to primary pupils and in lectures, but manual spelling is required to the utmost extent of the pupil's ability, and used almost exclusively with advanced pupils."

(15) *Santa Fe School* (N. M.): In a note dated June 9, 1899, Mr. Lars M. Larson, "Teacher of Navajo Indian deaf-mutes, and Superintendent of the New Mexico School for the Deaf," says: "Two years ago the deaf school, in behalf of the Territory, was entirely closed by the Committee in charge of this Institution, to open no more for one year and a half, for lack of available appropriations."

"Late in the fall of last year the school was reopened with a little fund for its five months' support, and no articulation work could be taken up for the insufficiency of the fund. It will be taken up when more financial means come in the near future."

"The department for the education of the blind here was discontinued by the action of the last Legislature, and no more blind children will be admitted here. There is now no school for their benefit in this Territory. We are now having a new law which will do much good to this school soon. I believe that it will be re-opened this Fall. We have a new Board of five Trustees (3 men and 2 women) managing this school."

(16) *Fordham School* (N. Y.): Queries 1, 371; 2, not any; 3, all, 371, signs are strictly forbidden in class; 4, 50, taught by speech and speech-reading; 5, not any. [There is some inconsistency in the answer to Query 4, as "all, 371," are returned in answer to Query 3.—A. G. B.]

(17) *Washington Heights School* (N. Y.): There are 12 classes—132 pupils—called "Oral Classes," in which speech is the means employed—but of course there is a familiarity with the manual alphabet, and it would be used as a last resort in making corrections. Recitations are oral and all is done in the speech line that is possible to the pupil.

(18) *Rome School* (N. Y.): Queries 1, 145; 2, 0; 3, 0; 4, 40; 5, 40. [In answer to Query 4, forty pupils are returned, but the word "by" has been cut out of the question, indicating that these pupils—though taught speech and speech-reading—were not taught by speech and speech-reading, etc. This means that they should have been returned in answer to Query 5, instead of Query 4. As 40 pupils are returned in answer to Query 5, it is possible that these may be the same pupils. If not, then 80 pupils should be credited as taught speech and speech-reading instead of 40. The number returned in the January *Annals* from this school was 60. See *Annals*, January, 1899, page 57, Column A.—A. G. B.]

(19) *E. Sixth St. School, Cincinnati* (Ohio): In a note dated June 22, 1899, Sister M. of the Sacred Heart says: "I enclose a list of words, pronounced very distinctly by a congenital deaf child, nine years of age. He has been taking lessons in articulation a year and a half. Another congenital deaf boy, eight years old, pronounces all of these words also. A little boy, who came to us this year, has learned one hundred and twenty words, and pronounces them pretty well. This child lost his hearing when about two years old. The little boy who spoke for you last year will be in the Second Reader, and will study Bible History and Geography by speech next year. He is backward in colloquial language, not having any brothers or sisters to talk to him at home. He understands what he reads better than some children many years older. I do not know if you remember the girl who interested you at map questions. I have re-commenced giving her articulation lessons, and find that she does much better than before. She is a congenital deaf child, and is a sister of the little boy

who speaks the words contained in the list enclosed. All our articulation pupils, with one exception, give us satisfaction. I fear these particulars will not reach you in time to be of use in your address, but I am sure you will be glad to know that articulation is considered of much importance in our school."

(20) *Columbus School* (Ohio): All of our oral children can spell and sign, but they are not taught in school.

(21) *Salem School* (Oregon): Queries 1, 58; 2, 0; 3, 0; 4, 7, semi-mutes; 5, 0. Constant effort is to encourage all who have speech, or who can acquire it, to use it. In a note dated June 9, 1899, Mr. Knight adds: "I wish to say to you in connection with answers to your questions herewith returned, that though we have been asking for it for years, no definite oral work is done in this school, for the simple reason that we have been denied the means with which to do it."

(22) *Belmont Ave. School, Philadelphia* (Penna.): The ten additional pupils, appropriated for by the Legislature, will enter June 20th, so that by the time you deliver your address, the total number will be 60.

(23) *Mt. Airy School, Philadelphia* (Penna.): Sixty-eight pupils are taught by the manual alphabet and writing. No signs.

(24) *Cedar Spring School* (S. C.): 29 of above total of 102, are in our department for colored children, and we have not, as yet, employed an oral teacher in that work.

(25) *Austin School* (for whites), (Texas): The 90 pupils returned in answer to Query 4, are taught by the sign language and manual alphabet "to a limited extent."

(26) *Vancouver School* (Wash.): One year ago the Board of Trustees of this school refused to pay the salary of a special teacher of articulation, therefore there were no classes formed in that branch of instruction. Each teacher was required to keep up the speech of such pupils as could articulate, as far as possible, in the regular daily instruction of the class. I am pleased to say that the Board of Trustees has, at my urgent request, permitted me to employ a special teacher of articulation next term.

(27) *Delavan School* (Wis.): Queries 1, 193; 2, 06 plus 11 equals 107; 3, 0; 4, 0; 5, 0. In a note dated June 6, 1899, Mr. Swiler adds: "As per your request, I herewith enclose answers to your questions; and in explanation thereof, might say that 10 of the 16 classes of the school are oral, that is the instruction is carried on without signs or spelling, with the exception of one class of 11 members, in which the teacher sometimes uses a sign or spelling to make her meaning clear."

(28) *Belleville School, Ontario* (Can.): Queries 1, 263; 2, 0; 3, 0; 4...60 }
5...60 } . In response to an inquiry as to whether the number of pupils taught speech numbered 120, or 60 (as might, perhaps, be indicated by the bracketing together of the answers to Queries 4 and 5, Mr. Mathison says (June 12, 1899): "The enclosed arrangement of our articulation classes will give you the information asked for. The work is designed as a means of instruction as well as improvement in speech:"

ARRANGEMENT OF ARTICULATION CLASSES.

Articulation Classes, 1898-9.—*Miss Jack, Teacher.*
Class 1—9.00 to 9.45 a. m. 6 pupils.—Vowels and consonants. Names of common things. A few simple actions and sentences.
Numbers to 19.

- Class 2—1.30 to 2.15 p. m. 5 pupils.—Drill on vowels and consonants. Names of persons. Simple actions and questions. Numbers to 100.
- Class 3—9.45 to 10.30 a. m. 5 pupils.—Drill on vowels, etc., continued. Rhymes. Questions. Numbers to 1000.
- Class 4—10.30 to 11.15 a. m. 5 pupils.—Drill continued. Geographical definitions. Questions. Numbers to 1000. The Lord's Prayer.
- Class 5—11.15 to 12.00 noon. 4 pupils.—Cities and towns of Ontario. Golden texts. Simple stories and questions.
- Class 6—2.15 to 3.00 p. m. 5 pupils.—Marking words diacritically. Golden texts. Stories. Conversation. Questions.

Articulation Classes, 1898-9.—Miss Gibson, Teacher.

- Class 1—9.00 to 9.45 a. m. 6 pupils.—Elements of English sounds, singly and in combination. Names of common things. A few simple sentences. Numbers to 50.
- Class 2—1.30 to 2.15 p. m. 5 pupils.—Drill on vowels and consonants. Names of persons. Names of numbers to 100. Actions and a few simple questions.
- Class 3—9.45 to 10.30 a. m. 4 pupils.—Drill on vowels and consonants. Numbers to 1000. A few simple rhymes.
- Class 4—10.30 to 11.15 a. m. 4 pupils.—Drill on vowels and consonants. Short stories. Questions and conversation.
- Class 5—11.15 to 12.00 noon. 6 pupils.—Drill continued. Cities and towns of Ontario. Golden texts. Questions and conversation.
- Class 6—2.15 to 3.00 p. m. 5 pupils.—Selected stories. Conversation.

RECAPITULATION.

Miss Jack's classes.....30 pupils
Miss Gibson's classes.....30 pupils

Total taught speech.....60 pupils

(29) *Berri St. School, Montreal (Can.)*: Queries 1, 153; 2, 95—the others are taught by writing and the manual alphabet—natural signs are occasionally allowed; 3, 0; 4, 0; 5, 0. In a note dated June 7, 1899, Sister Philippe de Jesus adds: "Each year we notice that the number of pupils following the oral method increases, whilst that of the manual decreases."

(30) *Mile End School, Montreal (Can.)*: Queries 1, 114; 2, 66; 3, 0; 4, 0; 5, 0; 6, number taught by writing, sign language, and the manual alphabet, 48.

