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THE AMERICAN ANNALS OF THE DEAF is a quarterly publication, appearing in the months of January, April, June, and October. Each number contains at least sixty-four pages of matter, principally original. The subscription price is \$2.00 a year, payable in advance. For Great Britain and Ireland the price, postage included, is 8s. 6d.; for Germany, 8½ marks; for France, 11 francs, all which may be sent through the postal money-order office. Subscriptions and all other communications relating to the *Annals* should be addressed to the Editor,

E. A. FAY,  
National Deaf-Mute College,  
Kendall Green,  
WASHINGTON, D. C.

# PROCEEDINGS

OF THE

## World's Congress of Instructors of the Deaf,

AND OF THE

## 13th Convention of American Instructors of the Deaf,

HELD AT

CHICAGO, ILLINOIS,

July 17, 19, 21, and 24, 1893.

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These valuable Proceedings are published as a supplementary volume of the *American Annals of the Deaf*. Price, One Dollar a copy. On ten copies sent to one address a discount of ten per cent. will be made, and on twenty copies or more to one address a discount of twenty per cent. Schools for the Deaf contributing their share towards the support of the *Annals* may obtain any number of copies desired *at half price*. Any individual subscriber may obtain a single copy at half price. All orders should be addressed to the Editor of the *Annals*,

E. A. FAY,

NATIONAL DEAF-MUTE COLLEGE,

KENDALL GREEN,

WASHINGTON, D. C.

*The Change of Voice.*—Mr. Auguste Boyer, of the National Institution, at Paris, has made a useful contribution to an important subject connected with articulation teaching, and not before treated, in a pamphlet entitled *De la Mue de la Voix chez le Jeune Sourd-Parlant* [On the Change of Voice in the Young Deaf Speaker]. Paris: Georges Carré. 1893. 8vo, pp. 32. We shall present the leading points of Mr. Boyer's treatise in a future number of the *Annals*.

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*Reports Received.*—We have received the Reports of the following Schools for the Deaf for the years 1892 and 1892-'93, in addition to those previously mentioned: American, Emden (Prussia), Genoa (Italy), Glasgow (Scotland), Llandaff (Wales), Oral Association (London, England), Oregon (South Dakota), Stade (Prussia), Venersborg (Sweden), Washington State.

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*New Jersey.*

nouns more easily than verbs, we must be able to show that the number of his nouns bears a larger proportion to the number of nouns he will use as an adult than the number of his verbs bears to the number of verbs he will use in adult life. To represent the matter symbolically—

Let  $n$  = the proportion of nouns in the child's vocabulary.

And  $N$  = the proportion of nouns in the man's vocabulary.

Let  $v$  = the proportion of verbs in the child's vocabulary.

And  $V$  = the proportion of verbs in the man's vocabulary.

Then, if the child learns nouns more easily than verbs, the proportion of  $n$  to  $N$  will be greater than that of  $v$  to  $V$ . But, on comparing the two tables, the very opposite is found to be the case.

$$\text{For } \frac{n}{N} = \frac{60}{60} = 1.$$

$$\text{But } \frac{v}{V} = \frac{20}{11} = 1.81 +$$

In other words, the child of two years has made nearly twice as much progress in learning to use *verbs* as in learning to use *nouns*, according to my tables of child-language and Professor Kirkpatrick's table of adult-language. A comparison of the adjectives and adverbs in the two tables justifies a similar conclusion in favor of the adverb. To my mind, this fact, which, so far as I know, has been hitherto overlooked by all writers on child-language, possesses great value for philology and pedagogy, as well as for psychology. In the first place, it supports the view that the acquisition of language in the individual and in the race proceeds by similar stages and along similar lines. Max Müller says that the primitive Sanscrit roots of the Indo-Germanic languages all represent *actions* and not *objects*; that in the race the earliest ideas to assume such strength and vividness as to break out beyond the limits of gesture and clothe themselves in words are ideas of movement, activity. We have found from examination of the vocabularies of these twenty-five children that the ideas which are of the greatest importance in the infant mind, and so clothe themselves most frequently (relatively) in words, are the ideas of *actions* and not *objects*, of *doing* instead of *being*. The child learns to use *action-words* (verbs) more readily than *object-words* (nouns), and words descriptive of actions (adverbs) more readily than words descriptive of objects (adjectives).

In the second place, this fact confirms the Fröbelian principle, on which child-education is coming more and more to be based, viz., that education proceeds most naturally (and, therefore, most easily and rapidly) along the line of motor activity. The child should not be so much the receptacle of instruction as the agent of investigation. Let him *do things*, and by doing he will most readily learn. He should not be *passive* but *active* in his own education. The kindergarten is the modern incarnation of this idea, but the idea itself is as old as Aristotle, who says, "We learn an art by *doing* that which we wish to do when we have learned it; we become builders by building, and harpers by harping. And so by doing just acts we become just, and by doing acts of temperance and courage we become temperate and courageous."\*

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\* Eth. Nic., Bk. II, chap. 1, par. 4.

a whispered translation from President Gallaudet's signs into English for the benefit of a hearing friend.

*The Language of Childhood.*—The *American Journal of Psychology* for October, 1893, has an interesting article by Mr. Frederick Tracy on the Language of Childhood, of which the author has made a careful study. In the course of the article he gives the summarized results of a number of vocabularies of children ranging from nine to thirty months of age. The following extract from the conclusions presented is suggestive in its bearing on the choice of words desirable to be made for the vocabulary given deaf children during the early years of their instruction :

Of the five thousand four hundred words comprising these vocabularies—

- 60 per cent. are nouns.
- 20 per cent. are verbs.
- 9 per cent. are adjectives.
- 5 per cent. are adverbs.
- 2 per cent. are pronouns.
- 2 per cent. are prepositions.
- 1.7 per cent. are interjections.
- 0.3 per cent. are conjunctions.

100.0

Of the nouns, less than one per cent. are abstract. Nearly all are names of persons or familiar objects. The majority, in the earlier months, seem to be used almost with the force of proper nouns, as Schultheiss has also observed. The adjectives are mostly those of size, temperature, cleanliness, and its opposite, and similar familiar notions. This table also corroborates Sigismund's observation that the conjunction is especially difficult.

Another interesting point is the comparison of the above table with a similar table, showing the relative frequency of the various parts of speech in ordinary adult-language. Professor Kirkpatrick says that of the words in the English language—

- 60 per cent. are nouns.
- 11 per cent. are verbs.
- 22 per cent. are adjectives.
- 55 per cent. are adverbs.

An important consideration is involved here. If we look only at the first of these two tables, and consider the child's words by themselves, it will *seem* that the nouns have greatly the advantage over the other parts of speech. But such a conclusion obviously cannot be drawn, unless a comparison of the child's vocabulary with that of the adult justifies us in so doing. In order to show that the child learns

the inmates. He was required to regulate the course of instruction in the classes, examinations, exhibitions, religious services in the chapel, and was himself to have the immediate charge of the advanced class. He was required to conduct all the correspondence, employ and dismiss all persons necessary to be employed, unless officers of the institution or persons appointed by the board; and, with the approval of the executive committee, he had power to suspend any professor, officer, or teacher appointed by the board. It was his duty to keep a book in which should be entered all events worthy of note relating to the institution, which was to be the property of the trustees, and submitted to them at the quarterly meetings, and always open to the inspection of the executive committee. \* \* \* There can be no doubt that the occasions upon which the defendant is shown to have made the charge were privileged, the only question being as to its nature and extent. The defendant occupied an important and responsible office under the authority of the State, involving the performance of duties of the most varied and delicate nature, upon which the efficiency and welfare of the institution largely depended. It was his duty to watch and carefully observe the moral conduct, not only of the children committed to his care, but even in a greater degree the teachers, upon whose influence and example so much, for good or evil, depended. It was essential that he should be at liberty to communicate freely with the governing body as to any matter touching the conduct of either the teachers or the pupils. This he could not do if hampered by the fear of penalties that could follow errors of judgment or mistakes as to who was or was not properly chargeable with improper conduct.

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*A Compensation of Deafness.*—A deaf friend told us once that he had begun to write an essay on the compensations of deafness, but on reflection had found them so few and meagre that he had abandoned the attempt. An incident of the formal opening of the World's Educational Congress at Chicago might have furnished him with an example of one of those rare occasions when the deaf have an advantage over the hearing. A foreign delegate delivered an address in French, and President Gallaudet translated it into the sign-language for the benefit of the deaf, who were present in large numbers. All the good points of the address were loudly applauded, and the speaker's countenance expressed both surprise and gratification that his remarks were so generally understood and so highly appreciated by an American audience. Looking about, we observed that the applause was invariably started by the deaf, while the hearing portion of the audience continued it from courtesy or sympathy. The deaf, and the teachers of the deaf, were the only persons present, with few exceptions, who understood what was said. We even noticed one giving

Under trade and transportation are included 4 agents, 4 expressmen, 4 stablemen, 4 salesmen and women.

The deaf and dumb find considerable employment in manufacturing and mechanical industries; blacksmiths number 12; tailors, 2; boot and shoe factory operatives, 4; box-makers, 1; brick-makers, 2; butchers, 3; carpenters and joiners, 37; woodworkers, 6; clock and watch operatives, 11; printers and pressmen, 27; glass-blower, 1; gold and silver worker, 1; harness and saddle makers, 3; tanners, 2; merchants, 3; marble and stone cutters and masons, 7; painters, 15; potters, 2; saw-mill employees, 8; seamstresses, 10; shirt-makers, 8; woollen mill workers, 6; shoemakers, 41; cabinet-makers, 2; coopers, 4; tailors and tailoresses, 13; with the remainder scattered among other mechanical pursuits.

A table is added comparing the proportion of the deaf to the hearing inhabitants of Canada with the proportions of "other countries," but, strange to say, among these "other countries" Canada's nearest neighbor, the United States, is not mentioned.

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*The Catholic Mission.*—The Rev. E. V. Lebreton, K. H. S., Missionary to the Catholic Deaf, requests us to announce that he may be addressed at St. Mary's Post-office, Vigo county, Indiana.

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*Privileged Communications from the Principal to the Board.*—The *Deaf-Mutes' Register* of July 13, 1893, gives the following information concerning an important decision recently rendered by the Court of Appeals of the State of New York.

The principal of one of the schools for the deaf in that State several years ago reported certain conduct on the part of one of the subordinate officers of the Institution to the executive committee of the board of trustees, and in consequence of this report the officer was dismissed. The dismissed officer sued the principal on the charge of slander, and the case, after several trials, reached the highest court. The decision of this court sustains the action of the principal, the defendant in the case. The following extracts from the decision are given :

Under the by-laws adopted the actual management is, to a great extent, devolved upon an executive committee composed of five members of the board, of which the president was always to be one. The defendant was really the executive head and manager of the institution. It was his duty and his right, under the rules and regulations adopted for its government, to attend the meetings of the board, to make reports in writing, and to participate in the discussions. Subject to the directions of the board, he had charge of the technical, moral, and religious instruction of

According to nativity, 3,598 were native-born, with one or both parents native-born, and 1,221 were foreign-born or born of foreign parents. The first group have 8.6 deaf to every 10,000 native-born, while the second have 18.8 deaf to every 10,000 foreign-born. The foreign population, which is less than one-seventh of the whole population, has one-fourth of the deaf. This remarkable difference is probably due in part to the special encouragement given to the emigration of the deaf from the British Isles to Canada a few years ago.

Taking the four original provinces of the Confederation during the past twenty years, there has been an increase of 20.3 per cent. in the number of the deaf, but the increase in the total population has been 25.5 per cent. This relative slowness of increase is partly accounted for by the number of the deaf who have removed from the older provinces to the newer, but the legitimate conclusion is drawn that the deaf have not increased faster than the population during the past twenty years.

According to religious beliefs the Roman Catholic deaf exceed their proportion in the whole population; those of all other denominations are below their proportion.

The educational condition of the deaf is stated as follows:

Can read and write, . . . . .	1,881
Cannot read or write, . . . . .	2,759
Can read but not write, . . . . .	179

With respect to occupations, 3,264 are returned as non-productive, and 1,555 as productive. The non-productive class includes 1,052 children under 15 years of age, women in households, students, etc. Those reported as productive are distributed as follows:

Engaged in agriculture, fisheries, and mining, . . . . .	963
professional pursuits, . . . . .	29
domestic and personal service, . . . . .	245
trade and transportation, . . . . .	39
manufactures and mechanical industries, . . . . .	279

1,555

Further details are given as follows:

In the 963 given as engaged in agriculture, fisheries, and mines are 389 farmers, 449 farmers' sons, 77 farm laborers, and 30 fishermen.

Among those given under "professional" there are 18 teachers, 1 newspaper man, and 3 clergymen.

Domestic and personal service includes 117 cooks, nurse girls, and other domestic servants, 110 laborers, 3 nurses and midwives, etc.

Speech, the Wisconsin System of Public Day-Schools, the Church Mission, a List of Periodicals, a List of Instructors, and the Publications of the Volta Bureau. It is in three octavo volumes, containing 2,280 pages and 450 illustrations. The Volta Bureau and the schools alike have spared neither labor nor expense to make the work as good as possible, and while the Bureau warmly thanks the schools for their cheerful co-operation, the schools have equal reason to thank the Bureau for the generous and effective manner in which the plan has been executed.

Two thousand copies of the work have been printed. Every author and every American school which has aided in its preparation will soon receive a complimentary copy. Foreign schools for the deaf throughout the world having libraries, and all the more important public libraries where it is believed the Histories will really serve a useful purpose, will also be supplied with complimentary copies. A limited number will be reserved for sale to teachers, and others directly interested in the education of the deaf, at the low price of \$3.50 in cloth binding. All future communications concerning the Histories should be addressed to the Superintendent of the Volta Bureau, Washington, D. C.

*The Census of Canada.*—The Department of Agriculture, Ottawa, Canada (Mr. George Johnson, Statistician), publishes in Bulletin No. 16 the statistics of the insane, the deaf, and the blind of Canada, according to the census of 1891.

The returns give 4,819 deaf-mutes, of whom 2,590 were males and 2,229 females; a proportion of 9.97 to 10,000 inhabitants.

The marriage statistics give 1,929 males and 1,751 females as single; 552 males and 330 females as married; 108 males and 148 females as widowed.

According to ages the deaf are grouped as follows:

	<i>Males.</i>	<i>Females.</i>
Under fifteen, . . . . .	552	500
Fifteen to nineteen, . . . . .	289	281
Twenty to twenty-nine, . . . . .	525	467
Thirty to thirty-nine, . . . . .	340	276
Forty to sixty-nine, . . . . .	446	515
Seventy and over, . . . . .	237	183
Unknown, . . . . .	1	7

the hearing child. There is at this time a softness and mobility of the vocal organs that cannot be regained in later years.

Childhood is a period of constant unconscious imitation. The hearing child learns language through this innate propensity to imitate. This propensity is as strong with the deaf as with the hearing child. Consequently it is usual for deaf children to mumble incoherent ejaculations in imitation (as they suppose) of what they have seen others do. It behooves you to take advantage of this propensity in very young children and turn it to advantage in teaching articulate use of the vocal organs. This may be the tide in their affairs which, taken at the ebb, may lead them on to more than a fortune, but which neglected too long may never be recalled, and may lose to them a most valuable and useful ability to use speech.

The Proceedings of the Second Summer Meeting of the Association, held at Lake George, N. Y., June 29 to July 8, 1892, have been published in an octavo volume of 336 pages, and distributed to members.

The Association has also published a catalogue of the "Model Library for Deaf Children," collected by a committee of the Association and shown in the Collective Exhibit of Schools for the Deaf at the World's Fair. Copies of this valuable catalogue may be obtained of the chairman of the committee, to whose intelligent labor the collection is chiefly due, Mr. S. G. Davidson, Mt. Airy, Philadelphia, Pa.

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*The Editorial Association.*—The editors of periodicals relating to the deaf met in Chicago, July 20, 1893, at the rooms of the Pas-a-Pas Club, and organized an association with Mr. J. L. Smith, of Minnesota, as President; Mr. J. W. Blattner, of Texas, as Vice-President; and Mr. S. G. Davidson, of Pennsylvania, as Secretary and Treasurer. Mr. F. D. Clarke, of Michigan, and Mr. G. M. McClure, of Kentucky, read valuable papers.

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*The Histories of American Schools for the Deaf.*—This important work, in the authorship of which nearly all the Schools for the Deaf in the United States, Canada, and Mexico have had a share, gives the history of every existing school in these countries, together with brief mention of schools which have been discontinued, and a considerable amount of other historical and statistical information relating to the education of the deaf in America, including articles on the Conventions of Instructors, the Conferences of Principals and Superintendents, the Association to Promote the Teaching of

have been distributed to the schools for teachers and officers by the generosity of the Colorado School, and others interested can obtain them on application to Mr. John E. Ray, Superintendent of the Colorado School, Colorado Springs, Col. Four cents should be enclosed for postage.

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*The American Association to Promote the Teaching of Speech to the Deaf.*—At the annual meeting of the Association held in Chicago July 20, 1893, Dr. P. G. Gillett, Mr. Z. F. Westervelt, and Miss Sarah Fuller were elected directors for three years, in the place of Dr. Gillett, Mr. Westervelt, and Miss Barton, whose terms had expired, and it was announced that Mr. Edmund Lyon had been elected by the board to fill the vacancy occasioned by the resignation of Mr. David Greene. At a meeting of the new board Dr. Bell tendered his resignation as president, and on his motion Dr. Gillett was elected to the office. This election, which was announced by Dr. Bell at the meeting of the World's Congress of Instructors of the Deaf on the following day, was received with enthusiasm by the members of the Congress, the deaf, and their friends; not only as a well-deserved tribute to one whom all esteem and honor, but also as an additional indication of the purpose of the Association to carry on its work in the broad and liberal spirit which has generally characterized the education of the deaf in America.

Soon after his election Dr. Gillett issued a circular (August 1) setting forth the objects and aims of the Association, and later (August 15) one addressed to superintendents and principals of schools for the deaf, urging them, in behalf of the Association, so to arrange their classification at the opening of the term this year that all new pupils should be favored at the very outset of their school life with instruction in articulation and speech-reading. He says:

The first years are the most important of a pupil's school life, and should have the best instruction. A mistake at this time continues its deleterious influence, not only through the subsequent years of school, but also through all after life. There is no time when the best that can be done for the deaf child should be more sedulously guarded than when he is laying the foundation of his education. Wise instruction at this time will make all after labor, of both teacher and pupil, more easy and effective. The aim in the education of the deaf is to bring them as nearly as possible upon the plane of the hearing. Nature's time for learning speech is early childhood. This should be as true with the deaf as with

the World's Congress Auxiliary of the World's Columbian Exposition, was even more largely and enthusiastically attended. In the matter of foreign representation, especially, the Congress of the Deaf was more favored than the Congress of Instructors; delegates were present from Ireland, France, Germany, Austria, and Sweden. The papers read were able and practical, and the proceedings in general were such as to reflect credit upon the deaf as independent, honorable, and valuable members of society, and to promote public interest in their education. It is hoped the Proceedings will be published by the National Association of the Deaf.

The American Association to Promote the Teaching of Speech to the Deaf contributed largely to the comfort and convenience of the occasion by providing a place near the Exposition where its members attending the Congresses and the Exposition could board at a reasonable price, and to the social pleasure and profit of all by the reception to which the members of the two Congresses were invited. The reception of the Pas-a-Pas Club of Chicago, and the banquet and reunion of the deaf and their friends, also offered opportunities for social intercourse, without which the occasion would have lacked an important and valued element.

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*The Thirteenth Convention.*—The Thirteenth Convention of American Instructors of the Deaf held a business meeting in the Memorial Art Building, Chicago, on Friday, July 21, 1893. The most important business brought before the Convention was the Report of the Standing Executive Committee on the subject of the reorganization of the Convention, referred to them by the Twelfth Convention, held in New York. The Committee reported unanimously in favor of making an overture to the American Association to Promote the Teaching of Speech to the Deaf, looking to a union of the two organizations, and the recommendation was unanimously adopted by the Convention. The Report of the Committee and other business transacted by the Convention are given in full in the published Proceedings.

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*The Seventh Conference.*—The Proceedings of the Seventh Conference of Principals and Superintendents of American Schools for the Deaf, held at Colorado Springs, Col., August 7-11, 1892, have been published by the Colorado School in its own printing office. It contains 150 octavo pages. Copies

## MISCELLANEOUS.

*The World's Congresses.*—The World's Congress of Instructors of the Deaf, held at Chicago on the 17th, 19th, 21st, and 24th of August last, was attended by more than two hundred teachers actively engaged in the work, besides many of the deaf, their friends, and other persons interested. The attendance from foreign countries was not as large as hoped for, consisting only of one delegate from England, one from Scotland, and two from Ireland. Our Canadian brethren, of course, we do not count as foreigners.

It had been generally predicted that while many teachers might go to Chicago during the Congress, the attractions of the World's Fair, and the knowledge that the discussions of the Congress were all to be in writing and could be read later when printed, would reduce the actual attendance at its sessions to a very small number. These predictions were not fulfilled. Except during the first half hour of each day's session, which was inconveniently early for the members, most of whom had lodgings eight miles away, the large hall where the meetings were held was full most of the time, and sometimes crowded.

While the discussions were probably less animated than they would have been if, as is usual in our conventions, they had been extemporaneous, and everybody had felt at liberty to participate, they were generally listened to with the close attention they deserved.

The papers read, on thirty-five different topics, were the productions of sixty-two members of the profession, carefully selected by a judicious Committee, and the printed Proceedings will consequently have an unusual value. As will be seen by the advertisement on the third page of the *Annals* cover, the Proceedings are not to be given away as formerly, but are to be sold at a reasonable price to all, and at half price to the subscribers to the *Annals*. The Proceedings will soon be ready for distribution; they would have been ready ere this, if some of the papers had not been withdrawn for revision.

The World's Congress of the Deaf, held, like the Congress of Instructors, in the Memorial Art Building of Chicago, and as one of the Educational Congresses under the auspices of

versation, and gymnastics; some "the technical course," consisting of drawing, engraving, joinery, and sewing; and some take both courses. The object of the School is "to give instruction to the young blind and dumb, so as to enable them to earn a livelihood." The location of the School is No. 77, Sasugayachō, Koishikawa, Tokyo.

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*Utah School.*—Miss S. H. Devereux, for several years past teacher of articulation in the Arkansas Institute, takes charge of the articulation classes. Mrs. F. W. Metcalf, a former teacher, who for several years has been matron of the School, returns to the class-room.

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*Virginia Institution.*—The board of directors, at its meeting in June last, declined to elect a teacher for the second class to fill the place of Mr. F. B. Yates, now principal of the Arkansas School. The place had been temporarily filled from the date of Mr. Yates's departure to the close of the session by Mr. L. G. Doyle. Mr. Doyle has now accepted an appointment as teacher in the Arkansas School.

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*Washington State School.*—Mr. C. M. Grow, Jr., late a teacher in the Missouri School, has been added to the corps of instruction.

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*Western Pennsylvania Institution.*—Miss Minnie F. Smith, who has been teaching in this Institution since 1887, retired at the close of last term. Her place was filled by the appointment of Mrs. Jessie B. Monroe, late of the Michigan School. Miss Louisa K. Thompson, for many years a teacher in the Ohio Institution, has been appointed to take charge of the Girls' Industrial Department.

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*Wisconsin School.*—Miss Lily Sorrenson succeeds Miss Jean Bowman in the Art Department and as instructor in writing. Miss Clara Maklem will take a course in the Normal Class of the Clarke Institution, with the expectation of resuming her place in the School next year.

In addition to the History of the School prepared for the Volta Bureau by Mr. Clippinger, another "Columbian History of the Wisconsin School for the Deaf" has been published by Mr. Warren Robinson, M. A., an octavo pamphlet of 14 pages.

E. A. F.

Miss Mary S. Garrett, late secretary of the Home, succeeds her sister as principal.

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*Pennsylvania Oral School.*—Miss Frances R. Rees, Miss Jean Christmas, and Miss Minnie Powell have resigned their positions as teachers. The vacancies have been filled by the appointment of Miss Ada R. King, formerly of the Colorado and Hartford schools; Miss Mary Church, a graduate of the Normal Training Class at Northampton, and Miss Connor, who has had experience as a kindergartner. Mr. James Geddes has been appointed teacher of sloyd in the place of Mr. George T. Prichard.

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*Rhode Island Institute.*—Miss Anna C. Allen has resigned her position as teacher and is succeeded by Miss Marie A. L. Smith, formerly a supervisor.

A small class of young women are studying the method of instruction employed in this Institute, also taking a course in Bell's Visible Speech and Vocal Physiology.

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*St. Mary's Institute.*—This school is suspended for the present, and part of the pupils, in company with their teachers, are transferred to the Ephpheta School.

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*Texas Institute.*—Miss Emily Lewis, who was the first female pupil admitted to the school, and who has been a successful teacher for twenty-five years, has resigned on account of delicate health and the care of an aged mother. Mr. Robert M. Rives, B. A., a recent graduate of the National College, has been appointed in her stead.

The method of articulation teaching has been changed, and an oral department, with two exclusively oral classes, has been established.

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*Tokyo (Japan) School.*—A "Short Account of the Tokyo Blind and Dumb School" has recently been published by the School. It is in English, and makes an octavo pamphlet of 22 pages.

The director of the School is Mr. S. Konishi. There are 60 deaf pupils. Some pursue "the ordinary course," consisting of reading, writing, composition, arithmetic, written con-

University of Chicago, under the auspices of the American Association to Promote the Teaching of Speech to the Deaf, in which Dr. A. G. Bell, Dr. P. G. Gillett, President E. M. Gallaudet, Mr. A. L. E. Crouter, Dr. I. L. Peet, Mr. Talcott Williams, Miss Sarah Fuller, Miss Mary McCowen, Miss Hoadley, Mr. A. Fechheimer, Helen Keller, and others took part.

Miss Garrett was prepared for the work of oral teaching by Dr. A. G. Bell in the School of Vocal Physiology, in Boston, where she graduated, in 1878, first in a class of twenty-one.



MISS EMMA GARRETT.

From 1878 to 1884 she was a teacher in the Pennsylvania Institution, the last three years of this time having charge of the separate Oral Branch. In 1884 she established the Oral School at Scranton, which under her direction grew rapidly and was adopted by the State. In 1891, feeling the importance of beginning the training of deaf children in speech in early childhood, she founded the Home in Philadelphia and secured the erection of a fine building, which is now ready for occupancy, and an appropriation from the State for support. Her life was devoted unselfishly and untiringly to the work she loved.

*Peet Private School.*—Mr. Walter Browning Peet, late instructor in the New York Institution, announces a private home school for deaf and partially deaf children to be opened on the second of October, at Hammonton-in-the-Pines, Atlantic county, New Jersey, midway between Philadelphia and Atlantic City. The number of pupils is limited. Mr. Peet, the son and grandson of distinguished teachers, familiar with the deaf from childhood, and with the experience of several years in the class-room, has been peculiarly favored by heredity, environment, and special training in his equipment for this work.

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*Pennsylvania Institution.*—Misses Jennie Lucas, Mattie Metcalf, Mary S. Hoopes, and Frances R. Rees have been added to the corps of instructors. All have had years of training and experience in the work. Miss Elizabeth R. Taylor has been appointed editor of the *Silent World* in the place of Mr. H. Van Allen, resigned.

Plans have been perfected for the erection of a complete separate hospital during the present year.

All new pupils are placed under oral instruction this year, and will be continued under that method, unless it shall be discovered, after full and fair trial, that their training may be more profitably carried forward by the manual method.

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*Pennsylvania Home for the Training in Speech of Deaf Children before they are of School Age.*—Miss Emma Garrett, the principal and founder of the Home, died at Chicago, Ill., July 18, 1893. In association with her sister, Miss Mary S. Garrett, she had taken her school to the Children's Building of the World's Fair, and had carried it on successfully during the summer to the interest and pleasure of thousands of visitors. The labor and anxiety connected with this undertaking, combined with her untiring devotion to her work for years, so affected her mind and spirits that finally her sister and friends determined to take her to a country retreat for rest and treatment. Arriving at the railway station too late for the train, they went to a neighboring hotel for the night. Soon after going to their room, Miss Garrett, in the sudden delirium of fever, leaped from the open window and was instantly killed. Memorial services were held July 20 at the

tensive alterations completely changing the interior appearance of the principal assembly-rooms have been made.

Plans have been completed for the erection of a new laundry and power-house at an estimated cost of \$25,000. The new structure will adjoin the present trade-school building. The removal of the present engine and laundry buildings will not only give a larger campus, but also improve the general appearance of the grounds.

The Institution has recently published a catalogue of its Teachers' Library, prepared under the direction of the Library Committee of the Board of Directors, a volume of 96 large octavo pages. The Library contains 4,600 volumes, including 450 relating to the education and treatment of the deaf. The books of the Pupils' Library, numbering 1,500 volumes, are not included in this catalogue. Mr. T. F. Fox, who read a valuable paper on the subject of "Libraries and Cabinets" at the World's Congress of Instructors, has succeeded Mr. Currier as librarian.

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*North Dakota School.*—Miss Alto M. Lowman has resigned the position of teacher, and the vacancy is temporarily supplied by Mrs. M. M. Taylor.

The School opens this year in the handsome and convenient new building which has been in the course of construction for a year and a half past, and of which Mr. O. Hanson was the architect. It is worthy of mention that it is only three years since the first preparations were begun for opening the School.

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*Ohio Institution.*—Two classes have been formed for instruction by the oral method. Two teachers will also continue, as heretofore, to teach articulation to pupils in the manual classes. Miss Lida O'Harra Mansur takes charge of the Oral Department.

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*Oregon School.*—This School is now under control of the State Board of Education, consisting of the Governor, Secretary of State, and Superintendent of Public Instruction. Formerly, though supported by the State, it was governed by an independent philanthropic board of nine members, who voluntarily transferred its management to the State authorities.

den and Miss Virginia H. Burford, who were temporarily employed to fill vacancies occurring last term in the force of teachers, cease their connection with the School. The following teachers are added to the force: Dr. Geo. H. Quackenboss, Mrs. Rosa Keeler, Miss Jean Christmas, and Miss Edith L. Brown. Miss Brown is a graduate of the Normal Class at the Clarke Institution, and all the others are experienced teachers of the deaf. Four teachers will devote themselves exclusively to oral work. Minor changes have been made in the allotment of duties to the several officers, but the control of all the departments remains with the principal, as heretofore.

The buildings have been put in thorough order; the sanitary arrangements, which were defective, have been brought up to the highest standard. A set of rooms has been fitted up in the best manner for a hospital, and a new outfit of type has been ordered for the printing office.

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*New Mexico School.*—Mr. Lars M. Larson was married last summer to Miss Cora B. Gunn, for several years a teacher in the Illinois Institution.

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*New York Institution.*—There have been a number of changes in the staff of instructors caused by the retirement of Mr. W. B. Peet, Miss J. L. Ensign, and Mrs. E. M. Stryker. Miss Jane T. Meigs, after forty-three years of continuous service, has retired from active school-work, and will, in future, fill the position of resident reader to the pupils. The additions include Mr. Percival Hall, M. A., a graduate of Harvard, and Mr. Andrew P. McKean, M. A., a graduate of Williams, both Normal Fellows at the National College last year; Miss Prudence E. Burchard, late of the Central New York and Colorado Institutions; Miss Emily G. Hicks, expert kindergartner; Miss Grace A. Peck, a graduate of Housatonic Hall, Great Barrington, Mass.; Miss Eva Buckingham, a graduate of Vassar College, and Miss Carrie L. Clarke, a normal-school graduate.

A two-story brick extension 80 x 34 has been built to connect with the Mansion House and afford school-room and dormitory accommodation for 70 of the younger boys, with special facilities for a kindergarten under two experts. Ex-

The term of instruction was lengthened by the last legislature from ten to thirteen years, and the age of admission has been lowered from nine years to seven.

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*Minnesota School.*—The following changes have been made in the corps of instruction: Mr. D. F. McClure, who has been a teacher in this School for the last four years, declined a re-appointment that he might engage in business for himself in Minnesota; Miss Alice I. Stout resigned her office on account of delicate health, and Miss Mary Beattie, art teacher, declined a re-engagement that she might continue her studies in the Arkansas University. These vacancies have been supplied by the appointment of Miss Cornelia S. Goode, formerly a teacher in the Illinois Institution, and Miss Agatha M. Tiegel, B. A., a graduate of the Western Pennsylvania Institution and the National College. Miss Alice J. Mött, after a year's rest and study in the Iowa University, returns to her chosen office of teacher of art. Miss Nora Halvorson, a recent graduate of the St. Cloud Normal School, takes the place of Miss Ruth Buxton, who has accepted a similar position in the Illinois School.

On the opening day of the term, September 23, Dr. Noyes had an attack of illness that occasioned his family and friends serious anxiety. He lost the power of speech, his mind was clouded, and he was unable to attend to business. The board of directors immediately held a meeting and gave him temporary leave of absence. A specialist in Minneapolis who was promptly consulted said there had been a stoppage of a blood-vessel near the speech-centre, and that entire rest and quiet would probably result in his ultimate recovery. He then went with Mrs. Noyes to Kenosha, Wisconsin, where he still remains under judicious treatment. The reports received concerning his improvement are encouraging, and it seems probable that his recovery will be even more speedy than the physicians at first dared to hope.

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*Nebraska Institute.*—Mrs. C. C. Wentz has resigned the position of teacher, and Miss Edna McElravy, an experienced public-school teacher, has been appointed in her stead.

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*New Jersey School.*—Mrs. Matilda B. Miller and Miss Elizabeth C. Snowden, teachers, and Miss Ruth K. Snow-

successor is Mr. J. D. Carter, of Pratt county, Kansas. Miss Fannie McKinley, a former teacher, is appointed principal of the Literary Department. The school loses six experienced instructors, besides Mr. Walker, viz., Dr. J. H. Brown, Mr. A. C. Roberts, Mr. E. C. Harrah, Mr. J. W. Thomas, Miss E. J. Israel, and Miss M. K. Stevenson. In the present list of teachers we find the following new names: O. W. Hendee, Fannie Eddy, Hattie E. Yoe, Cora E. Hogue, J. J. Dold, Mollie Medcraft, Ida G. Cole, Emma Randolph, and Grace Bauman.

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*Maryland School.*—The corps of instructors has been increased by the addition of a third teacher of articulation. Miss Katharine D. Partridge, late of the Florida Institute, has been appointed.

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*Michigan School.*—An entire new board of trustees was appointed by the Governor May 25, 1893, the former "Central Board of Control," which had charge of the School for the Deaf, the School for the Blind, and the State Public School, having been abolished. The new board of trustees consist of the Hon. C. B. Turner, of Pontiac, president; Hon. J. A. Trotter, of Vassar, secretary, and Gen. Chas. S. Brown, of Flint, treasurer.

The new board made few changes in the force of teachers and officers, electing all the old officers, with a single exception, at their first meeting.

The board have authorized the employment of an additional oral teacher, and, should the number of new pupils be as great as is expected, may employ another before January. Mrs. Jessie B. Monroe, who for six years past has been a valued teacher in the Manual Department, has resigned to accept a similar position in the Western Pennsylvania Institution. The following appointments of teachers have been made: Mrs. Lottie K. Clarke, who taught a class here last year, oral teacher; Miss Grace M. Beattie, several years in the Arkansas School; Mr. Jas. M. Stewart, B. A., a graduate of the Michigan School and of the College, and Miss Maggie Turner, a graduate of the Flint High School.

The buildings have been thoroughly repaired and painted during the summer, and many improvements made to promote the health and comfort of the pupils.

for certain grades of pupils of the various systems of instruction, in the belief that a "respectable percentage" of pupils can profit by enforced attempts towards speech, and finally by having all class recitations in this department carried on without the use of the customary systematic signs. No rigid attempt will be made towards prohibiting signs outside of school, though a sentiment, it is hoped, will be engendered that will cause pupils in this department to use speech and lip-reading in lieu of signs. It is expected that to carry out the plans of the superintendent in this direction it will be found feasible to start from four to six such classes this term.

The teachers engaged to supply vacancies occasioned by resignations and the changing from two classes to one class to a teacher are as follows :

Dr. J. H. Brown, formerly teacher in the Ontario, Western Pennsylvania, and Kansas Institutions ; Miss Kate Stevenson, formerly teacher in the Iowa and Kansas Institutions ; Miss Bertha Millen, of the Kansas Institution ; Miss Effie Johnston, formerly teacher in the Kansas, Pennsylvania, and North Carolina Institutions ; Miss Ruth Buxton, formerly teacher in the Minnesota Institution ; Miss Lizzie A. Ferguson, of Chicago, a graduate of the Illinois Institution ; Miss Lucy Goodell, a public-school teacher and lately connected with this school in another capacity ; Miss Maggie Carroll, a public-school teacher of the Pike county, Ill., schools ; Miss Mary E. Leary, a graduate of the Southern Illinois State Normal School and a successful teacher in Southern Illinois schools ; Miss Emma Doying, a graduate of the Jacksonville Female Academy ; Miss Catherine Wood, a graduate of the Illinois Female College and a teacher in the Springfield, Ill., schools, and Mrs. Clara Hatch Stevens, of the Art Students' League of New York, and a teacher of art in Drury College, Springfield, Mo., who will have charge of the Art Department.

The entire heating apparatus of the school building has been renewed, a new smoke-stack built, and many minor improvements prosecuted through the summer.

The Institution has recently published an attractive "Prospectus," giving information concerning its various departments. It is printed in the printing department of the Institution, and is illustrated by some of the fine half-tone engravings prepared for the History of the Institution, issued earlier in the year, and included in the Histories of American Schools for the Deaf published by the Volta Bureau.

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*Indiana Institution.*—Mr. Tunis V. Archer, M. A., a graduate of the Normal Department of the National College, has been added to the corps of instruction.

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*Kansas Institution.*—Mr. S. T. Walker has resigned to accept the superintendency of the Illinois Institution. His

recent events of interest, we have received the following statement from an official source:

With but one or two exceptions no enforced changes have been made in the corps of instructors. Some have resigned, as has been the case every year, but the resignations have been occasioned by influences other than those consequent upon a change of superintendents, and the trustees and superintendent have been exceptionally conservative, acting in such manner as appeared to them for the best interests of the school. The resignations in the teaching force were as follows: Mr. M. L. Brock, who desires rest from work after about thirty-five years of continual service in the school-room; Mr. H. C. Hammond, to accept the charge of the Chicago Day-Schools; Mr. D. D. Smith, instructor in art, to enter another line of art study and practice; Miss Grace Farr, Mr. Geo. Scurlock, Miss Cora Gunn to enter the marriage relation; Miss Jane Russell to travel in Europe.

The management has decided to do away with the double-class system which has obtained here for about twenty years among teachers of the older classes, and put all teachers on the same grade of time service, requiring about five hours' service in the class-room from each teacher instead of eight hours. This change has necessitated the employment of additional teachers, but it is believed that in the end it will prove of benefit to the instructed. Superintendent Walker wishes it to be known that salaries have been reduced only in proportion to reduction in hours of teaching; that the maximum salary paid in the Illinois Institution to-day under his management is, for five hours' teaching, the same that has been paid for a quarter of a century, and that under the present condition of the finances of the Institution the trustees do not feel justified in increasing salaries.

A very important step has been taken by Superintendent Walker in the selection of a competent "preceptress," whose duties will be to see that the superintendent's plans for school-work are carried out and to supervise minutely and intelligently the work of the large number of instructors employed in the primary and intermediate grades of the school. This change in no wise divides the responsibility of the management of the school, as the preceptress is selected by and is under the sole direction of the superintendent of the school. The "innovation" is of Superintendent Walker's own motion after a long and careful study of the needs of the larger schools for the deaf, and the aim is not so much the relief coming to the superintendent from attention to the many details which without some such arrangement are left undone as the knowledge that these important details are being systematically looked after and results punctually reported to him. The person whom Mr. Walker has placed in that important position is Miss Annie Morse, well known to the profession by a service of about twenty-five years as a teacher of the deaf. The greater portion of this time has been rendered to the Illinois Institution.

Another "new departure" for the school will be the establishing of strictly oral classes, principally among the younger pupils at first. This step, also, has been taken after much consideration of the relative merits

stitute, has been added to the corps of instruction and appointed assistant to the principal. One of his duties is the preparation of the leading editorial matter of the *News*. Mr. Herbert Day, a graduate of Brown University, has been appointed supervisor. Mr. F. E. Owen, a practical printer, takes charge as foreman of the printing office.

An electric-light plant has been put in during the summer; connection has been made with the city gas, thus dispensing with the system of gasoline lighting which has been in use heretofore, and other extensive improvements have been made. The new Home, the fifth, is in course of construction.

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*Chicago Day-Schools.*—Mr. Henry C. Hammond, late instructor in the Illinois Institution, has been elected principal in the place of Mr. L. O. Vaught, who resigned to pursue the study of law.

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*Colorado School.*—In the last number of the *Annals* we expressed our regret that this School should lose its efficient head, Mr. John E. Ray. We are now happy to record the fact that it has not lost him. In consequence of a change made by the Governor of the State in the membership of the board of trustees, Mr. Ray has been re-elected superintendent. Miss Ada R. King and Miss P. E. Burchard are succeeded as articulation teachers by Miss Minnie Powell, for several years a teacher in the Pennsylvania Oral School, and Miss Flora C. St. Clair, late of the McCowen School.

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*Florida Institute.*—Mr. W. A. Caldwell, who has conducted the school with eminent success for several years past, is succeeded in the office of principal by Mr. H. N. Felkel, formerly at the head of the Normal College at De Funiak Springs, Fla. Mr. Felkel has achieved some distinction as an astronomer.

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*Horace Mann School.*—Miss Sallie B. Tripp has leave of absence for one year. Miss Martha C. Kincaide takes her work.

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*Illinois Institution.*—Mr. S. T. Walker, late superintendent of the Kansas Institution, has been elected superintendent. Concerning the changes in the corps of instruction and other

pleasure to be able to present a unanimous Report. I only wish the Report we have finally agreed upon were a better one.

I hope our dear colleague Dr. Noyes will soon be well enough to be informed that the wish of his heart—a unanimous Report from this Committee—is an accomplished fact. I think it will do him good like a medicine.

Sincerely yours,

EDWARD ALLEN FAY.

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### SCHOOL ITEMS.

*Alabama Institute.*—Mr. John F. Bledsoe, M. A., a graduate of the Normal Department of the National College, has been added to the corps of instruction.

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*Arkansas Institute.*—Mr. L. G. Doyle, son of the principal of the Virginia Institution, takes the place of Miss Grace Beatie, who has resigned to teach in the Michigan School. Mr. R. H. Lamb, a graduate of the Institute, takes charge of the colored department in the place of Miss Pleasants Glenn, who will teach in the Texas Colored School. Miss Mattie Tallant, a former pupil of the Institute, is appointed teacher of the art class in the place of Miss M. B. Morgan, resigned. Mr. Hunter Edington, another former pupil, becomes foreman of the *Optic* office in the place of Mr. C. S. Barns, who has resigned to go into business for himself. The teacher of articulation has not yet been appointed. The position was vacated by Miss S. H. Devereux, who is appointed teacher in the Utah School.

A commodious auditorium has been built during the summer, with eight large school-rooms under it. The colored school building has been remodelled, and the rear extended and raised. The girls' and boys' basements have been remodelled, and all the buildings repainted.

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*California Institution.*—Miss Nourse, who was unable on account of ill health to continue in charge of her class during the latter part of last year, has returned and entered upon her duties again. Mr. W. A. Caldwell, late of the Florida In-

deavor, as editor of the *Annals*, to make as good a classification as I can of methods and schools, subject, of course, to the direction of the Standing Executive Committee, to whom I am responsible for the conduct of the *Annals*.

Your fable of the "Committee on Boats" is good, but I do not think the analogy is true in all respects. In my opinion, "the old boat," instead of being "sadly out of repair," is good, staunch, and seaworthy; not perfect indeed, perhaps "not a beauty," but better for actual service than any of the ingenious but more or less impracticable boats that Robinson offered to supply in her place. I hope that, in spite of the recommendations of the Committee, she is destined not to go to the bottom, but to ride the waves and defy the storms until some master-builder, wiser than this Committee, shall construct a better ship.

Yours sincerely,

EDWARD ALLEN FAY.

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BEINN BHREAGH, VICTORIA COUNTY, CAPE BRETON, N. S.,  
*September 20, 1893.*

MY DEAR DR. FAY: I am very much grieved to learn from your letter, received this morning, that Dr. Noyes's illness has been so serious as to prevent him from attending to business. I had not quite understood this from your telegram. I hope sincerely that he is much better ere this.

In regard to my amendments and Report, they were prepared in the hope that Dr. Noyes, as well as yourself, would be able to vote upon them. I still think that, if possible, an "Aye" and "No" vote should be taken upon all the Reports.

Should Dr. Noyes, however, be too ill to attend to the matter, I shall be glad to withdraw my amendments, satisfied with having them printed, and vote with you and Dr. Noyes upon your Report, thus making it unanimous.

Yours sincerely,

ALEXANDER GRAHAM BELL.

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KENDALL GREEN,  
WASHINGTON, D. C., *September 25, 1893.*

MY DEAR DR. BELL: Your note of the 20th inst. is received. By your courteous withdrawal of your amendments I am happily relieved from the embarrassment in which I was placed as chairman of the Committee, and it is an unexpected

more thought of making any imputation upon my colleagues, or upon either of them, than you had when, in your letter of December 8, you expressed the opinion that a term used in the classification I recommended was "misleading" and "open to the charge of deceiving the public." We have had a long correspondence and have criticised one another's schemes of classification freely and candidly, but I am happy to believe that we have all uniformly treated one another with perfect courtesy. For myself, I can say that the effect of our discussions has been to increase my respect and esteem for my colleagues on the Committee.

My vote on your second amendment to my Report, as on your first amendment, is No.

As chairman of the Committee, I am seriously embarrassed by the absence of Dr. Noyes's vote on your two amendments, especially since you make your vote on my Report dependent thereupon. Letters received from his daughter since my return to Washington give me little hope that he will be able to attend to business at present, though I am happy to say they hold out strong hope of his ultimate recovery. *Perhaps*, if able to consider the matter, he might have voted in favor of one or the other of your amendments; we cannot say; but under all the circumstances, and especially in view of his having previously signed my Report and returned it to me as chairman marked "Approved" (there was no accompanying letter or other explanation), I still think it is right to allow his name to remain where he placed it, signed to the Report. As your vote on my Report was to be "Yes" only in case Dr. Noyes actually voted against your amendments, I do not venture to add your name to his, though I should much like to do so. However, your letter will show your position on the question.

Now, Dr. Noyes and I have both voted for a Report, the recommendations of which neither of us, I presume, really approves. I certainly do not approve them. I proposed them, and I suppose Dr. Noyes voted for them, as a choice of the less of two evils. You, with equal disapproval, also vote "Yes" on the Report, in case Dr. Noyes votes against your amendments. I agree with you that we have reached a most lame and impotent conclusion as the result of all our efforts, and I sincerely hope our recommendations will fail to receive the two-thirds vote of the schools necessary for their adoption. In that case I shall in the future, as I have in the past, en-

number of pupils in each school taught by each method and variety of methods, the number of semi-deaf pupils, and the number receiving special auricular training.

A blank form for the tabulation of these statistics is respectfully submitted, with the recommendation that it be adopted in the *Annals*.

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KENDALL GREEN,

WASHINGTON, D. C., Sept. 25, 1893.

DEAR DR. BELL: Your letter dated September 16 (postmarked September 20) is received.

I shall not undertake, at this late date, to discuss the subject of classification further, but there are two or three points in your letter that seem to demand some reply. I shall be as brief as possible.

First, I think you are still somewhat in error concerning the point of order in Chicago. It is not very important, but I do not like to go on record as having ruled that "an amendment to an amendment would not be in order." I am certain I did not make that ruling. I think the ruling you have in mind (which according to my recollection was made earlier in the day, with respect to another amendment relating to a different subject) was that "an amendment to an amendment could not be amended."

It is not surprising that there were some mutual misunderstandings at our meeting in Chicago. (There have been some misunderstandings even when we have carefully expressed our thoughts in writing.) At Chicago the weather was hot; we were tired; we were hurried; we were laboring under some excitement. If there were misunderstandings and mistakes; if, as a Committee or as individuals, we took action that was hasty, and then action that was inconsistent with that already taken, I think that, under the circumstances, we ought not to be judged too severely.

In referring to my use of the phrase "absurd, unjust, and untrue," you say, "I trust that Dr. Fay, upon careful reading of my proofs, will be willing to relieve his colleagues of the odium of the imputation." I assure you that I did not intend to cast any imputation whatever upon my colleagues, or upon either of them. In expressing the opinion that the *classification* which would result from some of the amendments proposed would be "absurd, unjust, and untrue," I had no



*Recommendations.*

1. Your Committee recommend the division of existing methods of instruction into two broad classes, Oral and Manual, defined as follows:

*Broad Classes.*

Class I. *Oral Methods* employ speech, and other means of communication; but not manual spelling or the sign-language.

Class II. *Manual Methods* employ manual spelling, or the sign-language; and also other means of communication.

2. Your Committee recommend the subdivision of these classes into three distinct methods of instruction, defined as follows:

*Distinct Methods.*

*The Speech-reading (or Lip-reading) Method* employs speech-reading, and other means of communication; but not manual alphabets or the sign-language.

[In its pure form (pure oral) this method is used both in the school-room and elsewhere.]

*The Manual-alphabet Method* employs a manual alphabet, and other means of communication; but not the sign-language.

[In its pure form (pure manual) this method is used both in the school-room and elsewhere.]

*The Sign-language Method* employs the sign-language, and other means of communication.

[In its pure form (pure sign) this method is used both in the school-room and elsewhere.]

3. Your Committee further recommend the recognition of three varieties of Combined Methods (constituting also varieties of the Manual Methods), defined as follows:

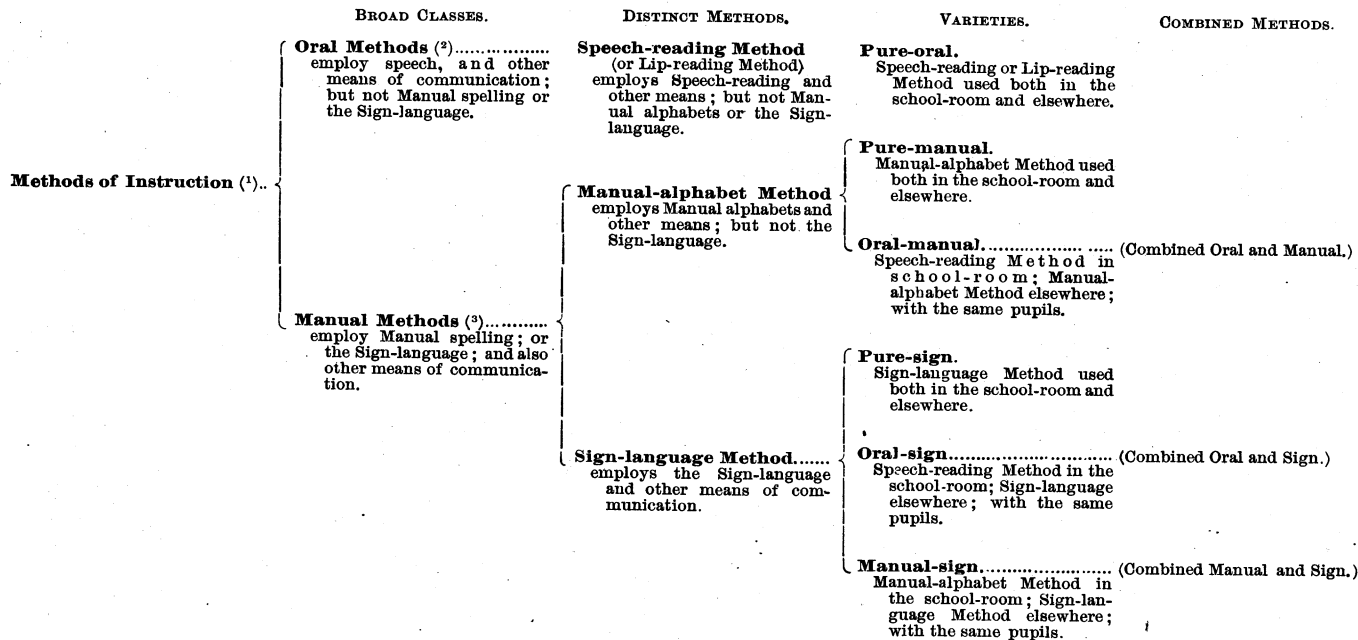
*Combined Methods.*

*The Oral-Manual Method* (Combined Oral and Manual) employs the Speech-reading Method in the school-room, and the Manual-alphabet Method elsewhere, with the same pupils. [Used in the Notre Dame School.]

*The Oral-Sign Method* (Combined Oral and Sign) employs the Speech-reading Method in the school-room, and the Sign-language Method elsewhere, with the same pupils.

*The Manual-Sign Method* (Combined Manual and Sign) employs the Manual-alphabet Method in the school-room, and the Sign-language Method elsewhere, with the same pupils.

*Chart showing Scheme of Classification Recommended.*



<sup>1</sup> Eclectic Systems employing Oral and Manual methods in separate and distinct departments of the same school are not "Methods of Instruction," and hence cannot properly be shown upon the chart (see Eclectic Systems).

<sup>2</sup> Auricular Methods belong to this class; but they need not be particularized here, as no *Pure Auricular Method* has yet made its appearance.

<sup>3</sup> Phonetic Manual Methods and Phonetic Gesture Methods (*Phonomimie*) belong to this class.

Robinson then suggested that as the old boat was now at the bottom of the deep blue sea, they better recommend the people to get a new boat as soon as they possibly could.

After discussing the subject for a year, they recommended the people, by a unanimous vote, *to do without a boat at all!* then shook hands and parted, and lived happily ever afterwards.

Yours respectfully,

ALEXANDER GRAHAM BELL.

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PROPOSED REPORT OF THE COMMITTEE ON CLASSIFICATION.

(Submitted by Dr. Bell as a Substitute for the Report Submitted by Dr. Fay.)

*To the Principals and Superintendents of*

*American and Canadian Schools for the Deaf:*

In accordance with a Resolution passed by the Seventh Conference of Principals and Superintendents, the Committee on Classification of Methods of Instructing the Deaf beg to report their recommendations through the columns of the *Annals*.

The plan of classification existing at the time of the appointment of the Committee may be ascertained by consulting the *Annals* for January, 1892, vol. xxxvii, pp. 68-73.

labors may be of more value to the world than the recommendation of—

#### THE COMMITTEE ON BOATS.

Once upon a time a certain man, Robinson, told the people of an island that their old boat was sadly out of repair, and they had better look into the matter.

The people agreed, and appointed Brown, Jones, and Robinson a committee to examine the boat and report what had better be done.

Well, the committee agreed that something had better be done, but they couldn't quite make up their minds as to what to report.

Robinson suggested that they better build a new boat, but the others thought the cost too great.

Brown thought he could fix up the old one himself, although, certainly, it was in a very cranky condition. Cracks were visible here and there, and holes in her bottom were plugged in nearly a dozen places.

Well, he pulled out the plugs and he put in a new plank, and he caulked up the cracks as well as he could; then he brought the boat to the other members of the committee, and proposed that they report to the people that the old thing was now about as good as new. Jones was inclined to agree with him, but Robinson suggested that they better not be in too big a hurry to report; and that it would be better to wait a little longer, and try the boat first to see whether she still leaked.

So they took the boat to Chicago when they went to see the World's Fair, and patched her up in quite a number of different places and agreed to report that while the old boat wasn't in a very good condition, still they thought that with the repairs that had been made upon her she might do good service for some time to come. It was true she wasn't a beauty, "but," said Robinson, "a poor boat is better than none at all."

Brown objected, however. He didn't like the looks of the boat, and the patches, he said, were "absurd." "It is better to have no boat at all," he declared, "than a patched-up thing like that!" So he scuttled the boat, and shoved her off, and down she went to the bottom, and Jones looked on in silence, but agreed that, perhaps, after all, it was the best thing that could be.

The only means left are two in number: the De l'Épée Sign-language and Manual alphabets.

Some methods employ the sign-language; others a manual alphabet, but not the sign-language; and still others employ neither. But no method is limited to these; all methods employ other means. Methods which do not use either manual alphabets or the sign-language have one feature in common: they all use speech as a means of communication.

We may define the three most prominent methods as follows:

Methods employing the sign-language and other means of communication.

Methods employing the manual alphabet and other means, but not the sign-language.

Methods employing speech and other means, but not manual alphabets or the sign-language.

I need not here enter into the question of terminology, or describe subdivisions of these methods, as I have gone pretty fully into these matters in my Report, which is now in your hands.

Having done my best, my dear colleagues, to prepare a simple scheme of classification, true to scientific principles, for submission to the schools, I leave the result in your hands, confident that, whatever fate may be in store for it, you will at least give it careful consideration and not reject it without cause.

I do not desire to thrust my own views upon the schools in opposition to the judgment of both my colleagues on the Committee; and in the event of the rejection of my proposed Report, I feel that I can better subserve the interests of the cause we all have at heart by voting in the affirmative on Dr. Fay's Report than by making a separate Report.

There are thus three Reports before the Committee for adoption.

1. (First amendment) Dr. Noyes's Report as amended in Chicago. Upon this my vote is Yes.

2. (Second amendment) Dr. Bell's Report, upon which my vote is Yes.

3. Report of Dr. Fay, upon which my vote is Yes.

In conclusion, allow me to direct your attention to the following little fable about a "Committee on Boats." There is more in it than meets the eye, and I trust, sincerely, that our

employed continuously in American schools. As the home sign-languages of the pupils have only an ephemeral existence in the schools, they need not be differentiated from one another or from it.

Many advantages are claimed to arise from the use of the sign-language, and also many disadvantages. It has friends and it has foes upon every hand.

It is claimed by some to be a blessing to the deaf; by others an evil. Its use is characteristic of some methods, and its disuse of others.

The only means of communication not yet touched upon consists of conventional drawing, which bears the same relation to natural or ordinary drawing that conventional signs do to natural signs.

A system of mimography, depicting upon paper the signs of the sign-language, was employed at one time in the Belfast Institution. Of course all the advantages and all the disadvantages claimed for the sign-language would attach to it; but, as no system of mimography is employed in American schools for the deaf, we need say nothing more about it.

A specimen of mimography, depicting the conventional sign-language of the North American Indians, is given in the *Annals* for July, 1890, vol. xxxv, p. 232.

This completes our examination of the means of communication employed in the instruction of the deaf.

The means that have been found to be unsuitable for the purposes of differentiation are as follows: Natural Signs; Conventional Home-signs; Natural drawing; Speech; Speech-reading by ear, eye, or touch; and Alphabetic writing.

The means that are suitable are as follows: The De l'Épée Sign-Language, Mimography, Phonetic writing (including Visible Speech) and Manual spelling in all its forms (including ordinary Manual alphabets, the Lyon Phonetic Manual, and Grosselin's *Phonomimie*).

Of these means, Mimography, Phonetic writing, and *Phonomimie* are not employed as means of communication in American schools.

Hence, the only means left that are suitable for our purpose consist of the De l'Épée Sign-language, Alphabetic Manual Alphabets, and the Lyon Phonetic Manual.

The Lyon Manual, however, is so little used at present that it cannot be usefully employed for our purpose.

When a deaf child first enters school he is generally found to be in possession of a crude form of conventional sign-language which has been devised at home as a means of communication between his friends and himself. Many teachers, of all methods, acting upon the principle of going from the known to the unknown, make use of the home signs of the pupils in commencing their education; but such signs are only used to be disused. Just as soon as more perfect means of communication can be resorted to they are dropped.

The speedy disuse of home signs is a feature common to all methods of instruction, and their temporary use in the earlier stages of education is so general as to fail to be characteristic of any particular method.

The conventional signs used at home by deaf children differ in different cases.

When uneducated deaf children first enter school each child brings his own form of sign-language with him; so that there are found to be about as many home sign-languages as there are children. This chaotic condition of affairs soon ceases and the children adopt the means of communication employed in the school.

In some schools Conventional Sign-languages are employed; and in such cases the children soon adopt the conventional signs employed in the school. These school-signs differ in different schools, but not, I think, to a very marked degree.

The school sign-languages employed in America are dialectal forms of one and the same Conventional Language. They are all lineally descended, so to speak, from that form of Sign-language which originated in the school of the Abbé de l'Épée, and are dialectal forms of the De l'Épée Sign-language. I am not sufficiently familiar with these forms of language to know to what extent the conventional signs employed in the New York Institution differ from those of the California Institution, or how the Minnesota signs differ from the Hartford or Washington signs. But this I do know—that the differences are not so great as to prevent mutual intelligibility. So the school sign-languages, however much they may differ from one another, constitute dialects and not distinct languages. They are dialectal forms of one and the same sign-language, and I shall, therefore, group them together under the general name of the De l'Épée Sign-language, which may be termed "The Sign-language" alone, without ambiguity, for there is no other

used for the expression of thought they constitute a language. When used merely for the expression of emotion, they do not; although the signs of the emotions accompany and reinforce the signs of thought in all languages, including sign languages. The signs of the emotions are chiefly, perhaps exclusively, natural. The signs of thought are largely, but not exclusively, conventional. By natural signs I mean signs that are naturally used and naturally understood by everybody without explanation—the signs employed by ordinary hearing and speaking people. By conventional signs I mean signs that are not so used or understood—signs that are not understood by ordinary hearing and speaking people unfamiliar with the deaf without explanation—signs the meanings of which have been established by a process of convention between the deaf child and those by whom he is surrounded. For example, if a teacher should write the word lip, and illustrate it by touching her lip, her sign would be natural; but if she should use it to illustrate “red” it would be conventional. Natural signs alone may be used for the expression of thought, constituting in this case a language composed exclusively of natural signs. Of course, from the definition of natural signs adopted above, there can be only one natural-sign language (or natural sign-language); whereas there may be as many conventional-sign languages (or conventional sign-languages) as the ingenuity of man can devise.

The Natural Sign-language is composed exclusively of natural signs, whereas Conventional Sign-languages are not composed exclusively of conventional signs; but, like all spoken languages (whether spoken by the mouth or the hand), require the aid of natural signs in the very act of utterance, to give life and expression to the conventional signs of thought. Hence Conventional Sign-languages are those which *make use of conventional signs*, and are not necessarily composed exclusively of such signs.

The natural signs employed by ordinary hearing and speaking people are so generally utilized in schools for the deaf that the employment of such signs can hardly be claimed as characteristic of any particular method by which it may be differentiated from others; so that natural signs fall into the same general category with drawing, speech, and alphabetic writing as a means the use of which may be characteristic of a method, but the non-use of which not. We may have a Natural-sign but not a Non-natural-sign group of methods.

But should phonetic writing ever be used as a means of communication, then the disuse of phonetic writing for this purpose would speedily be recognized as equally characteristic of other methods.

At the present time, however, the differences of opinion do not touch *methods*, because phonetic writing is nowhere employed as a means of communication. They only touch subjects of study.

Disadvantages as well as advantages are claimed for Manual spelling in all its forms (whether alphabetic or phonetic) when used as a means of communication.

The one form of Manual spelling that is sufficiently used in this country to be utilized in a classification of methods is alphabetic spelling in the form of a manual alphabet.

Its use is characteristic of some methods, and its non-use of others.

And now I come to that most disputed of all means of communication, "Signs." I mentioned it first, but prefer to consider it last on account of the difficulty of the subject. And yet the difficulty does not lie so much in the subject-matter itself as in the lack of definiteness as to what we mean by signs. If people would only agree upon a definition for that one word, half the differences among teachers could be swept away by a stroke of the pen.

Are the movements of the lips "signs," as claimed by President Gallaudet before the Royal Commission? Are the movements of the fingers in forming the letters of the Manual alphabet signs, as generally supposed by persons unfamiliar with the methods of instructing the deaf? If not, what are signs?

It is more easy to say what they are not, than what they are. Let us, at all events, agree upon this: that the letters of the Manual alphabet are not signs, and that the movements of the lips are not signs—and try to arrive at a definition that will exclude these.

It is absolutely necessary that some common understanding should be arrived at concerning the meaning of the word in order to enable us to employ it properly as a technical term in our art. In my scheme of classification I propose to use it in the sense of gestures simply. Signs are significant gestures—gestures that mean something—gestures which are employed for the expression of emotion or thought. When

causes ; and we cannot, therefore, properly base a classification of methods upon the use and non-use of speech alone. The use of speech may be characteristic of a method, but the disuse is not. Hence, we may have an Oral group of schools, but not a Non-oral.

The same remarks apply to speech-reading as to speech and auricular training. There are no teachers who would not be glad to have all their pupils learn to read speech, if only they could. The non-use of speech-reading must not be ascribed to the *method* in any case, but to other causes—such as supposed inability to acquire the art, etc., etc.

We may have a Speech-reading but not a Non-speech-reading group.

The same remarks apply to speech-reading by touch, applicable to blind deaf children like Helen Keller and others. Speech-reading by touch may give rise to a special method, of which it would be characteristic, but the *non-use* of this means of communication could not be a true characteristic of any group.

Writing, in its ordinary script and printed forms, is a common subject of study in all schools, and is also commonly employed as a means of communication, though generally subordinate to other means. The use of writing as a means of communication may be characteristic of a method, but its non-use cannot be. We may have a group of Writing schools, but not a Non-writing group.

Phonetic writing (like Visible Speech) is employed in some schools as a subject of study, but is not used in any as a means of communication. It is useless, therefore, at the present time, as a means of differentiating methods.

Its use as a means of communication might, however, become characteristic of a method, and so might its disuse. It occupies a different position from the other instrumentalities considered.

Advantages are claimed for phonetic writing, but also disadvantages. In regard to drawing, speech, and alphabetic writing, no one claims that there are disadvantages. They occupy a one-sided position. No one objects to a deaf child drawing or looking at pictures, speaking or reading speech, writing or reading books in ordinary letters. Hence the non-use of these instrumentalities (even though as a matter of fact they may not be used as means of communication) cannot properly be characteristic of any method.

We cannot, therefore, consider that *the non-use of speech as a means of communication* is an essential condition of any method, and we cannot, therefore, properly base a classification of methods upon that fact alone. I mean we cannot properly set off a group of schools by themselves as *non-oral* schools. Such a division would be based upon a false distinction. It would be a purely artificial, not a natural group.

[I may remark, parenthetically, that the whole group of schools now classified in the *Annals* as "Manual" is an artificial group of this kind. They constitute a non-oral group of what are called "Combined" Schools. The disuse of speech in their case is made *the one characteristic* of their method, by which they are differentiated from their fellows of the "Combined" group; whereas their disuse of speech is not due to the *method* at all, but to other causes; for example, poverty. The chief characteristic of the group, I think, is poverty, and not a disinclination to do the best they can for their pupils in every department of education, oral and otherwise.]

To return to my subject, there are some pupils in every school who *can*, confessedly, be taught to speak; who are not debarred by physical incapacity, imaginary or real, from acquiring the art of speech.

And all teachers, whatever their method of instruction may be, agree that all who can be taught *should* be taught; and it is not done.

Can we consider the non-use of speech with pupils who *could* be taught to speak as a characteristic of any method? I think not. Because it is not an *essential* feature of any method. Speech is not *purposely disused* as a feature of any method.

It is not claimed by the advocates of any method that there is any *harm* in teaching a child to speak, or that the ability to speak is a disadvantage to him in any way.

In the case of pupils who, confessedly, could be taught to speak, and are not taught, the non-use of speech must not be ascribed to the *method*, but to other causes; for example: the difficulty of obtaining competent teachers of articulation; the employment of deaf teachers; difficulties of grading, or classification of pupils; poverty of the school, etc., etc.

Thus, both in the case of pupils who, rightly or wrongly, are supposed to be incapable of acquiring speech, and of those who, confessedly, could be taught and are not, the non-use of speech must not be attributed to the *method*, but to other

essential feature of any method, and we cannot, therefore, properly base a classification of methods upon that fact alone.

I mean we cannot properly set off a group of schools by themselves in a class as non-auditory schools. Such a division would be based upon a false distinction. It would be a purely artificial, not a natural group.

But then, again, in nearly every school, there are some pupils who can hear—at least to some extent. There are some semi-deaf whose hearing power, confessedly, *could* be developed by auditory training and utilized as a means of communication, and *it is not*.

Can we consider the non-use of hearing as a means of communication with the *semi-deaf* as a characteristic of any method? I think not, because it is not an *essential* feature of any method.

The means of communication is not *purposely* disused as a feature of the method. It is not claimed by the advocates of any method that the use of hearing is hurtful to a deaf child or disadvantages him in any way. The non-use of hearing in such cases must not be ascribed to the *method*, but to other causes—such as lack of hearing-trumpets and other appliances to aid the hearing, difficulty of obtaining a competent teacher to train the hearing, the employment of deaf teachers, the poverty of the school, difficulties of grading, etc., etc.

We cannot, therefore, in any case, whether we refer to the totally deaf or the semi-deaf, properly base a classification of methods upon the use and disuse of the hearing alone. The use of hearing may be characteristic of some particular method, but the disuse is not. So we may have an auditory group, but not a non-auditory.

Speech, again, is universally recognized by teachers as of very great importance. It is not an essential characteristic of any method that pupils shall *not* speak, or use speech as a means of communication. On the contrary, whatever the method of instruction, every teacher would be glad to have *all the pupils* taught to speak, and to use their speech, too, as a means of communication. Then why is this not done? Because many of their pupils either *cannot* speak or are *believed* to be incapable of acquiring the power of speech. It is not an essential condition of any *method* that they shall not speak or use speech as a means of communication, but is due to a physical incapacity or supposed incapacity on the part of the pupils themselves.

ing used as a means of communication, we must treat speech in the same manner we have dealt with drawing. That is, in defining the method of instruction employed we should ignore, in our definition, the fact that speech is taught, and class the school with those that *do not use speech*.

"Do not use speech." What do we mean by that? The basis of classification shows—"as a means of communication." It would be a very proper thing, of course, to make mention of the fact that speech is taught, in notes and memoranda concerning the different schools employing the method, but my point is that it cannot properly be done in the *definition of the method*.

The *non-use* of any of the instrumentalities referred to above may, or may not, be an essential feature of a method by which it may properly be distinguished from other methods.

For example, in some schools auricular instruction is given to pupils. That is, hearing is utilized as a means of communication—hearing-trumpets, audiphones, etc., being employed where necessary to increase the volume of sound. [Of course auricular training should be dealt with in the same manner described above in the case of drawing and speech, and schools that develop the hearing power of semi-deaf pupils without using the hearing as a means of communication would be classed as schools that *do not use hearing*; that is, if we recognize a special Hearing or Auricular Method, characterized by the use of hearing alone. But this is not the point I intend now to make.]

Now, auricular training is universally recognized by teachers as of very great importance. It is not an essential feature of any method that pupils shall *not* receive auricular instruction—shall *not* use their hearing as a means of communication.

On the contrary, whatever the method of instruction, every teacher would be glad to have *all his pupils taught to hear*, and glad to have them use their hearing as a means of communication too.

Then why is this not done? Because many of our pupils *cannot* hear, or are *believed* to be incapable of hearing. It is not an essential condition of any *method* that they shall not hear or use hearing as a means of communication, but is due to a physical incapacity or supposed incapacity on the part of the pupils themselves. We cannot, therefore, consider that the *non-use of hearing as a means of communication* is an

3. Speech, including Speech-reading by ear (auricular), eye, and touch.

4. Writing (alphabetic and phonetic), including ordinary books, Visible Speech, etc.

5. Manual spelling (alphabetic and phonetic), including the Lyon Manual and Grosselin's *Phonomimie*.

Some teachers use some of these means of communication; none employ them all. Others *disuse* some of them; none disuse them all. There are, therefore, differences of usage.

Those means of communication that are common to all methods do not serve to distinguish one method from another, and, therefore, cannot be utilized for the purposes of differentiation into groups or classes.

The very art of "differentiation" consists in specifying and defining the *differences*.

In defining groups or classes, therefore, upon the basis of classification recommended above, it is only necessary to specify means of communication or combinations of means, which are employed by *all* the members of a given group, and by *none* of the others. This will be a true "definition" in the scientific use of that term.

Then the basis of classification proposed takes notice only of these instrumentalities that are used as a *means of communication*. A method of instruction is characterized by the *means of instruction* employed, and the basis proposed takes note only of those means that are used as *means of communication* between the deaf child and the people by whom he is surrounded.

For example, drawing is very generally taught as a subject of study in our schools for the deaf, but it is not generally resorted to *as a means of communication*. Where drawing, therefore, is taught as an accomplishment only, without being used as a means of communication, we cannot, properly, state that fact in a definition of the method of instruction. A school in which drawing is only taught as a branch of art would, upon the basis proposed, be properly placed in the category of schools that *did not use drawing* (that is, if a Drawing method should be recognized in our scheme of classification). "Did not use drawing." What would we mean by that? The basis of classification shows—"as a means of communication."

When speech also is taught as a branch of art, without be-

*(Second Amendment to Dr. Fay's Report)*

I move to amend the Report of Dr. Fay by substituting for it the Report herewith enclosed, entitled "Report of the Committee on Classification submitted by Dr. Bell."

*Remarks.*

Should the vote of the Committee show that we cannot amend the existing classification in a manner satisfactory to the majority of the Committee, then I should prefer a new classification, based upon scientific principles, to the adoption of Dr. Fay's Report recommending that "no classification of methods or system of nomenclature be adopted at present."

I have endeavored to prepare such a scheme of classification, and though I am free to admit that I am not entirely satisfied with it, still I honestly believe it to be better than the existing classification, and better than the amended form of that classification accepted by Dr. Noyes in Chicago. I therefore venture to submit it to the Committee in the hope that it may be adopted in place of the negative Report of Dr. Fay. The profession, I think, have a right to expect *positive*, rather than negative, recommendations from us.

All methods of instructing the deaf have, as common objects, the mental development of deaf children, and the acquisition by the pupils of the vernacular language of the people among whom they live.

The possibility of education rests upon the possibility of establishing communication with the mind, so that ideas may be freely exchanged between the deaf child and those by whom he is surrounded.

Various means of communication have been resorted to, and the different methods of instruction are largely characterized by differences in the means of communication employed.

I respectfully recommend *that these differences be made the basis of classification.*

This involves an examination of the means of communication employed, and the determination of what differences exist that could be utilized for the purposes of differentiation.

The chief means of communication resorted to in the instruction of the deaf seem to me to be as follows:

1. Signs (natural and conventional), including the *De l'Épée Sign-language.*

2. Drawing (natural and conventional), including *Mimography.*

At the same time I have received a personal note from Dr. Noyes, which (though ambiguous on account of the use of the word "Minority Report") led me to infer that his vote would be cast in the affirmative, but that, as he was too busy to put the Report into proper shape for presentation to the schools of the country, he asked me to attend to the matter. In my uncertainty as to the exact meaning of his note, I decided to prepare two Reports—one embodying the Resolution of Dr. Noyes, as amended in Chicago, and the other my own independent ideas—so as to be prepared, if necessary, to present a Report of my own should my interpretation of Dr. Noyes's note prove incorrect. I presume from Dr. Fay's telegram that it *is* incorrect, but I think the importance of the matter demands a distinct "Yes" or "No" from Dr. Noyes himself, so that the adoption of a final Report for the Committee shall not rest upon a presumption.

I am sorry to learn from Dr. Fay's telegram that Dr. Noyes is ill; and this may perhaps explain the absence of any formal letter from him to the Committee. It also leads me to think that perhaps Dr. Noyes's note of September 6 was really intended by him for the Committee (although it was addressed to me personally, and Dr. Fay does not seem to have received a copy, for he fails to acknowledge receipt of it in his letter of September 10). Under the circumstances, I take the liberty of quoting the note in full for the information of Dr. Fay.

MINNESOTA SCHOOL FOR THE DEAF,

FARIBAULT, MINN., *September 6, 1893.*

Dr. A. GRAHAM BELL,

*Baddeck, Nova Scotia.*

DEAR SIR: Yours of the 30th, 29th, and the minutes of the "Chicago Meeting" are all received. Thanks. In regard to the "Minority Report," you will please attend to it, as I am so busy I cannot give the time to the preparation of such a report.

Respectfully yours,

(Signed)

J. L. NOYES.

If Dr. Noyes's vote should be cast in the negative upon his own Report, my amendment will be lost. (This, of course, the chairman will decide as soon as he hears from Dr. Noyes.)

The question will then recur upon the adoption of Dr. Fay's Report. As the time for the publication of the *October Annals* is so near, I will assume that this stage has been reached, in which case—

reading are generally taught, but not used as a means of instruction." [These 20 schools contained 2,727 pupils, 1,290 of whom were taught articulation without any being taught by the Oral Method.] Transferring these 20 Combined schools to the class of "Sign or Manual," we reach the sum total of 27 schools, in 20 of which "speech and speech-reading are taught without being used as a means of instruction."

We are now prepared to answer the query of Dr. Fay. The effect of the changes would be, he says, "to make the definition say of these" (27) schools: "Speech and speech-reading are generally taught," and he asks: "Would that be true?" And we can answer confidently: "Yes; quite true."

In the above defence of Dr. Noyes's Report as amended in Chicago I have carefully considered every amendment, and have met every charge fairly and squarely in the face, and have found nothing in the amended Report that was not "honest, fair, and true." I trust that Dr. Fay, upon careful reading of my proofs, will be willing to relieve his colleagues of the odium of the imputation.

The question is now on the adoption of the amendment (see Dr. Fay's letter of September 10). Shall we substitute for the Report of Dr. Fay the Report of Dr. Noyes, with the amendments accepted by him in Chicago and passed *seriatim* by the Committee?

Upon this question Dr. Noyes has not yet cast his vote.

We are all anxious to terminate the labors of the Committee so as to have our Report appear in the October *Annals*.

Time presses, and Dr. Fay (letter of September 10) gives his vote upon this question without waiting to hear from Dr. Noyes, whose regular turn in the correspondence it is.

Dr. Fay's vote is "No;" my vote is "Yes;" and Dr. Noyes's vote is necessary to the final disposition of the amendment.

I ask that Dr. Noyes's vote be formally taken upon this question and not merely assumed. As the question is on the adoption of Dr. Noyes's own Report, with amendments accepted by him in Chicago, the natural assumption is that he will vote with me in the affirmative, and thus make his own Report the Report of the Committee.

I have just received a telegram from Dr. Fay, however, informing me that Dr. Noyes has signed his (Dr. Fay's) Report, which may, perhaps, indicate that Dr. Noyes intends to cast his vote upon this question in the negative.

category as schools that pay no attention whatever to articulation teaching." And he asks, "Would that be just?"

Well, it wouldn't be just if they were the only schools transferred, and no acknowledgment was made of their speech-teaching work.

But would they be the only schools to be transferred? And would no acknowledgment be made?

Dr. Fay says, and very truly, I have no doubt:

Everybody, whatever his own opinion may be as to the best method of instruction, admits that splendid articulation work is done in the Washington and Hartford schools.

And adds:

I cite these as illustrations; it is true of others, also.

They would go over, therefore, to the "Sign or Manual" class in very good company; and the fact that "speech and speech-reading are generally taught, but not used as a means of instruction," would be duly acknowledged in the definition.

I fail, therefore, to see wherein the *injustice* of the transfer lies.

UNTRUE. Dr. Fay says:

In the last January *Annals* seven schools report that they have no articulation teachers, and that "comparatively little attention is given to speech and speech-reading." Most of them have no hearing teachers. The effect of the "few changes" would be to make the definition say of these schools, "Speech and speech-reading are generally taught."

And then he asks: "Would that be true?"

Well, it wouldn't be true if the statement referred to these seven schools alone; but it doesn't do any such thing. The amendment was specially framed to meet the case of the reinforcement of the "Sign or Manual" class by transfer from the Combined schools; and the truth or falsity of the statement as applied to the whole will depend very much upon whether the transferred schools do, or do not, constitute a majority of the whole.

This, I submit, is a mere question of arithmetic, which every one with pencil in hand, and the statistics of the last January *Annals* before him, should be competent to solve.

Here are the figures as I make them out.\* The January (1893) *Annals* reports 7 "Manual" schools [containing in all only 72 pupils, none of whom were taught articulation], and 20 Combined schools, in which "speech and speech-

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\* As I have no time to verify the additions, will Dr. Fay kindly verify them for me in the printed proof and correct any errors he may observe?

The actual amendments adopted in Chicago to accomplish this change read as follows:

1. *Combined-System Amendment.*

*Whereas* some schools which do not employ the Oral Method with any of their pupils have heretofore been classified in the *Annals* as pursuing the Combined System:

*Resolved*, That the definition of the Combined System be so amended as to exclude such schools from that classification.

2. *Manual-Method Amendment.*

Insert in the definition of the Manual Method in the *Annals* for January, 1893 (page 63), a statement to the effect that "Speech and Speech-reading are generally taught, but not used as a means of instruction."

Now, why should any one imagine such a change as this to be "absurd, unjust, or untrue"? Dr. Fay tells us specifically in his letter (September 10).

ABSURD. The effect of the adoption of these changes would be, says Dr. Fay, "to remove the schools of which Dr. Gallaudet and Dr. Williams are the heads from their classification as Combined or Eclectic schools, and to classify them as 'Sign or Manual Schools.'" And he asks, "Would not that be absurd?"

Well, before answering that question, I should like to know what are the facts in the case upon which Dr. Fay has based his conclusions.

I should be as much grieved as Dr. Fay—nay, more so—were the effect of these changes to result in the removal of the Washington and Hartford Institutions from the list of Combined or Eclectic schools.

But the matter is not a question of sentiment, but of fact.

If it is the fact that the schools of which Dr. Gallaudet and Dr. Williams are the heads "do not employ the Oral Method with any of their pupils," then, of course, they would be transferred from the list of Combined or Eclectic schools, and included among those employing the "Sign or Manual Method." "But would not this be absurd?" asks Dr. Fay. No; I don't think it would, if the definition of the Manual Method is amended as above; for then they would be placed in the same class with Sign or Manual schools, in which "Speech and Speech-reading are generally taught, but not used as a means of instruction."

UNJUST. The effect of the changes, says Dr. Fay, would be to place the Washington and Hartford schools "in the same

3. Then an amendment was adopted to the following effect :

*Whereas* the terms "Sign" and "Manual" are both in current use to designate the first method of instruction defined in the *Annals* for January, 1893 (page 63), and there called the Manual Method alone :

*Resolved*, That we recognize the current usage of the profession by terming this method the "Sign or Manual" method.

Was it *absurd* to adopt a designation that would distinguish this method from the other Manual Method noted in the *Annals* (the Manual-Alphabet Method)?

Was it *unjust* to adopt for this purpose a name employed by principals of Manual and Combined schools themselves in their own published Reports, recognized in teachers' textbooks (like Arnold's Manual), and currently employed by the profession in conversation and in the periodicals devoted to the interests of the deaf, excepting the *Annals*?

Was it *untrue* that both names, "Sign" and "Manual," were in current use by the profession?

4. Then an amendment was adopted to the following effect :

*Resolved*, That the term "Eclectic" be substituted for the term "Combined."

Was there anything *absurd* or *unjust* or *untrue* about the adoption of a name preferred by such men as Dr. Job Williams, of Hartford, and Dr. Noyes? And if there was nothing *absurd* or *unjust* or *untrue* about any of the amendments specified, what ground has Dr. Fay for his charge?

These constitute the whole of the changes that were made in Chicago, with the exception of one.

Can it be that this one alone is so *absurd* and *unjust* and *untrue* as to lead Dr. Fay to recommend that "no classification of methods or system of nomenclature be adopted at present" (see proposed Report), and to say, "Better no classification at all than one that is absurd, unjust, and untrue" (letter of September 10)?

Apparently this is the case, for no other is alluded to in his letter of September 10.

5. Now, let us see what this monstrous proposition is. To place the matter in a nut-shell, it amounts to this :

1. That we transfer from the class of "Combined" to the class of "Manual" all those so-called "Combined" schools that do not use speech as a means of instruction; and,

2. That we recognize, by a suitable amendment of the definition of the Manual Method, that such schools do use speech, but not as a means of instruction.

and that is the reason, by the bye, why I object to Dr. Fay's proposition to have no classification at all in place of the one now adopted in the *Annals*. Not that I mean to insinuate that the *Annals* classification is absurd, unjust, or untrue; for that would be to impugn the honest efforts that have been made, as Dr. Fay says, "to present a classification that was honest, fair, and true." Any classification, I hold, is better than none; and even a false classification leads to reform through the discovery of its errors.

Now let us examine the nature of the amendments made to the *Annals* definitions in Chicago, and ascertain whether, as a matter of fact, they were, any of them, absurd, unjust, or untrue.

1. The first amendment made related to the definition of the Oral Method, and consisted in the statement that in Oral schools—

The Manual alphabet, and the Sign-language used in Manual schools, are not used.

Was this statement *untrue*? Was it *absurd*? Was it *unjust*?

If so, it is strange that Dr. Fay should have voted for it himself! The amendment was carried unanimously, and it was made in deference to the expressed wish of all the principals of the Oral schools.

2. Then there was an amendment to the definition of the Manual-alphabet Method to the following effect:

The method to be defined as follows:

The general instruction of the pupils in and out of school is carried on by means of the Manual Alphabet and by writing.

The Sign-language employed in Manual schools is not used.

The editor of the *Annals* to add to this definition at his discretion.

The first statement is the same as the *Annals* definition, excepting that the words "Manual alphabet and writing" were substituted for the words "orthographic and phonetic manuals, and writing and speech."

Was it *unjust* to omit all reference to "phonetic manuals" and "speech" on account of inability to adopt a suitable phraseology on the spur of the moment, and leave it to the editor of the *Annals* to remedy the deficiency?

Was it *absurd* to trust to the discretion of the editor? And was it *untrue* to say that "the Sign-language employed in Manual schools is not used"?

BADDECK, C. B., NOVA SCOTIA, *September 16, 1893.*

Dr. E. A. FAY and Dr. J. L. NOYES.

MY DEAR COLLEAGUES: Dr. Fay's note of September 10 is received. In reference to my badly expressed point of order in Chicago, Dr. Fay says that he understood me to claim "that the whole matter had been finally settled by the adoption of certain amendments, and therefore the main question should not be put ('the main question' being not the Resolution in its original form, but the Resolution as amended); and that therefore the substitute was out of order," etc.

Allow me to explain briefly why it was I supposed the "main question" to be the Resolution of Dr. Noyes in its original form.

I had offered an amendment to Dr. Fay's Resolution (see minutes of Chicago meeting), which was rejected by the Committee, and was just upon the point of offering another amendment when the chairman directed attention to the fact that his Resolution was itself an amendment, so that my Resolution would be an *amendment to an amendment*, which I understood him to say would not be in order.

This led me to believe that Dr. Fay's Resolution was not an amendment of the *amended* form of Dr. Noyes' Resolution, but of its original form, and I interposed the point of order referred to.

Dr. Fay says (letter of September 10): "The question before the Committee is Dr. Bell's motion to amend the Report as stated in his letter of August 29."

*First Amendment to Dr. Fay's Report.*

The motion referred to is:

That we amend the proposed Report of Dr. Fay by substituting for it the Resolution of Dr. Noyes as amended in Chicago July 23, 1893. [Then follows—see my letter of August 29—the proposed Report of Dr. Noyes with the amendments accepted by him and adopted *seriatim* by the Committee.]

*Remarks.*

I desire to defend the Report of Dr. Noyes (with the amendments accepted by him and adopted by the Committee) from the imputation of containing a classification that is "absurd," "unjust," and "untrue."

"Better no classification at all," says Dr. Fay, "than one which is absurd, unjust, and untrue."

Now, as a scientific man, I don't endorse the statement;

to be discontinued I shall deeply regret it. But better no classification at all than one that is absurd, unjust, and untrue.

Dr. Bell says in his letter of August 29, "Don't let us give up the classification we have, however unsatisfactory it may be, until we are prepared to offer something better in its place." To this I heartily agree. It is what I have said all the time. It is what Dr. Noyes's Resolution said, until Dr. Bell amended it by a "few changes in the phraseology here and there." With these changes the classification became something entirely different; in my opinion not better, but much worse, than the classification we have, and worse than none. For that reason I offered the substitute which was adopted and is made the basis of the proposed Report. If neither that Report nor the Minority Report which Dr. Bell intends to present receives the necessary two-thirds vote of the schools, may we not conclude that the schools (like Dr. Bell, Dr. Noyes, and myself individually, though we cannot agree to say so collectively) are in favor of retaining the present classification until something better is offered in its place?

Very truly yours,

EDWARD ALLEN FAY.

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NANTUCKET, MASS., *September 15, 1893.*

DEAR DR. BELL: I have just received a telegram from Dr. Noyes's daughter, Mrs. Smith, saying that her father "is ill and unable to attend to business." From this I infer that his family thought it best, in view of the state of his health, not to let him have my letter of September 10. Inasmuch as he had previously returned my draft Report with his signature and marked "Approved," and as the time of issuing the *Annals* is so near, it seems to me proper to assume that his vote is cast against the motion made in your letter of August 29. Also, in case he is not well enough to consider the Minority Report you propose to submit, we will assume that his vote is cast against that.

I telegraphed you this evening reporting Dr. Noyes's illness, and asking you to send your Minority Report to Washington. An hour later I received your telegram of this date, announcing that you would send it.

Yours sincerely,

EDWARD ALLEN FAY.

If the point of order had been stated in the form in which it is now explained, the chairman would have ruled that Dr. Bell was right in thinking that the question was upon the adoption of Dr. Noyes's Resolution in its amended form and not upon the original Resolution, but that it was still open to amendment, and therefore the substitute offered as an amendment was in order. The effect of this ruling, so far as it relates to the substitute being in order, would have been the same as that of the ruling made.

Dr. Bell, in his letter of August 29, refers to the amendments adopted at Chicago (which he still urges us to accept) as "a few changes in the phraseology here and there." The effect of these "few changes" would be to change the meaning of the definitions and the classification of the schools materially and injuriously. For instance—

(1) Everybody recognizes Dr. E. M. Gallaudet and Dr. Job Williams as two of the most prominent advocates of the Combined (or Eclectic) System in America or in the world. The effect of the adoption of Dr. Bell's "few changes in phraseology here and there" would be to remove the schools of which Dr. Gallaudet and Dr. Williams are the heads from their classification as Combined (or Eclectic) schools, and to classify them as "Sign or Manual schools." Would not that be absurd?

(2) Everybody, whatever his own opinion may be as to the best method of instruction, admits that splendid articulation work is done in the Washington and Hartford schools. (I cite these as illustrations; it is true of others also.) The effect of the "few changes" would be to place these schools in the same category as schools that pay no attention whatever to articulation teaching. Would that be just?

(3) In the last January *Annals* seven schools report that they have no articulation teachers, and that "comparatively little attention is given to speech and speech-reading." Most of them have no hearing teachers. The effect of the "few changes" would be to make the definition say of these schools, "Speech and speech-reading are generally taught." Would that be true?

I am as strongly in favor as any one can possibly be of having a proper classification of methods and schools. For years as editor of the *Annals* I have endeavored to present a classification that was honest, fair, and true. If this classification is

in the affirmative in the hope that it may be made the basis of the Report of the Committee.

Should Dr. Fay's Report prevail, I claim the privilege of presenting a Minority Report, different from the above Resolution of Dr. Noyes, to be voted upon by the schools along with the Report of the majority.

Yours very truly,

ALEXANDER GRAHAM BELL.

Dr. E. A. FAY and Dr. J. L. NOYES,  
*Members of Committee on Classification.*

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NANTUCKET, MASS., *September 10, 1893.*

Dr. J. L. NOYES and Dr. A. G. BELL.

MY DEAR COLLEAGUES: If Dr. Noyes has not yet replied to Dr. Bell's letter of August 29, I ask him to do so immediately *by telegraph*, in order that we may be able to present our Report in the October *Annals*.

The question before the Committee is on Dr. Bell's motion to amend the proposed Report as stated in his letter of August 29.

I have been deferring my reply to Dr. Bell's letter of August 29 until I should receive Dr. Noyes's reply, in order that we might preserve our regular order of correspondence, Bell, Noyes, Fay; but as the time for issuing the October *Annals*, in which our Report ought to be presented, is now so near, and in order to save the expense of telegraphing, I will give my vote without waiting longer for Dr. Noyes. I vote No on Dr. Bell's motion to amend the proposed Report.

Dr. Bell's explanation of his first point of order gives it a meaning entirely different from what it was understood to mean when ruled upon at Chicago.

The chairman understood him to claim that the whole matter had been *finally settled* by the adoption of certain amendments, and that therefore the main question should not be put ("the main question" being not "the Resolution in its original form," but the Resolution as amended); and that therefore the substitute offered was out of order. The ruling of the chairman was that the matter had *not* been finally settled, since the main question had not yet been put, and that the substitute offered, being in the form of an amendment to Dr. Noyes's Resolution, was in order.

Dr. Fay by substituting for it the Resolution of Dr. Noyes as amended in Chicago, July 23, 1893, which reads as follows :

*Dr. Noyes's Resolution, with Amendments Accepted by Him and Passed Seriatim by the Committee.*

*Resolved.* That after months of careful consideration and extended correspondence we report in favor of the classification as given in the last January *Annals*, with the following amendments :

I. *The Manual Method.*—This method to be termed “The Sign or Manual Method;” and the definition to include a statement to the effect that “Speech and speech-reading are generally taught, but not used as a means of instruction.”

II. *The Oral Method.*—The words “Signs are used as little as possible, and the manual alphabet is generally discarded altogether” to be cut out, and the following to be substituted: “The Manual Alphabet and the Sign-language employed in Manual schools are not used.”

III. *The Manual Alphabet Method.*—The method to be defined as follows: “The general instruction of the pupils in and out of school is carried on by means of the manual alphabet and by writing. The Sign-language employed in Manual schools is not used.” The editor of the *Annals* to add to this definition at his discretion.

IV. *The Combined System.*—The word “Eclectic” to be substituted for the word “Combined;” and the definition to be so amended as to exclude from this classification schools which do not employ the Oral Method with any of their pupils.

#### *Remarks.*

I am in favor of Dr. Noyes's Resolution as amended above, upon the principle that something is better than nothing. Any classification at all is, in my opinion, better than none. I would even prefer to swallow the old classification complete—A, B, C subdivisions and all—rather than reach the lame conclusion of giving up the whole system of classification hitherto adopted in the *Annals* without offering anything by way of substitute. Don't let us give up the classification we have, however unsatisfactory it may be, until we are prepared to offer something better in its place. Dr. Fay's Report offers nothing—not simply nothing “better,” but nothing at all. I cannot endorse the position, and must vote in the negative upon that Report. I believe our wisest plan is to be conservative and accept the *status quo*—simply modify the existing classification, by suitable amendment of the phraseology, so as to eliminate the most objectionable features.

Dr. Noyes's Resolution, with the amendments accepted by him in Chicago and adopted *seriatim* by the Committee, meets with my approval so far as it goes. I therefore vote upon it

fore Dr. Fay's substitute was out of order." The Chair ruled that this point of order was not well taken.

I do not intend, for one moment, to challenge the ruling of the Chair, but I wish, in justice to myself, to explain exactly what I meant by that point of order, for I must confess, after reading the minutes, that the hurried wording adopted upon the spur of the moment makes the meaning somewhat obscure, and renders explanation advisable. This is the more necessary, because the minutes do not show how we voted individually, so that the fact is not obvious that Dr. Noyes himself accepted all the amendments which were carried, by voting upon them in the affirmative.

The point of order that was in my mind was this: Amendments having been accepted by Dr. Noyes, and adopted by the Committee *seriatim*, should not the question then be upon the adoption of Dr. Noyes's Resolution in its amended form, and not upon the original Resolution at all?

It seemed to me that the Resolution in its original form should not be put to a vote at all, and that therefore the proposed substitute by Dr. Fay was out of order. I am not at all familiar with parliamentary usages, and am quite willing to accept the ruling of our worthy chairman. I only want to be perfectly sure that I have made my meaning clear, and that he understands the point I had in mind.

My second point of order having also been overruled, Dr. Fay's substitute has been declared carried; and Dr. Fay now submits a draft of a final Report based upon that Resolution.

Now, it does seem to me, in spite of parliamentary usage, that it would be a very fit and proper thing for this Committee to consider Dr. Noyes's Resolution in its amended form *as a whole*, before acting upon the proposed Report of Dr. Fay. Certain of the amendments proposed found favor with a majority of the Committee during the process of considering them singly, one by one. Why not group together all the amendments that were accepted by Dr. Noyes and passed by the Committee, and consider their effect as a whole in modifying the original Resolution of Dr. Noyes, before deciding to abandon attempts at classification altogether?

I presume that the proposed Report of Dr. Fay is in the nature of a resolution to be voted upon by the Committee, so that it is open to amendment.

I therefore move that we amend the proposed Report of

BADDECK, NOVA SCOTIA, *August 29, 1893.*

MY DEAR COLLEAGUES OF THE COMMITTEE: I beg to acknowledge receipt of Dr. Fay's note of July 29 with accompanying draft of Report to be acted upon by the Committee.

Before replying to this communication allow me to say a few words concerning our meeting of July 23, at the Chicago University. I may say, for the information of Dr. Noyes, that the minutes of this meeting were revised by Dr. Fay and myself after the departure of Dr. Noyes, and found correct. I beg to enclose type-written copies of these minutes, as I do not think Dr. Noyes has a copy in his possession.

The minutes show that, after disposing of my Resolution No. IV, the Committee took up the consideration of the Resolution offered by Dr. Noyes in his letter of April 15. This Resolution reads as follows:

*Resolution of Dr. Noyes.*

*Resolved*, That after months of careful consideration and extended correspondence we report in favor of the classification as given in the last January number of the *Annals*.

During the course of discussion we referred to the *Annals* for January, 1893, and read carefully the classification contained therein and more particularly described upon pages 63, 64, and 65. I suggested a few changes in the phraseology here and there. Some of these amendments were accepted by Dr. Noyes and adopted by the Committee.

After all amendments proposed had been considered and acted upon *seriatim*, the question reverted to the Resolution of Dr. Noyes. For this Dr. Fay offered the following substitute, which was not only inconsistent with the Resolution itself, but with the amendments which had just been adopted by the Committee:

*Dr. Fay's Substitute for Dr. Noyes's Resolution.*

*Whereas*, the Committee, after long deliberation, have not been able to agree upon a satisfactory system of nomenclature or classification:

*Resolved*, That the Committee recommend that in the Tabular Statement published in the *Annals*, while statistics of the number of pupils taught speech and by speech shall be recorded as fully as possible, the column headed "Method of Instruction" shall be omitted, and no classification of methods or system of nomenclature shall be adopted at present.

During the course of discussion I raised the point of order that "amendments to Dr. Noyes's Resolution having been adopted, the main question should not be put, and that there-

The amendment was lost.

The question then recurring upon Dr. Fay's substitute, Dr. Bell submitted to the Chair the point of order that the amendments to Dr. Noyes's Resolution having been adopted, the main question should not be put; and that therefore Dr. Fay's substitute was out of order. The Chair ruled that this point of order was not well taken.

Dr. Bell then submitted to the Chair the further point of order that the majority of the Committee having already agreed upon a system of nomenclature or classification, the Resolution offered by Dr. Fay was out of order. The chairman reserved his decision on this point of order.

Dr. Fay's substitute was adopted, subject to the decision of the last-named point of order.

The question of publishing the correspondence of the Committee was considered. Dr. Bell said that, inasmuch as the expense might be greater than the editor of the *Annals* would feel justified in incurring, he would be glad to meet the cost of publication. It was agreed to leave the matter to the discretion of the editor of the *Annals*.

The Committee then adjourned.

NANTUCKET, MASS., July 29, 1893.

Dr. J. L. NOYES and Dr. A. G. BELL.

MY DEAR COLLEAGUES: After consulting "Cushing's Manual of Parliamentary Practice," I decide that Dr. Bell's point of order, concerning which I reserved my decision, was not well taken. Until the Committee had voted upon Dr. Noyes's Resolution a final decision had not been reached, and the Resolution was still open to amendment. The fact that the substitute offered was inconsistent or incompatible with the amendments previously adopted would have been a fit ground for its rejection by the Committee, but not for the suppression of it by the chairman as against order.

I enclose a draft Report,\* which I propose as a Report to be presented by the Committee through the *Annals*. If it meets your approval please authorize me to present it as the Report of the Committee.

Yours sincerely,

EDWARD ALLEN FAY.

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\* The Report enclosed was the one subsequently adopted by the Committee.—E. A. F.

Dr. Bell offered the following as an amendment to Dr. Noyes's Resolution :

*Resolved*, That in the tabular statement of schools in the *Annals*, in the column headed " Method of Instruction," the term " Combined " be discontinued ; and the method or methods of instruction pursued in the various schools be specifically stated thus :

Sign or Manual.

Oral.

Manual Alphabet.

Manual and Oral.

Manual and Manual Alphabet.

Oral and Manual Alphabet.

Manual, Oral, and Manual Alphabet.

This amendment was lost.

Dr. Bell offered the following as an amendment to Dr. Noyes's Resolution, and it was adopted :

*Whereas* some schools which do not employ the oral method with any of their pupils have heretofore been classified in the *Annals* as pursuing the Combined System ;

*Resolved*, That the definition of the Combined System be so amended as to exclude such schools from that classification.

Dr. Bell offered the following as an amendment to Dr. Noyes's Resolution, and it was adopted :

*Resolved*, That the term " Eclectic " be substituted for the term " Combined."

Dr. Fay offered the following as a substitute for Dr. Noyes's Resolution :

*Whereas* the Committee, after long deliberation, have not been able to agree upon a satisfactory system of nomenclature or classification :

*Resolved*, That the Committee recommend that in the Tabular Statement published in the *Annals*, while statistics of the number of pupils taught speech and by speech shall be recorded as fully as possible, the column headed " Method of Instruction " shall be omitted, and no classification of methods or system of nomenclature shall be adopted at present.

Dr. Bell offered the following as an amendment to Dr. Fay's Resolution :

*Whereas* the Colorado Conference have relegated to this Committee the discussion of the whole subject of classification of methods of instruction of the deaf, and have requested us to make recommendations to the profession relating to the classification to be adopted in the *Annals* :

*Resolved*, That the recommendations which have been adopted by the majority of the Committee be presented to the profession through the *Annals* as the Report of the Committee.

alphabet and the sign-language employed in Manual schools are not used," the Resolution was unanimously adopted.

The Resolution offered by Dr. Noyes in his letter of April 15 was then taken up for consideration, viz :

*Resolved*, That after months of careful consideration and extended correspondence we report in favor of the classification as given in the last January number of the *Annals*.

Dr. Bell offered as an amendment to this Resolution to insert in the definition of the Manual method in the *Annals* for January, 1893 (page 63), a statement to the effect that "Speech and speech-reading are generally taught, but not used as a means of instruction." The amendment was adopted.

Dr. Bell offered the following amendment to Dr. Noyes's Resolution : That the Manual-Alphabet Method be defined as follows : "The general instruction of the pupils in and out of school is carried on by means of the manual alphabet, and by writing. The sign-language employed in Manual schools is not used ;" also, that the editor of the *Annals* should be empowered to add to this definition at his discretion. The amendment was adopted.

Dr. Bell offered the following as an amendment to Dr. Noyes's Resolution :

*Whereas* the terms "Sign" and "Manual" are both now currently used to designate the first method of instruction defined in the *Annals* for January, 1893 (page 63); and whereas, there is no name in current use by which to designate the third method mentioned in the *Annals*, and there called "the Manual-Alphabet Method" (the schools following the said method having heretofore been included among the Combined-System schools employing some form of combination of the Manual and Oral methods) :

*Resolved*, (a) That the term "Manual" be limited to the third class of method now designated in the *Annals* as the Manual-Alphabet Method, and (b) that the term "Sign" be retained to designate the first class of method now termed in the *Annals* the Manual Method.

This amendment was lost.

Dr. Bell offered the following as an amendment to Dr. Noyes's Resolution, and it was adopted :

*Whereas*, the terms "Sign" and "Manual" are both in current use to designate the first method of instruction defined in the *Annals* for January, 1893 (page 63), and there called the Manual Method alone :

*Resolved*, That we recognize the current usage of the profession by terming this method the "Sign or Manual Method."

(b) Insert the words "The sign-language and the manual alphabet are not used."

Please vote on the above Resolution.

My address for the summer is Nantucket, Mass.

Yours very sincerely,

EDWARD ALLEN FAY.

MINNESOTA SCHOOL FOR THE DEAF,

FARIBAULT, MINN., July 3, 1893.

Dr. E. A. FAY and Dr. A. G. BELL.

MY DEAR COLLEAGUES: I beg leave to acknowledge the receipt of Dr. Fay's communication of June 26, in which he votes in the negative and declares the amendment lost. The question now reverts to the vote on Dr. Bell's Resolution No. IV, which reads as follows:

"Resolved, That the definition of the oral method given in the *Annals* for January, 1893, p. 63, be accepted by the Committee, with the following amendments:

(a) Strike out the words "Signs are used as little as possible, and the manual alphabet is generally discarded altogether."

(b) Insert the words "The sign-language and the manual alphabet are not used."

I feel compelled to vote in the negative on this Resolution of Dr. Bell's. In substance, my reasons would be very nearly the same as his objection to voting on the previous motion, in which Dr. Bell thinks that his position would not be acceptable to the oralists. As it seems to me, those teachers who have been accustomed to use the Manual system cannot consistently favor Dr. Bell's Resolution No. IV.

Please, therefore, regard my vote as "No" on Dr. Bell's Resolution No. IV.

Very respectfully and truly yours,

J. L. NOYES.

#### MINUTES OF A MEETING OF THE COMMITTEE HELD IN CHICAGO.

The Committee on Classification of Methods of Instructing the Deaf, appointed by the Colorado Conference of Principals and Superintendents, met in Room 10, Graduate Dormitory of the University of Chicago, July 23, 1893, at 10.30 A. M. Present: E. A. Fay, J. L. Noyes, and A. G. Bell.

Dr. Bell having modified his Resolution No. IV so that paragraph (b) should read: "Insert the words 'The manual

So far, then, from Oral schools borrowing anything from the Sign-language when they employ natural signs (as suggested by the amendment), I think it would be more proper to say that the Sign language, so far as it makes use of natural signs, borrows from English. They are English signs and English gestures, and owe nothing of their origin to the De l'Épée language.

To my mind, therefore, the amendment proposed by Dr. Fay conveys an entirely false impression. But, whether it does so or not, the impression created would certainly be objectionable to Oral teachers and should, therefore, be avoided.

Yours truly,

ALEXANDER GRAHAM BELL.

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NANTUCKET, MASS., *June 26, 1893.*

Dr. J. L. NOYES and Dr. A. G. BELL.

MY DEAR COLLEAGUES: I have received Dr. Noyes's letter of June 19 and Dr. Bell's of June 20.

I regret that Dr. Bell cannot accept the amendment proposed in my letter of June 1. Its purpose was simply to put his Resolution in a form in which I could conscientiously vote for it. I believe that the sign-language is used to some extent in oral schools. To assert that it "is discarded altogether" or "is not used" would therefore be to assert what I believe to be untrue. The qualification proposed would have enabled me to vote for Dr. Bell's Resolution. Inasmuch as the oral teachers do not object to the statement that natural signs are used in oral schools, and natural signs (however they may be defined) certainly constitute a part of the sign-language, I did not, and do not, see why the amendment should be regarded as objectionable. But I agree with Dr. Bell that we should not adopt a definition of the oral method that would be unsatisfactory to its adherents. Accepting his assurance that the proposed form would be unsatisfactory to them (though I think it ought not to be), I join him in voting against it; the amendment is lost.

The question now recurs on Dr. Bell's Resolution, which reads as follows:

*Resolved*, That the definition of the Oral Method given in the *Annals* for January, 1893, page 63, be accepted by the Committee, with the following amendments:

(a) Strike out the words "Signs are used as little as possible, and the manual alphabet is generally discarded altogether."

*Amendment to Resolution No. IV.*

(Proposed by Dr. E. A. Fay.)

After the word "sign-language" to insert in parentheses the words "except natural signs," so as to make the last paragraph of Resolution No. IV read as follows :

(b) Insert the words "The Sign-language (except natural signs) and the manual alphabet are not used."

*Remarks.*

I cannot vote in favor of Dr. Fay's amendment, for the following reasons :

1. The Oral Schools have unanimously requested us to insert a statement to the effect that the Sign-language is "*discarded altogether*." (See Appendix to my letter of April 25.) Dr. Fay's amendment says that it is *not* !

2. If Dr. Fay, by the interpolated words "except natural signs," merely means to direct attention to the fact that natural signs are employed in Oral Schools, his proposed amendment is quite unnecessary, for the very next sentence of the *Annals* definition contains a statement to that effect. The proposed amendment, however, expresses more than this.

3. The idea is suggested that Oral Schools, by their employment of natural signs, *are really using the Sign-language*, at least in part.

Now, such a suggestion as that, even if true, would certainly not be relished by the advocates of the Oral Method.

I offer this as an additional reason for rejecting the amendment, for I conceive it to be our duty to make the definition of the Oral Method satisfactory to its adherents.

4. The suggestion of the amendment, however, does not seem to me to be true, for the following reasons :

"Natural Signs"—by which I understand the signs and gestures used by ordinary hearing and speaking people—gestures that are naturally used and naturally understood by all mankind—do not by any means belong exclusively to the De l'Épée Sign-language ; nor are they even particularly characteristic of it. They are used in common by all the languages of the world to give life and expression to spoken words. They belong to articulation rather than to writing, and form a necessary accompaniment of oral utterance in every land. Natural signs constitute a portion of the English language (as of every other) ; and such signs were employed by our English-speaking ancestors ages before the De l'Épée Sign-language was invented.

KENDALL GREEN,  
WASHINGTON, D. C., *June 1, 1893.*

Dr. J. L. NOYES and Dr. A. G. BELL.

MY DEAR COLLEAGUES: I have received Dr. Bell's letter of May 8 and Dr. Noyes's of May 29.

I join Dr. Noyes in voting No on Dr. Bell's amendment to Dr. Noyes's amendment, and I join Dr. Bell in voting No on Dr. Noyes's amendment to Dr. Bell's Resolution No. IV. That disposes of those amendments.

Dr. Bell's Resolution No. IV, as presented in his letter of May 8, is now before us. To it I offer the following amendment, which I hope will meet the views of you both:

In the last paragraph of the Resolution, "(b)," after the word "sign-language," to insert in parentheses the words "except natural signs," so that the paragraph will read:

(b.) Insert the words "The sign-language (except natural signs) and the manual alphabet are not used."

The question is now on the adoption of this amendment. If adopted, we will consider that it carries with it the adoption of the Resolution.

Sincerely yours,

EDWARD ALLEN FAY.

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MINNESOTA SCHOOL FOR THE DEAF,  
FARIBAULT, MINN., *June 19, 1893.*

Dr. E. A. FAY and Dr. A. G. BELL.

MY DEAR COLLEAGUES: I beg leave to acknowledge the receipt of Dr. Fay's communication of June 1, and I vote in the affirmative on his amendment and his suggestion as to the adoption of the Resolution.

Very respectfully and truly yours,

J. L. NOYES.

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BADDECK, C. B., NOVA SCOTIA, *June 20, 1893.*

Dr. E. A. FAY and Dr. J. L. NOYES.

MY DEAR COLLEAGUES: Dr. Noyes's note of May 29 and Dr. Fay's of June 1 received.

The question is now upon the adoption of Dr. Fay's proposed amendment to my Resolution No. IV.

(b) Insert the words "Natural Signs are used as little as possible, and the Manual Alphabet and the Sign-language are discarded altogether."

I have no objection to insert the word "De l'Épée" before "Sign-language" if you so desire, or any other specific term you propose to employ. I consider this entirely unnecessary, however, because the term "The Sign-language" alone, without any other qualifying word, is already used by the *Annals* in the sense intended. (See definition of the "Manual Method.")

The Sign-language employed in the so-called "Manual" and "Combined" shools is *not used* where the Oral Method is taught; and the Oral schools wish this to be distinctly stated in the definition of their method, for the *disuse* of the Sign-language is considered by them to be an essential feature of the Oral Method.

There are thus three forms of the Resolution before us for consideration :

1. The original Resolution. (Upon which my vote is "Yes.")
2. The amendment of Dr. Noyes. (Upon which my vote is "No.")
3. My amendment of Dr. Noyes's statement. (Upon which my vote is "Yes.")

If no further amendments are proposed, I presume the order of procedure will be to decide the third (3) point first, then the second, and then the original Resolution. I have recorded my votes above so that the chairman may be enabled to announce the decision of the Committee without unnecessary delay.

Yours sincerely,

ALEXANDER GRAHAM BELL.

P. S.—Please forward all further communications for me to Baddeck, C. B., Nova Scotia, Canada.

A. G. B.

MINNESOTA SCHOOL FOR THE DEAF,

• FARBULT, MINN., May 29, 1893.

Dr. E. A. FAY and Dr. A. G. BELL.

MY DEAR COLLEAGUES OF THE COMMITTEE: Dr. Bell's communication of the 8th is received. The next step in the matter in hand, as I understand it, is to vote on Dr. Bell's amendment to my amendment. On this I vote No.

Very truly,

J. L. NOYES.

1331 CONNECTICUT AVENUE,  
WASHINGTON, D. C., May 8, 1893.

Dr. E. A. FAY and Dr. J. L. NOYES.

MY DEAR COLLEAGUES: I have received Dr. Noyes's letters of April 26 and May 2 and Dr. Fay's letter of May 5.

Resolution No. IV, which is now before the Committee for action, reads as follows:

(1) *Resolution No. IV.*

*Resolved*, That the definition of the Oral Method given in the *Annals* for January, 1893 (p. 63), be accepted by the Committee, with the following amendments:

(a) Strike out the words "Signs are used as little as possible, and the Manual Alphabet is generally discarded altogether."

(b) Insert the words "The Sign-language and the Manual alphabet are not used."

(2) *Dr. Noyes's Amendment.*

Dr. Noyes has moved to amend the above Resolution by substituting for the Second Amendment proposed the following:

(b) Insert the words "Natural signs are used as little as possible, and the Manual alphabet is discarded altogether."

The question is now on the adoption of Dr. Noyes's amendment.

*Remarks.*

I have no objection to this amendment so far as it goes, but there is an important omission. No one denies that "Natural signs" are used, to some extent at least, in Oral schools. It is also true that they are used "as little as possible," and that "The Manual alphabet is discarded altogether."

The oral schools, however, have unanimously expressed the desire that the definition of their method should include a statement to the effect that the sign-language is not used. (See Appendix to my letter of April 25.) Dr. Noyes's proposition ignores this altogether, and I cannot, therefore, vote in favor of its adoption without further amendment so as to remedy the omission.

(3) *Proposed Amendment of Dr. Noyes's Statement.*

I therefore move to amend the proposed statement of Dr. Noyes by striking out the word "is" and substituting the words "and the Sign-language are," so as to make it read as follows:

It seems to me that the statement "*Natural* signs are used as little as possible" might be understood as implying that signs of some other kind—"conventional" or "artificial" signs, for instance—are used more freely; that it is "*natural* signs" alone that oralists object to, since they use them "as little as possible." Of course no intelligent person familiar with the subject would make this mistake in the meaning of the sentence, but the possibility of such an interpretation being given it leads me to vote against the amendment.

The more I think of it the more I am disposed simply to strike out the sentence concerning "signs" and "the manual alphabet" from the present *Annals* definition, and substitute nothing in its place.

Then the definition will state that "Speech and speech-reading, together with writing, are made the chief means of instruction, and facility in speech and speech-reading, as well as mental development and written language, is aimed at. There is a difference in different schools in the extent to which the use of natural signs is allowed in the early part of the course, and also in the prominence given to writing as an auxiliary to speech and speech-reading in the course of instruction; but they are differences only of degree, and the end aimed at is the same in all." I think this definition ought to be satisfactory to everybody.

Our labors would be much simplified, as Dr. Bell suggests, if there were clear and satisfactory definitions, to which the profession generally assented, of the terms "sign-language," "signs," etc., for it is evident that a good deal of our difference of views arises from our different understanding of these terms. I hope that some time a Committee will be appointed to formulate such definitions. (I do not desire to be a member of that Committee, especially if its deliberations are to be conducted by correspondence.) Meanwhile, in the absence of such definitions, we must submit to some indefiniteness in our statement of methods. •

The question is now on Dr. Noyes's amendment, as above stated. Dr. Noyes has voted for it and I have voted against it. If Dr. Bell votes for it, we will understand that the Resolution, as amended, is adopted. If Dr. Bell votes against it, the amendment will be lost, and the question will then be on the Resolution as presented in Dr. Bell's letter of April 25.

Yours sincerely,

EDWARD ALLEN FAY.

FARIBAUT, MINN., *May 2, 1893.*

Dr. E. A. FAY and Dr. A. G. BELL.

MY DEAR COLLEAGUES: I beg leave to acknowledge Dr. Bell's communication of the 25th ult. I sympathize with Dr. Bell in a wish expressed in a previous communication to have the resolutions so worded that the Committee can agree upon a unanimous report. With this desire in mind I beg leave to offer a substitute for Dr. Bell's motion. It is this: "Natural signs are used as little as possible, and the Manual Alphabet is discarded altogether."

## REMARKS.

The oralists, whom Dr. Bell represents, object to the term "sign-language," and "De l'Épée Signs," although they acknowledge they use more or less "natural signs," specially with their younger pupils. For instance, Miss Black (see Dr. Bell's Appendix) admits that with her little ones "the only way they have of making their wants and needs known is by natural signs." The principal of the Whipple School in a similar manner writes: "When the teacher first commences to teach the small pupils they use some natural signs to show the pupil what is meant by the word they are teaching." These two quotations and others, were it necessary to cite them, are sufficient to show that oral teachers frequently do make use of signs. Consequently, they ought not to object to the substitute herewith offered. Consequently, I renew my motion that, instead of Dr. Bell's amendment to Resolution IV, the wording be "Natural signs are used as little as possible, and the Manual Alphabet is discarded altogether." I prefer this to the amendment offered by Dr. Bell, and I cast my vote accordingly.

Sincerely,

J. L. NOYES.

KENDALL GREEN,

WASHINGTON, D. C., *May 5, 1893.*

Dr. J. L. NOYES and Dr. A. G. BELL.

MY DEAR COLLEAGUES: I have received Dr. Bell's letter of April 25 and Dr. Noyes's letters of April 26 and May 2.

The question before us is the amendment to Dr. Bell's Resolution No. IV offered by Dr. Noyes, viz., to change the last paragraph of the Resolution so that it shall read—

(b) Insert the words "Natural signs are used as little as possible, and the Manual alphabet is discarded altogether."

Miss Keeler's: "As the result of nineteen years' experience I most strongly endorse the proposed amendment, 'are discarded altogether.'"

**Sarah Fuller Home:** "I heartily endorse the proposed amendment."

**Albany Home School:** "You have asked me if I approve of the change that you propose to make in the definition of the Oral Method. I most certainly do, and am prepared to defend it. When the little babies first come to me of course the only way they have of making their wants and needs known is by 'natural' signs, but just as soon as the child has learned a word and what it means, he is required to use it even though his utterance of it be never so imperfect. He very soon learns enough of the lip-movements to understand his teachers, and it is not necessary for *them* to resort even to natural signs."

Miss Kugler's: Failing to hear from Miss Kugler, I wrote to her a second time, and then received the following reply from her brother, Mr. John Kugler:

"Your letters sent to my sister, Miss Lina Kugler, of St. Louis, have been forwarded to me, since my sister died in St. Louis, December 18, 1892. Since I know my sister's method of teaching, I take the liberty to say that if she was yet at her work she would most heartily endorse said amendment."

**Warren School:** "The proposed amendment to the definition of 'The Oral Method,' as given in your favor of January 12th, just received, meets with my unqualified approval."

**Pennsylvania Home:** "Your proposed amendment meets with my hearty approval."

**N. B.**—The original letters and telegrams from which the above quotations have been made have been placed in the hands of the chairman, Dr. E. A. Fay, for such disposition as he deems best.

A. G. B.

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FARIBAULT, MINN., *April 26, 1893.*

Dr. E. A. FAY and Dr. A. G. BELL.

MY DEAR COLLEAGUES OF THE COMMITTEE: I beg leave to acknowledge Dr. Fay's communications of April 18 and 19 addressed to Dr. Bell and myself.

I am favorably impressed with the changes suggested for Resolution No. IV as indicated in the communications above referred to. I wish, however, that Dr. Bell would be kind enough to put into definite form the whole of Resolution No. IV as he would present it to the Committee.

As soon as I hear from Dr. Bell, if that is in order, I shall be ready to cast my vote.

I have nothing farther to offer till I hear from Dr. Bell.

Very truly yours,

J. L. NOYES.

mediate reply will much oblige, as the question is now before the Committee for action.

Address reply to 1331 Connecticut avenue, Washington, D. C.

Yours truly,

ALEXANDER GRAHAM BELL.

## II. Quotations from letters and telegrams received from the principals of the Oral Schools in reply to the above letter :

New York Improved : "I gladly endorse the proposed amendment."

Clarke Institution : "May I suggest that the word 'discarded' is not quite the right one to use? Why not simply negative the definition of the Manual Method given just before, so reading in place of 'Signs are used as little as possible,' etc., *Neither the Sign-language nor the Manual alphabet is used in the instruction of the pupils, or, better, as a means of instruction.* This statement cannot be objected to except on the ground of various interpretations of what the 'Sign-language' means. I think, however, that the meaning of that term now generally received will make that all right."

Horace Mann School : "I fully endorse the proposed amendment."

Portland : "'Sign-language and Manual alphabet are discarded altogether'—better."

Rhode Island : "I certainly *do* endorse your proposed amendment most heartily. We do not use signs *at all* here in our school."

Milwaukee : " \* \* \* fearing that a letter might travel too slow for the convenience of the Committee, I telegraphed my reply. I here re-iterate in writing my agreement with your amendment—'The Sign-language and the Manual alphabet are discarded altogether.'"

Pennsylvania Oral : "I would say that I heartily endorse the amendment you propose. In my opinion the phrase, 'Signs are used as little as possible, and the Manual alphabet is generally discarded altogether,' is not an exact definition of 'The Oral Method.'"

Cincinnati Oral : "I heartily endorse your proposed amendment to the definition of 'The Oral Method.'"

La Crosse : "Yes, I do endorse your proposed amendment; as it seems to me, if the change you mention is made, we will then have a definition of the Oral Method which will be clear, concise, and *true*."

Wausau : "If the acquisition of speech is the prominent feature in the schools for the deaf, the Sign-language and Manual alphabet must be discarded altogether. I gladly favor the proposed amendment."

Whipple's : "I have not yet seen the *Annals* for January, 1893, but the Sign-language is *not* taught in our school *at all*; every pupil is taught articulation. When the teacher first commences to teach the small pupils they use some natural signs to show the pupil what is meant by the word they are teaching, but they never teach or use the manual alphabet. Therefore, I have no hesitation in saying that the Sign-language and Manual Alphabet *are* discarded altogether in our school."

German Lutheran : "Approve of your proposed amendment."

Mr. Knapp's : "Change approved."

McCowan : "The change you mention will be entirely in accord with our method, as we *never* have recourse to *either* the *Sign-language* or the *Manual Alphabet* in our school."

general instead of limiting it to Oral schools alone? I have no objection to the statement as it stands, but I do not think it properly belongs to a description of the Oral Method. Its indefiniteness, too, I think, should debar it from insertion in a "definition."

I would also suggest that the Oral Department of the Pennsylvania Institution and the Oral Department of the Girls' (Catholic) School in Montreal should be included among the schools specified in the *Annals* as pursuing the Oral Method. These departments really constitute Oral Schools separate and distinct from the Sign or Manual Departments carried on under the same general management—as distinct as the Kendall School is from the National College; indeed, more so, for the pupils do not meet together even for chapel exercises.

For years the Collegiate Department of the Columbia Institution was classed in the *Annals* as a distinct school pursuing the Manual Method; and the Primary Department, though carried on under the same general management, appeared as another school, pursuing the Combined System.

I merely cite this as a precedent in support of my suggestion that Oral Departments which are separate and distinct from the Sign or Manual Departments, carried on under the same general management, should be classed as distinct schools pursuing the Oral Method, and appear in the general summing up of the Oral Schools.

Yours sincerely,

ALEXANDER GRAHAM BELL.

*Appendix.*

I. The following letter was sent to the principals of schools reported in the last January *Annals* as pursuing the Oral Method:

BEINN BHREAGH, CAPE BRETON, N. S.,

January 12, 1893.

The Committee upon Classification of Methods of Instruction appointed by the Colorado Conference are now discussing the definition of "The Oral Method," and I have proposed that the definition given in the *Annals* for January, 1893, p. 63, be amended by striking out the words "Signs are used as little as possible, and the manual alphabet is generally discarded all together," and substituting, "The Sign-language and the manual alphabet are discarded altogether."

As there is no representative of the Oral Method upon the Committee, I venture to ask whether you endorse the proposed amendment. An im-

change. I therefore wrote to the principals of the Oral Schools requesting an expression of opinion upon this point.

My letter, together with quotations from the replies received, are given in the form of an appendix to this communication. The Oral schools have unanimously endorsed the proposed amendment. The principal of the Clarke Institution, however, says :

May I suggest that the word "discarded" is not quite the right one to use? Why not simply negative the definition of the Manual Method given just before, so reading in place of "Signs are used as little as possible," etc., *Neither the Sign-language nor the Manual Alphabet is used in the instruction of the pupils, or, better, as a means of instruction.* This statement cannot be objected to except on the ground of various interpretations of what the "Sign-language" means. I think, however, that the meaning of that term now generally received will make that all right.

I would have no objection to amend the Resolution in accordance with the above suggestion if you so desire. I think, however, the simple statement that the sign-language and the Manual Alphabet "are not used" would prove more acceptable to the Oral schools in general. To my mind the addition of the words "as a means of instruction" suggests the antithesis that the Sign-language and the Manual Alphabet *are* used in Oral Schools but not "as a means of instruction." This, of course, would be contrary to the fact, for they are not used *at all*.

Resolution No. IV, in the original form presented in my letter of December 8, proposed, in addition to the points already mentioned, that we insert in the definition of the Oral Method "a statement to the effect that some Oral Schools (like the McCowen and Warren Schools) give Auricular instruction to the semi-deaf."

Dr. Fay, however (letter of January 31), said that, while he had no objection to the part relating to auricular instruction, he thought "it would be better to make the proposed statement with respect to the schools in general and not limit it to the Oral Schools." I agree with Dr. Fay in this opinion. Allow me to suggest that the same course might be followed with reference to "natural signs." Might it not be well to take out of the definition of the Oral Method (quoted above) the sentence beginning, "There is a difference in different schools in the extent to which the use of natural signs is allowed," etc., and make the statement refer to the schools in

(b) Dr. Fay is willing to say that "the manual alphabet is not used," but is not willing to make the same statement concerning the Sign-language. He also states that he would be willing to strike out the words "Signs are used as little as possible," etc., and substitute nothing in their place. I cannot, however, consent to amend my Resolution in accordance with these suggestions for the following reason:

My knowledge of the opinions held by Oral teachers is sufficient to enable me to assert most positively that no definition of the Oral Method will be considered satisfactory by them which fails to state that the Sign-language is not used.

The non-use of the Sign-language is considered by Oral teachers to be an *essential condition* to the success of their method; and we cannot, therefore, ignore this fact in defining their method.

Dr. Fay says (April 19), "There is an honest difference of opinion in the Committee, and in the profession generally, as to whether the 'natural signs' used in Oral Schools constitute a language or not. I believe they do, and therefore I cannot vote for the Resolution in its present form," etc.

The admission (in the *Annals* definition quoted above) that "natural signs" are used in Oral Schools, together with the proposed statement that "The Sign-language" is not used, shows clearly that "The Sign-language" of the Resolution does not refer to "natural signs" at all. This surely obviates the objection noted by Dr. Fay.

By the term "The Sign-language" in the Resolution I mean the De l'Épée Sign-language employed in Manual and Combined Schools; and this meaning, I am sure, is sufficiently established by usage to prevent ambiguity. If you are unwilling to accept the term in this limited sense, I should have no objection to the insertion of the word "De l'Épée," or any other qualifying word you prefer, before "Sign-language," to designate the particular form of language intended.

In the Resolution as originally submitted to the Committee (see my letter of December 8) I proposed to strike out the words "Signs are used as little as possible," etc., and, substitute "The Sign-language and the Manual Alphabet are discarded altogether." There being no representative of the Oral Method upon the Committee, I thought it well, before bringing the matter to a vote, to ascertain whether the advocates of that method would approve of the proposed

"Signs." For example, the principal of the Rhode Island School says (see Appendix), "We do not use signs *at all* here in our school." Dr. Noyes says (letter of November 19), "There is not a school for the deaf on this continent, that I have ever heard of, that does not in some way use signs in trying to get at the mind and thoughts of the pupils," etc., and President Gallaudet says (Royal Commission, Query 13,455), referring to the Oral Method:

I have always called it a gesture method; it is a method in which signs are used; the signs are very small, and they are made by the vocal organs, but they are gestures for all that. The method of teaching by lip-reading is a sign method. Certain movements of the vocal organs are taught, in a perfectly arbitrary manner, to mean certain things; these signs are perfectly arbitrary, which the gestures and manual movements of those who have been taught by the Sign and Manual Method are not—they are pantomimic and ideographic, which the signs made by the vocal organs never can be.

Now, I would not for one moment doubt the veracity of any of the writers quoted above. The apparent discrepancies of statement arise entirely from different interpretations of the meaning of the word "Sign." The term has so many possible meanings that the new Century Dictionary (a quarto) devotes more than a whole page to the definition of that one word.

If President Gallaudet's interpretation is accepted, then the expression "Signs are used as little as possible" would be quite untrue, for all communication by whatever method would be exclusively by signs.

Oral teachers very commonly employ the term as a contraction for "sign-language." They generally mean by the word "Signs" the signs of the De l'Épée Sign-language. Under this interpretation the expression "Signs are used as little as possible" is peculiarly objectionable to Oral teachers from the fact that it suggests the erroneous idea that the De l'Épée Sign-language is used, to some extent at least, in Oral Schools. They resent such an inference, because the non-use of the Sign-language is a *cardinal point* with all the advocates of the Oral Method.

The *Annals* definition (quoted above) admits that "Natural Signs" are used to a greater or less extent in Oral Schools, and no one raises any objection to the statement. Why not be satisfied with this?

I vote in favor of striking out the words "Signs are used as little as possible and the manual alphabet is generally discarded altogether."

as mental development and written language, is aimed at. Signs are used as little as possible, and the manual alphabet is generally discarded altogether. There is a difference in the different schools in the extent to which the use of natural signs is allowed in the early part of the course, and also in the prominence given to writing as an auxiliary to speech and speech-reading in the course of instruction; but they are differences only of degree, and the end aimed at is the same in all. The schools in America following this method are twenty in number, viz., The New York Improved Instruction, Clarke, Horace Mann, Portland, Rhode Island, Milwaukee, Pennsylvania Oral, Cincinnati Oral, La Crosse, Wausau, Whipple's, German Lutheran, Mr. Knapp's, McCowen, Miss Keeler's, Sarah Fuller, Albany, Miss Kugler's, Warren, and Pennsylvania Home Schools. The number of pupils present, November 15, 1892 (not including those of Mr. Knapp's, Miss Keeler's, and Miss Kugler's Schools, from which returns were not received), was 766.

In response to Dr. Fay's invitation I now move the adoption of Resolution No. IV in the following amended form :

*Resolution No. IV.*

*Resolved*, That the definition of the Oral Method given in the *Annals* for January, 1893, p. 63, be accepted by the Committee, with the following amendments :

(a) Strike out the words "Signs are used as little as possible and the Manual Alphabet is generally discarded altogether."

(b) Insert the words "The Sign-language and the Manual Alphabet are not used."

*Remarks.*

(a) The Manual Alphabet is not used at all in any of the schools specified in the *Annals* as employing the Oral Method. As no objection has been raised to the statement of this fact, I need say nothing more upon that point.

Dr. Fay, however, thinks that no candid Oral teacher can object to the statement that "Signs are used as little as possible" (Fay, January 31). This depends entirely upon the meaning that is attached to these words. For my part, I should like to know what is meant by the word "Signs," and what is meant by "as little as possible," before endorsing the statement. To say the least, the phrase is indefinite, and should not, therefore, appear in a statement that purports to be a "Definition." For example, there is hardly a teacher in the country—whether Oral, Manual, or Sign—who will not assert that he uses Signs "*as little as possible*"! The trouble is that the meaning attributed to these words by different teachers varies all the way from *no signs at all* up to *the use of the Sign-language in the school-room*!

Then, again, there are different interpretations of the word

etc., and the statement relating to "natural signs" as it stands in the definition. Concerning these statements, there is no difference of opinion.

Some years ago the *Annals* definition of the Oral method was submitted to Mr. D. Greene, Principal of the New York Institution for the Improved Instruction of Deaf-Mutes. He suggested some amendment, which I adopted. To the definition as thus amended he gave his approval, and this approved definition has been published annually in the *Annals* ever since, except that this year the word "speech" was substituted for "articulation." No word of objection to this definition has ever come from any Oral school.

The reference to the manual alphabet was originally inserted in the definition in order to make it broad enough to cover such a school as the one Dr. Bell carried on in Washington a few years ago. I am willing to change this reference now, as proposed, and I trust the change will be acceptable to the Oral schools.

Very sincerely yours,

E. A. FAY.

P. S.—If Dr. Bell prefers simply to strike out as proposed in the Resolution, and to substitute nothing in the place of the sentence stricken out, that will also be acceptable to me. That would give us a definition wholly affirmative, which is preferable where it is possible.

E. A. F.

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1331 CONNECTICUT AVE.,

WASHINGTON, D. C., *April 25, 1893.*

Dr. E. A. FAY and Dr. J. L. NOYES.

MY DEAR COLLEAGUES: I beg to acknowledge receipt of Dr. Noyes's note of April 15 and of Dr. Fay's communications dated April 18 and April 19.

Dr. Fay says, "The question is now on Dr. Bell's Resolution No. IV," and he invites us to vote on the Resolution "in whatever form Dr. Bell, after further consideration, may see fit to present it."

This Resolution relates to a proposed amendment of the following

*Definition of the Oral Method.*

(From the *Annals* for January, 1893, p. 63.)

Speech and Speech-reading, together with writing, are made the chief means of instruction, and facility in speech and speech-reading, as well

KENDALL GREEN,

WASHINGTON, D. C., April 19, 1893.

Dr. J. L. NOYES and Dr. A. G. BELL.

MY DEAR COLLEAGUES: Since I wrote you yesterday, Dr Bell has informed me that he desires to amend his Resolution No. IV, and suggests that, in order to save time and space, he be called upon to present the Resolution in the form he desires. I cordially adopt that suggestion.

The form of the Resolution which Dr. Bell now proposes is this :

*Resolution No. IV.*

*Resolved*, That the definition of the Oral method given in the *Annals* for January, 1893, p. 63, be accepted by the Committee, with the following amendment :

Strike out the words "Signs are used as little as possible, and the manual alphabet is generally discarded altogether," and substitute "Neither the sign-language nor the manual alphabet is used as a means of instruction."

Let us vote on the Resolution in the above form, or in whatever form Dr. Bell, after further consideration, may see fit to present it. I add this second alternative because there is a further amendment I should be glad to have him make to the Resolution. I will not move it formally as an amendment, for that would occasion delay ; but if Dr. Bell will adopt it, I shall be happy to vote for the Resolution as amended.

The amendment I suggest to Dr. Bell is to strike out from the Resolution all after the word "substitute," and to insert after the word "substitute" simply "The manual alphabet is not used."

We are all agreed that "Natural signs are used both in Manual and Oral Schools" (I quote from Dr. Bell's letter of the 10th inst.), but there is an honest difference of opinion in the Committee, and in the profession generally, as to whether the natural signs used in Oral schools constitute a language or not. I believe they do, and therefore I cannot vote for the Resolution in its present form. But I do not desire to put my belief into the *Annals* definition ; let us leave it still an open question whether the natural signs used in Oral schools constitute a language or not. That question was not referred to us. We could not decide it if we would, for others would not accept our decision ; let us not attempt to decide it, but be content with the statement that "speech and speech-reading, together with writing, are made the chief means of instruction,"

teristic of either of these classes of schools as well as the terms that have hitherto been used in the *Annals*. The same remarks apply to the corresponding designation he proposes for methods of instruction.

Dr. Bell presents a formidable array of citations from the published reports of American Schools for the Deaf to prove that the term "Sign method" is still in extensive use. I do not question the accuracy of his citations, but I must put an interrogation-point after the statistics he deduces from them.

Taking the citations as he gives them, is it fair to conclude that, because the Wisconsin Report speaks of the "utility of signs," the California Report of "sign-language," and the Maryland Report of "the language of signs," therefore the authors of these Reports "recognize and use the term 'Sign method' "? or because the principal of the Georgia School speaks of the "sign system as it is called" and the "so-called sign teacher," therefore he means to give his sanction to the use of those terms? Nor am I ready to admit, in the absence of proof, that the 22 schools of Dr. Bell's second and third classes all employ the term "Sign method" in preference to "Manual method." The utmost that his citations prove, it seems to me, is that, out of the 87 heads of schools in America, 18 or 19 (not 44) sometimes recognize and use the term Sign method. In order to make the number as high as 19, we must include the reluctant use of the term as "so-called" in the Georgia Report.

But even if the survival of the term Sign method were far more extensive than Dr. Bell claims, even if the term Manual method had not found a single adherent during the twenty years that have elapsed since Mr. Syle proposed it, I should still advocate the adoption of the latter, since it has the advantage of being truly descriptive of the method it designates; for sign-making, spelling, and writing, which are the three leading characteristics of this method, are all done with the hands and are therefore Manual in their character.

For these, and other reasons previously stated, I vote with Dr. Noyes against Dr. Bell's Resolution No. III.

The question is now on Dr. Bell's Resolution No. IV. After we have voted on that, the motion made by Dr. Noyes will be in order.

Yours very truly,

EDWARD ALLEN FAY.

IV. *The Reports of the following schools have not been consulted, because not accessible.*

35. Maryland (Colored).  
 46. South Dakota.  
 53. New Mexico School.  
 55. Evansville School.  
 60. Toledo School.  
 B. 3. St. John's Catholic.  
 B. 6. Ephpheta School.

B. 7. Maria Consilia.  
 B. 9. St. Mary's Institution.  
 B. 11. Eastern Iowa School.  
 B. 15. Chinchuba Institution.  
 B. 18. Cleveland School.  
 C. 6. Fredericton (N. B.) Institution.  
 A. G. B.

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FARIBAULT, MINN., *April 15, 1893.*

Dr. E. A. FAY and Dr. A. G. BELL.

DEAR COLLEAGUES OF THE COMMITTEE: Acknowledging Dr. Bell's communication of April 10, I beg to cast my vote in the negative for reasons that have been sufficiently explained in previous communications.

Mr. CHAIRMAN: If this is the proper time and order, I beg leave to renew my motion presented in my communication of March 30, 1893, viz: After months of careful consideration and extended correspondence, we report in favor of the classification as given in the last January number of the *Annals*.

Very respectfully and truly yours,

J. L. NOYES.

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KENDALL GREEN,

WASHINGTON, D. C., *April 18, 1893.*

Dr. J. L. NOYES and Dr. A. G. BELL.

MY DEAR COLLEAGUES OF THE COMMITTEE: I have received Dr. Bell's letter of the 10th inst. and Dr. Noyes's of the 15th.

Dr. Bell repeats the statement of a former letter, that "the distinction [made in the *Annals* between Manual and Combined-System schools] is not real," and that "the method of instruction in the so-called 'Manual' schools does not differ at all from that pursued in many of the so-called 'Combined' schools." He proposes to group all these schools under the title of "Sign schools."

I do not agree with him either in premise or conclusion. It seems to me that the difference between a school in which no attention is paid to speech and speech-reading and one in which special instructors are employed to teach these branches, even merely as an accomplishment, is sufficiently great to justify distinction in our scheme of classification; and I think that the term "Sign schools" does *not* indicate the leading charac-

qu'elle supprime dans l'enseignement des sourds-muets les signes et la mimique" (p. 3). "La méthode des signes" (p. 4). "Il importe extrêmement en effet que l'élève sourde-parlante ne soit jamais tentée de parler par signes" (p. 10). (From pamphlet forwarded by Sister Charles of the Providence.)

C. 4. Ontario Institution. 1892. Quotes President Gallaudet's Glasgow address, but when the principal uses his own language he calls the method of his school the "Sign-manual method" (p. 12).

*II. The Reports of the following schools refer directly or indirectly to "Manual" method, not "Sign."*

1. Hartford. 1891. "De l'Épée, the father of the Manual Method" (p. 25). Definition of Methods of Instruction quoted from the *Annals* (pp. 14-15).

3. Pennsylvania Institution. 1891. "This Institution provides two separate and distinct systems of instruction for its pupils, the Manual system, and the Oral system" (p. 41).

20. Columbia Institution. 1892. "Pupils of all possible grades in both Manual and Oral work were being taught" (p. 4).

28. Arkansas Institution. 1892. "The Manual method. \* \* \* They are small schools instructing in all 94 pupils; and it is probably only from financial weakness that they refuse to follow a different system" (p. 20).

36. Colorado School. 1893. "Manual Methods" (p. 13). "By the Manual Methods I mean the sign-language, used as a medium of communication, the manual alphabet, and written language" (p. 13).

49. New Jersey School. 1892. "The Speech and Manual Clubs" (p. 17).

C. 3. Halifax Institution. 1893. "Instruction on the Manual system will most probably occupy a prominent place in the future as it has done in the past" (p. 12).

C. 7. Manitoba Institution. 1892. "It has been and is our intention to follow what is known as the Combined method in our system of instruction. This method consists of the Manual and Oral means of imparting instruction to the deaf" (p. 2).

*III. The Reports of the following schools do not refer either directly or indirectly to "Sign" or "Manual" method.*

2. New York Institution, 1892. 32. St. Joseph's, 1891.

5. Ohio Institution, 1891. 34. Oregon School, 1893.

6. Virginia Institution, 1886, 1887, 1889. 38. Central New York Institution, 1893.

12. South Carolina Institution, 1892. 44. St. Louis, 1892.

13. Missouri School, 1892. 50. Utah School, 1893.

14. Louisiana School, 1892. 51. Northern New York Institution, 1891.

17. Mississippi Institution, 1891. 52. Florida Institution, 1892.

19. Texas Asylum, 1892. 58. Texas (Colored), 1889.

20. B. National College, 1892. 59. North Dakota, 1892.

24. Le Conteulx, 1892. C. 1. Montreal (Male), 1879.

30. Nebraska Institution, 1888. C. 5. Mackay Institution, 1892.

taught through the medium of Signs and written language" (p. 33). "Some pupils from sign-classes have also been given special drill in articulation" (p. 34).

21. Alabama Institution. 1892. "We have in the school seven teachers, five manual or sign-teachers, and two oral teachers. Of the sign-teachers (3) three are deaf-mutes, and (2) two are speaking persons" (p. 15.)

22. California Institution. 1890. "Since De l'Épée adopted the Sign-language, and Heinicke adopted articulate speech, as the instrument of instruction, the work has been pushed along those two lines of endeavor" (p. 8). "French and German systems" (p. 8).

23. Kansas Institution. 1892. "Conditions have been more favorable to the oral system than the Sign-system" (p. 17.)

25. Minnesota School. 1892. When speech-teaching is decided to be a failure, "then the pupil is taught by the sign-system" (p. 28). "The ardent believers in the Oral system, in the Aural method, the Manual, the Combined system, and Mr. Lyon, with his ingenious Phonic Manual, were all there, and each method had its advocates" (p. 30).

29. Maryland School. 1891. "Two classes of selected pupils are taught orally, the language of signs being strictly excluded from the class-room. Other classes receive daily instruction in speech and in lip-reading, but recite part of their lessons to teachers who use the sign-language. Still other classes, made up of those who have been dropped from the oral classes after careful examination and patient labor had shown the effort useless, are taught by instructors who use the language of signs" (p. 10).

33. West Virginia School. 1891. "The method of instruction pursued in the Deaf Department is the Combined \* \* \*—that is, all of our pupils are taught in sign-classes, but at stated times such of them as it is thought can profitably do so take lessons in articulation and lip-reading" (p. 17). "Mechanical system of sign-teaching" (p. 18).

37. Chicago Day-Schools. 1886. "Children taught by signs" (p. 5). "A Manual school" (p. 6). "A Manual System" (p. 6). "Articulation is not a 'new' system of teaching the deaf, but on the contrary is older than the Sign-system" (p. 8). "The total number of pupils attending the sign-schools in 1885 was 7,636" (p. 8).

39. Cincinnati Public School. 1891. The Superintendent of Schools says, "The work in the sign mute-school," etc. (p. 50). On p. 73 the Report of the principal appears under the head of "Sign School for the Deaf."

40. Western Pennsylvania Institution. 1892. "There are two principal methods, known respectively as the Sign and the Articulation Methods" (p. 16). "Oral and Sign Methods" (p. 19).

45. New England Industrial. 1884. "She possesses what is rare in a lady teacher, a knowledge of the sign system and the articulation method to perfection."

54. Washington State School. 1890. "Rev. Dr. Gallaudet \* \* \* introduced the system of signs" (p. 18).

C. 2. Montreal (Catholic—Female). 1892. "La méthode qui a donné ces résultats est désignée sous le nom de méthode *Orale pure*, parce

the *Annals* as "Manual" or "Combined," in proof of the above statements.

Yours very sincerely,

ALEXANDER GRAHAM BELL.

*Proofs.*

Extracts from the published Reports of Schools classified in the *Annals* as "Manual" or "Combined." The Reports used are the latest accessible to me.

The numbering refers to the Tabular Statement in the *Annals* for January, 1893. The date refers to the year of publication.

1. *The Reports of the following schools refer, directly or indirectly, to the "Sign Method."*

4. Kentucky Institution, 1891. Definition of methods of instruction quoted in full from the *Annals*; but when the principal uses his own language he speaks of "Sign-classes" (p. 12).

7. Indiana Institution. 1891. "I therefore recommend that \* \* \* a class be formed which shall be instructed by the oral method, separate and apart from the room in which the sign method is used" (p. 21). "The method of instruction in this institution is what is generally called the Combined Method, that is to say, a method wherein both the oral and manual or Sign methods are used" (p. 21).

8. Tennessee School. 1889. "A few years since there was an apparent, if not a real, antagonism between the advocates of the exclusively oral system and those who favored the sign method of teaching" (p. 18). "The Pennsylvania Institution at Philadelphia, one of the best schools in existence, with large experience and excellent teachers, has an average of fifteen pupils in primary grade sign-classes" (p. 26). "In sign or manual schools," etc. (p. 26).

9. North Carolina Institution. 1893. "The oral class should be entirely separate from the Sign Department" (p. 18). "A Normal Department has been established in the National Deaf-Mute College at Washington to train teachers both in the Sign and Oral Methods" (p. 20).

10. Illinois Institution. 1892. "Sign Method" (p. 13). "Both the Sign and Articulation Departments" (p. 15). "Until the year 1868 the Sign-system was the one pursued in this Institution" (p. 93).

11. Georgia Institution. 1892. Quotes in full the Tabular Statement of Schools for 1891 from the *Annals*, but when he uses his own language the principal says, "I have no grounds for supposing that this method will ever supersede the sign-system, as it is called" (p. 11). "The wise teacher, be he oralist or so-called sign-teacher" (p. 12).

15. Wisconsin School. 1891. "The oral system had full recognition, and the utility of Signs was maintained by many able advocates" (p. 121).

16. Michigan School. 1893. "There are two departments, the Sign and Manual-Alphabet, and the Oral Department" (p. 32).

18. Iowa Institution. 1891. "Fourteen of these classes have been

One of the objections urged by Dr. Fay in his letter of November 28 was that the term "Sign-method," though formerly in use, "had not survived." In his letter of January 31 Dr. Fay accepts my correction of this statement, but adds: "I should have said that it is now used much less than formerly, and that it has been to a considerable extent supplanted by the term Manual Method."

However this may be, it is certainly the case that the term "Sign-method" is still in extensive use, and I am prepared to show that to-day it is recognized and used by the majority of the schools of the United States and Canada.

It will not be doubted that the schools of the second and third classes—22 in number—employ the term. I need not, therefore, burden my letter with proofs of that well known fact.

It is important, however, to show that schools of the first class also use the term in designating their own methods. For example, Dr. Noyes says that in his own school, when speech-teaching is decided to be a failure, "then the pupil is taught by the *sign-system*" (Seventh Biennial Report of the Minnesota School, 1892, p. 28); nor is he alone in this.

There are 65 Sign-schools in America (the so-called "Manual" and "Combined" schools of the *Annals*). I have consulted the published Reports of 52 of these, with the following results. (The Reports of the other 13 schools were not accessible to me.)

Twenty-two Reports contain no mention of either "Sign" or "Manual" method, nor is the language used of such a character as to indicate which term is usually employed by the principal to distinguish the method.

Twenty-two Reports speak of Sign-system, sign-method, sign classes, sign-teachers, or sign-department, etc.; and in 8 of these the word "Manual" also occurs.

Eight Reports speak of Manual-system, Manual-method, etc., without any reference to Sign-method.

The investigation shows that out of 87 schools of America, 44 at least (a majority of the whole) recognize and use the term "Sign-method;" 8 schools use "Manual-method" and not "Sign;" and the usage of 35 schools has not been ascertained.

I beg to enclose, in the form of an appendix to this letter, extracts from the published reports of schools, classified in

be simple in character, and as short as possible consistently with clearness and unambiguity. The terms "Oral," "Manual," and "Sign" seem to me to fulfil these conditions, etc.

It is well known that the English language is taught (both in its written and spoken form) in Sign Schools, and that Natural Signs are used both in Manual and Oral Schools; and the objection has been raised that I do not specify these facts in the Resolution; but the acquisition of English (in both its written and spoken forms) is an object common to all schools and all methods, and natural signs are used in every school.

Features that are common to all schools and all methods do not help us to distinguish one class of schools or methods from another—differences alone will do that; we must specify how they *differ* from one another. I submit that this is a fundamental principle of scientific classification. The names, also, by which the classes are distinguished should denote the characteristic points of difference.

I will simply add that usage justifies the proposed terminology. The remaining portion of this letter consists of an elaboration of this statement.

#### *Usage Justifies the Proposed Terminology.*

The schools of the first class are already known as "Sign-schools," and there is no other term in use which comprehends them all.

Sub-groups are distinguished in the *Annals* as "Manual" and "Combined" schools, but the distinction is not real, for the method of instruction in the so-called "Manual" schools *does not differ at all* from that pursued in many of the so-called "Combined" schools. (See my letter of December 8.)

This method is known both as the "Sign-method" and as the "Manual Method." Both names are in current use, but the word "Manual" does not distinguish the schools or methods of the first class from those of the second, whereas the word "Sign" does. The methods pursued by schools of the second class have always been recognized as "Manual," and those of the third class as "Oral."

The Resolution, then, does not propose any new terms. It simply seeks to limit the use of the word "Manual" to schools of the second class, and to distinguish those of the first from those of the second by the word "Sign."

tions, and I replied that I thought that we could accept the change without a formal vote. Now, if Dr. Bell will present his Resolution No. III in such form as he desires, the question before us will be on the adoption of that Resolution. When that is disposed of, we will take up Resolution No. IV. When that is disposed of, we will vote on Dr. Noyes's motion.

Very sincerely yours,

EDWARD ALLEN FAY.

1331 CONNECTICUT AVENUE,

WASHINGTON, D. C., *April 10, 1893.*

Dr. E. A. FAY and Dr. J. L. NOYES.

MY DEAR COLLEAGUES OF THE COMMITTEE: I beg to acknowledge receipt of Dr. Noyes's note of March 30 and Dr. Fay's of April 3.

Dr. Fay says, "Now, if Dr. Bell will present his Resolution No. III in such form as he desires, the question before us will be on the adoption of that Resolution."

I beg to offer Resolution No. III, therefore, in the following amended form for action by the Committee.

*Resolution No. III.*

*Resolved*, The Committee recommend that in the classification to be adopted in the *Annals*—

1. Schools in which the Sign-language is used be termed "Sign Schools;"
2. Schools in which a Manual Alphabet is used to the exclusion of the Sign-language be termed "Manual Schools;" and,
3. Schools in which Speech and Speech-reading are used to the exclusion of both the Sign-language and Manual Alphabet be termed "Oral Schools."

They further recommend that—

1. The methods of instruction pursued in the above-named "Sign-schools" be termed "Sign-methods;"
2. The methods pursued in the above-named "Manual Schools" be termed "Manual Methods;" and,
3. The methods pursued in the above-named "Oral Schools" be termed "Oral Methods."

Arguments in favor of the above Resolution have been so fully stated in my former letters that but little remains for me to say here. Allow me, however, to direct your attention again to the *principle* of classification involved.

In my letter of December 8 I say:

I would urge as a principle of classification that the names adopted should denote the points of *difference* between the schools or methods,

If we conclude to abide by our last vote on Resolutions Nos. II and III, in which we failed to be unanimous, the Committee has accomplished little or nothing. I propose, therefore, that we report as follows: That after months of careful consideration and extended correspondence we report in favor of the present classification, and wait for the developments of the future.

Very respectfully submitted.

J. L. NOYES.

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KENDALL GREEN,

WASHINGTON, D. C., *April 3, 1893.*

Dr. J. L. NOYES and Dr. A. G. BELL.

MY DEAR COLLEAGUES OF THE COMMITTEE: Dr. Bell's letter of March 18 and Dr. Noyes's of March 30 are received.

I am very much surprised at Dr. Bell's statement that he intended his "Resolution No. I" alone, and not all the Resolutions offered by him, as a substitute for what I had proposed. When he said in his letter of December 8, "I now move to amend the Resolution of Professor Fay by substituting for it the following," and then followed with Resolution No. I, Resolution No. II, etc., I supposed they were *all* intended as a substitute for my plan of classification. I should not have voted for Resolution No. I with the understanding that it was intended as a substitute for my plan of classification. (I will call Dr. Bell's attention to the fact that I had not offered any "Resolution" nor submitted to the Committee any "Report;" I had merely proposed a plan of classification which, if it met the approval of the Committee, might be made the basis of a future Report.) However, it is not necessary to discuss our mutual misunderstandings any further; we are all agreed that it will be in order, at the proper time, to move the adoption of my original proposition.

Dr. Noyes in his letter of March 30 makes a motion. The motion is in order, if it is offered as an amendment to Dr. Bell's Resolutions which are now before us; but it seems to me it will be more in accordance with the spirit of Resolution No. I, which we have adopted, and also lead to less confusion and delay, if we consider Dr. Bell's remaining Resolutions before taking up Dr. Noyes's motion. I will therefore ask Dr. Noyes to withdraw his motion until after we have voted on Dr. Bell's Resolutions Nos. III and IV.

Dr. Bell said to me in conversation some time ago that he desired to make some change in one of his remaining Resolu-

You both object to the term "De l'Épée Sign-language," and I have, therefore, in this letter referred to that language simply as "The Sign-language." I think, however, it would be advisable, on account of the loose way in which we are all accustomed to use the words "Signs" and "Sign-language," to prefix some qualifying word to show that we mean a definite and specific form of Sign-language, and not *any* form of Sign-language; for example, those crude forms brought into every school for the deaf by uneducated deaf children. I would have no objection to call it the "Gallaudet Sign-language," or the "American Sign-language." Indeed, I am willing to accept any name that is specific and definite.

If you are not willing to accept the words "the Sign-language" in the limited sense described above, will you please let me know what name you would prefer, and I will accept it and adopt in my Resolution.

Yours very sincerely,

ALEXANDER GRAHAM BELL.

P. S.—I beg to submit for your consideration—

*Another Amended Form of Resolution No. II.*

*Resolved,* The Committee recommends the division of the existing schools into three broad varieties, as follows :

1. Schools in which the Sign-language is used.
2. Schools in which a Manual Alphabet is employed, and the Sign-language not used.
3. Schools in which Speech and Speech-reading are employed, and the Sign-language and Manual Alphabet not used.'

A. G. B.

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FARIBAUT, MINN., *March 30, 1893.*

DRS. FAY and BELL.

MY DEAR COLLEAGUES OF THE COMMITTEE: The communication of Dr. Bell of the 18th, addressed to Dr. Fay and myself, is received. I have read and reread; have also read my former communications on the topic. I am ready to change my mind in regard to the importance of changes of classification, after the somewhat prolonged correspondence on the subject.

There are difficulties in the way, and points of discrimination in Dr. Fay's list of methods as contained in the last *Annals*, which I did not fully appreciate or understand when I commenced discussing the subject of classification. I am ready to lay down my pen and agree to accept the classification as given in the last *Annals*, and say that the Committee are unable to find any terminology that is preferable to that contained in the last January issue of the *Annals*.

I; and this was adopted by the Committee, thus disposing of the matter. The Committee then found themselves without any basis of classification upon which they could all agree; and my second Resolution attempted to establish such a basis. Until we *have* established such a basis is it worth our while taking up minor details of classification which are necessarily subordinate to, and dependent upon, the nature of the basis adopted? The importance of my second Resolution, therefore, justifies me, I think, in requesting the members of the Committee to consider it *upon its merits* and not reject it upon mere verbal grounds.

Had any objection been raised to the *basis* proposed I would at once have acquiesced in the decision of the majority, but as matters stand I am unwilling to do this until I am convinced that no change involving phraseology alone will overcome the objections of the majority. Of course, the phraseology of Resolution No. III is based upon that of Resolution No. II. It is important, therefore, for me to know what changes, if any, will obviate your objections, so that I may amend the phraseology of Resolution No. III to correspond before it is actually voted upon. Would you be willing to accept Resolution No. II in the following amended form? If not, may I consider the *phraseology* at least unobjectionable, so that by adopting it in Resolution No. III that Resolution may be considered upon its merits and not be rejected upon verbal grounds?

*Amended Form of Resolution No. II.*

*Resolved*, The Committee recommends the division of the existing schools into three broad varieties, as follows:

1. Schools in which the Sign-language is used.
2. Schools in which a Manual Alphabet is used to the exclusion of the Sign-language.
3. Schools in which Speech and Speech-reading are used to the exclusion of both the Sign-language and Manual Alphabet.

You have both pointed out, very truly, that natural signs are employed in all the schools, and you have argued from this that the Sign-language is used in all the schools to a greater or less extent (Fay, November 28; Noyes, March 10.) I beg to remind you, however, that I have employed the term "the Sign-language" in its ordinary and usual sense, which obviates the objection. For example, Resolution No. II first appeared in my letter of December 8, and in that same letter I defined the sense in which I used this term as follows:

In case Dr. Fay should desire at some future time to move again the adoption of his original proposition, I beg to point out the fact that my second Resolution, so far from being a "substitute" for his own, is not even inconsistent with it. He could vote in favor of both propositions with perfect propriety. For example, his "Manual" and "Combined" schools constitute my Class I (schools which permit the use of the Sign-language), forming sub-groups within that class; his "Manual Alphabet" variety constitutes Class II, and his "Oral" variety Class III.

It would seem from the fact that Dr. Fay and Dr. Noyes both voted in favor of my first Resolution that Dr. Fay is mistaken in supposing that there was any antagonism between my "substitute" and the Report originally proposed by himself. What are the facts in the case? My "substitute Report" (Resolution No. I) simply says that while the Committee recognize the advisability of a change in the mode of classification adopted in the *Annals*, still, "as the subject is of very great importance, they deem it wise to refrain at present from any definite expression of opinion as to the character of the changes to be recommended, so that they may have an opportunity for full interchange of views before adopting a final Report," etc. (See my letter of December 8 and Dr. Fay's of February 20.) If there is no antagonism I fail to see what ground there is for refusing this "full interchange of views."

My second Resolution has been voted down without any objection to the *substance* of the Resolution itself, but only to the way in which it is expressed. (See letter of Dr. Noyes of March 10.) Surely I make a reasonable request when I ask the dissenting members of the Committee to state how they prefer to have it expressed, and to give me an opportunity of accepting the amended phraseology before they finally decide to reject the Resolution altogether.

The action of the Colorado Conference in creating this Committee imposes upon us, I think, some obligation to help one another, and *endeavor*, at least, to arrive at unanimous results.

Allow me to recapitulate. The basis of classification proposed in my Colorado Address having been disapproved of by the majority of the Committee, Dr. Fay moved the adoption of his Report. I then moved to substitute my Resolution No.

Fay voted in the negative. In my last letter (March 6) I offered to reconsider my vote so as to render the decision of the Committee unanimous if you could satisfy me that any reason exists "why the existing schools should *not* be divided into the three broad varieties specified in the Resolution." As no answer has been given to this specific question, I am unable to find any grounds for changing my vote.

Your objections, so far as I understand them, relate exclusively to matters of phraseology. For example, Dr. Noyes says (letter of March 10) that it is the "wording of the Resolution" to which he objects. Why, then, will he not kindly tell me how he would like to have it worded? Instead of rejecting the Resolution *in toto*, why not help me to word it better? I had no idea that any one would object to the mere statement of the fact that certain schools "reject" the sign-language. We cannot help the fact; but if Dr. Noyes does not like the word "reject," why not suggest a change in the phraseology? I had no intention of using a term that could give offence to any honest believer in the value of the sign-language.

Dr. Fay says (letter of March 13):

Dr. Bell intimates that, if the Resolution in its present form was not satisfactory, we ought to have tried to make it so by amendment. I do not agree with him. In my letter of November 28 I proposed a plan of classification which I hoped we could all agree upon, and Dr. Noyes in his letter of January 16 expressed his approval of substantially the same plan. Dr. Bell, however, dissented, and offered these Resolutions as a substitute.

I interrupt the quotation for a moment to point out the fact that "Resolution No. I" alone formed the substitute for Dr. Fay's Report.

Dr. Fay goes on to say:

If the majority of the Committee, after hearing all that Dr. Bell has to say in favor of his plan of classification, are still of the opinion that their plan is preferable, I think the best way to reach a conclusion is to vote against the substitute, and adopt the original proposition.

In reply to this I would merely remark that the Committee have already adopted my substitute by a unanimous vote. (See Dr. Fay's announcement of the decision in his letter of February 27.) Resolution No. I was specifically presented to the Committee as a Report to be given to the profession through the columns of the *Annals* in place of the Report suggested by Dr. Fay. (See my letter of December 8.)

Dr. Bell intimates that, if the Resolution in its present form was not satisfactory, we ought to have tried to make it so by amendment. I do not agree with him. In my letter of November 28 I proposed a plan of classification which I hoped we could all agree upon, and Dr. Noyes in his letter of January 16 expressed his approval of substantially the same plan. Dr. Bell, however, dissented, and offered these Resolutions as a substitute. If the majority of the Committee, after hearing all that Dr. Bell has to say in favor of his plan of classification, are still of the opinion that their plan is preferable, I think the best way to reach a conclusion is to vote against the substitute and adopt the original proposition.

Very sincerely yours,

EDWARD ALLEN FAY.

1331 CONNECTICUT AVENUE,

WASHINGTON, D. C., *March 18, 1893.*

Dr. E. A. FAY and Dr. J. L. NOYES.

MY DEAR COLLEAGUES OF THE COMMITTEE: Dr. Noyes's letter of March 10 and Dr. Fay's of March 13 received. Allow me to thank you for these courteous responses to my note of March 6. I am only sorry that neither of you replied to the specific point upon which I desired information. Dr. Fay says (letter of March 13):

As chairman of the Committee, I suppose it is my duty, strictly speaking, to rule that all this discussion of a resolution that has been passed upon is out of order; but as our only aim is to arrive at a satisfactory conclusion, and as this discussion applies equally to Resolution No. III, which is now properly before us, the point of order need not be insisted upon.

I thank Dr. Fay for this mark of his consideration, and gladly avail myself of his permission to make a few remarks concerning Resolution No. II. This Resolution reads as follows (Fay, February 20):

*Resolution No. II.*

*Resolved*, The Committee recommends the division of the existing schools into three broad varieties, as follows:

1. Schools which permit the use of the Sign-language.
2. Schools which use the Manual Alphabet, rejecting the Sign-language.
3. Schools which use Speech and Speech-reading, rejecting both the Sign-language and the Manual Alphabet.

My vote was cast in the affirmative, and Dr. Noyes and Dr.

dividing line between "the natural signs" used by the pure oralists, and the sign-language, founded on nature, used in combined schools? Nearly the same objection is made by implication in regard to the Manual Alphabet, which to the great majority of the deaf takes the place of the tongue. In this view, the Resolution reflects upon the pure manual and the combined schools.

In brief, the above explains my objections to the second Resolution of Dr. Bell.

Very respectfully and truly yours,

J. L. NOYES.

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KENDALL GREEN, *March 13, 1893.*

Dr. J. L. NOYES and Dr. A. G. BELL.

MY DEAR COLLEAGUES OF THE COMMITTEE: Dr. Bell's letter of the 6th and Dr. Noyes's of the 10th inst. are received.

I am still of the opinion that my objections to Resolution No. II have been stated with sufficient fulness in previous letters, and I am not willing to burden this correspondence (which has already grown to such a length that I fear the profession will be discouraged from reading it if published) with unnecessary repetitions. I will, however, in answer to Dr. Bell's request, refer him to the following paragraphs in my former letters, which contain objections to the plan of classification proposed by that Resolution:

1. Letter of October 22, paragraph beginning "2. You propose that these 'be further divided.'"

2. Letter of November 28, paragraphs beginning (1) "Dr. Noyes in his letter expresses the belief;" (2) "Thus far I have spoken only of the language employed in the school-room;" (3) "Dr. Bell asserts that 'Sign-methods' of instruction teach the sign-language to the deaf."

3. Letter of January 31, paragraphs beginning (1) "Another objection to this Resolution is its failure to recognize;" (2) "I am willing to accept Dr. Bell's first amendment to the *Annals* definition of the Oral Method."

As chairman of the Committee, I suppose it is my duty, strictly speaking, to rule that all this discussion of a resolution that has been passed upon is out of order; but as our only aim is to arrive at a satisfactory conclusion, and as this discussion applies equally to Resolution No. III, which is now properly before us, the point of order need not be insisted upon.

describe the three varieties in a more satisfactory manner. This is what I did in my letter of February 7, as the following passage shows:

After correcting an error of statement into which he had fallen, I say:

The other objections to this resolution, urged by Dr. Fay, seem to be chiefly of a verbal character, and may be summed up in the statement that he does not think the description of the three varieties is full enough. He does not seem to object to anything I have said in this Resolution, but only to what I have not said. It should be possible, therefore, by suitable amendment of the phraseology, to make the Resolution acceptable.

No such amendment has been offered; and until it has been, and has been rejected by me, I fail to see that any reason has been advanced to justify the rejection of the Resolution.

If the matter were of slight importance I would not trouble you about it at all. I beg to direct your attention, however, to the fact that the Resolution seeks to establish a *basis for classification*. If we cannot agree upon a basis, we certainly cannot agree upon details!

In order to render my inquiry specific I now request Dr. Noyes and Dr. Fay to give a reason why the existing schools should *not* be divided into the three broad varieties specified in the Resolution.

If you can satisfy me that any reason exists I shall be most happy to reconsider my vote so as to render the decision of the Committee unanimous.

Yours very sincerely,

ALEXANDER GRAHAM BELL.

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FARIBAULT, MINN., *March 10, 1893.*

DRS. BELL and FAY.

MY DEAR COLLEAGUES OF THE COMMITTEE: Replying to Dr. Bell's communication of the 6th, I desire to say: It is with regret that I cast my vote against his Resolution, but my own honest convictions compel me to do it.

The wording of the Resolution conveys to my mind the idea of an evil thing to be despised and "*rejected*" by the deaf, whereas the sign-language (that evil thing), *has been* and *is* an unspeakable blessing to them. Moreover, it reflects on the pure oral schools also, in which natural signs, or pantomimes, as they are sometimes called, *are* employed to a limited extent with the new pupils. Now, who will show us the exact

1331 CONNECTICUT AVENUE,

WASHINGTON, D. C., *March 6, 1893.*

Dr. E. A. FAY and Dr. J. L. NOYES.

MY DEAR COLLEAGUES OF THE COMMITTEE: I beg to acknowledge receipt of Dr. Noyes's communication of February 24, and Dr. Fay's note of February 27.

Before we pass on to the consideration of my third Resolution I should feel very much obliged if you could give me some further information concerning the reasons that have led you to reject my second Resolution. That Resolution reads as follows (see Dr. Fay's letter of February 20):

\* *Resolution No. II.*

*Resolved*, The Committee recommends the division of the existing schools into three broad varieties, as follows:

1. Schools which permit the use of the Sign-language.
2. Schools which use the Manual Alphabet, rejecting the Sign-language.
3. Schools which use Speech and Speech-reading, rejecting both the Sign-language and the Manual Alphabet.

After a careful perusal of all your letters, I find myself unable to understand your reasons for rejecting this proposition.

Dr. Noyes has simply voted "*No*" without stating his objections. Dr. Fay has also voted in the negative without having raised any objection to the division of the existing schools into the three broad varieties specified in the Resolution. No contention has been made that any school exists which is not included within one or the other of these three varieties. I am quite at a loss, therefore, to understand why this Resolution should have been voted down.

Professor Fay's objections, so far as I understand them, relate specifically to the "description" of the three varieties, and not to the varieties themselves; for example, under the head of "Resolution No. 2," in his letter of January 31, Professor Fay says that the "description" does not seem to him "to describe the three classes proposed with equal fairness nor with sufficient fulness and precision." This seems to be his sole objection, for the rest of his argument consists of illustrations of the statement just quoted.

I respectfully submit that this objection is not a sufficient reason for rejecting the Resolution; on the contrary, it affords a reason why I should call upon Professor Fay to *help me to*

full interchange of views before adopting a final Report. The Committee are unanimously of the opinion that all schools for the deaf which have the right of representation in the Conference of Superintendents and Principals have the right to vote upon the recommendations of the Committee under the Resolution of the Colorado Conference.

*Resolution No. II.*

*Resolved*, The Committee recommends the division of existing schools into three broad varieties, as follows:

1. Schools which permit the use of the Sign-Language.
2. Schools which use the Manual Alphabet, rejecting the Sign-Language.
3. Schools which use Speech and Lip-Reading, rejecting both the Sign-Language and the Manual Alphabet.

Very respectfully and truly yours,

J. L. NOYES.

—  
KENDALL GREEN,

WASHINGTON, D. C., *February 27, 1893.*

Dr. J. L. NOYES and Dr. A. G. BELL.

MY DEAR COLLEAGUES OF THE COMMITTEE: Dr. Noyes's letter of the 24th instant is received.

My vote is the same as Dr. Noyes's, viz., in the affirmative on the first Resolution and in the negative on the second. My reasons have been sufficiently stated in previous letters.

The first Resolution is adopted, the second is not adopted.

The question is now on the adoption of Dr. Bell's third Resolution, viz:

*Resolution No. III.*

That the Committee recommend that in the classification to be adopted in the *Annals*--

(1) Schools which permit the use of the Sign-language be termed "Sign-schools";

(2) Schools which reject the Sign-language, but permit the use of the Manual Alphabet, be termed "Manual Schools," and

(3) Schools which reject both the sign-language and the manual alphabet, relying upon speech and writing as the means of communication, be termed "Oral Schools," and,

(1) That the methods of instruction pursued in the above-named "Sign Schools" be termed "Sign Methods;";

(2) The methods pursued in the above-named "Manual Schools" be termed "Manual Methods," and,

(3) The methods employed in the above named "Oral Schools" be termed "Oral Methods."

The Resolution is open for further discussion, if desired; if not, please vote. Dr. Bell's turn comes next.

Yours very truly,

EDWARD ALLEN FAY.

*Resolution No. II.*

*Resolved*, The Committee recommends the division of the existing schools into three broad varieties, as follows :

1. Schools which permit the use of the Sign-language.
2. Schools which use the Manual Alphabet, rejecting the Sign-language.
3. Schools which use Speech and Speech-reading, rejecting both the Sign-language and Manual Alphabet.

Yours very truly,

EDWARD ALLEN FAY.

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1331 CONNECTICUT AVENUE,  
WASHINGTON, D. C., *February 21, 1893.*

Dr. E. A. FAY and Dr. J. L. NOYES.

MY DEAR COLLEAGUES OF THE COMMITTEE: I beg to acknowledge receipt of Dr. Noyes's note of February 17 and Dr. Fay's communication of February 20.

There is nothing further for me to say, as Dr. Fay, as chairman, has replied specifically to Dr. Noyes's inquiry.

Yours very truly,

ALEXANDER GRAHAM BELL.

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MINNESOTA SCHOOL FOR THE DEAF,  
FARIBAULT, MINN., *February 24, 1893.*

Dr. E. A. FAY and Dr. A. G. BELL.

MY DEAR COLLEAGUES OF THE COMMITTEE: I have before me Dr. Fay's communication of the 20th, and Dr. Bell's of the 21st inst. In reply to these I beg leave to say: I regard the amendments to the Resolutions offered by Dr. Bell as already adopted, and as to the following Resolutions, to the first one offered by Dr. Bell I give my vote cordially in the affirmative. To Resolution No. II I must give my vote in the negative.

The Resolutions are here given in full as stated by the chairman in order that there may be a clear understanding as to what I am voting upon.

*Resolution No. I.*

*Resolved*, That the Committee are unanimously of the opinion that a change in the mode of classifying methods of instruction in the *Annals* is advisable in the direction of simplicity and the adoption of three or four general terms that would cover the various schools in America; but, as the subject is of very great importance, they deem it wise to refrain at present from any definite expression of opinion as to the character of the changes to be recommended, so that they may have an opportunity for

MINNESOTA SCHOOL FOR THE DEAF,  
FARIBAULT, MINN., *February 17, 1893.*

Dr. E. A. FAY and Dr. A. G. BELL.

MY DEAR COLLEAGUES OF THE COMMITTEE: If I understand aright, the next step for the members of the Committee to take is to vote. In order that I may clearly understand the matter and vote intelligently, may I ask you both, or the chairman, to state without note or comment the Resolution or Resolutions on which I am expected to vote?

An early reply to this request will oblige

Yours very truly,

J. L. NOYES.

KENDALL GREEN,  
WASHINGTON, D. C., *February 20, 1893.*

Dr. J. L. NOYES and Dr. A. G. BELL.

MY DEAR COLLEAGUES OF THE COMMITTEE: I have received Dr. Bell's letter of February 7 and Dr. Noyes's of February 17.

In reply to Dr. Noyes's inquiry, I will say that the question before us is the adoption of the Resolutions offered by Dr. Bell. In his letter of February 7 Dr. Bell proposed certain amendments to his Resolutions Nos. I and II, and suggested that we dispose of these Resolutions before passing on to the others. I think we may accept his suggestion and regard his amendments to the Resolutions as adopted without a formal vote; so that the question now before us is on the adoption of Resolutions Nos. I and II in their amended form, as they are stated in Dr. Bell's letter of February 7. These Resolutions are:

*Resolution No. I.*

*Resolved*, That the Committee are unanimously of the opinion that a change in the mode of classifying methods of instruction in the *Annals* is advisable in the direction of simplicity and the adoption of three or four general terms that would cover the various schools in America; but, as the subject is of very great importance, they deem it wise to refrain at present from any definite expression of opinion as to the character of the changes to be recommended, so that they may have an opportunity for full interchange of views before adopting a final Report. The Committee are unanimously of the opinion that all schools for the deaf which have the right of representation in the Conference of Superintendents and Principals have the right to vote upon the recommendations of the Committee under the Resolution of the Colorado Conference.

blance, it would be manifestly improper, I think, to insert in this Resolution features that are common to all schools, or details concerning each class, which do not serve to distinguish schools of that class from those of the others. In framing this Resolution we are acting as a Commission to settle disputed boundaries between contiguous territories, and while acting in this capacity we should have nothing to do with the interior features of the territories we lay out, but only run the lines that separate them. After we have settled these necessary preliminaries we can proceed to survey the territories in detail, and describe all that we find therein.

The description of the first and second varieties of school satisfies my judgment as definite, specific, terse, and to the point, and as a true statement of the characteristic features of the groups. I am not so well satisfied with the description of the third group. It is certainly characteristic of these schools (third class) that speech and writing are used to the exclusion of the Sign-language and the Manual Alphabet. It is also true, however, that "writing" is a means of communication common to all methods and all schools; and it is not, perhaps, a specially characteristic feature of schools of the third class, as it generally occupies only a subordinate position among the means of instruction employed. I therefore beg leave to amend the description of the third variety of schools by striking out the word "writing," and substituting "speech-reading." The use of speech-reading, I think, is specially characteristic of the third class.

I beg leave, therefore, to submit the Resolution to you in the following amended form:

*Resolved*, The Committee recommends the division of the existing schools into three broad varieties as follows:

1. Schools which permit the use of the Sign-language.
2. Schools which use the Manual Alphabet, rejecting the Sign-language.
3. Schools which use Speech and Speech-reading, rejecting both the Sign-language and the Manual Alphabet.

Let us dispose of this Resolution as quickly as possible, and then pass on to the other Resolutions.

Yours very sincerely,

ALEXANDER GRAHAM BELL.

In speaking of the class of schools in which the use of the Sign-language and the Manual Alphabet is permitted to a greater or less extent, including cases in which "the education of pupils is carried on wholly by speech and speech-reading," he says: "I do not at all agree with Dr. Bell that the difference between schools of this class and those in which no instruction in speech is given is so slight that they should all be grouped under one heading."

The statement in my letter of December 8 to which he alludes had reference specifically to schools in which speech was "*not* used as a means of instruction" (Combined A). My exact words were as follows:

There is no difference of *method* between the so-called "Manual" and "Combined A" schools, and they should therefore be grouped together under one head. The difference between a school giving special training in articulation to a few of its pupils (Combined A) and a school giving special training to none of them (Manual)—*where the speech is not used as a means of instruction*—is surely too slight to warrant the retention of the present "Manual" as a distinct class of school different from the other, especially when a really distinct variety of school exists without any suitable name, to which the term "Manual" would be peculiarly appropriate.

In the present Resolution the class of schools referred to by Dr. Fay are grouped together under one head, not because the differences between them are slight, but because they all possess a characteristic feature in common which differentiates them as a class from other schools, viz., they all permit the use of the sign-language.

The other objections to this Resolution urged by Dr. Fay seem to be chiefly of a verbal character, and may be summed up in the statement that he does not think the description of the three varieties is full enough. He does not seem to object to anything I have said in this Resolution, but only to what I have not said. It should be possible, therefore, by suitable amendment of the phraseology to make the Resolution acceptable.

In defining broad classes I think we should adopt the principle of describing differences rather than likenesses, and that is what I intended to do in my letter of December 8, in the second Resolution. Resemblances do not aid us *in distinguishing one class from another*.

While I have no objection—and indeed think it would be a very proper thing—to point out, somewhere, points of resem-

further remarks on these Resolutions, please do so; if not, please vote on them. Dr. Bell has the floor.

Very truly yours,

EDWARD ALLEN FAY.

1331 CONNECTICUT AVENUE,  
WASHINGTON, D. C., *February 7, 1893.*

Dr. E. A. FAY and Dr. J. L. NOYES.

MY DEAR COLLEAGUES OF THE COMMITTEE: I desire to acknowledge receipt of Dr. Noyes's letter of January 16 and of Dr. Fay's communication of January 31.

Dr. Fay says: "The question before the Committee is on the adoption of Dr. Bell's Resolutions. If either of you desire to make any further remarks on these Resolutions, please do so; if not, please vote on them. Dr. Bell has the floor."

As there are four of these Resolutions, I propose that we take them up one by one, and dispose of them seriatim.

*Resolution No. I.*

As the January number of the *Annals* has already appeared, I beg leave to amend the Resolution by striking out the paragraph referring to that issue of the *Annals*, so as to make the Resolution read as follows:

*Resolved*, That the Committee are unanimously of the opinion that a change in the mode of classifying methods of instruction in the *Annals* is advisable in the direction of simplicity and the adoption of three or four general terms that would cover the various schools in America; but as the subject is of very great importance, they deem it wise to refrain at present from any definite expression of opinion as to the character of the changes to be recommended, so that they may have an opportunity for full interchange of views before adopting a final Report. The Committee are unanimously of the opinion that all schools for the deaf which have the right of representation in the Conference of Superintendents and Principals have the right to vote upon the recommendations of the Committee under the Resolution of the Colorado Conference.

From Dr. Fay's letter of January 31 I judge that the Resolution as thus amended will meet with his full approval, and I trust that Dr. Noyes also may see fit to endorse it. Considering, therefore, this Resolution as settled, I pass on to the next.

*Resolution No. II.*

Before replying to Dr. Fay's objections concerning this Resolution, I desire to correct an error of statement into which he has fallen.

munication, but ignores the fact that those of the first and second classes also use writing and in some cases speech for that purpose. It says that schools of the third class reject the Sign-language, and does not admit that they use signs at all.

Another objection to this Resolution is its failure to recognize the fact that there is a class of schools in which, while the use of the sign-language and the manual alphabet is permitted to a greater or less extent, the importance of speech and speech-reading is recognized, those branches are taught (so far as circumstances permit) where the measure of success seems likely to justify the labor expended, and in some cases the education of the pupils is carried on wholly by speech and speech-reading. The number of schools in America belonging to this class far exceeds that of all the other classes put together, and their existence should not be ignored. I do not at all agree with Dr. Bell that the difference between schools of this class and those in which no instruction in speech is given is so slight that they should all be grouped under one heading.

*Resolution No. III.*

My objections to the second Resolution apply to this also. Other objections are so fully stated in my letter of November 28 that I need not dwell upon them here.

*Resolution No. IV.*

I am willing to accept Dr. Bell's first amendment to the *Annals* definition of the Oral Method, so far as it relates to the manual alphabet, but (as explained in my letter of November 28) I do not think it would be truthful to say that the sign-language is discarded altogether. On the other hand, I do not wish to assert in the definition that the sign-language is used. It is sufficient to say (and I am sure no candid oral teacher can object to the statement) that signs are used as little as possible.

I have no objection to the second part of the fourth Resolution, relating to auricular instruction, but I think it would be better to make the proposed statement with respect to the schools in general and not limit it to the Oral schools. Probably more auricular instruction is given in the Combined-System schools than in the Oral schools.

The question now before the Committee is on the adoption of Dr. Bell's Resolutions. If either of you desire to make any

forcibly presented by Dr. Bell. While I agree with him that the classification and nomenclature at present in use are not perfect, I think that they are better than any others that have been proposed, and that they should be retained, with the modifications suggested in my letter of November 28.

The Resolutions offered by Dr. Bell in his letter of December 8, bring the subject before us for action more formally than it has been hitherto. I will confine my further remarks in this letter to those Resolutions.

*Resolution No. I.*

This Resolution covers three or four distinct points:

1. To the first, viz., that a change in the direction of simplicity and the adoption of three or four general terms is advisable, I agree.

2. I also agree that there should be an opportunity for full interchange of views before adopting a final Report.

3. The next point relates to the last January number of the *Annals*, for which the form of the statistics was already decided upon when Dr. Bell's letter, dated December 8, arrived. I did not consider that the Committee was responsible in any way for the statistics of that number. Until the Committee has made its Report and the Report has been acted upon by the institutions, the responsibility remains where it was before the Committee was appointed.

4. With the final part of this Resolution, viz., that all schools having the right of representation in the Conference should have the right to vote on the recommendations of the Committee, I fully agree. It had not occurred to me that any other construction could possibly be placed upon the Resolution of the Conference, except with reference to the Canadian schools.

For the first Resolution, then, except the part (3) relating to the last number of the *Annals*, I am ready to vote in the affirmative.

*Resolution No. II.*

This Resolution recommends the division of existing schools into three varieties "described above." Referring to the description above, it does not seem to me to describe the three classes proposed with equal fairness nor with sufficient fullness and precision. For instance, it says that schools of the third class rely upon speech and writing as a means of com-

Committee as fully as he might deem proper, and I regret that, in asking you to send copies of your replies to each other, I neglected to request specifically that Dr. Noyes should await Dr. Bell's reply. I thought the order of our correspondence was fully understood.

I accept Dr. Bell's correction of the statement in my letter of November 28, that the term "Sign method" has not survived. I should have said that it is now used much less than formerly, and that it has been to a considerable extent supplanted by the term "Manual method."

I appreciate the force of Dr. Bell's first objection to the term Combined System, viz., that it is lacking in precision, but the same objection exists to all the terms that have been proposed as a substitute. The only way we can obtain more precision is by some such subdivisions as my old A, B, C classification, or by some such classification as Dr. Bell's "Oral Sign-method," "Manual Sign-method," "Oral Manual-method," etc. Of the two I think my plan is preferable, but perhaps this is only the undue partiality of a parent for his own offspring. I have consented to sacrifice my offspring out of deference to the judgment of the Committee and of the profession generally. It seemed to me at Colorado Springs, from the acquiescence of the Conference in Dr. Bell's criticism of my A, B, C classification, and from my conversation with individuals, that the profession in general does not care for such minute subdivisions. I gave them up the more readily since the changes proposed in my letter of November 28, and adopted provisionally in the last number of the *Annals*, remove to a great extent the necessity for subdivision which in my judgment formerly existed.

If Dr. Bell's other objection to the term "Combined System," viz., that it is "open to the charge of deceiving the public," were well founded, of course no honorable person would wish to employ it. It does not seem to me that the objection is well founded. The meaning of the term as applied to the instruction of the deaf is clearly and truthfully defined in the *Annals*, and the precise facts with respect to every school are fully stated; I do not see how any intelligent parent or any other person interested, who takes the least pains to ascertain the truth, can be misled in the slightest degree.

I have given careful consideration to all the arguments so

Springs, to wit: "That I should expect you two gentlemen to confer together and agree upon the terms of our Report, and if I could be of service to you I shall be glad to aid you." In this view I have not made a thorough study of the subject as I might otherwise have done. I had so much confidence in your ability that I did not consider it necessary for me to give much thought to the classification.

I shall now try briefly to give you my idea, hoping it may substantially meet your approval. I am in favor of brevity and simplicity. I advise retaining the terms "Oral, Manual, and Combined Systems" and dropping the "A, B, C" modifications as they have been used in the *Annals*. The term *Auricular*, as applied to one or more schools, is not objectionable, provided it does not cover too much ground. I know of no American institution that can be called an *Auricular* school in the sense that the Western New York School can be called *Manual*, and yet there are schools that do more or less *aural* work. This ought to be recognized and acknowledged in some appropriate way; just the best phraseology to use in doing this I am not clear in my own mind. It seems to me that the classification used above is sufficient, and has been used so often by our best writers and speakers, and is so familiar in the profession, that we cannot do better than adopt it as the sense of the Committee. Hoping we can make a unanimous Report through the *Annals* at an early day, I remain,

Yours truly,

J. L. NOYES.

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KENDALL GREEN,

WASHINGTON, D. C., January 31, 1893.

Dr. J. L. NOYES and Dr. A. G. BELL.

MY DEAR COLLEAGUES OF THE COMMITTEE: I have received Dr. Bell's letter of December 8, and Dr. Noyes's letter of January 16.

My letter of November 28 seems to have been misunderstood in one respect. While suggesting, as a substitute for Dr. Bell's plan of classification, one on which I hoped we might all agree, I did not intend to offer that as a final Report, nor to call for a vote without further discussion, nor to request Dr. Noyes to vote without awaiting Dr. Bell's reply. I desired the subject to be discussed by each member of the

school for the deaf by uneducated deaf children. I would have no objection to call it the "Gallaudet Sign-language" or the "American Sign-language." Indeed, I am willing to accept any name that is specific and definite.

Whatever "Signs" may be employed in the so-called "Oral Schools," they certainly do not permit the use of the De l'Épée language of signs. This is all that is necessary to assert in support of the scheme of classification presented in this letter, and I am sure the statement will not be questioned by any member of this Committee.

No one denies that "Natural signs" are employed in every school, if by that term you mean signs like those employed by ordinary hearing and speaking persons. Such signs are common to all languages. They belong just as much to English as to the Sign-language. The use of such signs, therefore, is perfectly consistent with the claim made by Oral teachers that they use English and English alone in the instruction of their pupils. I agree with Professor Fay that many of the signs employed by deaf children when they first enter an Oral school are just as truly "conventional" as any of the signs of the De l'Épée Sign-language. I am sure, however, he is mistaken in his assertion that in Oral schools such signs are ever used "as a means of instruction."

However, the matter is of no consequence to the scheme of classification we are now considering, and, however interesting it might be to discuss the question here, my experience of such discussions assures me that they are generally profitless because the disputants are not agreed upon the meaning of the words they employ. For example, I heard Dr. Gillett upon one occasion triumphantly declare that the movements of the lips were "Signs" to the deaf, from which he argued that Oral schools *did use Signs*.

Might it not be a matter of importance to the profession to have this Committee include within the scope of its labors the definition of the terms employed in describing methods of instruction?

Yours very sincerely,

ALEXANDER GRAHAM BELL.

MINNESOTA SCHOOL FOR THE DEAF,

FARIBAULT, MINN., *January 16, 1893.*

Dr. E. A. FAY and Dr. A. G. BELL.

DEAR COLLEAGUES OF THE COMMITTEE: You may recall what I said to you while with you at the Conference in Colorado

I have just looked over your letters again in order to see whether I have failed to refer to any matters of consequence.

I acquiesce in the decision that the classification of "Schools" as well as "Methods of Instruction" shall be considered as within the scope of our inquiry; but I consider the latter subject to be of primary importance.

I consent to the publication of this correspondence through the columns of the *Annals* when and in such manner as seems best to Professor Fay.

The American Association to Promote the Teaching of Speech to the Deaf desires statistics concerning the number of pupils with whom speech is used as a means of instruction, and statistics concerning the number who are merely taught articulation as an accomplishment.

Professor Fay says that the term "Manual Method" was first used by the late Rev. H. W. Syle in 1873, and that "the terms previously in use, and various substitutes since proposed, as 'French,' 'De l'Épée,' 'Natural,' 'Sign,' 'Silent,' have not survived." In one respect he is certainly mistaken; the term "Sign-method" still survives. Indeed, I am of the opinion that at the present time the so-called "Manual" and "Combined" schools are more often termed "Sign-schools" than either "Manual" or "Combined" by teachers in ordinary conversation.

I notice some points of verbal criticism to which I have not replied, but I think it is hardly worth our while discussing them in the Committee. Let others quarrel over the question whether the Sign-language is or is not "*taught*" in Sign schools. I fail to see what bearing it has upon the subject of our inquiry, "The Classification of Methods of Instruction." I have amended my phraseology, however, in accordance with the objection, and I trust no one will dispute the accuracy of the statement that there are schools which "permit the use" of the Sign-language.

You both object to the term "De l'Épée Sign-language," and I have, therefore, in this letter referred to that language simply as "the Sign-language." I think, however, it would be advisable, on account of the loose way in which we are all accustomed to use the words "Signs" and "Sign-language," to prefix some qualifying word to show that we mean a definite and specific form of Sign-language, and not *any* form of Sign-language—for example, those crude forms brought into every



Next, in regard to varieties of what I term the "Manual Method."

In one "Manual school"—the Cincinnati Notre Dame School—an Oral class exists (Combined BD). I understand from the *Annals* (vol. xxxvii, p. 71) that in this case both the Sign-language and the Manual Alphabet are discarded altogether in the school-room, the method of instruction conforming to the methods employed in Oral schools. One essential feature of the Oral Method, however, is violated: the pupils are permitted to use a Manual Alphabet when not actually in the school-room; but they are not permitted the use of the Sign-language.

This is not the Oral Method, but only an Oral variety of the Manual Method. If you want a specific name for it, call it the Oral Manual-Method.

In the manual department of this school, as in the Western New York Institution, the Sign-language is discarded altogether, and the Manual Alphabet is used as the means of instruction (Combined D).

This is the Manual Method, or "Pure Manual." I have heretofore called it "The Manual-alphabet Method," but Sign-schools also use the Manual Alphabet. The word "Manual" alone is shorter, better adapted for current use, and more easily combined with other words to denote varieties. "The Manual Method," or "Pure Manual," fits the case completely, and is consistent with the rest of the scheme proposed.

This concludes a description of all the important sub-varieties of methods of instructing the deaf which are actually in use in American schools.

Dr. Noyes says (note of November 19), "Simplify the classification," and again, "Why not fix on three or four general terms that would cover the various schools in America?"

I think that the modified scheme of classification suggested above meets the requirements of Dr. Noyes. The general terms employed are only three in number, viz., "Oral," "Manual," and "Sign." The classification is based upon the use or disuse of the Sign-language and Manual Alphabet *in toto* for the main divisions, and their use or disuse *in the school-room* for the sub-varieties.

This classification recognizes only one "Oral Method," two varieties of "Manual Methods," and three varieties of "Sign-Methods."

which may be noted the number of pupils in each school who are taught articulation as an accomplishment, without speech being used as a means of instruction. Don't let schools that do no more than this for speech figure in the *Annals* as either "Eclectic" or "Combined" under any classification.

In some Sign schools, *i. e.*, schools that permit the use of the Sign-language, Oral classes exist (Combined B). The Sign-language and Manual Alphabet are discarded altogether from the school-room, and the methods of instruction conform very closely to the methods employed in Oral schools. This is not the Oral Method, however, for conditions claimed by the oralists as essential to the success of their method are violated. The pupils are permitted to use both the Sign-language and the Manual Alphabet when not actually in the school-room, and religious instruction is given to them in chapel by means of signs.

This is not the Oral Method, but only an Oral variety of the Sign Method. If you want a specific name for it, you might call it the Oral Sign-method.

Again, in some Sign schools "Manual" classes exist in the sense I employ that term in my paper. This is a variety not yet recognized in the *Annals*, but my observations of school work convince me that classes of this character are not uncommon in many of our best schools, and are increasing in number. In these cases the Sign-language is discarded altogether from the school-room, and the method of instruction conforms very closely to the methods pursued in what I term "Manual Schools." Manual spelling without the Sign-language forms the means of instruction.

This is not the "Manual Method," however, referred to in my paper, for the Sign-language is permitted elsewhere than in the school-room, and religious instruction is given through signs. It is not the "Manual Method," but only a Manual variety of the Sign Method. If you want a specific name for it you might call it the Manual Sign-method.

Again, in some Sign schools the Sign-language is employed in the school-room, as well as elsewhere, as a means of instruction. The pupils are required to translate from signs into English, and *vice versa*. This is the Sign-method, or "Pure Sign."

I think I have covered there all the important varieties of the Sign-methods actually in use in America.

by the editor before consultation with me. When the matter was brought to my attention I preferred to call my methods "Experimental," and they were so designated in subsequent issues of the *Annals*.

In order to bring this matter definitely before the Committee for action, I move:

*Resolution No. 4.*

That we recognize only one Oral Method, and that the definition given in the *Annals* for January, 1892, p. 64, be accepted by the Committee with the following amendments:

1. Strike out the words "Signs are used as little as possible, and the Manual Alphabet is generally discarded altogether," and substitute "The Sign-language and the Manual Alphabet are discarded altogether."

2. Insert in the definition a statement to the effect that some Oral schools (like the McCowen and Warren schools) give Auricular instruction to the semi-deaf.

If the Committee agree to these amendments, we may consider this matter as definitely settled, and need not further allude to it. Under this action of the Committee, the words "Oral Method" and "Pure Oral Method" would be synonymous, and could continue to be used by those who prefer them, without ambiguity.

My defence of the shreds and fragments still left of my Colorado scheme of classification would not, I think, be complete without showing that the proposed classification is capable of expressing, by means of very simple terms, all the important varieties of the Manual and Sign methods covered by the A, B, C classification, as well as other varieties that actually exist, though as yet unrecognized by the *Annals*.

Where articulation and speech-reading are taught as accomplishments merely, without being used as a means of instruction (Combined A), they do not in any way modify the *Method of Instruction* pursued. In such a case articulation is simply a subject of study like arithmetic, geography, or history. An addition to the *curriculum* of a school should not change the class to which the school belongs. As Dr. Noyes very properly says, "You might as well call one of our public schools a Latin school because a small class in it studies the Latin lessons." I agree with him that "the attempt to classify schools by all the methods and devices employed is carrying classification too far."

We can dispose of this whole matter very simply by providing a column in the Tabular Statements of the *Annals* in

can't afford to neglect the method, and yet I am inclined to think we better postpone full recognition of it as a separate "Method of Instruction" until it has in fact established at least one special school of its own upon an Auricular plan. In the meantime let us keep note of its progress by recording in a special column of the *Annals* the number of pupils in each school who are receiving "Auricular Instruction."

Now you have both pitched into my scheme of classification to such an extent that you have hardly left one point for me to find fault with myself! And yet, as a member of the Committee, I suppose it is my duty to be critical! Well, I must say I am a little inclined to the belief that the term "Speech-reading Method," however appropriate it may be to the method intended (and I *do* think it is appropriate), will not be endorsed by the Oral schools—for the reason that the term "Speech-reading" itself has not come into full acceptance among Oral teachers. Many of them would prefer "Lip-reading Method," but I could not accept this, for the reasons I have urged in my paper against the use of the word "Lip-reading."

The term "Pure Oral Method," adopted by the Milan Conference, would, I have no doubt, be readily accepted by the majority of our Oral teachers, although some of the most prominent among them, as I say in my paper, object to the term.

The solution of this difficulty, I think, is to be found in the statement of Professor Fay: "There is but one Oral Method, and pupils are either taught by it or they are not." Dr. Noyes also seems to agree with Professor Fay on this point, for he says, "I have now three classes that make speech and lip-reading the medium of communication, but I would not call this an oral school." I cannot agree with Professor Fay that "the definition of the Oral Method is satisfactory to all its adherents," nor that "We all three agree in accepting the term Oral Method as defined in the *Annals*." In order to be perfectly satisfactory, that definition must include a statement of certain conditions that Oral teachers unanimously claim to be *essential to the success of their method*, viz., the non-use of both the Sign-language and the Manual Alphabet. The only school employing a Manual Alphabet ever classified as "Oral" in the *Annals*, so far as I know, was my own private school, which was so designated in the *Annals* for January, 1884. This was done

sary or at least advisable in an international scheme to prefix to these terms the name of the language used in the "Oral" or "Manual" form. For example, our methods in such a scheme should be called "English Oral Methods," or "English Manual Methods," to show that the English language is the one employed. We should not lose sight of the fact that we have in America a "French Oral Method" in the Oral Department of the Girls' School in Montreal—the French language being used, in its Oral form, as the language of communication.

*Specific Methods of Instruction.*

And now let me say a few words regarding the specific methods of instruction (see Chart) employed in Oral, Manual, and Sign schools.

Although theoretically an "Auricular Method" should be recognized in a broad and scientific scheme of classification, I think there is a good deal in the objection raised by Dr. Noyes when he says (note of November 19), "I do not know of a school in the United States or Canada that can reasonably be called an Aural School—not excepting the Nebraska School." It is a question in my mind whether we should complicate the classification adopted in the *Annals* by the recognition of methods that have not yet given rise to special schools. In this matter I am quite willing to be guided by your judgment. There is a great deal also in the objection of Professor Fay that the Oral teachers might object to having the Auricular classed as a variety of the Oral Method. I am inclined to think they would. Altogether I am a little puzzled what to do with the Auricular Method. It is a sort of white elephant on our hands. I recognize that it is a germ that is sure to grow, and that it has such potentiality of life about it that it may spring into existence full-fledged at any moment in the shape of numerous distinct schools, conducted exclusively upon an Auricular plan. The materials for such schools exist; indeed, I suspect that the semi-deaf constitute the majority of all the deaf of school-age in this country. They seem to us to be small in number because only a small fraction of them ever make their appearance in schools ostensibly for the "Deaf and Dumb." The statistics of eye and ear infirmaries, however, and the large practice of "aurists" among little children, lead me to believe that in numbers the semi-deaf of school-age exceed the whole "deaf-mute" population of our schools. We

name in current use by which it can be identified. The Manual Alphabet is an exclusively "Manual" means of communication, whereas the Sign-language is not, so that the term "Manual" would be peculiarly appropriate to the unnamed variety of school, if it could be used without ambiguity.

Under the resolution unanimously adopted by the California Convention, recommending that in all schools for the deaf earnest and persistent efforts should be made to teach every deaf child to articulate and read from the lips, the whole class of schools now called "Manual" should, in the natural course of events, even if we made no change in our mode of classification, soon become extinct, leaving the term free to be applied to the unnamed variety of school. They are only now kept from extinction as a class by pecuniary and other considerations, which prevent them, against their will, from employing articulation teachers and so being converted into "Combined" schools. There is no difference of *method* between the so-called "Manual" and "Combined A" schools, and they should therefore be grouped together under one head.

The difference between a school giving special training in articulation to a few of its pupils (Combined A) and a school giving special training to none of them (Manual)—where the speech is not used as a means of instruction—is surely too slight to warrant the retention of the present "Manual" as a distinct class of school different from the other, especially when a really distinct variety of school exists without any suitable name, to which the term "Manual" would be peculiarly appropriate.

I would urge as a principle of classification that the names adopted should denote the points of *difference* between the schools or methods; be simple in character, and as short as possible consistently with clearness and unambiguity. The terms "Oral," "Manual," and "Sign" seem to me to fulfil these conditions, and the word "Manual" will be free from ambiguity if we all agree to limit its signification so that it shall not be applied to the Sign-language, but be reserved as a technical term applicable only to the second variety of schools referred to in my third Resolution, and to the methods of instruction pursued therein.

While the terms Oral and Manual (alone) would be sufficient, as a general rule, in any one country to designate the methods among the inhabitants of the country itself, it would be neces-

indicate some form of combination of the other methods. Hence the classification "Oral, Manual, and Combined" recognizes only two distinct methods, viz., Oral and Manual; the word "Combined" being intended to indicate some form of combination of the two.

My point is that there are three distinct methods in use in this country—not two alone—and they are indicated by the sub-groups of my paper.

For example—

1. There are schools which permit the use of the Sign-language.

2. There are schools which reject the Sign-language, but permit the use of the Manual Alphabet; and

3. There are schools which reject both the Sign-language and the Manual Alphabet, relying upon speech and writing as the means of communication.

Now, waiving for the moment the consideration of what names to adopt by which to designate these schools and the methods of instruction pursued therein, in order to bring the point definitely before the Committee for action, I move :

*Resolution No. II.*

That the Committee recommend the division of the existing schools into the three broad varieties described above.

I further move :

*Resolution No. III.*

That the Committee recommend that, in the classification to be adopted in the *Annals* :

(1) Schools which permit the use of Sign-language be termed "Sign Schools."

(2) Schools which reject the Sign-language, but permit the use of the Manual Alphabet be termed "Manual Schools"; and

(3) Schools which reject both the Sign-language and the Manual Alphabet, relying upon speech and writing as the means of communication, be termed "Oral Schools"; and

(1) That the methods of instruction pursued in the above-named "Sign schools" be termed "Sign methods."

(2) The methods pursued in the above-named "Manual Schools" be termed "Manual Methods"; and

(3) The methods employed in the above-named "Oral Schools" be termed "Oral Methods."

I would defend this terminology upon various grounds.

The first and third varieties are already commonly known as "Sign-schools" and "Oral-schools," "Sign-methods" and "Oral-methods," whereas the second variety has no specific

*Reply to Criticisms of My Colorado Address.*

My paper "Upon the Classification of Methods of Instructing the Deaf" was presented to the Colorado Conference with no idea or expectation of its being adopted in the *Annals*. I simply wished to arouse thought and discussion upon the subject and in this way help to bring about a revision of the mode of classification.

The appointment of a Committee to consider the subject was a surprise to me, and my own appointment upon that Committee a still greater surprise. Indeed, I find it somewhat of an embarrassment, for I am called upon now to sit in judgment, as it were, upon my own production, and recommend the profession whether to adopt it or not. As the author of the scheme presented to the Conference I unhesitatingly recommend the profession to *swallow it whole*. But as a member of the Committee I cannot quite conscientiously recommend anything that I don't think the schools of the country are prepared to endorse. The objections of the majority of the Committee satisfy me that the "basis of classification" proposed in my paper (see Chart) would not prove acceptable, and I do not, therefore, urge its adoption in the *Annals*.

The proposition also to divide methods into two broad classes as shown in the Chart has not been favorably received, on the ground that the classification suggests the erroneous idea that the methods belonging to the second class do not teach or "employ" the English language. I am inclined to think that the majority of the schools will endorse the position of Professor Fay and Dr. Noyes, and so will not press the matter further, although I must say that the *exclusive* or *non-exclusive* use of English seems to me to be a true and natural line of division between the methods. However, let it go; I waive that point in deference to the opinions of my colleagues upon the Committee.

And now we come to the three sub-groups (see Chart). Here I feel I am on ground that the profession will endorse, and here, therefore, I take my stand.

That the profession does recognize the three broad varieties intended is, I think, certain; my only uncertainty is as to whether the names I have proposed will be received.

Now, I agree with Dr. Noyes that the term "Combined" does not represent a method of instruction at all (though it appears under that head in the *Annals*), but is intended to

here the opportunity of consulting authorities concerning the definition of the word, but I find in Johnson's New Universal Cyclopædia the following definition, which confirms my understanding of the term:

*Eclectic.* Selected or chosen from several others. This term was applied to philosophers who endeavored to select from the systems of various schools the true or most probable doctrines and combine these into a harmonious system.

The term, therefore, seems to me admirably adapted to the case in point.

The Resolution adopted by the Conference, as Professor Fay states (November 28), directed that "When three-fourths of the institutions of the United States approve of the recommendations of the Committee, the same should be adopted in the *Annals*."

I not only agree with Professor Fay that the omission of the words "and Canada" after the "United States" was inadvertent, but I further understand that there was no intention of limiting the voting power to "institutions," but that day-schools and private schools were included; in fact, all schools that were entitled to representation in the Conference itself.

### *Proposed Substitute Report.*

Having considered some of the objections to the proposed Report, I now move to amend the Resolution of Professor Fay by substituting for it the following:

#### *Resolution No. I.*

*Resolved,* That the Committee are unanimously of the opinion that a change in the mode of classifying methods of instruction in the *Annals* is advisable in the direction of simplicity, and the adoption of three or four general terms that would cover the various schools in America; but as the subject is of very great importance, they deem it wise to refrain at present from any definite expression of opinion as to the character of the changes to be recommended, so that they may have an opportunity for full interchange of views before adopting a final report. They therefore recommend the retention of the present system of classification in the forthcoming number of the *Annals*, so that no changes shall be made without the full and careful consideration of the Committee, and without first obtaining the endorsement of the schools of the country. The Committee are unanimously of the opinion that all schools for the deaf which have the right of representation in the Conference of Superintendents and Principals have the right to vote upon the recommendations of the Committee under the Resolution of the Colorado Conference.

hear constantly repeated, together with the definition of the Combined System which I have quoted above from the *Annals*, naturally convey to the public the impression that in the so-called Combined Schools the Oral Method is employed with some, at least, of the pupils.

In this connection I may quote Professor Fay's argument against my own classification, and say that "any classification that even suggests an inference so contrary to the fact, however it may be modified by further explanation, I regard as objectionable."

The term Combined System is so misleading that a parent desiring to have his deaf boy taught by the Oral Method would naturally send him to the nearest "Combined" school, in full confidence that the child could there be taught by the Oral Method just as well as if he were to send him to some distant State to an exclusively Oral School.

Now, Professor Fay says (November 28): "There is but one Oral Method, and pupils are either taught by it or they are not," and the statistics he publishes in the *Annals* show that only two of the so-called "Combined" schools use that Oral Method with any of their pupils. One of these is a Canadian school employing the French language, the other is the Pennsylvania Institution. A parent sending his child to any of the other Combined schools in the expectation that he may there be taught by the Oral Method will find himself mistaken. Now, I mean to say that the honorable profession of American Instructors of the Deaf cannot afford to employ a term that is open to the charge of deceiving the public as to the character of the methods pursued, and the word "Combined" should therefore be dropped.

I have suggested the term "Eclectic" as a suitable name to be applied to those schools that really do offer a choice of methods to their pupils, and I am much surprised at the objection noted by Professor Fay in his letter of November 28, and by President Gallaudet in his communication of the same date. It is the first time that I have ever heard the idea expressed that the term "Eclectic" "carries with it a suggestion of opprobrium." On the contrary, I have always understood that an "Eclectic" spirit is commendable, carrying with it the idea of broad and liberal-mindedness as opposed to narrow-minded exclusiveness; the idea of not being wedded to any one belief, but selecting the best from all. I have not

Now, when we come to examine the manner in which the term "Combined System" is applied in the *Annals*, we find that many of the so-called "Combined" schools do not use the Oral Method at all (see definition above) with any of their pupils; one (the Cincinnati Notre Dame School) does not employ the Manual Method, and one (the Western New York Institution) does not use either of the methods specified as "Combined."

In schools where articulation is taught simply as an accomplishment, without being used as "a means of instruction," the Oral Method (see definition above) is obviously not employed at all, and the term "Combined System" or "Combined Method" is therefore surely inappropriate. The *methods* are not combined.

In the case of a school divided into separate Manual and Oral Departments, the term "Combined" is still less applicable, for the methods are kept separate and distinct without being combined at all.

Although such a school would be designated in the *Annals* as a "Combined" school, not one of the pupils would be taught by a combined system or method. They would be instructed either manually or orally, but not by both methods combined.

Nothing, I think, can more clearly show the artificial nature of the "Combined" classification than the following fact: If a school employing the Manual Method as defined above should teach articulation (for half an hour a day to a few of its pupils), it is transferred from the class of "Manual" to the class of "Combined" school, although there has been no change whatever in the *method of instruction* pursued.

It is classed as pursuing a different method, whereas in reality the mode of instruction remains precisely the same as before. For these reasons it appears to me that the term "Combined System" is an entire misnomer.

In speaking of specific methods of instruction Professor Fay says (October 22): "There are a good many schools that employ all these methods in various ways and degrees. They are called at present 'Combined-System' schools;" and President Gallaudet says (in his note of November 28): "I fail to see any reasonable objection to the words 'Combined System' taken to express the fact that in certain schools for the deaf two or more methods of instruction are employed."

Now, such statements as these, which we are accustomed to

do this. However much I am dissatisfied with the present classification, I honestly believe it to be better than the old. It gives us some definite idea, at least, as to the methods pursued in the so-called "Combined" schools, which the old classification failed to do. Do not let us disturb it until we are prepared to offer something better in its place. I think, therefore, that the present classification should be retained in the January number of the *Annals*, and no change be made until January, 1894, before which date the Committee will not only have had time to consider fully and carefully what changes, if any, are advisable, but the schools of the country will have had time to ratify the Report of the Committee, so that the responsibility for any change will rest upon the profession at large, and not upon the individual members of the Committee. I must therefore vote in the negative upon the Report proposed.

In pursuing this subject I shall offer some further objections to the proposition of Professor Fay, and then submit a substitute Report for the consideration of the Committee. In the event of the rejection of this substitute and the adoption of Professor Fay's proposition, this whole letter may be considered as a Minority Report to be presented to the profession through the columns of the *Annals*, along with the Report of the Majority.

*Further Objections to the Proposed Report of Professor Fay.*

"The idea underlying the use of the word 'Combined,' as I say in my paper, "is undoubtedly good. It is meant, I presume, to indicate an Eclectic System, in which all methods are employed. It is not so applied, however."

This will be obvious, I think, when we consider how the various methods are defined in the *Annals*.

*The Manual Method* is defined as that in which "the sign-language, the manual alphabet, and writing are the chief means used in the instruction of the pupils;"

*The Oral Method* as that in which "articulation and speech-reading, together with writing, are made the chief means of instruction;" and

*The Combined System* as some form of combination of the two in which, "so far as circumstances permit, such method is chosen for each pupil as seems best adapted to his individual case."

that will cover the methods in use in the various schools of America, and Professor Fay proposes that the Committee report in favor of retaining the present terms "Oral," "Manual," and "Combined," omitting the A, B, C, etc., subdivisions, and giving a place to the "Manual Alphabet" and "Auricular" Methods.

Now, I think that the whole subject is of too much importance for us to recommend any change whatever without full and careful consideration.

The A, B, C, etc., subdivisions were adopted in the *Annals* for some reason. They were adopted to remedy certain difficulties that were experienced by the editor in giving a clear and definite account of the methods employed under the old classification of "Manual," "Oral," and "Combined," to which Professor Fay now asks us to return, and which first made its appearance in the Tabular Statements of the *Annals* in January, 1881. I have made a careful study of the successive changes adopted since then, and I present the results of the inquiry to the Committee in the form of an appendix to this letter, so as not to encumber my argument with too many details. The objections to the term "Combined," expressed by Professor Fay in his editorial of January, 1882, and in subsequent issues of the *Annals* up to the adoption of the A, B, C subdivisions of the Combined System, hold good to-day against the proposition now presented by Professor Fay to revert to the original classification. For example, in the *Annals* for 1884, vol. xxix, p. 96, he says:

We remind our readers again that the terms used to describe the methods of instruction are lacking in precision—especially the term "Combined," which, as explained in the *Annals*, vol. xxvii, p. 33, comprises several methods, etc.

When I come to study the successive changes that have been made, and note the enormous amount of labor undertaken by the editor in order to render more clear and definite a classification that was confessedly vague and unsatisfactory, I recognize that, judged by the requisite of clearness and precision, the A, B, C plan—far from being a "B-A-D" classification, as suggested by Professor Fay—was an enormous improvement upon any classification that preceded it. To recommend the old classification as better than the present would be to declare the patient and laborious attempts of Professor Fay to amend it a failure. For my part, I am not prepared to

principal of the Philadelphia school, Mr. Crouter, "the true combined system of instruction," which he says "includes under one management manual instruction, pure and unadulterated, for all who may most profitably be so taught, and oral instruction, pure and unadulterated, for all who can most effectually be educated by that method."

I need hardly say that it would seem a pity to change a name which has served its purpose well for many years, unless for some very urgent and conclusive reason. I cannot feel that such reasons have been advanced for substituting "Eclectic" for "Combined."

Very truly yours,

E. M. GALLAUDET.

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BEINN BHREAGH, VICTORIA COUNTY,  
NOVA SCOTIA, CANADA, *December 8, 1892.*

*To my Colleagues upon the Committee on Classification, etc.*

DEAR PROFESSOR FAY AND DR. NOYES: In response to Professor Fay's preliminary note of October 22, bringing to the attention of the Committee the subject that had been referred to it, I forwarded to you both, on the 2d November, type-written copies of my Colorado address.

Since then I have received Dr. Noyes's communication of November 19, and Professor Fay's letter of November 28; also a communication from President Gallaudet of the same date, forwarded by Professor Fay on the 30th ult.

Professor Fay in his letter of November 28 submits to Dr. Noyes and myself a Report to be voted upon by us, and says, "Please send to each other copies of your replies to me."

I presume that Professor Fay's action in requesting Dr. Noyes to vote upon the proposed Report without first awaiting my reply to the criticisms of Dr. Noyes and himself simply indicates a desire upon his part to have some sort of a Report from the Committee to print in the January number of the *Annals*, and is not intended to bring the labors of the Committee to a termination before the members have had an opportunity for full and free interchange of views.

The discussion, so far, has revealed the fact that the members of the Committee are unanimous in the belief that the classification in the *Annals* should be revised in the direction of simplicity by the adoption of three or four general terms

NATIONAL DEAF-MUTE COLLEGE, KENDALL GREEN,  
WASHINGTON, D. C., November 28, 1892.

Prof. E. A. FAY,

Chairman, etc.

MY DEAR SIR: Will you allow me to say a few words through you to the Committee on Classification of Methods, appointed by the Conference of Principals last summer?

In the debate which led to the appointment of the Committee the suggestion was made that perhaps the term "Eclectic" would be more felicitous and expressive than that now used to designate the system which makes use of more than one method. Such consideration as I have been able to give to this suggestion leads me to urge the retention of the word "Combined."

I think I am not mistaken in saying that in its general use there attaches to the word "Eclectic" a suggestion of something ill-assorted and unscientific, well described in one of the meanings given to the word in Webster's dictionary, as follows:

Not original nor following any one model or leader, but choosing at will from the tenets, works, etc., of others; hence selecting and combining without unity, principle, or a consistent system; as an *eclectic* philosopher; an *eclectic* method; an *eclectic* magazine.

I am aware that other authorities in defining the word (and this is also true of the latest edition of Webster) do not bring out this idea of the lack of "unity, principle, or a consistent system," but I am sure this idea is associated with the word in many minds, and I believe its use in connection with a system of educating the deaf would be unfortunate and often misleading.

I fail to see any reasonable objection to the words "Combined System" taken to express the fact that in certain schools for the deaf two or more methods of instruction are employed.

It is true the method of combination varies, but the tendency is towards uniformity, and I think the time is not distant when it will be generally admitted that any school wishing to provide the best education for all the deaf of a given locality *must* employ more than one method.

This would of course necessitate a certain combination, even though the several methods were given exclusive sway in the different departments, as in the Philadelphia school.

But this combination is very justly called by the eminent

Dr. Noyes does not give a definite answer to Dr. Bell's suggestion that our correspondence be published. My first thought was that it should be private; but the importance of the subject, the general interest it has awakened in the profession, and the consideration that the discussion may be of some value to those who are to vote on the question of approving our recommendations, lead me to second Dr. Bell's suggestion. I also propose that Dr. Bell's valuable paper be published in connection with the correspondence. It is essential to a clear comprehension of the subject, and, while unable to accept its scheme of classification, I regard it as adapted to promote a reform in our educational methods with which I am heartily in sympathy, viz., "the teaching of English through English" to a far greater extent than now prevails. I further propose that the *Annals* be the medium of publication.

The Resolution adopted by the Conference directed that "when three-fourths of the institutions of the *United States* approve of the recommendations of this Committee, the same shall be adopted in the *Annals*." Undoubtedly the omission of the words *and Canada* after the "*United States*" was inadvertent, for the Canadian schools sustain the same relation to the *Annals* as those of the United States, are reported statistically in the same way, and have an equal interest in the subject under consideration. I propose that our Canadian brethren have the same opportunity of voting on the approval of our recommendations. If the counting of their votes should make a difference in the result, and the question should be raised whether they had a right to vote under the wording of the Resolution, the decision of this question could be referred to the schools of the United States; but I do not think it at all probable that the question would be raised.

Please send to each other copies of your replies to me.

Very sincerely yours,

EDWARD ALLEN FAY.

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KENDALL GREEN,

WASHINGTON, D. C., November 30, 1892.

Dr. J. L. NOYES and Dr. A. G. BELL.

MY DEAR COLLEAGUES: At the request of Dr. Gallaudet I submit for your consideration the enclosed letter, which I have just received from him.

Very truly yours,

EDWARD ALLEN FAY.

American Cyclopaedia, published in 1873. The terms previously in use and various substitutes since proposed, as "French," "De l'Épée," "Natural," "Sign," "Silent," have not survived.

The term "Oral method" is more recent than the other two. Familiar as it sounds to us now, it has come into general use only since the Milan Congress in 1880. The Congress voted for the "Pure Oral" method, but we in America have regarded the simple word "Oral" as sufficient. Other terms previously in use or since proposed, as "German," "Artificial," "Articulation," "Speech and Lip-Reading," "Labial," have not survived.

The definitions of these three methods as given in the *Annals* were made with some care after the terms had come into general use, and were submitted for criticism and suggestion to prominent supporters of the respective methods. I think the present definition of the Manual method is satisfactory to all the adherents of that method, the definition of the Oral method is satisfactory to all its adherents, and the definition of the Combined System is satisfactory to all its adherents. I think the terms "Manual method" and "Oral method" are satisfactory to all the adherents of those methods, and the term "Combined System" is satisfactory to nearly all the adherents of that system.

All these reasons seem to me conclusive in favor of retaining the present terms "Oral," "Manual," and "Combined" to designate the methods used in American schools, and I hope that you, my dear colleagues, on further consideration, will both agree with me. To bring the question definitely before the Committee for action, I now propose that we report in favor of such retention, omitting the A, B, C, etc., subdivisions, and giving a place to the "Manual Alphabet" and "Auricular" methods as above stated.

The omission of the A, B, C, etc., subdivisions, giving us "three or four [or five] general terms that will cover the various schools in America," will, I trust, render the classification satisfactory to Dr. Noyes, and I hope that Dr. Bell, unless he has some reasons in reserve which he deems potent to remove the strong objections of the majority of the Committee, will so far waive any preference he may still have for his own ingenious and suggestive scheme of classification as to permit the Report of the Committee to be unanimous.

I presume we all three agree in accepting the term "Oral method" as defined in the *Annals*, and need not discuss its appropriateness further.

The term "Combined System" may not be an ideal one, but after much reflection I have been unable to find any other that seems, on the whole, so desirable. It has been in use for a quarter of a century and has received full recognition in the literature of the profession in America and Europe. "Eclectic" has been suggested as a substitute, but that word has associations with a school of practice in medicine which render it distasteful to many, if not all, of the supporters of the system now known as Combined. We may lay it down as a prime maxim that in classifying and naming methods we must not select any term which to any minds carries with it a suggestion of opprobrium.

It is a fact deserving consideration that the three leading terms at present in use, "Manual method," "Oral method," and "Combined System," have not been manufactured to order, as any new system of nomenclature we might agree upon would be, but have made their way into use gradually and naturally, and have thus proved their right to exist under the law of the survival of the fittest. In this connection a hasty glance at their history may be instructive.

In former times, before oral teaching became prominent in this country, the terms generally used to distinguish the two leading methods were "French" and "German." When President Gallaudet returned from his investigation of European schools in 1867 he reported that those terms could no longer properly be used except in writing the history of instruction, to so great an extent had the ancient lines of division been obliterated. He divided the methods existing at that time into three classes, which he designated as "the Natural method (founded by De l'Épée)," "the Artificial method (founded by Heinicke and Braidwood)," and "the Combined System (endeavoring to combine the two)." Of these three terms proposed by President Gallaudet only the last, "Combined System," has survived. For this various substitutes have been suggested from time to time, as "American," "French-American," "Mixed," "Dual," and "Eclectic," but none of them has met with general favor.

The term "Manual method" was first used by the late Rev. H. W. Syle, in an article in the new edition of Appleton's

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.

Dr. Bell criticises the classification adopted in the *Annals* on the ground that "it does not provide a place for the very distinct method used in the Western New York Institution." If he will look again at the definition of the Combined System as given in the *Annals* (page 69, *Annals* for January, 1892), I think he will admit that the method referred to is properly included within that definition. It was therefore so placed, and a special definition of the method as distinguished from others was added (see D, page 71). This definition was approved by Mr. Westervelt before publication, and the name by which he preferred to call the method, "American Vernacular," was given in connection with the definition. But since the method, as Dr. Bell rightly says, is very distinct from others of the Combined System, I am inclined to agree with him that it would be better to take it out of that classification and give it an independent name and place. "The Manual Alphabet method," the more specific of the two titles suggested by Dr. Bell, is an excellent name for it. I propose (subject to Mr. Westervelt's approval) that this term be adopted, and that the method and school be no longer classified under the Combined System.

I agree with Dr. Bell that the Auricular method deserves recognition (it has received it in the *Annals* classification; see F and foot-note, page 72), but I do not think the majority of the oralists would wish to have it included, as he proposes, within the Oral method. Many of them are opposed to the method, on the ground that the pupil's attention, being directed to the sound of speech, is diverted from the reading of speech, the most essential feature of the Oral method. Instead of making the Auricular method a subdivision of either the Oral or the Combined, let us give it a definition which Mr. Gillespie shall approve and an honorable place of its own. At the same time, as Dr. Noyes suggests, so long as there is no school employing this method with more than a comparatively small part of its pupils, we cannot give the name to the school.

deaf, in our Convention and Conference proceedings, and in the leading encyclopædias. A term that has a definite meaning so well established ought not to be transferred to a different method unless there is some very cogent reason for the transfer. I do not think such a reason exists in this case.

You both, my dear colleagues, express disapproval of the A, B, C; etc., classification employed in the *Annals* in recent years. I have just received a letter from a superintendent, relating to his statistical returns for the forthcoming number of the *Annals*, in which he says: "The methods followed in my school this year are B-A-D." I suppose the adjective he innocently formed to describe his methods will be regarded by you as suitably characterizing the whole A, B, C scheme.

Well, I shall not undertake to defend it, though I must say I think Dr. Bell's remark that it is "extremely difficult to follow," and that "it would be impossible for any one excepting the editor of the *Annals* to decide definitely to what class a method belongs," scarcely does justice to the intelligence of the readers of the *Annals*. I should like, moreover, to explain that I adopted that sub-classification of the Combined System because to me it was interesting and instructive to observe and compare the various ways in which the combination of methods was applied in the various schools, and I thought it would be so to others. But since you both regard the scheme as unnecessarily complicated, and think there is no need to carry the classification so far, I yield to your superior judgment, and consent to the abolition of these subdivisions. Indeed, I shall not await the formal action of the Committee, but shall discontinue their use in the forthcoming number of the *Annals*. In their stead 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

glance this seems inconsistent with what he says later on, viz., "In case there are schools using various methods, call them 'Combined' or 'Eclectic.'" But I think that in the sentence first quoted he refers only to such exceptional cases as that of the Auricular method, which must necessarily be limited to the comparatively few pupils who have considerable hearing power. I agree with him that in such cases the school may usually be classified according to the method or methods employed with the majority. But for schools in which both the Manual and the Oral methods are employed, or in which speech and speech-reading are taught to all or a part of the pupils, I agree with Dr. Noyes's sentence last quoted. The classification of a school, as a rule, ought not to be decided merely by the way the *majority* of its pupils are taught, for the numbers taught by the Oral method and the Manual method respectively may be nearly or even precisely balanced; the majority may even fluctuate from one method to the other from year to year. Schools in which a single method is employed should be distinguished from those in which various methods are employed in some such way as they are distinguished at present by the terms "Manual method," "Oral method," and "Combined System."

Dr. Bell proposes to take the term "Manual method" away from its present generally accepted signification and transfer it to the method employed in the Western New York Institution. For "Manual method" as now used he would substitute the term "Sign method." He would call the Western New York Institution a Manual School, and what are now designated as Manual Schools he would call Sign Schools. I am decidedly opposed to this change for two reasons:

1. The term "Manual method" is more accurately descriptive of the means of instruction employed in schools of this class than the term "Sign method." Signs are not the only nor the principal means of instruction in these schools; the manual alphabet and writing have an equally important place, to say the least. As the *hands* are used in all three of these means, viz., in making signs, in spelling with the fingers, and in writing, the word "Manual" is peculiarly adapted to describe the method.

2. The term "Manual" has been applied to this method and the schools following it for nearly twenty years; it has been adopted in the *Annals* and other publications relating to the

guage more or less developed. Neither the Manual method nor the Oral method teaches the sign-language in the school-room; but both Manual and Oral pupils extend their knowledge and use of it by their association with one another, soon substituting the more elaborate form of the sign-language they find already existing among their fellows for that they bring with them from home. In both Manual and Oral schools the teachers employ the sign-language of their pupils more or less as a means of instruction. The Manual teachers employ it much more than the Oral teachers; but this brings us again to the objection I have already raised; the difference, great as it may be, is one of degree, not of kind.

Dr. Bell says in his letter that "the subject of our inquiry is not the classification of 'schools,' but of 'methods of instructing the deaf.'" I do not wholly agree to that. The principal use that has been made of the classification of methods in the *Annals* has been in connection with the annual Tabular Statement of Schools and the supplementary classification of schools according to methods. It is their use in that connection that is criticised in the paper. The Resolution appointing the Committee referred "*the whole subject of classification*" to the Committee, and directed that the recommendations of the Committee, when duly approved, should be adopted in the *Annals*; the intention evidently being that they should be adopted by the editor in the classification of methods and of schools above mentioned, for the Conference, of course, had no thought of dictating to the individual contributors to the *Annals* what classification they should adopt in any articles they might write for that periodical. While the subject of our inquiry is the classification of methods employed in American schools, we ought, in considering any scheme suggested, to keep in view its adaptability to the classification of American schools. As Dr. Noyes, who was the author of the Resolution appointing the Committee and defining its duties, endorses this interpretation of its scope by his approval of my former letter and by his own further criticisms of the scheme proposed, I presume Dr. Bell will readily acquiesce in it unless he has some conclusive reason to the contrary.

Dr. Noyes says that "when a *majority* of the pupils are taught by a certain method or system, said school may properly be called Oral or Manual, as the case may be." At first

than Manual teachers; they may drop them entirely, as being no longer necessary, at a much earlier period; they may discourage their use, not only by precept, but by example, more earnestly; they may "teach English through English" to a greater extent; but all this is a difference in degree, not in kind, and does not justify the proposed classification.

Thus far I have spoken only of the language employed in the school-room. But the classification proposed is based not only on that; it is also based, and chiefly, on "the language employed out of school hours for the purpose of social intercourse." The subject the Committee was appointed to consider is the classification of the methods of instruction used in school; is it proper to base that classification chiefly on the language employed by the pupils out of school? But suppose we should agree to accept this basis; when we came to apply it we should find ourselves seriously embarrassed. For there are many pupils of Oral schools who, in their intercourse with one another out of school, "when not under restraint" (as Dr. Bell says), constantly and habitually use signs. Some of them even persist in thus using signs after their school education is finished; for instance, in a society composed exclusively of the graduates of an Oral school (Mr. Davidson, in his paper on "The Discussion and Results of Oral Work," tells us) "the proceedings of the society are conducted through signs." The signs used by the pupils and graduates of Oral schools may not be identical with those of "the *De l'Épée* Sign-language;" they may be fewer in number, narrower in range, ruder in form; but this is a difference in degree, not in kind. They serve in the same way, though to a less extent, to convey and communicate thought; they are handed down in the same way from the older pupils to the younger; they are just as truly a language; they are just as truly the sign-language.

Dr. Bell asserts that "Sign methods" of instruction teach the sign-language to the deaf. That is a statement which has been often made and often denied. In one sense it is not true and in another sense it is true. Dr. Noyes is right in saying there are no schools where a special effort is made to teach pupils signs. Still it is true that the pupils learn signs while they are at school. But this is true of the pupils of Oral schools as well as of Manual schools. Deaf-mute children when they first come to school have a sign-lan-

would, tend to promote the erroneous impression, already widely prevalent among the misinformed, that schools of this class teach the sign-language and not the English language; which certainly is a serious objection to the classification proposed. But that is not the objection I made. What I said was that the classification would imply that schools belonging to the second class do not *employ* English. I used the word "employ" in the same sense that Dr. Bell uses it in his Chart of Suggested Classification in the phrase "Language employed to impart ideas." His admission in the course of the paper that the English language *is* employed as a means of instruction and communication in some of the schools under consideration, and his explanation that it is the *exclusive* or *non-exclusive* use of English that is referred to, show that the implication I objected to was not intended by him; but I still think that the wording of the classification itself as made in the Chart above mentioned, and the definition of the second of the "two broad classes of methods" as "those which employ some other language—not English," would imply that in schools of this class the English language is not employed as a means of instruction. Any classification that even suggests an inference so contrary to the fact, however it may be modified by further explanation, I regard as objectionable.

Dr. Noyes in his letter expresses the belief that there is not a school for the deaf on this continent that does not in some way use signs in trying to get at the mind and thoughts of the pupils. This constitutes another strong objection to the basis of classification proposed. Among the schools which Dr. Bell would classify as employing the English language alone there are few, if any, in which English is the *exclusive* means of instruction and communication; *signs* are used somewhat in the elementary stages of instruction. It is sometimes said that these signs are of a different kind from those used in Manual schools; that the former are natural, while the latter are artificial or conventional. I do not think this distinction is real. Many Oral teachers at the outset, and until the pupil can understand speech, are willing to avail themselves of any signs whatever that their pupils use and understand, and such signs are often no more natural, unartificial, or unconventional than those used in the Manual schools. Oral teachers may employ such signs, even in the first stages of instruction, far less

ods, call them "Combined" or "Eclectic." I have no strong preference for the word "Combined."

I have now three classes that make speech and lip-reading the medium of communication, but I would not call this an *Oral* school.

Why not fix on three or four general terms that will cover the various schools in America? Let us not try to split hairs any more than they do in the public schools. There is not a school for the deaf on this continent that I have ever heard of that does not in some way use signs in trying to get at the mind and thoughts of the pupils, and at the same time I do not know a school where a special effort is made to *teach* pupils signs. They use what is known to lead into a knowledge of the unknown.

I have read your paper carefully. I have also read Dr. Fay's criticisms, and I regard them as fair, well chosen, and just. I am in favor of a few general titles, diminishing rather than increasing the number of terms used in the *Annals*, or in your paper.

Hoping I have made my ideas plain, and that you and Dr. Fay will be able to agree upon a new classification which will be an improvement, I remain,

Very truly yours,

J. L. NOYES.

KENDALL GREEN,

WASHINGTON, D. C., Nov. 28, 1892.

DR. J. L. NOYES AND DR. A. G. BELL:

MY DEAR COLLEAGUES OF THE COMMITTEE: I have received Dr. Bell's letter of the 2d inst. with his Colorado address as revised for publication; also Dr. Noyes's reply of the 19th inst. addressed to Dr. Bell.

I am glad to have a copy of Dr. Bell's address, though, I regret to say, a careful reading of it does not remove my objections to the classification proposed.

In replying to my letter Dr. Bell does not state my first objection correctly. I did not say the classification implied that schools belonging to the second class do not *teach* English. I may remark, parenthetically, that the objection as he states it is also a valid one; for while, to the mind of an intelligent person familiar with the subject, the classification ought not to carry the implication suggested, it might, and probably

MINNESOTA SCHOOL FOR THE DEAF,  
FARIBAULT, MINN., Nov. 19, 1892.

DR. ALEXANDER GRAHAM BELL,  
*Washington, D. C.*

MY DEAR SIR: Your esteemed favor of the 2d was duly received. I have been so busy on my biennial report that I have not found time to reply earlier. As this communication is to be confined to the Committee, I shall write freely—very much as I should talk were we three together.

I have never been pleased with the classification used in the *Annals*, and I fail to see where yours relieves the matter; if anything, it is more involved, and attempts to carry classification too far, and beyond what is necessary. I will illustrate. I do not know of a school in the United States or Canada that can reasonably be called an *Aural* school—not excepting the Nebraska School. When a *majority* of the pupils in a school are taught by a certain method or system, said school may properly be called Oral or Manual, as the case may be; otherwise not.

The use of the word "system" is often misleading. I regard "system" as the proper word to use in speaking of the "Combined System;" method, here, is incorrect in my view. Under a system there may be several methods employed. Now, the attempt to classify schools by all the methods and devices employed is carrying classification too far. You might as well call one of our public schools a Latin school because a small class in it studies the Latin lessons, and so on. Moreover, I do not like the term "De l'Épée sign-language." It has been greatly improved since the day of the man after whom it is called. The French-American system, or simply "Natural Signs" or Sign School, in my opinion, is better. I would make the classification as simple as possible. The term "Pure Oral system" is often used, and still at the Conference in Colorado Springs I failed to find a principal or superintendent who claimed his or her school to be "a *Pure Oral* school." Now, what of all that I have written as to the subject under consideration? It is this: simplify the classification. Where a school, in school exercises and in daily intercourse, makes use of speech exclusively, or chiefly, name it accordingly "Oral" or "Manual," as the case may be. In case there are schools using various meth-

seems to indicate that in all these varieties the Sign-language is the primary means of communication—the vernacular, so to speak, of the pupils—in which case the differences are of comparatively minor importance, not sufficient to entitle them to recognition as distinct methods of instruction. For this reason I have not attempted to distinguish them from one another upon the chart.

In conclusion, allow me to say that I have not considered it necessary to enter into any lengthy discussion of minor details of subdivision, because my object is simply to present to your notice a general scheme of classification. I trust, however, that I have said enough to show that the scheme is broad enough to afford a place for all the important methods of instructing the deaf, and that it is capable of amplification to include other possible methods, and even minute varieties, without sacrificing the principle of classification.

The classification adopted in the *Annals* does not provide a place for the very distinct method used in the Western New York Institution. That school appears in the *Annals* as a Combined School, although it differs radically from the other combined schools in its rejection of the Sign-language.

*Dr. Gillett.* How about the signs in that Institution?

*Dr. Bell.* They do not use the De l'Épée Sign-language there at all.

*Dr. Gillett.* What do you suggest in regard to this?

*Dr. Bell.* Our method of classifying methods of instruction requires revision, and I suggest the plan shown on the Chart as a basis for revision.

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BEINN BHREAGH, VICTORIA COUNTY, NOVA SCOTIA,

*November 2, 1892.*

Dr. NOYES,

*Institution for the Deaf, Faribault, Minn.*

MY DEAR DR. NOYES: In accordance with instructions from Professor E. A. Fay, I beg to enclose to you a copy of my reply to his note of October 22—a copy of which you have. I also enclose a copy of my Colorado address “Upon the Classification of Methods of Instructing the Deaf.”

Will you kindly write to Professor Fay giving him your views upon the subject of discussion and send a copy of your letter to me?

I shall look out with much interest for your letter.

Yours very sincerely,

ALEXANDER GRAHAM BELL.

use the manual alphabet but not the Sign-language. The constant use of the manual alphabet after school-hours for the purposes of social intercourse probably renders that form of the English language the vernacular of the orally-taught pupils, in which case the method does not differ in any very material respect from that first named. I have not, therefore, distinguished it from that upon the Chart.

4. *The De l'Épée Sign-language Method* is distinguished from the other methods named by the fact that it makes use of the De l'Épée language of signs. Written English and a manual alphabet are taught, and many sign-schools also teach speech and speech-reading, and give auricular training to the semi-deaf.

This is the method known as "The Combined System." The De l'Épée Sign-language, unlike the manual alphabet, constitutes a distinct and separate language by itself, so that pupils taught by this method learn two distinct languages, differing greatly from one another—English and the De l'Épée Sign-language. The advocates of the method claim that it is necessary, or at least advisable, to use the De l'Épée Sign-language for various reasons. For example, some teachers assert the *necessity* of using it on the ground that it is the natural language of the deaf, and claim that it is not taught to them in school; other teachers urge that it is *advisable* to use the Sign-language because it is more readily and easily acquired by a deaf child than English, and that while not so definite a mode of expressing thought, it is a much more rapid means of communication than writing, speech, or a manual alphabet.

This method is indicated if instruction results in the use of the De l'Épée Sign-language by the pupils themselves, when not under restraint, as their usual and habitual means of communication.

Varieties of the method exist. For example, some schools employ the De l'Épée Sign-language as a means of teaching English—the pupils being required to translate from signs into English, and *vice versa*. Others use English and English alone, in the school-room, as a means of communication; the Sign-language being employed for religious instruction, and for the purpose of social intercourse out of school-hours.

This variety is capable of all the subdivisions shown for Class I. The constant and habitual use of the Sign-language out of school-hours for the purposes of social intercourse

This method is indicated if instruction results in the use of speech and speech-reading by the pupils themselves, when not under restraint, as their usual and habitual means of communication.

Varieties of the method exist. For example, some speech-reading schools employ a "Word Method" with beginners, and others an "Element Method." We also have "Voice and Hearing Schools" in which great prominence is given to Auricular Training in conjunction with speech-reading (in the case of semi-deaf pupils).

These varieties are not sufficiently distinct, I think, to be recognized as specific methods of instruction, and I have not, therefore, attempted to distinguish them upon the Chart.

3. *The Manual Alphabet Method* employs written English in the form of a Manual Alphabet as the means of communication, to the exclusion of the De l'Épée Sign-language. Speech and speech-reading also are, or may be, taught, and auricular training given to the semi-deaf; but the usual and habitual mode of communication is by the manual alphabet alone.

This method is termed by Mr. Westervelt "The American Vernacular Method."

Another English manual method may possibly exist in which actual writing forms the medium of communication. As I do not know of any school, however, which makes writing the ordinary or principal means of communication, I have not included the Writing Method upon the chart.

There is no essential difference between English written upon paper and English spelled upon the fingers. Manual spelling does not constitute a distinct language by itself—different from the language of printed books—but simply consists in the use of a different kind of character or letter from those usually employed—an alphabet formed upon the hand instead of upon paper. I have, therefore, included the Manual Alphabet Method among those employing the English language alone (Class I). This method is indicated, if instruction results in the use of English, in the form of manual spelling, by the pupils themselves, when not under restraint, as their usual and habitual means of communication.

A variety of the Manual Alphabet Method exists in which the Speech-reading method is employed in the school-room—the pupils, after school-hours, mingling freely with others who

If hearing is subordinated to speech-reading, the method has not been employed, but only some variety of the speech-reading method next to be described.

2. *The Speech-reading Method* is that variety of Oral Method which is generally known in America as the "Pure Oral" Method. This appellation, however, is objected to by many of the advocates of the method itself, on the ground that it is not a purely oral method, but makes use of writing as well as speech in the instruction of the deaf. I prefer to call it the "Speech-reading Method," because its peculiar characteristic—the feature which distinguishes it from all other methods—is the constant and habitual employment of speech-reading as the medium of instruction. Writing is also employed as an auxiliary means of communication, but the usual and habitual mode of communication is by speech and speech-reading alone.

The terms "Speech-reading" and "Lip-reading" are both in current use among teachers of the deaf to designate the art of understanding spoken utterance by the eye. I prefer "Speech-reading" for the following reasons. Deaf children do not simply read the "lips" but observe other movements of the vocal organs as well. Indeed, I believe that the movements of the lips constitute only a small part of what they rely upon for the comprehension of spoken words. "Mouth-reading" has been proposed as a substitute, but even this would not be entirely appropriate, for the elements of speech as uttered by the mouth are not all clearly differentiated to the eye. From this it results that many words are found to be homophenous with one another—that is, they present the same appearance to the eye—in this respect curiously resembling the homophonous words with which we are all familiar, which have the same sound to the ear. Words like *rain*, *rein*, *reign*, for example, cannot be distinguished from one another by ear, but this does not prevent us from understanding spoken utterance by hearing alone, because the general context clears up the sense. In a similar manner context is largely relied upon by the deaf in interpreting the movements of the mouth. They do not merely read the "lips" or even the "mouth," but they do come to understand "speech."

I therefore prefer to use the term "Speech-reading," and I designate that method which employs speech and speech-reading as the medium of communication—to the exclusion of manual alphabets and the *De l'Épée* Sign-language—as the "Speech-reading Method."

4. The De l'Épée Sign-language Method ("Combined System").

The first two are varieties of English Oral Methods, the third is an English Manual Method, and the fourth is a Sign Method.

1. *The Auricular Method.* All of the deaf are not totally devoid of hearing. Some possess a sufficient perception of sound to enable them to recognize differences of vowel effect with the aid of a hearing tube or trumpet; or without these aids when the sounds are uttered loudly in the neighborhood of the ear. Such pupils are readily taught to speak. Constant practice of speech, and the use of artificial aids to hearing, occasion an apparent improvement in the ability to hear. This improvement is so great that pupils who at first appear to perceive little more than noise come at last to understand speech by ear. By special instruction they are converted from deaf-mutes into ordinary hard-of-hearing people who speak.

Under any method, of course, it should be the duty of a conscientious teacher to develop and improve the hearing power of his semi-deaf pupils to the utmost possible extent; but that method which aims to make the ear the usual and ordinary channel of communication deserves, I think, to be ranked as a distinct and specific variety of the Oral Method. It has hitherto been known both as the "Aural" Method of Instruction and as the "Auricular" Method. I prefer the latter term, as less liable to be confounded with "Oral." The Auricular Method, of course, is not applicable to all of the deaf, but only to that proportion of them who possess sufficient hearing power to be properly classed as "Semi-deaf." All the other methods considered are applicable to the totally deaf as well as to the semi-deaf.

Auricular instruction is given in many schools, but I do not know to what extent the Auricular Method, as here defined, is in actual use.

The characteristic feature of the Auricular Method, which distinguishes it from other methods, is the constant and habitual use of speech and hearing as the means of communication, to the exclusion of Manual Alphabets and the De l'Épée Sign-language. Written English and Speech-reading are also taught. This method is indicated if instruction results in the use of speech and hearing by the pupils themselves, when not under restraint, as their usual and habitual means of communication.

lar," so to speak, of the deaf child—the language in which he learns to think and spontaneously express his wants.

Oral Methods make spoken English, uttered by the mouth, the habitual means of expression employed by the deaf child; Manual Methods, written English, spelled upon the fingers; and Sign Methods, the De l'Épée language of signs.

Oral, Manual, and Sign Methods are still farther differentiated from one another by those means of communication which they reject and refuse to employ in the instruction of the deaf.

Method of Instruction.	FORMS OF LANGUAGE TAUGHT TO THE DEAF.			
	Speech.	Writing.	Manual Alphabet.	De l'Épée Sign-language.
Oral Methods. . . .	Speech.	Writing.	.....	.....
Manual Methods.	Speech.	Writing.	Man. Alph.	.....
Sign Methods ....	Speech.	Writing.	Man. Alph.	Sign-language.

Oral Methods teach speech and writing, but reject manual alphabets and the Sign-language. Manual Methods teach speech, writing, and a manual alphabet, but reject the Sign-language. Sign Methods teach speech, writing, a manual alphabet, and the Sign-language, rejecting none.

Varieties of Oral, Manual, and Sign Methods may be distinguished, constituting—

*Specific Methods of Instruction.*

It is not my intention, in this paper, to attempt an exhaustive analysis, but simply to draw the general outlines of a scheme of classification which I trust may be found broad enough to include not only methods that actually exist, but also other possible methods which may not at present be in operation.

The most important varieties that seem to me to demand recognition as specific methods of instruction are four in number (see Chart), viz:

1. The Auricular Method ("Aural").
2. The Speech-reading Method ("Pure Oral").
3. The Manual-alphabet Method ("American Vernacular Method").

adopt an "Oral" method of instruction; those who use written English employ a "Manual" method.

The advocates of Oral Methods insist that speech shall be the usual and ordinary means of communication, with writing as a mere auxiliary; whereas the advocates of Manual Methods insist that written English shall be used for this purpose, with speech as an auxiliary. Oral Methods use the mouth, and Manual Methods the hand, almost exclusively in the expression of thought. Oral Methods subordinate written English to speech; Manual Methods subordinate speech to written English; but both methods reject the De l'Épée Sign-language altogether, and use English alone as the means of communication.

The second class of methods needs no special subdivision into groups, because the only language other than English employed in the instruction of the deaf in our country is a language in the form of gestures or signs. There are, or may be, many distinct languages of signs, just as there are many spoken languages. For example, English, French, German, etc. Practically, however, only one form of gesture-speech is used in America, viz., the Sign-language, which originated in the school of the Abbe de l'Épée, in France, and which was brought to this country by Laurent Clerc and the elder Gallaudet.

The advocates of Sign Methods claim that a gesture-language is more easy or more natural to a deaf child than English, and hence make use of the De l'Épée Sign-language.

The English language, of course, is also taught, and, indeed, forms the chief subject of study in school; but outside of the school-room—in the chapel or in the play-ground, for example—the De l'Épée Sign-language is used almost exclusively, so that it becomes the principal means of communication and avenue to the mind.

As I glance, then, over the whole field of instruction and note the methods pursued, they seem to me to resolve themselves naturally into three well-differentiated groups:

1. Oral Methods.
2. Manual Methods.
3. Sign Methods.

The distinguishing characteristic of each group is: *the form of language that is habitually employed in the interchange of thought*—that form of language which is made the "vernacu-

upon which to base our first division into classes. It relates to the *exclusive* or *non-exclusive* use of English.

1. Shall we use English and English alone as our language of communication ; or,

2. Shall we not ?

Some teachers adopt the first plan, and discard the *De l'Épée* Sign-language altogether—or any language not known and used by the people at large. Others adopt the second plan, and resort to the *De l'Épée* language of signs.

The issue thus relates both to English and the Sign-language. It is not exactly “English *versus* the Sign-language,” for English is aimed at by all methods. It is, rather, English alone without the Sign-language, or English with it ? This seems to me to be the living question of the day, and it is therefore eminently suited to be the touchstone of our methods.

*In imparting ideas to the deaf, is the English language alone used without the De l'Épée Sign-language ?* If so, our method belongs to Class I ; if not, to Class II.

#### *Sub-Groups.*

Each of these classes may be subdivided upon other issues.

We have a spoken or “Oral” form of the English language, and also a written or “Manual” form ; the one spoken by the mouth, the other written by the hand. Now the advocates of Class I are divided upon the question, “Shall we use the spoken or the written form of the English language as our means of communication ?”

Of course all methods aim to teach both forms to the deaf.

American teachers are now unanimously of the opinion that earnest and persistent efforts should be made in every school for the deaf to teach speech and speech-reading as well as reading and writing to every deaf child. But this is not the point at issue. It relates not to a knowledge of these forms of English, but to the *use* of them as the language of communication and thought. The question is :

*When we discard the De l'Épée Sign-language altogether, and determine to use English and English alone in the instruction of the deaf [Class I], shall we use spoken or written English as the language of communication ?* This is an important issue and forms a convenient basis for subdivision.

Those who make speech the language of communication

CHART.

*Suggested Classification of Methods of Instructing the Deaf.*

Basis of Classification.	Two Broad Classes of Methods. Employing:	Sub-groups.	Specific Methods of Instruction.
Language employed to impart ideas.	1. English .....	Oral Methods.....	The Auricular Method.
		Manual Methods..	The Speech-reading Method.
	2. Other languages.	Sign Methods .....	The Manual-alphabet Method.
			The De l'Épée Sign-language Method.

*Basis of Classification.*

What we need first is some natural basis of classification upon which all can agree.

Now, when we come to consider that the possibility of instructing a deaf child is based upon the possibility of teaching him a language whereby ideas may be imparted and the mind cultivated, I think we may find in the kind of language employed for this purpose our basis for classification.

*Two Broad Classes of Methods.*

Upon this basis we may divide the existing methods into two broad classes:

1. Those in which the English language alone is employed, and,
2. Those which employ some other language—not English. (For example: The De l'Épée Sign-language.)

Of course the acquisition of English is an ultimate object, common to all methods, but the advocates of the second class seek to teach English through the medium of another language (the De l'Épée Sign-language), or, at all events, in conjunction with it; whereas those of the first class seek to teach English by usage alone, without the aid of any other tongue. "English through English" is their motto. "English through Signs" or "with Signs" is the motto of the other side.

It is not my intention in this paper to express any opinion concerning the relative merits of the different systems employed in the instruction of the deaf, but simply to point out broad issues which may be useful for purposes of classification. The present issue seems to me to divide teachers into two great opposing camps, and may therefore be a suitable one

clearly before the mind in a manner acceptable to the advocates of all.

For many years I have been a close student of this subject, and I must confess that I am dissatisfied with the classification adopted by the profession, and used in the *Annals*.

You recognize a "Manual" and an "Oral" Method, and more than a dozen different kinds of "Combined" Methods.

For example, you have the Combined A method, Combined B method, Combined C method, Combined D method, Combined E method, Combined F method, Combined G method, Combined AB method, Combined AE method, Combined AF method, Combined BC method, Combined BD method, Combined BF method, Combined EF method, Combined ABF method, and the Combined AEF method. (See the *Annals* for January, 1892, vol. xxxvii, pp. 60 and 64.)

This classification seems to me to be unnecessarily complicated, and extremely difficult to follow. Indeed, in some cases, I fear that it would be almost impossible for any one excepting the editor of the *Annals* to decide definitely to what class a method belongs. The idea underlying the use of the word "Combined" is undoubtedly good. It is meant, I presume, to indicate an Eclectic System in which all methods are employed. It is not so applied, however, and the word is used in a vague and indefinite sense, rendering it necessary to distinguish various forms of combination by the arbitrary letters, A, B, C, D, etc. This is obviously a temporary expedient to supply a need for a more definite classification.

Of course any classification is better than none at all, and we must hold to that we have until some better method or system of classification can be devised.

Now I do not come before you in a captious spirit, nor with the idea that I can give you a perfect and complete classification of methods, by any means. I simply beg to offer you a few suggestions which may set you thinking upon the subject, and so be of value.

Allow me to direct your attention to the following chart, which exhibits those methods of instruction which appear to me to demand recognition, and their relation to one another :

Schools," "Manual-alphabet Schools," and "De l'Épée Sign-language Schools."

In cases where more than one method is pursued, then, under the head of "Method of Instruction" in the Statistical Tables of the *Annals*, the methods pursued should be specified. For example: "Oral and Manual," etc. This would mean that some of the pupils are instructed by Oral Methods and some by Manual; and it should be stated, I think, somewhere in the *Annals*, how many are taught by each method.

Schools in which all the methods are employed might, very properly, be termed Eclectic Schools.

Although this correspondence is, of course, intended, as you say, "to be read only by the three members of the committee who carry it on," still I think it would be well for us to write with a view to possible publication. The heads of the schools for the deaf in America have delegated to us the consideration and discussion of a very important subject; and should we be unable to agree upon a report, it would only be right and proper that the whole correspondence should be made public, so that the profession might see how we have discharged the duties devolving upon us. I would like to obtain the views of Dr. Noyes and yourself upon this point.

I send a copy of this letter to Dr. Noyes, together with a copy of my Colorado address. I will ask him to write to you upon the subject, and send me a copy of his letter. It will then be in order, I suppose, for you to communicate with us.

Yours very sincerely,

ALEXANDER GRAHAM BELL.

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#### UPON THE CLASSIFICATION OF METHODS OF INSTRUCTING THE DEAF.

(A paper read by Dr. ALEXANDER GRAHAM BELL before the Seventh Conference of Superintendents and Principals of American Schools for the Deaf, Colorado Springs, Colorado, August, 1892.)

The discussions we have had here render it very evident that there are different methods of instructing the deaf in use in this country. We are all anxious to study them by their results; but before we can do so we must have a clear idea as to what these methods are, and how they differ from one another.

The differences should be so defined as to place the issues

ply in the same way, and that you should be requested to express your views by letter also. I enclose a copy of a letter I have just written him; when you receive his reply, will you please write me your opinion, and send him a copy of the letter?

Very truly yours,

EDWARD ALLEN FAY.

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BEINN BHREAGH, VICTORIA COUNTY, NOVA SCOTIA,  
*November 2, 1892.*

Prof. E. A. FAY,

*Kendall Green, Washington, D. C.*

MY DEAR PROFESSOR FAY: As my paper "Upon the Classification of Methods of Instructing the Deaf" has not yet been published, the remarks contained in your note of the 22d ult. were, of course, made from only a general recollection of the subject-matter.

I now forward, with this letter, a copy of my address as revised for publication, from which you will see that your objections are largely answered in the paper itself. For example:

1. Your first objection is rather apparent than real, for the paper shows that the classification does not imply that methods belonging to the "second class" do not teach the English language. "That," as you say, "would not be true, and would do them a great injustice."

2. The second objection, also, is answered in the paper itself, for I think you will find, upon careful perusal, that the classification *does* provide terms for the methods now included under the name of "Combined System."

I need not enlarge upon these points, as you have the paper before you. I would direct your attention, however, to the fact that the subject of our enquiry is not the classification of "Schools" but of "Methods of Instructing the Deaf." If these were satisfactorily classified, the schools would be sufficiently defined by specifying the methods of instruction pursued in them.

Schools employing a single method alone would naturally be termed "Oral," "Manual," and "Sign" Schools; or, if we desired to be specific, "Auricular Schools," "Speech-reading

As this correspondence is not for publication, but to be read only by the three members of the committee who carry it on, I will state my objections to the proposed classification as concisely as possible, without the amplification that would be desirable for readers not thoroughly familiar with the subject.

1. You propose that the methods of instruction pursued in our schools be divided into "two broad classes employing (1) English and (2) other languages (sign-language)."

My objection to that is that there are no schools employing "other languages (sign-language)" to the exclusion of the English language. Your classification would imply that schools belonging to the second class do not employ English. That would not be true, and would do them a great injustice.

2. You propose that these "be further divided according to the specific methods of instruction, as:

"(1) Oral methods, divided into the Auricular method and the Speech-reading method.

"(2) Manual methods (the Manual-alphabet method), and,

"(3) Sign methods (the De l'Épée Sign-language method)."

Now there are a good many schools that employ all these methods in various ways and degrees; they are called at present "Combined-System" schools. I have no special fondness for that term and would gladly adopt a better one if one were offered; but it is certainly desirable to have *some* term to apply to these schools, and it is an objection to your classification that it offers none.

I will send a copy of this letter to Dr. Noyes. Will you please send him a copy of your reply? I will ask him, when he receives that, to express his opinion in a letter to me and to send you a copy of the letter. This is not so satisfactory a way of discussing the matter as if we three could talk it over together, but the latter plan does not seem feasible at present.

Very truly yours,

EDWARD ALLEN FAY.

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KENDALL GREEN,

WASHINGTON, D. C., *October 22, 1892.*

DEAR DR. NOYES: In a hurried conference at Colorado Springs, Dr. Bell and I agreed that I should put my objections to the classification of methods he proposed into a letter to him, and send a copy of the letter to you; that he should re-

The Committee respectfully report that, after long deliberation, they have not been able to agree upon a satisfactory system of classification, and they therefore recommend that in the Tabular Statement of Schools published in the *Annals*, while statistics of the number of pupils taught speech and by speech shall be recorded as fully as possible, the columns headed "Methods of Instruction" be omitted, and no classification of methods or system of nomenclature be adopted at present.

The Resolution appointing the Committee says that "when three-fourths of the Institutions in the United States approve of the recommendations of this Committee, the same shall be adopted in the *Annals*." The Committee believe that the omission of the words *and Canada* after "the United States" was inadvertent, and are unanimously of the opinion that all schools for the deaf which have the right of representation in the Conference of Superintendents and Principals have the right to vote upon the recommendations of the Committee under the Resolution of the Colorado Conference.

The heads of all schools for the deaf in the United States and Canada are accordingly requested to indicate to the editor of the *Annals* in writing, on or before the first day of November, 1893, their approval or disapproval of the above recommendations of the Committee.

The deliberations of the Committee were chiefly conducted by correspondence. A copy of the correspondence, and the minutes of a meeting of the Committee held at Chicago, July 23, 1893, are hereto appended.

Respectfully submitted.

EDWARD ALLEN FAY,  
J. L. NOYES,  
ALEXANDER GRAHAM BELL,  
*Committee.*

WASHINGTON, D. C., *Sept.* 25, 1893.

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CORRESPONDENCE OF THE COMMITTEE.

KENDALL GREEN,  
WASHINGTON, D. C., *October* 22, 1892.

DEAR DR. BELL: I have delayed writing you on the subject of Classification of Schools for the Deaf, hoping your address at Colorado Springs would be published and I might have it before me; but as there seems no immediate prospect of its publication, and I think I have a pretty clear idea of the classification proposed, I will delay no longer.

7. By bringing the judgment into exercise, they aid the memory and, as their significance is gradually unfolded, enable the pupil to grasp and retain the elements of speech more perfectly than he could possibly do under any other system.

8. They supply an excellent method of mental discipline—discipline we could afford to pursue for its own sake, even if it did not result in the attainment of another and most desirable end.

In giving you, as I have done, a few chapters in my experience, I think that I have been able to present my views more clearly than if I had confined myself to a more formal and didactic method, and I hope that the record of the different steps by which I came to my matured conclusions will not be without interest to you or benefit to the young men in whose behalf you have asked my opinion.

Sincerely yours,

ISAAC LEWIS PEET.

Prof. J. C. GORDON,

*National Deaf-Mute College,*

*Kendall Green, Washington, D. C.*

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## REPORT OF THE COMMITTEE ON CLASSIFICATION OF METHODS OF INSTRUCTING THE DEAF.

*To the Principals and Superintendents of*

*American Schools for the Deaf:*

At the Seventh Conference of Superintendents and Principals of American Schools for the Deaf, held at the Colorado School, August 7-11, 1892, Dr. Alexander Graham Bell read a paper criticising the classification of methods of instruction adopted in the Tabular Statement of American Schools for the Deaf annually published in the *Annals*, and suggesting a different plan of classification as a basis for revision. After some discussion of the subject the following Resolution, offered by Dr. J. L. Noyes, Superintendent of the Minnesota School, was adopted:

*Resolved*, That a Committee of three be appointed, of which Dr. Fay, of Washington, shall be chairman, the other two members of the Committee to be appointed by this Conference, to which Committee this whole subject of classification shall be referred, to report their conclusions through the *Annals*; and when three-fourths of the institutions in the United States approve the recommendations of this Committee, the same shall be employed in the *Annals*.

Dr. Noyes and Dr. Bell were appointed members of the Committee to act with Dr. Fay.

the passage so prepared. In this way they get into the habit of consulting the dictionary for the pronunciation as well as the meaning of words—a most desirable consummation, if we would have our pupils accurate in speech. I have prepared and may publish a little reading-book, each lesson of which embraces all the sounds in the English language.

In connection with these three plans, the making of responsive signs on the part of the pupils has a most favorable effect, as it enables the teacher to tell at a glance whether they know the meaning of each word as presented to their eyes, and to explain it if they do not.

The advantages, as they appear to me, of using Professor Bell's system of symbols in teaching articulation and lip-reading to the deaf may be summarized as follows:

1. Based, as these symbols are, upon a plan of phonic analysis, as complete as it is admirable, there is such a correspondence between them and the position and movement of the vocal organs in speech that they practically furnish a rule for each articulation.

2. They make clear the distinction between the sound and the correct spelling of a word, and in this sense may be said to give hearing to the eye.

3. They remove all temptation to guess-work and carelessness in lip-reading, which is the great bane to progress in this direction. In their use, the pupil puts upon a tablet, either material or mental, what he actually *sees*, not what he thinks ought to be. He therefore pays much closer attention than would otherwise be the case, and the result is far greater accuracy.

4. They enable a pupil to study beforehand, and record in the simplest, most accurate way, the pronunciation of the words he is to utter. By this means he is able to do for himself what the teacher would otherwise be obliged to do for him, and thus, by his own industry, to acquire a familiarity with speech far in advance of what he could gain if he depended entirely upon one whose time he is obliged to share with others.

5. They furnish the teacher with a means of correcting inaccuracies of pronunciation by enabling him to show the pupil what he has said, in contradistinction to what he ought to have said.

6. They are interesting in themselves, supplying, as they do, delightful problems not difficult of solution.

would come the top symbols and then the back. At this time or subsequently the double consonants were taken up.

The way was now prepared for learning the front, middle, back, and combined vowels. The pupils were taught not only to run through the scale, but also to take each vowel in connection with each consonant. For example, the vowel ē would be repeated as follows: pē, bē, mē, fē, vē, whē, wē, tē, dē, nē, and so on to the end. The short vowels were given as initials and the consonants as terminals, as in the series ip, ib, im, if, iv.

In this manner all the consonant and vowel sounds were thoroughly learned in connection with each other, the elements of speech and lip-reading were indelibly impressed upon the mind, and the way was prepared to read the lips and to speak without difficulty. The rest was a mere matter of practice, and of that instruction in pronunciation which has to be given to hearing children.

To promote familiarity with the vowels as learned little sentences were given, each involving all the vowels in a group, to the exclusion of those not yet learned. For instance, with the group of front vowels, viz., ē, ĭ, āe, ě, ă, such sentences would be given as—

ʃ ɜfɪz ɪz ɪtən ət brekfəst;  
A fish is eaten at breakfast;

and with the group of middle vowels, ʊ ũ and ɪ er, ir, ur, etc.

we ɛt brɛd ɒnd bʌtə ɛvri deɪ.  
We eat bread and butter every day.

As already intimated, I found it an excellent plan, after the alphabet had been mastered, to give exhaustive lists of words under each vowel, so that the pupils might become familiar with the English equivalent for each vowel sound as it occurred in words, and I am not sure but I may, at my leisure, print a little volume of such, as a sort of *vade mecum*.

I have also tried the experiment of putting a little dictionary, in which the pronunciation is marked, into the hands of the pupils, and having them put selected words into Visible Speech, and then read them aloud.

Another plan has been to assign them a reading-lesson, and require them to look out each word in the dictionary and then write it in Visible Speech, concluding with the oral reading of

sentation, be made to seize with ease and avidity the idea which the symbols portrayed.

The pupils who were just learning to write could form the symbols more easily than they could the equivalent letters, and see in them greater significance. It seemed, indeed, a sort of introduction to writing, that added zest thereto, while to the pupils who had already learned to write a novelty was introduced that stimulated attention.

I began with two ellipses, one horizontal and the other vertical, and divided them into halves as follows:  $\ominus$   $\Theta$ . These

I labelled back  $\ominus$  lip,  $\Theta$  <sup>top</sup> lip, and required the beginners to draw them,

and designate them by touching the lip, by pushing the finger through the mouth to the root of the tongue, by putting the finger upon the top of the tongue and afterward crooking it, and by touching, with the finger, the tip of the tongue. This was done every day as an introductory exercise. Repetition made it easy and agreeable. Then to the beginners, as well as to the others, I taught the symbol for the simple closed lips  $\bigcirc$  followed by that of the open vowel  $\mathcal{J}$ , and showed that it signified that they were to close the lips and then open the mouth wide. There would not be a single pupil that would not at once give the sound indicated. The transition was easy to the other lip symbols, and it was not long before they were able to give the whole series  $\bigcirc \mathcal{J}$  pä;  $\ominus \mathcal{J}$  bā;  $\Theta \mathcal{J}$  mā;  $\ominus \mathcal{J}$  fā;  $\Theta \mathcal{J}$  vā;  $\ominus \mathcal{J}$  whā;  $\Theta \mathcal{J}$  wā;  $\bigcirc \mathcal{J}$  äp;  $\bigcirc \mathcal{J}$  äb;  $\Theta \mathcal{J}$  äm;  $\bigcirc \mathcal{J}$  äf;  $\bigcirc \mathcal{J}$  äv. Then would come a simultaneous exercise of articulation and lip-reading. The teacher would say pä, and the pupils would imitate him, and then, turning to their slates, write the appropriate symbols. So with bā, mā, fā, and the rest. He would then skip about till whatever sound he gave involving the lip schedule they were able to reproduce and give the appropriate symbols. The next step would be to have them speak from the symbols, the teacher uttering no sound. He would then take the pupils individually, watch the voice of each, and work over it till he had brought it to a natural pitch and to a pleasant intonation.

The lip symbols having been mastered, so that each pupil could make them when lip-reading, and pronounce them when they were offered to the eye, the transition was easy to the lip symbols in connection with the same vowel, care being taken to review, each day, the schedule already learned. Then

simultaneously a number of specially prepared sentences written upon a large slate in front of them. This exercise was repeated again and again with the same sentences till the class became perfectly familiar with them. I took so much interest in this matter that I spent several hours each day watching the methods, making suggestions, encouraging the pupils, and taking a direct part in the instruction. I had two very fine lady teachers of articulation, who seconded my efforts admirably, and the hearing teachers taught their own classes respectively, Mr. Currier taking his own class and that of Miss Montgomery, who is a semi mute. My studies in lip-reading came to my aid in teaching articulation, and I found that the alphabet which I had devised for the former answered admirably for the latter.

There was one difficulty, however, which was very discouraging. There were in many of the classes a number of pupils who were continually forgetting the positions of the organs of speech both in lip-reading and in articulation, and therefore had to be subjected to constant review and correction, and unfortunately in proportion as the teacher labored with them the more irksome did the pupils find it. The devices to which I resorted, of giving lists of words in which the consonants were united to a single vowel and then to another, till all had been embraced, and reading-lessons in which appeared all the elements of speech, failed to awaken that enthusiasm without which it is impossible to evoke from any deaf-mute half that is in him. This delayed their own progress so much, and was so detrimental to the progress of the other pupils, that I began to fear that my favorite idea of having the whole school taught articulation would have to be given up in a measure, especially with those pupils who were not quick of apprehension, and that I should have to revert, at least partially, to the plan of making selections, which would also involve the inconvenience of reclassification for the purposes of articulation.

At this juncture I asked myself whether there was not something in the Bell symbols which I had hitherto overlooked, and which would prove more effective than the alphabetic equivalents that I had been using—something that would both awaken interest and produce a more lasting impression. To consider was to act, and, to my surprise, I found that the dullest as well as the brightest pupils could, by proper pre-

couraging them by requiring them to make what, in many cases, was an extremely difficult effort, namely, to attempt vocal utterance. The latter was made entirely voluntary on their part, though in a number of instances I found that, as a consequence of the acquired ability to read the lips, speech did follow.

When all the pupils had been brought into line in this regard, the way was prepared to teach articulation in addition to lip-reading. In this I was greatly aided by Mrs. Carrie E. Lounsbury, who, as Miss Handy, had at one time been a teacher here, and afterward, by my recommendation, had gone to Mr. Wilkinson, in California. She was what might be called a *natural* teacher of articulation—one who could give correct utterance to a deaf-mute even in cases where others failed. The signal success she met with in California led Mr. Wilkinson to speak of her ability in this direction in the most enthusiastic terms. She would probably have been with him until to-day had she not, unfortunately for the cause, contracted marriage with a gentleman who took her to Colorado, where he died. She is now in Chicago, where she is about to establish a school for teaching articulation and lip-reading to adult deaf-mutes. She had a similar school in New York city, in which she was successful in results though not in numbers. One of her pupils, for instance, Miss Cora Smith, a young lady about thirty years of age, a graduate of the Ohio Institution, ten years out of school, deaf from birth, and totally without hearing or speech, was enabled, in the short space of six months, to speak in a pleasant, natural, even voice, and to read the lips without difficulty.

Mrs. Lounsbury was able to give me but fifteen hours a week for a period of about six months, but during that period such an impulse was given to articulation that, at public exhibitions, we were able to display one or two whole classes, formed by ordinary grading in respect to the English language and other studies without any reference to their ability to speak, in such a way as to show that each pupil possessed the power of vocalization in a gratifying degree. The method pursued at these exhibitions was to take the Lord's Prayer, the Ten Commandments, a psalm or a hymn, and require each pupil to repeat, in turn, a portion of the same till the whole had been given. Mrs. Lounsbury's specialty was voice culture, and she accomplished much by making a whole class repeat

vowels could be readily given with the hand. For instance, for the back vowels, I gave  $\bar{o}\bar{o}$  by a constant repetition of *o*, while moving the hand to the right, the  $\bar{ö}\bar{ö}$  by the same repetition moved vertically upward, the  $\bar{ö}$  by moving the *o* un-repeated to the right, the  $\bar{ä}$  by raising the letter *a* upward, the  $\bar{a}$  by moving it downward, and the  $\bar{ö}$  by a curved movement of the *o*. When I spoke a word, I required the pupil to follow me with his fingers as each element of speech was given. This was at first slow, but as I always went on the principle of making the utterance continuous, the effect was that produced by a person speaking smoothly but with extreme deliberation. There were gaps between words but never between letters. The speech was attended by no jerks and no grimaces.

Another thing surprised me. That was the ease with which a pupil who had some knowledge of language acquired the ability to give the orthographic equivalent for orthoepic utterance.

Here, however, I was met with the objection that though the pupil might be able to recognize the exact positions assumed by the teacher even in rapid speech, he would not be able to recognize the speech of others, particularly those who spoke without any special care. To this it seemed to me to be a sufficient answer that, as familiarity with handwriting in which each letter was made with absolute correctness and exactness enabled a person to read any handwriting in which, though there were many and often serious departures from the best forms, there still remained a resemblance to those forms sufficient to make it possible to decipher what was written, so a familiarity with exact and correctly uttered speech would make it practicable to follow careless and varied speech, which, though it did not intentionally conform to any preconceived rules, yet, of necessity, involved essential points of resemblance to the positions to which he was accustomed. In other words, familiarity with certain fixed positions of the vocal organs would enable the pupil to recognize the general resemblances that occur in all speech, notwithstanding the modifications that are constantly recurring.

Satisfied upon this point, I put the whole school upon a course of lip-reading without regard to articulation. I wished to give the pupils the idea that they could be trained to understand what was said to them by speech, without dis-

hearing are able to hear their own voices as well as those of others, is in advance of any device of the kind that has yet been conceived. The assistance I have derived from him in my efforts to extend the teaching of articulation in the Institution has been very valuable. When at last the time came when it was desirable to disband the oral class as a distinct organization, on account of the smallness of its numbers, Mr. Currier's time became fully occupied in the instruction of other classes, till in the succession of events he found himself bearing the responsibility of the High Class. In the year 1884 the total number receiving instruction in articulation was 181 out of 464, or a fraction under 40 per cent. This result had been reached by the employment of a number of special teachers of articulation, among whom were Miss Anna B. Garrett and Miss Elizabeth Mitchell, who gave their entire time to the instruction of the juvenile pupils at our branch at Tarrytown and in a separate building on the grounds of the Institution.

To increase the number thus taught till it should embrace every pupil in the Institution was now my object. In my reflections upon the subject there grew up in my mind a theory that a certain exact position of the organs of speech might be associated with the *alphabetic* equivalent of each consonant and vowel sound in such a way as to produce the audible effect desired and at the same time be distinctly visible. I therefore set about constructing a phonic alphabet, in which the lips, tongue, teeth, throat, and chest should hold the same relations to the constituent sounds of vocal utterance that the fingers as used in the manual alphabet do to letters composing written words.

Such was my success that, to my surprise and delight, I was able to take any pupil of ordinary intelligence and, in a short time, enable him to write phonetically everything I said to him. The front vowels I made especially distinguishable from each other by opening the mouth in such a way as to cause to appear interstices between the upper and the lower teeth, differing in width and according to the sound to be produced, the teeth being quite close together for *ē*, a little further apart for *ī*, still further for *æ*, yet further for *ě*, and furthest of all for *ǣ*. I also distinguished the vocal consonants from the non-vocal by a marked expansion of the chest.

For the sake of convenience, I made a modification of the manual alphabet by means of which Bell's scheme of the

practice of medicine, the department of articulation was reduced from four classes to two, composed entirely of semi-mute and semi-deaf pupils, under Miss Jane T. Meigs and Miss Hattie E. Hamilton, two of Mr. Engelsmann's former assistants, and the methods of instruction pursued therein were somewhat modified.

During the summer which elapsed after Mr. Engelsmann's retirement Mr. Weston Jenkins and Miss Hamilton took advantage, at my request, of an opportunity offered to our profession by Professor A. Graham Bell to acquire a knowledge of his father's system of Visible Speech at the Boston School of Oratory. So thoroughly did they familiarize themselves with its principles and details that when they recommenced their labors, in the fall, they were able to make use of it at once in the instruction of their pupils, and to impart their knowledge of it to their hearing colleagues.

Each hearing teacher selected from his own pupils those whom, on trial, he found apt to learn, and gave them practice for half an hour daily in the new method of expressing sound and of recognizing its visible manifestations, while Mr. Jenkins, devoting his whole time, as professor of articulation, to the classes of the deaf-mute teachers, made similar selections and gave similar training. The enforced leisure to which the non-selected pupils were subjected was generally utilized in the attempt to acquire an improved chirography.

The number of pupils taught articulation and lip-reading on this plan gradually increased till, when Mr. Jenkins retired from the professorship of articulation to become the teacher of the High Class, in the fall of 1876, it amounted to 93, which, added to the 31 pupils composing the oral class, made the entire number 122, out of an attendance of 550, or a fraction over 22 per cent. of the whole.

Upon the retirement, at the same time, of Miss Hamilton to take, in the Western New York Institution, a position similar to that which she had held here, Mr. E. H. Currier was placed in charge of the oral class, and afterward invested with responsibilities which made him also the successor of Mr. Jenkins as professor of articulation. Thoroughly familiar with the Bell system, he proved himself an authority on the subject, while his labors in the direction of developing the latent hearing of the deaf won for him deserved recognition. His invention of the Conical Duplex Ear-tube, whereby individuals with partial

It was with him, as well as with myself, an interesting investigation, which, however, was in his case discontinued at the end of a year, owing to the opening up of a larger field in the hearing world. His success, however, justified the enlargement of the work, and when, in the fall of 1869, we were so fortunate as to secure the services of Mr. Bernhard Engelsmann, who had been a trained assistant of the distinguished Deutsch of Vienna, and who was the founder of the school which has since been called "The New York Institution for the Improved Instruction of Deaf-Mutes," we were enabled to establish a department of articulation in which, for four years, the pure oral system was given as fair and full a trial as could be had in an institution where the pupils that composed it had the opportunity of mingling, out of school, with others taught on an entirely different system. We had the assistance, at first, of two, afterwards of three, of our best lady teachers, and in this way four classes were organized and placed under his direction. He was the first, as well as the best, exponent of the German system in this country, and exemplified fully the methods of intellectual development and of mechanical training in vocalization and lip-reading practised in his native land, enabling us to compare side by side the two systems of instruction which had divided opinion on the continent of Europe. His classes aggregated sixty pupils, some of whom were semi-mute, others semi-deaf, and a few congenitally deaf.

Observing his methods and their results with great interest, I was led to modify the views I once entertained with regard to the feasibility of instruction by articulation, but was, on the whole, strengthened in the conviction that the progress of the pupils in everything except speech and its counterpart of lip-reading was not accelerated, if indeed it was not retarded, by the processes employed, while the persistent exclusion of the splendid stimulus given to the mind by the use of signs showed itself in the lessened originality of their written compositions as compared with that of classes where reliance was had upon the manual system. At the same time, I was convinced that a comparatively small amount of time given daily and systematically to the development of the two important accomplishments of speech and speech-reading would be of great and lasting benefit to all capable of profiting thereby.

Accordingly, when Mr. Engelsmann resigned his position, at the close of the academic year in 1873, to engage in the

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## A METHOD OF TEACHING ARTICULATION TO EVERY PUPIL.\*

KNAPP PLACE, W. 161ST STREET AND FORT WASHINGTON AVENUE,  
(Adjacent to the New York Institution for the Instruction of  
the Deaf and Dumb),

NEW YORK CITY, *March 31, 1893.*

DEAR PROFESSOR GORDON:

Since my visit to Washington, in the course of which, by invitation of President Gallaudet, I gave before the Fellows of the National Deaf-Mute College a lecture in which were presented the distinctive features of the method of carrying out the combined system pursued in the New York Institution for the Instruction of the Deaf and Dumb, especially in regard to the teaching of grammar and of articulation respectively, I have been gratified by a written request from you that I would state my views concerning the feasibility of giving instruction in articulation to every pupil through the entire course, and the adaptability of Professor A. Melville Bell's symbols of Visible Speech to the attainment of this end, a request with which I most cheerfully comply.

Since I became principal, in the fall of 1867, I have devoted much time to experiment upon practical methods of teaching speech and speech-reading to the true deaf-mute. Originally, I was of opinion that only with the semi-mute and the semi-deaf could results be obtained at all commensurate with the time and labor bestowed, and accordingly it was to such persons and a few others that I gave, or caused to be given, instruction in this direction.

The first important step taken in this connection was the appointment of Orrick Metcalfe, M. D., as professor of articulation. He had made some experiments in the treatment of the ear and of the voice, and it was not without hope that he entered upon his duties. To him a general examination of the hearing and vocal powers of the pupils was entrusted, and out of the whole number he selected thirty-five of the semi-mute and the semi-deaf from different classes. To these he gave daily attention in his specialty.

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\* This letter was not written with a view to publication, but at the suggestion of Dr. Gordon, who thought it would be interesting and useful to teachers generally, and with the consent of the writer, it is printed in the *Annals*.—E. A. F.

that, for the present at least, and for some time in the future, the former plan, with its great expense, is impracticable, and that by a strong and united effort we can readily carry out the second. I therefore offer as the Report of the Committee the following resolutions, and move their adoption by the Conference:

*Whereas* a committee appointed by the Conference of Principals at Colorado Springs in 1892 has had the subject of the technical and manual training of the deaf under consideration for the past year, and has reported that the establishment of a separate school for this purpose at this time is impracticable, and that there does seem to be a chance to get a sufficient appropriation from Congress to establish a department in the National Deaf-Mute College for the higher technical education of the deaf: therefore

*Resolved*, That the establishment of a department for the technical education of the deaf at the National Deaf-Mute College is very much to be desired for the good of all the deaf in America.

*Resolved*, That this Conference earnestly request the Directors and Faculty of the College to establish a Technical Department, and to apply to Congress for a sufficient appropriation to meet the expense of such a department.

*Resolved*, That we pledge ourselves to aid in the establishment of this department in every way we can.

*Resolved*, That the Secretary of this Conference be requested to send a copy of these resolutions to the College authorities.

The resolutions were unanimously adopted.

Dr. J. L. Noyes, of Minnesota, moved that the secretary be requested to send a copy of the above resolutions to all the Superintendents and Principals of Schools for the Deaf in the United States, and that they communicate with their Senators and Representatives in Congress upon this important subject. The motion was adopted.

The meeting then adjourned *sine die*.

EDWARD ALLEN FAY,

*Secretary.*

## REPORT OF THE COMMITTEE ON A TECHNICAL SCHOOL.

A SPECIAL meeting of the Conference of Principals and Superintendents of American Schools for the Deaf was held at the Memorial Art Building, Chicago, Illinois, on Monday, July 24, 1893, at 1.30 P. M.

President E. M. Gallaudet, of Washington, chairman of the Standing Executive Committee, called the meeting to order, and stated that its object was to receive a Report from the Committee on a Technical School appointed by the Seventh Conference. On motion, Dr. P. G. Gillett, of Illinois, was elected President, and E. A. Fay, of Washington, Secretary.

A member asked whether this meeting was to be considered as the Eighth Conference. The President replied, No; it was a special meeting called merely for the purpose stated.

Mr. F. D. Clarke, of Michigan, chairman of the Committee on a Technical School, presented the following

### REPORT.

MR. CHAIRMAN AND MEMBERS OF THE CONFERENCE: The Committee appointed by the Seventh Conference of Principals at Colorado Springs last year hoped to be able to hold a formal and lengthy meeting in Washington city during the last session of Congress, and to find out, if possible, how that body would be inclined to act upon an appeal for an appropriation. As in several States in which the members of the Committee reside the legislatures were in session, it was impossible to hold such a meeting, but by correspondence there has been a free exchange of opinion among the members.

The question as it appeared to your Committee was:

Do we want a separate and independent school for training in mechanical arts and trades those deaf pupils who do not care for, and who perhaps could not take, a college course; or, would a Technical Department added to the College at Washington, at a much smaller expense, answer all the needs of the deaf?

While there were decided differences of opinion as to which of these would be best, or which was most needed by the deaf, I think I may safely say that all of us feel very sure

July 19 the meeting was called to order at two o'clock, with eight members in attendance. Mr. Booth was invited to preside. The minutes of the two previous meetings were read and approved.

Letters were read from Miss Seay, of the Institution for the Improved Instruction of Deaf-Mutes, New York; Miss Peck, of the Institution at Washington Heights, New York, and Mrs. Carrie Earle, of Flint, Mich.

It was moved and carried that the officers be appointed a committee to decide on the time and place of meeting next year.

It was moved and carried that the President appoint a committee on publication.

The following is the constitution of the Union :

1. This Society shall be known as the UNION OF KINDERGARTNERS FOR THE DEAF.

2. The object of this Society shall be to lead to the introduction of the Kindergarten in all Schools for the Deaf, and to interest trained kindergartners to take up this work.

3. The Membership shall consist of Active and Associate Members.

The Active Members shall be those who have done or are doing kindergarten work for the deaf.

The Associate Members shall be those who are in favor of this work, and will assist in promoting the object of the Society.

The Annual Membership Fee shall be fifty cents.

4. The Officers shall be a President, Vice-President, Secretary and Treasurer, to be elected by ballot at the Annual Meeting.

Seven members shall constitute a quorum with power to transact business.

5. Standing Committees shall be appointed at the Annual Meeting, and the President shall have power to appoint Special Committees when necessary.

6. The Active Members shall constitute a committee to represent the work in the International Kindergarten Union.

7. This Constitution and By-Laws may be amended at any Annual Meeting by a two-thirds vote of the members present, providing notice of the proposed amendment is given at a previous meeting.

Alice F. HUDSON,  
*Secretary.*

The best advice that can be offered a deaf person seeking an appointment in the Civil Service is—Don't! Such a position is not the best one for an active and energetic young man. If, however, he is resolved upon it, he should thoroughly inform himself, in advance, concerning the duties of the position he seeks, the rules governing admission, etc. Then if he is rejected without cause, an appeal to the Civil Service Commission will gain him an impartial hearing.

JAMES L. SMITH, M. A.,

*Head Teacher of the Minnesota School, Faribault, Minn.*

## THE UNION OF KINDERGARTNERS FOR THE DEAF.

PURSUANT to a call issued in June, 1893, twenty persons interested in kindergarten work met at the McCowen Oral School, in Chicago, July 15, and organized as "The Union of Kindergartners for the Deaf." Miss Mary McCowen was elected President, Miss Anna M. Black, Vice-President, and Miss Alice F. Hudson, Secretary and Treasurer. It was decided to hold an open meeting in Memorial Art Hall, Monday, July 17, to which all who would like to know about the work should be invited; and a business meeting July 19, to discuss work for the year.

The meeting on July 17, in a hall of the Memorial Art Building, was called to order at half-past two. The President, Miss Mary McCowen, gave the opening address. The papers read were as follows:

Kindergartens for the Deaf, by Alice F. Hudson; Kindergarten in the Western New York Institution for the Deaf, by Carolyn H. Talcott; Advantages of Gift Work, by Katharine D. Partridge. Miss A. M. Black said a few words about kindergarten as used in her school.

Dr. A. G. Bell spoke strongly of the kindergarten as a necessity for little children who cannot hear. He assured the members of the support of the American Association to Promote the Teaching of Speech to the Deaf for all kindergarten methods in teaching speech to deaf children.

Some children who had kindergarten training were then introduced, and answered questions, wrote and drew upon the black-board. Much interest was expressed. At the close of the meeting five names were added to the list of members.

2. The Commission may refuse to certify an eligible who is so defective in sight, speech, or hearing, or who is otherwise so defective physically, as to be apparently unfit to perform the duties of the position to which he is seeking appointment; or an eligible who has been guilty of a crime or of infamous or notoriously disgraceful conduct.

3. If an appointing or nominating officer to whom certification has been made shall object in writing to any eligible named in the certificate, stating that because of physical incapacity, or for other good cause particularly specified, such eligible is not capable of properly performing the duties of the vacant place, the Commission may, upon investigation and ascertainment of the fact that the objection made is good and well founded, direct the certification of another eligible in place of the one to whom objection has been made.

(*Same, page 90, clause 3 :*)

3. DEAF-MUTES.—They cannot be appointed in the Railway Mail Service. Under the rules the question of physical fitness for the service rests with the appointing officer. The General Superintendent of the Railway Mail Service has decided that, as it is very dangerous for deaf-mutes to be employed on a railroad, and for other reasons, his office does not feel justified in selecting deaf-mutes. (Letter-book U, p. 85, March 4, 1892.)

It is quite evident from the foregoing that the charge that the rules of the Civil Service Commission "make unfair discriminations against the deaf, and deprive them of their rights as citizens," is not borne out by the facts. In only one case are the deaf expressly debarred—that of the Railway Mail Service, noted above. We cannot reasonably find fault with this discrimination, though we may question whether the General Superintendent's decision was correct.

Clauses 2 and 3 of General Rule IV above are not aimed at the deaf more than at any other class of citizens. They are clearly designed to protect the Civil Service from incapable or improper persons. No one can question their propriety.

There are now in the Government offices at Washington quite a large number of deaf clerks. Several have won steady promotion by their efficiency. Some hold their places through the Civil Service Commission, by means of official examinations.

If deaf persons in New York or elsewhere have been refused the privilege of examination, or have been rejected for appointment to positions which they were entirely qualified to fill, it has not been because the rules of the Civil Service Commission discriminate against the deaf. It is due rather to the arbitrary action of subordinate officers. The remedy lies in a prompt appeal to the Commissioners in each case—an appeal backed up by the strongest influence the deaf candidate can command.

the doubt suggested itself. A letter was addressed to the United States Civil Service Commission, stating the case as clearly as possible, and asking for definite information in regard to the alleged discrimination. The following reply was received:

UNITED STATES CIVIL SERVICE COMMISSION,  
WASHINGTON, D. C., August 8, 1893.

MR. J. L. SMITH,  
*Faribault, Minn.*

SIR: In reply to your letter of August 1st, I am to hand you herewith a copy of the Ninth Report of the Commission, containing the Civil Service rules, and to invite your attention to what is said at page 90 about the appointment of deaf-mutes in the railway mail service. Under General Rule IV, clause 3, at page 20, provision is made for objection by the appointing officer on the ground of the physical incapacity of any person certified, and under clause 2 of the same rule, where a person is manifestly defective in speech or hearing the Commission may refuse to admit him to the examination. The examination in typewriting, which consists chiefly of an exercise in dictation, cannot be given to persons who are deaf. There are probably few places of typewriters which could be filled by a deaf-mute, as they usually involve miscellaneous clerical work and stenographic duties. They may, however, take the clerk and copyist examinations, in which a copying exercise is substituted for the dictation exercise. In these examinations, instead of orthography, a printed list of misspelled words is given. Where the duties permit, they may also take any of the special or supplementary examinations. In certifying for appointment the order of grade is strictly followed, without regard to any question of physical incapacity, leaving that for the judgment of the appointing officer in making a selection from among the three names presented for each vacancy.

From a perusal of the law and rules it will be seen that deaf-mutes have the opportunity of demonstrating their merit and capacity, and of having their names presented for appointment upon the basis of their qualification for the duties of the place to be filled. It is plain that the appointing officer alone can be the final judge of these qualifications of the persons whom he is to employ, the function of the Commission under the Civil Service Act and rules being restricted to securing the due consideration of the merits of those examined, apart from political or religious considerations.

Very respectfully,

JOHN T. DOYLE,  
*Secretary.*

For the fuller information of the readers of the *Annals*, there are here inserted the clauses referred to in Secretary Doyle's letter: \*

(*Ninth Report of the United States Civil Service Commission (1891-'2), General Rule IV, clauses 2 and 3, page 20:*)

## THE DEAF AND THE CIVIL SERVICE.

At the recent meeting of the National Association of the Deaf, held in Chicago, Thursday evening, July 20, the following resolution was presented by Mr. Thos. F. Fox, of New York:

*Whereas* the rules controlling admission to the Civil Service of the Government make unfair discriminations against the deaf and deprive them of their rights as citizens; and

*Whereas* deafness does not incapacitate them from performing such service as requires merely manual dexterity and visual quickness: therefore, be it

*Resolved*, That the matter of this discrimination be brought to the attention of the Commissioners of the Civil Service, and they be requested to amend the rules disqualifying the deaf from Civil Service under the Government.

Mr. A. R. Spear, of North Dakota, who was formerly in the Civil Service for nearly ten years, questioned whether there was really any such discrimination as alleged in the resolution. He was assured, by more than one member of the Association, that the fact was as stated, and it was added that it was due to a recent ruling of the Commission. Subsequently the resolution was passed unanimously.

In the *Annals* (vol. xxx, p. 300) the editor dispelled, in a most satisfactory and convincing manner, the illusion that the deaf were debarred from the Civil Service by the rules of the Commission. A letter from the secretary of the Commission was published, which stated explicitly that no such discrimination existed.

This statement in the *Annals*, however, was made in 1885, and it was argued in support of Mr. Fox's resolution that a recent ruling had given rise to the discrimination against the deaf.

The writer several years ago stood an examination for the Civil Service, passed satisfactorily, and in due time received an appointment to a clerkship in one of the departments at Washington, which was declined for a more advantageous opening. No question in regard to deafness was raised in this case. When the subject of discrimination was brought up at the Chicago meeting, the writer, like Mr. Spear, inclined to the opinion that the attitude of the Commission toward the deaf was not as represented. The most obvious method to resolve

mittee which has collected this library is S. G. Davidson, Mt. Airy, Philadelphia, Pa. It will give him pleasure to answer any inquiries relating thereto, and to furnish a catalogue of the 328 volumes.

Mr. Agnew, a Scottish artist, has an oil-painting, which may prove to be one of historical interest. It represents Her Majesty the Queen of England using the double-hand alphabet to a deaf woman who lived on the Isle of Wight. The Queen was in the habit of visiting this woman, and endeavored to lighten her sorrows, which were of a domestic nature, as she had left her husband, who cruelly abused her. The Queen has corroborated this story, and, at the same time, mentioned that she is not now so proficient in the silent language.

Mrs. C. L. Buchan, a former teacher of art in the Illinois School, kindly furnishes two pictures to render barren places attractive. One is a beautiful water color, the other a crayon study of Venus.

Mrs. Harriet McIntire Foster, of Indianapolis, daughter of the late Dr. Thomas McIntire, sends an engraved portrait and a published memorial of her father, the man of whom President Gallaudet said, "God grant that the spirit which inspired all his career may be found in many of those who now bear the heat and burden of the day in our laborious profession."

Mr. Frank Read sends a bound volume of the *Advance*, and notes relating to the Northwestern Deaf-Mute Christian Association.

The last arrival at the Exhibit is a bust of the Abbe de l'Épée, presented to the deaf-mutes of America by Felix Plessis, sculptor, on the occasion of the opening of the World's Congress of the Deaf at Chicago, July 18, 1893, as an emblem of the friendship existing between the two republics.

At the request of the editor of the *Annals* I shall furnish for the next number a description of such exhibits from schools for the deaf as I have been able to find in the Exposition, outside of the Collective Exhibit. These are widely scattered, and it is possible some may be overlooked. Heads of schools who have sent such exhibits are respectfully requested to inform me of the fact, and to send a statement of their contents.

LESTER GOODMAN, B. A.,

*Inquiry Division, Room 2, West Lobby, Post Office, Chicago, Ill.*

The children visitors have been delighted with a boy and girl, life size for two years, dressed as only children of the well-to-do can be dressed, standing in a fine glass case, surrounded by beautiful specimens of needle-work.

The exhibit of shoe-work, examination papers, art sketches, articulation charts, and a bound volume of "St. Joseph of the Oaks" testify to the good work done in their several lines.

*Utah School.*—Nine photographs from this School give a clear idea of the work done by its forty-three pupils.

*Wisconsin School.*—The Art Department is represented by thirteen beautifully framed pictures. The most conspicuous is a human foot in crayon, and two wall portfolios, one containing sketches, the other specimens of crayon-work.

Five bound volumes of the *Times* and sixteen volumes of examination-papers speak well for the Literary Department.

A case of boots and shoes testifies to the ability of the makers to earn a living.

The cabinet-shop is well represented by two tables, a handsome settee, and a cabinet for shoe-blackening.

A bound volume of photographs of school scenes completes one of the most picturesque and interesting exhibits of the collection.

*Other Contributions.*—The contributions to the Collective Exhibit from other sources than schools are as follows:

The Standing Executive Committee of the Convention of American Instructors of the Deaf, through the editor of the *Annals*, contributes a complete set of the thirty-eight volumes of the *Annals*, with indexes to thirty volumes; also a complete set of proceedings of the twelve Conventions of American Instructors of the Deaf, and of the seven Conferences of Principals and Superintendents.

In this collection are also included nearly a hundred handsomely bound volumes from the Volta Bureau, comprising the publications of the Bureau, foreign periodicals, and other works relating to the deaf. The "Histories of American Schools for the Deaf," recently published by the Bureau, has been in great demand by the numerous teachers of the deaf who have visited the Exhibit, and the beautiful memorial sketch of Helen Keller by the public generally.

The American Association to Promote the Teaching of Speech to the Deaf exhibits a "Model Library of Books for Deaf Children." The address of the chairman of the com-

In a case is exhibited some dainty work in the line of clay-modeling and china decorating.

An extension table on a small scale, some very interesting examination-papers, and a cabinet of art work complete the exhibit.

*New York Institution.*—This Institution sends a handsome volume of pictures. The photographs are by Randall Douglas, who also made those of the National College. The specimens of industrial and applied art are well executed.

*Northern New York Institution.*—From this School are sent some fine specimens of work in the line of tailoring, shoe-making, dress-making, and rug-making.

*Ohio Institution.*—This Institution has eleven photographs of buildings, grounds, interior views, pupils, and officers. These are well arranged in one large, handsome frame, making a fine piece of wall furniture.

*Pennsylvania Institution.*—This Institution has an effective and artistic exhibit. Sixteen photographs, uniformly framed, arranged in an order to illustrate the steady growth and onward march of the school, with a sign in the centre heralding their home, a fine cabinet of drawings and floor plans by pupils at the base, flanked by two pictures, one a beautiful work of lilacs from nature, make one of the magnets of the Collective Exhibit.

*Pennsylvania Oral School.*—This School sends fourteen charts illustrative of articulation, a large, varied, and fine exhibit of sloyd models made by the pupils, ten volumes of books used in the school-rooms, specimens of uncorrected letters, school-work, sewing-work, and one of Currier's Conical Duplex Ear-Tubes.

*Pennsylvania Home for the Training in Speech of Deaf Children before they are of School Age.*—The Home contributes the revised plans of its new building, and a volume of "Extracts from the Illustrated Compositions of Robert L. Foering," a private pupil of Miss Garrett's, who was born deaf and has suffered from spinal disease. The book is one of the remarkable things of the Exhibit.

*St. Joseph's Institute.*—This Institute has three handsome cases.

The needle-work embraces fancy, purely ornamental, and useful work, and is done with a skill that merits the commendation it receives.

On the table are samples of printing, bound volumes of the *Companion*, two volumes of school exercises, and a large volume containing photographs of the School. The cabinet photographs of all the officers connected with the School are very fine, and have been of great interest to Minnesota people.

On the wall is a map of Minnesota, showing the number of pupils from each county, some pictures of the School and shops, a portfolio of art work, and a fine specimen of work done with a pen.

In the case with the fancy-work are a suit of clothes, a cotton shirt, boots and shoes, samples of sewing, and a medal from the Universal Exposition, held in Paris in 1889.

Last, but not the least part of the exhibit, is a design for a school for the deaf, to accommodate two hundred pupils, by Olof Hanson, who is a graduate of this School and of the National College. He has devoted himself to architecture, has studied ten months in Europe, and acquired practical experience under leading architects in Minneapolis, Omaha, and Philadelphia. Mr. Hanson has also with the National College exhibit a view of the School for the Deaf at Devils Lake, North Dakota, of which he was the architect.

*Nebraska Institute.*—The exhibit comes mainly from the cabinet-shop and the Art Department. From the former there are four tables, two plain and two ornamented by inlaid work of fine quality, four inlaid checker-boards, a pair of Indian clubs, three pairs of dumb-bells, a fruit dish, a small desk, and specimens of joinery and dovetailing, while on the wall are seven specimens of carving and inlaid work.

From the Art Department there are fifteen framed specimens. The work done in oil is especially noteworthy, being the best of any in the Collective Exhibit.

The carving, inlaid work, and art display have attracted much attention, and received warm words of praise from many people.

The rest of the exhibit consists of a great variety of work done in the printing-office, a volume of examination-papers, two volumes of the *Nebraska Mute Journal*, and several photographs of school-room scenes.

*New Jersey School.*—This School sends fourteen frames of kindergarten and needle-work, specimens of leather-work, sewing, carving, and dovetailing.

handsome photographs, which give a vivid impression of the exterior and interior views of the buildings, and epitomize the life led at the school.

*Michigan School.*—The one thing of the Collective Exhibit, next to the statue, that attracts the most attention is a bedstead from this School. The work is fine, the polishing and joinery being of such a quality as to arouse interest and command words of admiration from Indians and nuns, laborers and lawyers, farmers and financiers, kitchen-maids and drawing-room matrons. Grimy hands with finger nails dressed in mourning, dainty fingers on which shone precious gems, have caressed it, and, if wood can feel, it must be as conscious of power as the Stroke of the winning 'Varsity Eight.

The strong point of this exhibit is the work of the cabinet-shop. Beside the bedstead, three book-cases and a table, as fine in their way as the bedstead, are standing arguments in proof of the ability of the boys to use tools.

The wall display consists of seven framed pictures—four from the Art Department, and three photographs of officers, pupils, and school-buildings. In one of the book-cases are eleven photographs, giving views of the buildings, inside and out, and two pairs of shoes.

Inside the bedstead, on frames, are a young girl's dress and a small boy's suit. On the table is a bound volume of the *Mirror*, numerous sketch-maps from memory, and three handsomely bound volumes of examination-papers, showing the work of each member of every class.

One of the book-cases is occupied by the "Model Library for Deaf Children," contributed by the American Association to Promote the Teaching of Speech to the Deaf, while the second is given up to the Minnesota School, and half of the third to the volumes from Hartford, and those contributed by the Standing Executive Committee of the Convention of American Instructors of the Deaf and by the Volta Bureau.

*Minnesota School.*—The fancy-work of this exhibit is so fine as to elicit inquiries from wealthy dames whether the articles are for sale, or could similar ones be ordered.

Two photographs showing the school of 1863 and that of 1893 give striking evidence of the great progress made within this period.

From the cabinet-shop there is a serviceable tool-chest, a plain table, which shows good work in the joinings, and two stools.

Some ingenious person might make use of this fact to invent something that would serve as an automatic register of the number of ladies in attendance at any place where they congregate.

The shoe display, in a case adapted to its needs, is the most complete and fine of any in the Exhibit.

A large upright case holds specimens of printing, photographs of the officers, pupils, buildings, exterior and interior, very creditable examination-papers, bound volumes of the *Kentucky Deaf-Mute*, four volumes of "Primary Lessons for Deaf-Mutes," by J. A. Jacobs, and several volumes of "Arithmetic for Deaf-Mutes," by D. C. Dudley.

Another similar upright case contains as pretty a display in the way of needle and fancy-work as could be asked for.

A window-frame is attached to the wall, and a stuffed peacock, which rests on a perch above the shoe-case, shows a gorgeous tail.

The Kentucky exhibit, owing to the amount of glass, the harmonious arrangement of the cases and their contents, the artistic display of the fancy-work, where each piece seems not only to show itself at its best, but also endeavors to help every other piece do the same, produces a very pleasing effect, and has attracted much attention.

*Le Couteulx St. Mary's Institution.*—This School exhibits a bound volume of the *Le Couteulx Leader* and two bound volumes showing the work done in the different departments, containing also examination-papers, a description of manual work, and a history giving information of the steady progress of the school.

John C. Selby, who is blind and deaf, furnishes some literary work.

Two handsome frames, holding twelve photographic views of the school-buildings, complete the exhibit.

*McCowen Oral School.*—This, the first of the present infant schools for the deaf, has an interesting exhibit, consisting of nine photographs of pupils, buildings, and school-rooms, nine frames showing the work done in all the grades, a case containing samples of sewing and drawings, and on the wall a fine assortment of sloyd work, and implements used in clay-modeling.

One of the charms of this exhibit is produced by the tender years of some of the little ones whose work is here shown.

*Maryland School.*—The exhibit consists of a wall cabinet of

everything into consideration, is a model. The case, made by the boys of the joinery class, is about eleven feet high, four feet wide, and nine feet long. The lower four feet are encased in glass. Inside, on graded steps, is arranged the most comprehensive exhibit, as regards scope and detail, of the collection.

The line of instruction in the Industrial Department is illustrated by fine specimens of work in wood, leather, printing, painting, needle and fancy-work.

The Intellectual Department is represented by the course of study in detail, lessons in language, the text-books used, maps drawn and colored by pupils, specimens of penmanship, and bound examination-papers.

The scholarly bent of the mind of Mr. R. O. Johnson, the superintendent, is shown by his book, "The Flash-Lights of Literature," and other productions of his pen.

On the inside of the case, at the top, are six pictures, showing what the girls in the Art Department can do in the way of oil, pastel, and crayon. The crayon-picture is a striking portrait of the superintendent.

On the top of the case, on the outside, are pictures representing exterior and interior views of the school.

*Kansas Institution.*—The exhibit consists of a large case made by the pupils, in which are shown what the boys can do in the line of harness and shoemaking, and what the girls can do in the way of darning, needle and fancy-work.

Several fancy designs of scroll-sawing, tastefully ornamented, a bound volume of the *Kansas Star*, minutes of Teachers' Conventions held at the Institution, Institution reports, and some examination-papers, having, as frontispiece, a photograph of the pupils, complete the contents of the case.

The wall display consists of several pictures illustrating the work in the school-rooms and shops, and nineteen pictures from the Art Department.

*Kentucky School.*—This exhibit has some needle-work done by Miss Evaline Sherrill, in 1892, in her eighty-second year. Miss Sherrill is the only survivor of the thirteen pupils who entered the School in 1823, the date of its establishment.

The wall display consists of two pictures of the school buildings, an inlaid checker-board, and two large portraits in oil of John Adamson Jacobs and Laurent Clerc.

A dressing-case with a mirror has given optical refreshment to three ladies out of every five who passed along the aisle.

Seventeen photographs show the buildings, exterior and interior, and the daily institution life of the pupils.

A case containing souvenirs, compositions, examination-papers, needle-work, specimens of carving and clay-modeling complete the exhibit.

*Columbia Institution* (including the *National College* and *Kendall School*).—This exhibit, the greater part of it coming from the only college for the deaf in the world, has naturally attracted a large amount of attention. Thousands of visitors who were aware that there were schools for the deaf were totally ignorant that there was also a college.

The exhibit includes work done by the Department of Articulation; the biography of Dr. Thomas Hopkins Gallaudet by his son, the President of the College; two volumes of *Buff and Blue*, the periodical published by the College students, and a large number of beautiful pictures. Among the latter, the three stars of the first magnitude are a portrait of Dr. Thomas H. Gallaudet, by Marcus H. Kerr, of St. Louis; a portrait of Dr. E. M. Gallaudet, by Lawrence F. James, of Illinois, and a cabinet which contains some very fine photographs of the buildings and grounds, by Mr. Randall Douglas, of Livingston, New Jersey. All these gentlemen are former students of the College.

The exhibit also contains samples of photography, architectural designs, art work in crayon, charcoal, oil, and water-color by present students and pupils, and photographs of the College buildings, the faculty and the students, the officers and the pupils of the Kendall School, the instructors of the Department of Articulation, the interior of the chapel, etc., and the statue of Dr. Thomas Hopkins Gallaudet above mentioned.\*

Here also may be mentioned the Fraction-Teacher, the invention of Mr. James Denison, Principal of the Kendall School, which has received much attention and favorable comment from teachers of hearing schools as well as of schools for the deaf.

*Indiana Institution*.—This exhibit, taking the case and

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\*The writer does not mention the best contribution of the National College to the Exhibit. This is the daily presence of its graduate, Mr. Lester Goodman, the writer of this article, who is in charge of the Collective Exhibit, and by his high intelligence, ready courtesy, and facility in communication adds greatly to the interest and pleasure of visitors. The Illinois Institution shares with the College the honor of this part of the Exhibit, and all the schools for the deaf, whether directly represented in the Exhibit or not, have a share in its benefit.—E. A. F.

Vaught gave much thought and a great deal of hard work towards the success of the Exhibit.

I shall now briefly describe the exhibits of the several schools in their alphabetical order.

*American Asylum.*—This parent school sends twenty-five photographs, artistically framed, the most noteworthy of which are the monument of Dr. Thomas Hopkins Gallaudet, at Hartford, the statue of Laurent Clerc, the polo team, the foot-ball team, and Albert A. Nolan, who is deaf and blind, with his teacher, Miss Noyes.

A fine lithograph with the school in the centre, the Gallaudet monument on the right, and the Clerc monument on the left, surrounded by the venerated portraits of the men who have headed the school, from Gallaudet to Williams, is a pleasant feature.

Twelve volumes complete the exhibit; six are reports of the Asylum from the years 1817 to 1893, which have given much pleasure to some graduates whose heads are now covered with the silver livery of time. The remaining six volumes are published by the school: "First Lessons in English," by Caroline C. Sweet (four volumes); "Talks and Stories," by W. G. Jenkins, and "Bits of History," by John E. Crane.

*Chicago Day-Schools.*—Miss Griswold, of the Northwest School, has an exhibit of kindergarten work, inventions, and clay-modeling by her pupils. The union of effective arrangement and bright colors employed in the designs has a pleasing effect.

*Cincinnati Oral School.*—This school contributes twenty-four neat drawings by pupils, and a volume of creditable examination-papers.

*Clarke Institution.*—The exhibit of this, the earliest incorporated oral school in America, consists of twelve finely executed photographs of the buildings, inside and out, giving a good impression of the school and its environment, and causing the visitor to exclaim, "It must be a beautiful place!"

*Colorado School.*—The main feature of this exhibit is the work of the Art Department. Eighteen pictures, embracing a wide range of subjects, show the skill of the pupils in this direction.

Twelve frames, occupying wall space, show what the girls can do in the line of fancy-work and sewing—illustrating also a great variety of kindergarten work.

is not hyperbole, but plain prose. I have in my possession the written words of one of the most cultivated of the journalists of Chicago, who, after a long study of the statue, approached me and said, "It tells such a *grand* story!" On my remarking that I was happy to meet a man who had the poetic insight to read between the lines, he said, "As I stood there the moisture came into my eyes, and as I am a newspaper man, you may, perhaps, understand what power there must be to move me so."

As from nature's simple leaf-pattern are molded all the intricacies of sepal, petal, stamen, pistil, in all their multitudinous forms and combinations, so, regarding the story this statue tells as the leaf-pattern in the history of educating and uplifting the deaf of America, we behold in the work of the College, shown on the right, the brilliant corolla, and all around the sepals, stamens, and pistils that go to make up this beautiful flower of the Exhibit.

The amount of interest shown in the Collective Exhibit of Schools for the Deaf, the number of visitors, their eagerness to get as much information as possible about the schools and the deaf in general, have attracted the attention of many people in the building, and it has been a matter of comment that this Exhibit has had more visitors than any other along the aisle.

The situation is admirable, being at the junction of the two main aisles, making it absolutely necessary for all who are "doing" the gallery to pass the Exhibit. Then, too, instead of being shut in, the Exhibit has two large windows, from which a charming view can be had of purling fountains and wooded islands, of beautiful bridges and sky-blue lagoons, of the court of honor, which seems to be quarried in marble, of magnificent buildings, lofty domes, and surging crowds of people. The view is rare—rarer than the century-plant.

The carefulness President Gallaudet always gives to details, combined with his gentle but steel-like purpose to have just what he thinks best, assisted by the interest of Dr. Peabody, the head of the Department of Liberal Arts, who has, on several occasions, shown the lively interest he felt in the Exhibit, backed by the willingness of the schools to do what they could, has resulted in a grand work, which is to have a far-reaching influence for good in the educating and uplifting of the deaf.

It is scant praise and bare justice to testify that Mr. L. O.

## THE COLLECTIVE EXHIBIT OF SCHOOLS FOR THE DEAF AT THE WORLD'S COLUMBIAN EXPOSITION.

THE contribution of the Collective Exhibit of Schools for the Deaf to the mammoth undertaking, upon which, at the present moment, are centered the eyes of the world, is, in every respect, a worthy one, and a matter of just pride and congratulation to all concerned. The industrial and intellectual accomplishments of the pupils have excited the admiration of philanthropists and the wonder of visitors, proving indisputably to some, to whom proof was necessary, that while the deaf, in general, lack high intellectual development, they do not lack intellectual capacity, and that slowly, but surely, the intellectual wealth of the ages is being opened to them, and it is only a question of time when the wisdom of the past and the present will be theirs.

Harvey, the discoverer of the circulation of the blood, says, in his memoirs, that he could never get a physician over forty years of age to believe in his discovery. This statement has been used as an argument to show that, after a certain time of life, men become more or less impervious to new ideas. No such charge can be laid at the doors of the principals and superintendents of American schools for the deaf, no matter what the number of their years, for we see an eagerness for a larger and fuller development, a quickness to seize and test new methods which give promise of lifting the deaf to a higher plane of thought, feeling, and action, that is indicative of constant progress, for where there is movement there is life, and where there is life there will probably be development.

It was a happy thought that gave to the Exhibit a replica of Daniel E. French's statue of Dr. Thomas Hopkins Gallaudet, represented in the act of instructing Alice Cogswell. The statue, occupying a central position in the Exhibit, the pedestal bordering on the boundary line of one of the main aisles running north and south the entire length of the Building of Manufactures and Liberal Arts, challenges the eyes of the passer-by, bids him pause, and, by the mystery of poetic beauty and artistic touch, stirs something in the heart which rises to the brain, and causes him to look at the whole Exhibit. This statement

While this demand upon the teachers may, by some, be regarded as excessive, it cannot be denied that it would be for the benefit of the pupils.

If the teachers, as above indicated, assist in the training of the pupils out of school and are interested in their general welfare, he thinks that the pupils can be cared for just as well and even better in a large than in a small school. The greater success attained by smaller schools of late he considers due not so much to their size as to their management. A good superintendent is not found every day—that is, one who, besides executive ability and skill as a teacher, possesses the more valuable power of imparting to his assistants enthusiasm and love for their work; but such a man, when found, can do more good in a large than in a small school.

The above review is gathered from the three publications named below. The aim in reviewing has been to give impartially the principal arguments on both sides, and to present, in a condensed form, the arguments and observations most likely to interest the profession in this country. The letter of Mr. Jørgensen has been largely drawn upon, as it contains the most of interest to us. The superintendent of the school, Mr. Fredrik Nordin, sided with the majority of the board in opposing division. It may be added that the petition for division was not granted.

1. Styrelsens i 4:de döfstumskoldistriktet utlåtande med anledning af ifrågasatt delning af distriktet. [Observations by the Administration of the School for the Deaf in the Fourth District in regard to the Proposed Division of the District.] Halmstad: Erik Johanssons boktryckeri. 1892. 8vo, pp. 45. [This also contains the reservation of the two directors, H. W. Lindeberg and A. Henriksson, who do not concur in the opinion of the majority of the board.]

2. Udtalelser i anledning af undervisningens ordning i Sveriges 4:de dövstumskoledistrikt. [Observations in regard to the Plan of Instruction in the Fourth Swedish School District for the Deaf.] By Georg Jørgensen, Principal of the Royal School for the Deaf in Fredericia (Denmark). Halmstad: Erik Johanssons boktryckeri. 1892. 8vo, pp. 28.

3. Kort belysning af H. W. Lindebergs och A. Henrikssons reservation mot styrelsens inom 4:de döfstumskoledistriktet underdåniga utlåtande i den förnyade delningsfrågan. [A Brief Examination of the Reservation made by H. Lindeberg and A. Henriksson against the Observations of the Administration of the School for the Deaf in regard to the proposed Division of the Fourth District.] Lidköping: Westgöta-Postens boktryckeri. 1892. 8vo, pp. 13.

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interests of the pupils. He holds that a teacher's work is not limited to the class-room. "It is through intercourse with the pupils out of school that teachers become good teachers and pupils good pupils. It is out of school that the teacher learns how the deaf really think, reason, and understand." While he recognizes four or five hours as the limit of teachers' work in the school-room, he would have them spend about two hours a day with the pupils out of school. Instead of a continuous session of four or five hours he would distribute the intellectual work over the whole day, with intermissions for gymnastics, drawing, and industrial work, and instead of special instructors in these branches, he prefers to have the regular teachers take charge of them, and be paid therefor in addition to their salaries as teachers. (It should be borne in mind that in these schools the object of industrial training is not so much to teach trades to the children, most of them being too young for that, but rather to furnish a useful diversion, the main object at all times being the teaching of language.) He would have the lady teachers assist in the care of the smaller children, and particularly look after the training of the girls. He says that they gladly do this, not only because it adds to their income, but also because they regard it as a matter of honor, and, as a result, they become warmly attached to the school and to the children. The lady teachers moreover are to pay regular visits to the foster homes of pupils, for, as he says, they are much better able than the principal to detect any neglect or abuse of the children in such homes. He would also employ the male teachers in every way possible, always, of course, with proper compensation, such as assisting in book-keeping, correspondence, etc., in order to bring them into the closest possible connection and sympathy with the school and the pupils. In short, he does not consider the teachers' sphere limited to school-room work, but would also have them assist in the moral and social training of the pupils. His idea of what a teacher should be may be gathered from the following:

After what has been said, it is clear that the requirements of modern school for the deaf are not met by having a corps of teachers who feel it their duty to give merely the prescribed number of hours to their work, and then stop. Such a man or woman, no matter how capable, had better leave the profession to-day than to-morrow. A modern teacher of the deaf must devote himself to his work with all his strength of body and mind.

Division A, 6 classes, about . . .	60 pupils.
Division B, 6 classes, about . . .	48 “
Division C, about . . . . .	30 “
Division D, about . . . . .	14 “
Primary department • . . . .	48 “
<hr/>	
	200 “

The primary department, comprising the first and second year pupils, would be *internat*, the pupils having their own dormitories, dining-room, etc. It would be a complete school in itself.

Divisions C and D would also be *internat*, but in separate buildings in a different part of the town to prevent intercourse with the A and B and primary pupils, taught orally. This would also be a complete school in itself, having its own dormitories, school-rooms, dining-room, etc.

The pupils of divisions A and B, boarding with families in town, would attend school in a building connected with the primary department where the main institution is located.

By the subdivision above outlined, a large school becomes, in effect, several small schools, combining the advantages of both.

The division of the pupils into A, B, C, and D classes has a direct bearing on the economical administration of the school, in that larger classes may be used, as it is now generally recognized that there must be a separate teacher for every class in the school. In Germany it is held that a class must not exceed 10 pupils. This is because the Germans will not recognize the principle of division. It has been demonstrated in Fredericia, however, that, on account of the even grading obtained by the system of division, it is perfectly feasible to have 15 pupils in an A class, 13 in a B class, and 11 in a C class.

Not many years ago the schools for the deaf in Northern Europe were all *internats*. The hours of instruction were usually from 8 A. M. to 1 P. M. After that the teachers had nothing to do with the school. Having so much time at their disposal, not a few engaged in various side occupations to the detriment of their educational work. Mr. Jørgensen's plan of preventing this is to place within the reach of the teachers occupations in connection with the school, by which they may increase their incomes and at the same time further the

25 new pupils every other year, and in either case the number to be divided into classes would be the same. In reply, it is argued that from sickness or unavoidable detention at home pupils will sometimes fall behind, and that it would be a serious matter to set them back two years, while in the larger school they need only fall back one year.

To fortify their position, the majority of the board have requested a comprehensive opinion from an experienced superintendent, Mr. Jörgensen, head of the school at Fredericia, Denmark. This letter, which is somewhat lengthy, is printed in a separate pamphlet.

Mr. Jörgensen first devotes a few paragraphs to the complaints of Mr. Heidsiek and others in regard to the German schools. "That Mr. Heidsiek in many respects describes the conditions as they actually exist is unquestionable," he says. But he declares that this deplorable state of affairs in Germany is not due to the oral method of instruction, but, first, to the lack of proper organization; secondly, to the absence of highly educated men in the profession.

All the teachers and principals in Germany are trained at the normal schools for teachers, and one does not now, as formerly, meet among the principals men who have been trained at colleges or the university. \* \* \* As it was unjust in former days that only scientifically trained men could secure the better positions in schools for the deaf, and only scientifically trained men could be considered in the selection of principals, it is equally unjust and erroneous now to exclude such men altogether from the schools for the deaf.

The Germans as a body do not recognize the principle of dividing the pupils into A, B, C, and D divisions, though some of the most prominent educators, notably Mr. Engelke, of Schleswig, warmly advocate it. In view of their excellent organization, Mr. Jörgensen indulges in the pleasant hope that the Scandinavian schools will soon stand at the head in the education of the deaf.

He admits that he formerly favored small schools, but with increased experience he has changed his views and now thinks that large schools have some advantages, and that the evils charged against them can be prevented. He considers a school of 200 or even more pupils of suitable size, but would subdivide it into departments of about 50 or 60 pupils in each.

The organization of a school of 200 pupils would be something like this, the course of study being 8 years:

prevent them from using signs, and hence that oral instruction would suffer. A strong plea is also made for the smaller schools on account of the better individual care which they can give the children. In a school of a hundred pupils, about twenty-five would be resident, and the remainder would board out. In a school twice as large, the number of resident pupils would be about fifty. The petitioners for division argue that twenty-five children are all that one matron (*plejemoder*) can properly care for, and the horror with which they contemplate the possibility of twice that number being placed in charge of one matron appears almost amusing to us, accustomed as we are to much greater numbers; but, then, their idea is that the matron is to give the children as nearly as may be the same care that they would receive from their own mothers. Our large American schools come in for their share of attention, but it is not of a complimentary character. The opposition makes no attempt to defend our large schools, but merely remarks that no comparison can be made between caring for several hundred pupils together and only about fifty, which is the highest number they count on. The small-school advocates, however, cite another fact which, as an argument, may be new to some of us. They cite, in support of their side, that "all the schools founded [in the United States] within the last twenty years are small schools, with the exception of three, of which, however, not one has over two hundred pupils; and that not less than 49 out of the 76 schools in this country, or considerably more than half, have less than 100 pupils each."

It is also argued that a superintendent cannot do full justice to a large school, and some authorities are quoted, including Superintendent Finch, of Trondhjem, Norway, who considers "schools of 160 to 170 pupils unsuitable and unmanageable."

The difficulty of getting suitable foster homes for a large number of pupils is also advanced as an objection to large schools.

In behalf of the larger schools, it is argued that they are more economical; can be better equipped in the way of illustrative apparatus, etc., and admit of better classification of pupils. To the last argument the small-school advocates reply that by receiving new pupils only every other year there will be the same number of children to subdivide into classes. To illustrate: A school of 200 pupils would have about 25 new pupils every year, but a school of 100 pupils would have about

## SMALL VERSUS LARGE SCHOOLS.

How to avoid the evil effects of keeping together a large number of children in one school is a question which gives the heads of our schools more or less concern. In this connection, it may be of interest to examine a discussion of this subject in a foreign country.

In Sweden, by a recent law, the whole country was divided into school districts, each estimated to contain from about 100 to 150 deaf children of school age. One or two extra large districts were calculated for a school of about 175 pupils in each. Certain parties, however, calculated that one of these schools is likely to have from 200 to 225 pupils, and this was made the basis for a petition to the King that the district be divided so as to give two smaller schools instead of one large one. Two members of the board of directors favored division, but the majority opposed it; and the latter, beside disputing the correctness of the larger estimate as to attendance, also contended that a school of 200 pupils would not be too large, but would be preferable to two schools with half that number of pupils.

Passing over questions of purely local interest, we will examine the arguments of a general character which are presented on both sides.

Before proceeding, it may be well to review briefly the organization of the Swedish schools. As in several other European countries, the children are divided according to intelligence into four divisions—A, the bright; B, the fairly bright; C, the slow; and D, the weak-minded. The A and B pupils are taught by the pure oral method; in the C division signs may be used at the discretion of the directors of the school; the D pupils are taught by signs. In some cases these divisions are entirely separated as to buildings, grounds, and management, but it is considered particularly desirable to separate the orally taught from those taught by signs. The schools are *inter-externat*; that is to say, only the youngest pupils, usually those in school one and two years, board at the school; the older pupils board with families in the town, who are to give them the privileges and care of a home.

The principal argument against the larger schools is the difficulty of maintaining a proper supervision of the pupils to

English language. Present it to them clearly and forcibly, word upon word, sentence upon sentence; then require of them constant and judicious practice. It is the endless repetitions that bring success. Discard almost entirely methodical signs and grammatical theories; and keep the children surrounded by English. They will often pick up more than we give them credit for. Introduce as much variety into the work as possible, but let it all tend to the accomplishment of some clear result laid down and defined in the underlying method. Do nothing by halves. Better make no explanations than to leave new phrases and idioms half explained and unintelligible to the pupils. They will be sure to crop out again and give no end of trouble. Encourage by every possible means a habit and love for reading. Nothing will be of more benefit than this. It will shield the pupil from a thousand evils, and turn many otherwise idle moments to profitable and pleasant account.

With large and ungraded classes, the work must be too general to expect very speedy results. But with small classes, where a reasonable amount of individual instruction can be given, there will soon be developed a longing to master language, born of a desire to know what is going on in the world, and to be able to communicate readily with all intelligent hearing persons.

These are the ends we seek. The hope of the future lies in better teaching, smaller classes, and smaller schools. With these we may reasonably expect that every deaf-mute will master the English language, and fit himself for all the responsible duties of life.

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pupil, of course, understands nothing of what it means. Perform, or have some older pupil perform, the command. Soon he will see that those characters require an action on his part. Vary the object and the verb, but do not stop to explain either at length. When the sentence is comprehended as a whole, the pupil will not be long in discovering which word represents the object and which the action. He knows them then, not only as separate words, but also in the connection required for expressing thought. The latter is the hardest thing we have to teach him.

As soon as possible teach him to write, and when he can properly connect all the letters have him write what he does, as "I shut the door." This performing actions and telling what he does and sees others do will form a large part of his school course. Too much action work can hardly be done, provided it is all recorded in good English.

In this simple way a large number of sentences containing different nouns as objects will be learned, many transitive verbs will be used, and a part of the personal pronouns. With this as a beginning, we gradually advance, introducing subject nouns, intransitive verbs, number and tense—in fact, all the regular forms of language. But, with all this accomplished, the work is but just begun, for it is not the regular, but the irregular forms—the idioms—that give the trouble. These can usually best be taught by seizing passing events. The first period of instruction would better be confined mainly to the simple forms of direct discourse. With these mastered, the narrative form may be taken up, and the exercises varied almost without limit. What was at first little more than copies of motions and shapes, comes now to be descriptions. The pupil is no longer confined to particulars, but he can generalize. His teacher does not always have to tell him something to write about; he realizes that language is but the expression of ideas, emotions, and desires—a part of himself and springing from within. He also realizes that unless he has ideas, language is impossible. This is something the teacher should never forget. He must plan all his work according to the capabilities of his pupils. They are always more interested in what they think and feel themselves than in what another tells them.

The law of progress that governs the acquisition of language is habit. Then require the pupils constantly to use the

## THE NATURAL METHOD OF TEACHING LANGUAGE.

WHAT is the natural method of teaching language? We turn to the hearing child and almost the first thing that attracts attention is the fact that almost from the first he is taught not separate words, but complete propositions. These he learns, not by hearing them defined and explained, but by hearing them used. The necessity of language is thus forced upon him. It is the means, and soon becomes the only means he has, of obtaining his desires. Moreover, his language all comes in connection with the actual objects and motions he sees about him. It is a living reality. It deals with what, at that particular time, interests him. In fact, it is the expression of his own ideas.

This is what we mean by the natural method of teaching. As applied to the way in which hearing children acquire their vernacular, it can hardly be called a method. There all seems to come by chance. But as applied to the deaf and used in the school-room, it must be systematized and graduated, yet without destroying its distinguishing features. In the school-room the first law is order and system. Nothing can be left to chance. But no plan should be so rigid as to exclude the introduction of the language of chance events. Through the almost daily happenings of the school-room and play-ground more language may be taught than by following any routine plan. Have the system there, but be ready to drop it at any time to seize passing opportunities of teaching idiomatic English.

The deaf child may be taught to comprehend and think in written language without the intervention of other signs or symbols. The popular notion that no artificial language can be acquired without the use of a natural one with which to interpret it is erroneous. The only natural language of the deaf is his few mimic gestures. These have no resemblance whatever to written language. And the more proficient he becomes in the use of them, the less likely is he to become well versed in written English.

The foundation of the system should be the sentence. It is this the pupil must use, and he can learn it only by using it. Write on the board a command, as "Shut the door." The

But still it is to reading that every teacher must look for his greatest aid. If his pupils can be trained to read intelligently and can be inspired with a love for reading, their education in English has ended its beginning. By training the imagination of the pupils, awakening their curiosity, and selecting interesting stories for them, sooner or later the fondness for reading, which, I believe, is dormant in the mind of every child, can be awakened. When that is done, the pupils are on the high road to learning. Nothing will put the deaf on an equality with their hearing brothers like reading. Through it, all the fields of knowledge are opened.

I have given a bare outline of a method that I think will give to the congenitally deaf the best command and comprehension of English they can acquire. Beginning with the simple sentence learned from action-work, and going on to the description of objects and pictures of more and more complex character, then combining with these journal work, stories, imaginative work, and reading, the whole object of the method is to envelop the pupils in an atmosphere of English that is at every stage comprehensible to them. But the method can accomplish nothing by itself. It must have an energetic, wide-awake, and resolute teacher behind it. He must labor with unflagging zeal to keep up the interest of the pupils. The moment any exercise drags it should be changed. Every opportunity must be seized to teach new words and new idioms. Newspapers and magazines must be searched for interesting news and stories. Lessons should be given on the flowers of the season, on animals, and, in fact, on every incident that comes up. For my own part, I should never give a lesson in any subject, arithmetic, history, geography—whatever it may be—that is not at the same time an interesting and helpful lesson in language.

By using this method, consisting of a frame-work that is unchangeable, but an exterior that can be moulded into any shape to suit the passing moment, the teacher can gradually make his pupils live and think in English.

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objects and pictures, the teacher should begin journal work and the telling of stories. Nothing is better to develop an easy flow of language than journal work. Make the children write quickly in plain, simple English what has happened to them in the last few days. In this way they must think for themselves without outside help, and will soon learn to express their thoughts readily in English.

The telling and reproduction of stories is valuable, both as a relaxation from other work and as another help to the acquirement of language. Any simple story told in an interesting way will fix the attention of children. Perhaps the most benefit can be obtained by first spelling the whole story, and then having them reproduce it in their own language. To do this well, the story must be long enough so that the children will not simply memorize the teacher's words. Some believe in telling stories in signs, and having the pupils write the ideas in English afterwards. This method I heartily disbelieve in. In fact, I think the less signs are used in the class-room the better it is for the pupils. They come to school to learn English—it is something they must have when they go out into the world. Now the English language and the sign-language are distinct in construction, arrangement, and conception. The children have all the time outside of the class to learn signs, and, to my mind, it is a waste of valuable time to teach them English by the sign-language when they have been properly started in English from the first. I do not mean to condemn the use of signs outside the class-room, or to say that I would not use a few single detached signs in teaching, but I should use only natural signs, and never use them as a language.

Leaving this little digression, and returning to the helps to language teaching, I wish to take up again the two that, to my mind, are the most important, and that can be used with great benefit as long as the pupils wish to study. They are picture work and reading. Picture work as a mere descriptive exercise belongs to the very first years of study, but when it is used as a means of training the imagination it can be carried on throughout the whole school course with advantage. In writing an "imagine story," as one little deaf girl called it, about a simple picture, the creative faculties are awakened in a surprising manner, and tendencies to any set form of thinking, caused by more mechanical language exercises, are done away with.

As I have said before, I should give whole sentences from the very start. If the children see whole sentences before them all the time they will not be likely to write incomplete ones. For the first year at least I should take care not to give them any words in the form of vocabularies. Vocabularies are not language. If a new word comes up, let the teacher put it into a sentence in which all the other words are familiar. Then let him have the pupils try to get the meaning of the new word from the rest. This trains their guessing powers, and becomes a great help afterwards in reading.

By means of action work the teacher should introduce, in succession, negative commands, proper names, possessive pronouns, gender, the possessive form, prepositions, conjunctions, adverbs, adjectives, and the interrogative form. All this, of course, is to be done very slowly, with endless repetition and reviewing. The teacher should never introduce more than one new idea at a time. Naturally, this will be very tedious, but time spent at first in good thorough work is more than regained afterwards. If the first foundation work is not well done, frequent reviews are necessary in the following years, and these are a terrible hindrance to further progress. But if all the above work is gone over in the first two years in a thorough manner, the teacher may know he has made a good start.

When the child has obtained some facility in the writing of simple sentences from action work, it is time to bring in two great helps to the mastery of English. They are the description of objects and pictures, and reading. The description of the shape, color, weight, and other characteristics of the simplest objects adds much to the vocabulary of the pupils, and gives them a fresh interest in language. It also makes them use their powers of discrimination. Pictures serve for objects that cannot be brought into the class-room, and can be graded in difficulty of description with great ease.

Reading gives the pupils exercise in guessing at the meaning of words and in the comprehension of language. Best of all, it keeps before them ideas expressed in the English order and in English idioms. At first, of course, the reading must be confined to the very simplest kinds of stories, but they may be made harder and harder as the pupils get more and more comprehension of language.

After the class has had some practice in the description of

guage the "natural method," by which the hearing child picks up language, must be improved upon and systematized. Still, the central idea should be the same—the pupil must be made to live in English.

Now suppose a teacher starts out with a class of congenitally deaf children. His main object is to teach them to write English freely and to comprehend it easily. In order to do this, he must make them think in English. Up to this time they have been thinking in pictures of objects and actions. Actions appeal to them more strongly than anything else, so, naturally, the best way to begin to teach them language is by action work. In English an action is represented by a whole sentence, and the sentence is always the unit of thought. Therefore, the teacher should begin at the very start with complete sentences, even though the pupils do not know the different letters of the alphabet.

A simple command easily fixes the attention of children, consequently the best kind of a sentence to start with is a command. The teacher should make the very first step the performance of a written command, and the description of it afterwards in as simple language as possible. He may have to perform the action first himself, or have another pupil perform it, but the idea of imitation is already well developed in the deaf at an early age. It will not be long before the teacher can write on the board, "Shut the door," and have one of his beginners perform the action when pointed at, and write "I shut the door" after he finishes it. The teacher must never hurry in such work as this. All writing, especially, should be slowly and carefully done to make a stronger impression on the pupils' minds.

After the children have grasped the idea of the one simple command the verb should be changed. If the sentence used at first was "Shut the door," change it now to "Open the door." When they see this second act performed, they will grasp intuitively the fact that "door" is an object, while "open" and "shut" are two different actions. Then, by changing the noun without changing the verb, as "Open the window," instead of "Open the door," and performing this action, they will learn that objects have different names.

By going on in this way, repeating everything until it is plain to the whole class, and varying the actions rapidly to make them reason quickly, the teacher can give his pupils their first comprehension of English.

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## A METHOD OF TEACHING THE ENGLISH LANGUAGE TO THE CONGENITALLY DEAF.

AN ordinary child learns the English language by imitation. He hears it spoken about him from the very hour of his birth. He soon finds he is capable of making noises, and, after hearing numberless repetitions of some sound, he learns to make it himself. So, gradually, he picks up words, phrases, and sentences, and after a few years he can speak fairly well. Finally he thinks in English, in the order of ideas in that language. Still it must be remembered that English is foreign to him at first, and he might have learned any other language just as well. The reason why a child born in the United States learns English is because he is enveloped in an atmosphere of English all the time. There is no method about his learning—he simply cannot help it.

This lack of method will not do in the education of the congenitally deaf, for they are seriously handicapped in two ways. In the first place, they must get most of their ideas and information by means of pictures taken by the eye. By the time they come to school they have learned to think in pictures, and not sentences. Their thoughts do not follow the order of thoughts in English, so they have to learn an entirely different way of thinking. In the second place, their time is limited. If a deaf child gets instruction in English during two hundred days in the year for five hours a day through a period of eight years, he gets in all only eight thousand hours' instruction. A hearing child who listens to English fifteen hours a day for a year and a half gets about eight thousand two hundred hours of instruction, and hears an infinitely greater amount of language than the deaf child sees. It is easy to understand, then, that in order to give the deaf the best instruction in lan-

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