ONE HUNDRED YEARS OF HISTORY IN THE EDUCATION OF THE DEAF IN AMERICA AND ITS PRESENT STATUS

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ONE HUNDRED YEARS OF HISTORY IN THE EDUCATION OF THE DEAF IN AMERICA AND ITS PRESENT STATUS[1]

In the beginning I wish to express full appreciation of the honor this Convention has done me in requesting that I review for its proceedings the one hundred years of the education of the deaf in America.

One with many other duties to perform would naturally shrink from the task, were it not for the significance and importance of such a labor. I therefore enter upon it with fear and trembling, well knowing that what the Convention has a right to expect cannot be brought within the limits ordinarily prescribed for such proceedings. It cannot be a history of the American schools. That has been written in three large volumes for the Volta Bureau on the occasion of the Columbian Exposition held in Chicago in 1893, and ably edited by Dr. E. A. Fay. The student of history is referred to these volumes.

We cannot stop to discuss even the first school, interesting as its history is, further than to note its founding in 1817 by Rev. Thomas Hopkins Gallaudet. Our country at that time was new, although it had been two hundred and ten years since the first perma-

[1] Written at the request of the Convention of American Instructors of the Deaf.

nent settlement in America at Jamestown, Virginia. The thirteen colonies had been established, the Indian wars and the Revolutionary war had been fought; our government had been organized, and thirty years of our national history made. Nothing of a permanent nature had been accomplished in the way of educating the deaf. In fact, the provisions for the general education of the hearing were of the simplest kind, although facilities for higher education had been well provided for those who had the means of securing it.

EARLY ATTEMPTS TO FOUND SCHOOLS FOR THE DEAF IN AMERICA

In 1812 Col. Wm. Bolling of Virginia, who was the father of deaf children, employed John Braidwood, a grandson of the founder of the school in Edinburgh, to start a school for the deaf in Manchester, Virginia. It was an oral school and started with much promise, being well supported both financially and in attendance, but the younger Braidwood evidently did not have the perseverance of his grandfather and soon abandoned the school. (Vol. 1, page 3, "The Virginia Institution," Histories of American Schools for the Deaf.)

In 1827 a Mr. Bradley of Talmadge, Ohio, the father of three deaf daughters, established a school in that town for his and other deaf children. Mr. Colonel Smith, a deaf-mute who had received his instruction in the American School at Hartford, Connecticut, was placed in charge of the school. The legislature of Ohio appropriated $100 toward his salary until the school in Columbus should be in operation. Eleven pupils were enrolled, but after the State School was opened

in Columbus in 1829 the school at Talmadge was abandoned and most of the pupils sent to Columbus. The Hartford method was used (vol. i, page 20, "The Ohio Institution," Histories of American Schools for the Deaf).

William Willard, a deaf-mute, organized a school in Indianapolis in 1843 to the support of which the state appropriated $200. In 1844 the school was taken over by the state of Indiana as the beginning of the State School.

From 1844 to 1854 an Oral School was in operation at Hopkinsville, Kentucky. Its founder and teacher was Rev. Robert T. Anderson, of the Baptist church. This was a very interesting school and the reader is referred to its history in the *Annals*, vol. xliv, page 359.

As none of the efforts to found a school prior to 1817 were permanent, we shall consider the Hartford School as the beginning of the work.

It is natural to expect that the first provisions for educating the deaf would be surrounded by many unfavorable conditions. This review accepts these conditions as they were and traces their evolution to the higher and better status which obtains to-day.

It should be pointed out that the spirit of benevolence played a strong part in the founding of the first school and other early schools which followed it. It was not until the middle of the century that the schools began to take on the character of public institutions provided and supported for the deaf children of our country as a matter of right and justice. As to whether Ohio or Indiana was the first state to provide for the free education of the deaf at public expense there has been great doubt. Superintendent Collins Stone of the Ohio School claims the credit for his

state (see *American Annals of the Deaf*, vol. xiv, page 119), while Superintendent MacIntire of the Indiana School (*American Annals of the Deaf*, vol. vi, page 151) does the same for his. We find in the report of the Board of Trustees of the Ohio School in 1838 that Ohio is the only state and perhaps the only government in the world which has provided out of its own treasury free education to deaf and blind children. A law had just been enacted granting free tuition to such pupils as the Board of Trustees approved, but still leaving to the judgment of the Board whether or not a full charge, a partial charge, or no charge should be made. The Board of Trustees therefore, availing itself of the privilege offered, made the tuition free. It was not, however, until after the adoption of the new constitution in 1851 that it was made absolutely free by legislative enactment. But the state of Indiana in 1844 founded by legislative enactment an absolutely free school for the deaf. Perhaps the superintendent of each school could truthfully make the claim of priority in this matter; it depends on what he considered basic authority. Not only is this education now free, but many states have made their truant laws apply to the deaf. Those whose parents are unable to furnish clothing and pay their transportation to the school can be aided at the expense of the counties in which they live.

But still to-day the benevolent spirit is found in a few institutions for the deaf of the earliest founding. The American School, the Clarke School, the New York Institution for the Deaf, the Pennsylvania Institution for the Deaf, the Institution for the Improved Instruction of Deaf-Mutes, and other Eastern schools are privately owned, although the states pay a per capita cost for the pupils but do not pay the whole

cost. These great schools are under the supervision of the State and may rightly be called semi-public Institutions. They draw on the interest from their benevolent funds to make up the deficiencies.

The first school was called an asylum, a word which at once suggests charity. That name was also given to the Kentucky school founded in 1823, the Ohio school founded in 1829, and a few institutions which were later established. It was not until 1895 that the mother school responded to the urgent request of its friends and changed its name to the American School. "Asylum" likewise has been dropped from all other schools except the one in New Mexico. The name first accepted by the deaf and their friends was *Institution for the Education of the Deaf and Dumb*, but as the educational purpose of the institutions became better understood and more emphasized and speech was being generally taught, their friends made a second demand that they be known as *Schools for the Deaf*. This name evidently expresses in the best way the purpose of these schools, eliminating entirely any thought of benevolence or charity. A large number of schools have made the legal change in name. Those which have not been able to do so are referred to by the profession and by the deaf as Schools for the Deaf. So the tendency to-day is to accept as rapidly, and so far as possible, this new name. It is only where grants or bequests made under the old title might be invalidated by a new name that there is any hesitancy in making the change.

The education of the deaf in young and free America was inevitable. The right of the deaf children to a free education on equal terms with hearing children could not be overlooked or long delayed, and the opportunities for it necessarily developed very rapidly.

The fact that our country was composed of numerous states, each independent of the other and all in benevolent rivalry, aided this development very much. Home pride in each state led to its making provision for the good and easy convenience of its people in every way, and especially in matters of education.

So, rapidily schools were established in New York in 1817 only a few months later than the Hartford School; in Pennsylvania in 1820; Kentucky, 1823; Ohio, 1829; Virginia, 1838; Indiana and Tennessee, 1844; North Carolina, 1845; Illinois and Georgia, 1846, and South Carolina, 1849. Then came Missouri, 1851; Louisiana and Wisconsin, 1852; Michigan and Mississippi, 1854. Thus we see that within the first thirty-seven years after the founding of the Hartford school, seventeen states had made provision for the education of the deaf children within their own borders. In fact, these schools came so rapidly that people in some of the states where they were founded seemed to doubt the necessity for them. In one notable instance, Illinois, the founding of the school was referred to as "the state's folly." It was customary for a school already established in one state to make a living exhibit of the work of its pupils before the legislature of a state in which no school had yet been established. This seems to have been a very effective method of spreading the gospel of education as far as the deaf were concerned. The plan is effective even to-day, especially in the founding of day-schools and in inciting greater efforts on the part of the schools already established for the improvement of conditions and in enlarging educational facilties. To-day, according to the *American Annals of the Deaf* for January, 1917, there are 64 residential schools, 74 public day-schools, and 19 denominational and private schools within the United States.

The wonderful growth of the schools for the deaf is ably told by Rev. Benjamin Talbot in the *Annals* in 1895. He had given forty years of his life to the education of the deaf, largely as a teacher, but in part as the Superintendent of the Iowa School. He therefore was in a position to report from personal experience on the progress of the work to that date. His article is found in Vol. xl of the *Annals*, page 173. He says, "In 1854 there were about 100 teachers (including superintendents and principals); in 1894 there were 784. Forty years ago the pupils numbered a little over 1,500; now the number is reported as 8,825. Thus, while the population of the country has increased 170 per cent in the forty years, the number of pupils has grown 488 per cent, and the number of instructors 684 per cent." Taking Mr. Talbot's figures of 1895 as a basis of comparison with the statistics of the *Annals* of 1917, we find the growth of schools, pupils in attendance, and teachers to be maintaining the wonderful pace set in the forty years covered by his report. The 81 schools of all kinds in 1895 have grown to 157 schools in 1917, or 112 per cent; the 8,825 pupils in 1895 have increased to 14,309 in 1917, or 62 per cent; the 784 teachers of 1895 have grown to 1,944, or 148 per cent.

ORGANIZATION FOR CONTROL OF INSTITUTIONS

A proper organization for the management of a school for the deaf is of great importance. The mother school at Hartford in its early years suffered for want of it. We have the authority of Mr. Stone, for many years a teacher in the American School and later an able Superintendent of the Ohio School and then Principal of the American School, that the sys-

tem of divided responsibility under which it operated almost broke it up. The principal, the steward, and the matron each were responsible to the same Board and their functions were therefore co-ordinate. This plan soon failed. The Board of Directors then passed the management over to the faculty. This was likewise found to be ineffective, for it lacked a responsible head. While the principal was held responsible for the execution of the laws made by the faculty, each member put his own construction on said laws and divers opinions with corresponding disorder followed. As this plan was modeled somewhat after the management of colleges it was stubbornly maintained for a great many years as applicable to the schools for the deaf.

In the proceedings of the Fourth Convention of the American Instructors of the Deaf, held at Staunton, Virginia, in 1856, the subject of proper organization was very seriously considered. A committee, composed of H. P. Peet, Principal of the New York Institution, Wm. D. Cooke, Principal of the North Carolina School, and Thomas MacIntire, Superintendent of the Indiana School, was appointed to report upon it. This report was strongly in favor of all authority being vested in the superintendent or principal; that he should be permitted to make all rules and regulations governing the school in all of its departments; that he should be wholly responsible to the Board of Trustees and that all persons employed in the school should be under his direction and responsible to him. This report is found on page 199 of the proceedings of the Fourth Convention of American Instructors of the Deaf. Dr. H. P. Peet, as chairman, made a very vigorous address in support of the resolution, and was ably seconded by Mr. Stone, of

Ohio, Mr. MacIntire, of Indiana, and Mr. Walker, of South Carolina. The adoption of the report was, however, strongly opposed by Mr. Samuel Porter and Mr. Keep, teachers in the American School. They stood for the faculty system of control. Mr. Skinner, President of the Board of Visitors of the Virginia School, surrendered the chair in order to address the Convention on this important subject. Generally he agreed with the resolution, but opposed that part of it which gave the superintendent or principal the power of appointing subordinates. He seemed to think it belonged exclusively to the Board of Trustees. We cannot dwell long on this debate except to say that it was a battle of the giants and is commended as most interesting reading. There is no record as to whether this report was adopted, but it had, no doubt, great influence toward centralizing the power of the management of the schools which were already in existence and of those which were established later.

Again we find this was an interesting subject for discussion in the proceedings of the Seventh Convention held at Indianapolis, Indiana, in 1870. Philip G. Gillett, Superintendent of the Illinois School, presented a paper on the subject. He urged even more than did the report of 1856 an organization of which the superintendent was the head and to whom all subordinates were solely responsible. His address is found on page 144 of the proceedings of the Seventh Convention. It was vigorously discussed by Dr. H. P. Peet, Mr. Stone, Mr. MacIntire, Rev. Thomas Gallaudet, Mr. Noyes, Mr. Palmer, Mr. Barclay, and Mr. Dudley. At the close of the convention the following resolution, presented by Joseph H. Johnson, Principal of the Alabama School, was unanimously

adopted: "Resolved, That the sentiments contained in the paper just read by Mr. Gillett, entitled 'The Organization of an Institution for the Deaf and Dumb,' are the sentiments of this Convention."

Thus we see that the tendency of all governments to grow more centralized as they grow older was exemplified in the government of the schools for the deaf. But since the address of Dr. Gillett on this subject, advanced steps not even dreamed of by him and his contemporaries have been taken. In at least two states, Iowa and Ohio, the power of management is so completely vested in the superintendent that the members of the control boards are forbidden to recommend or even suggest any person to him for appointment, and his dismissals of persons employed are not subject to review by said board. In the latter state, persons discharged may appeal to the Civil Service Commission. While it may not be specified in the laws of many other states, the practice is to give superintendents power equal to that prescribed by law in the states named. In Indiana the Superintendent is elected for life with full, complete, and final power over the management of the school and the people employed therein.

CHANGES IN THE TEACHING FORCE

The average age of the pupils in the American School at the beginning was twenty-two years. This means that a large majority of them were adults and some of them had long passed into manhood. It was therefore natural that the early teachers should be men. In those days the large majority of the public-school teachers were also men. Besides being men the early teachers in the American School were chosen from the ministerial class and were college graduates. They

entered upon this employment as a life work; one of the main thoughts was to educate the deaf in religious matters. We find this frequently referred to in their writings and addresses. Hence a strong religious atmosphere surrounded the first schools. As new schools were founded the superintendents were generally chosen from the faculty of the American School and the same religious influence permeated all the schools founded in the first half century. Since that time the superintendents, although devout Christians, have laid less emphasis upon soul saving and more upon academic and industrial attainments. As one reads the addresses and reports, he cannot help but notice and be impressed by the gradual lessening of reference to God, benevolence, and charity, and likewise the growing tendency to emphasize the moral and utilitarian training. Fewer ministers of the gospel have been invited into the work either as teachers or superintendents. These are coming more and more from the field of teaching.

Woman made her first appearance as a teacher of the deaf in the New York Institution in 1819. One was employed in the Pennsylvania Institution for the Deaf in 1821. Another was employed in the Ohio School from 1833 to 1835. It was more than thirty years before she had a successor of her own sex. In 1851 there are only four women teachers in the entire profession; one in Hartford and three in New York. In 1857 there were fourteen distributed over nine institutions, or twelve per cent of the whole teaching force. In 1868 there were fifty-one, or thirty per cent. In 1870 there were ninety-four, or forty-two per cent. In 1895 there were 527, or sixty-seven per cent. In 1917 there are 1,454, or seventy-four and seven-tenths per cent.

It must be remembered that all the while covering this long period the age of admission of pupils was becoming lower. As small children were admitted as pupils, women were invited into the work to instruct them. The minimum age of admission of pupils to-day in most of the residential schools is from five to seven years. Private and denominational schools and some day-schools admit children as young as three and four years of age. Men would be as much out of place instructing them as women might have been helpless in the discipline of the uneducated adult deaf who were found in large numbers in the early schools.

Another evolution of the teaching force is important to consider, and that is the gradual increase of the deaf as teachers until the year 1870, and the rapid decrease of their numbers as teachers since that period. As is well known, Thomas Hopkins Gallaudet brought with him from France a deaf-mute, Laurent Clerc, and he was, for many years, a member of the faculty of the American School. He perhaps did more to influence the growth of the schools for the deaf in this country than any other man except Gallaudet; but for several years he was the only deaf instructor. As the deaf were educated a few of the more promising ones were invited into the work as teachers. In 1851 thirty-six per cent of the teachers of the deaf were themselves deaf; in 1857, forty per cent; in 1870, forty-two and a half per cent. This particular time appears to have been the crest of their preferment and from it the percentage decreases rapidly. In 1895 it was twenty-two per cent; in 1905, eighteen per cent; in 1917 it is fourteen and a half per cent. This is no reflection on the deaf as teachers, but is the result of the rapid growth of speech teaching which calls for hearing people, generally women.

The silent method was chosen and adopted by Dr. Thomas Hopkins Gallaudet for the American School, and was the prevailing method in all of the schools until 1867, when articulation was added.

The method of instructing the deaf is a subject upon which the educators have always widely differed. From the beginning, therefore, it has been a matter for controversy. Even before the American School was founded, the leaders in Europe were divided on the subject of signs as a means of instruction in language. No sooner had the American School started than the same divergent views appeared among the teachers. Some believed the sign language was a very valuable means of teaching the English language and an aid to mental development. Others contended that it was a hindrance to the good use of English and therefore a detriment to the proper education of the deaf.

In the proceedings of the Third Convention, held at Columbus, Ohio, in 1853, we find a very interesting debate. The leaders were J. Van Nostrand, a teacher in the New York Institution, and Rev. John R. Keep, a teacher in the Ohio School, and later in the Hartford School. The former stood for the fullest use of the language of signs even in the teaching of English and the latter for its restriction and its elimination above the fifth grade. Taking part also in this debate, were Dr. H. P. Peet, supporting the ideas presented by Van Nostrand, and James S. Brown, Superintendent of the Louisiana School, supporting Mr. Keep. A number of other gentlemen participated in this debate. Dr. Peet's address is very lengthy, covering principles of teaching which will be valuable to any teacher. Not only did the discussion disclose widely divergent views in the profession as to the value

of the sign language in teaching English, but it showed that the champions of the sign language differed as to the kind of signs most effective. One group stood for the sign language *per se*, and the other for the methodical sign language which had once been used in Europe and later found favor among certain educators of the deaf in this country. In fact, this whole Convention was largely devoted to a discussion of methods of teaching language. Able papers were presented by Mr. Turner and Mr. Rae, of the Hartford School, Dr. I. L. Peet, of the New York Institution, and Rev. Collins Stone, of the Ohio School.

Just about this time a new method of instruction was appearing on the horizon to divide the profession and the friends of the deaf into two classes. It was the teaching of speech and lip-reading. In 1843 Horace Mann, Secretary of the Massachusetts Board of Education, and Dr. S. G. Howe, Superintendent of the Perkins Institution for the Blind, made a tour of Europe, inspecting schools in general and the schools for the deaf and the blind in particular. They visited the schools for the deaf in several countries of Europe and evidently were much pleased that the deaf children of Germany and England had been taught to speak and to read the lips. Mr. Mann published a report to this effect which attracted wide attention in educational circles. An effort was at once made to establish an oral school in Boston, but failed because of opposition of the American School, which proceeded at once to satisfy the demand by adding an articulation department.

Mr. Mann's report evidently aroused the leaders of the profession, for shortly afterwards publications of other reports from gentlemen who had inspected

the European schools were published. Rev. George E. Day and Dr. H. P. Peet both made reports of their inspection of these schools, less favorable than that of Mr. Mann. These gentlemen considered the speech taught to the German children as of little value and the method used as a feeble one for education and for the moral and religious development of the deaf. Both maintained that the system used in this country was far superior.

For a while these reports from such able gentlemen of long and successful experience in educating the deaf quieted the minds of the profession and the work went on as usual. But the father of a little deaf girl, Hon. Gardiner Greene Hubbard, aided by Dr. Howe and others, urged upon the legislature of Massachusetts in 1864 the incorporation of an oral school. They were assisted by Miss Harriet B. Rogers, who had taken upon herself the instruction of a deaf pupil and had opened a private school at Chelmsford, Massachusetts. About the same time John Clarke, a philanthropist, made a donation for the founding of a school for the oral teaching of the deaf. As a result, the Clarke School at Northampton, Massachusetts, was founded in 1867, and Miss Rogers was placed in charge. Others had a part in this great work, but lack of space forbids that we recite the whole story. In its first report the policy was set forth in these words, "This institution is especially adapted for the education of the semi-deaf and semi-mute pupils, but others may be admitted." Thus we see that the original founders of the first oral school in America were far from radical in their views.

In 1864 Isaac and Hannah Rosenfeld founded a private oral school in New York City. Three years later this school was reorganized as the Institution for

the Improved Instruction of Deaf-Mutes with Bernard Engelsman as principal.

In 1867 the board of directors of the Columbia Institution sent their young and progressive president, Dr. E. M. Gallaudet, to Europe, for the purpose of making a thorough examination of the methods there employed in teaching the deaf. The result of this inspection was a report in which Dr. Gallaudet recommended the teaching of speech and lip-reading in the American schools to such pupils as could be benefited by them.

In 1868 the First Conference of American Principals was invited to Washington to discuss Dr. Gallaudet's report and to consider what steps should be taken to carry out his recommendation concerning the teaching of speech. This Conference took the place of the Sixth Convention of Instructors, which had been postponed on account of the Civil War. In the light of the controversy over methods during the last fifty years it is most interesting to read this bit of history and to see, in the midst of a number of older superintendents wedded to their methods, the young Gallaudet standing as the single champion of speech and lip-reading in the American schools. Yet, as will be seen by the resolutions adopted by that Conference, he stood then where he has stood ever since. It is only because the champions of oralism have gone so far beyond the principles laid down in the first report of the Clarke School, as already explained, that there was an apparent change in his attitude. We cannot dwell upon this Conference. We can only quote the resolutions adopted. The second and fourth were offered by Dr. Gallaudet; the first and third by the great conservative, Rev. Collins Stone.

Resolved, That the American system of deaf-mute education, as practiced and developed in the institutions of

this country for the last fifty years, commends itself by the best of all tests, that of prolonged, careful, and successful experiment, as in a pre-eminent degree adapted to relieve the peculiar misfortune of deaf-mutes *as a class*, and restore them to the blessings of society.

Resolved, That in the opinion of this Conference, it is the duty of all institutions for the education of the deaf and dumb to provide adequate means for imparting instruction in articulation and in lip-reading to such of their pupils as may be able to engage with profit in exercises of this nature.

Resolved, That while in our judgment it is desirable to give semi-mutes and semi-deaf children every facility for retaining and improving any power of articulate speech which they may possess, it is not profitable, except in very rare cases, to attempt to teach congenital mutes articulation.

Resolved, That to attain success in this department of instruction, an added force of instructors will be necessary, and this Conference hereby recommends to boards of directors of institutions for the deaf and dumb that speedy measures be taken to provide the funds needed for the prosecution of the work.

In several conventions and conferences since the adoption of the above resolutions, action has been taken relative to the teaching of speech, but no common ground has been found. While almost all the institutions added articulation departments, the pupils were generally taught by untrained and ill-prepared teachers. The speech work was therefore unsatisfactory both to the parents and to the schools. So easy is the sign language to learn and use that in the institutional schools the orally taught children picked it up readily and used it with the same fluency and satisfaction as the manually taught. This destroyed the opportunities for practice in speech and lip-reading. In a very large majority of cases the efforts of the schools to

teach articulation for many years were practically wasted, except in rare cases, and the parents of chil-ren were disappointed. The educators of the deaf, therefore, fell into two groups: one known as the oralists, headed by the Clarke School, ably led by its Principal, Dr. Caroline A. Yale, and by Dr. Alexander Graham Bell, and the other as the advocates of the combined system, led with equal ability and persistence by Dr. Edward Miner Gallaudet, President of Gallaudet College. It is proper to say here that there never was any difference of opinion among the friends of these two sets of schools as to the wisdom and justice of teaching speech and lip-reading to the deaf. Their differences arose only as to what proportion of the deaf could be benefited by speech instruction and under what conditions such instruction should be given. The oralists contended that speech and lip-reading can be made very effective with a large percentage of deaf children when properly taught in a speech environment; but that speech taught in connection with the sign language and finger spelling naturally fails for want of practice. The friends of the combined system maintained that a large proportion of deaf pupils cannot be successfully taught speech and lip-reading even under the above favorable conditions; that the sign language and finger spelling are of the greatest aid in the mental development of the deaf, in equipping them for the battle of life, and in securing to them the greatest happiness.

But out of this controversy came better teaching of speech and lip-reading, both in the oral and the combined-system schools. Teachers were better trained and in the latter schools more encouragement was given to the teaching of speech.

In this great debate which has lasted many years

and extended to nearly all countries the parents of deaf children have been sitting in judgment. How much they have been governed by the merits of the debate or how much they have been influenced by their hopes and aspirations for their children each must decide for himself. It is not for the writer to pass upon this controversy, but only to record facts. We therefore turn to the statistics on methods of teaching, as recorded year by year in the *American Annals.*

In 1887, twenty years after the founding of the Clarke School, out of 8,051 pupils in all the schools for the deaf in the United States, 2,484, or 31 per cent, were taught articulation. In 1897 there were 11,054 pupils in the eighty-nine schools in the United States, and 5,243, or 47 per cent, were taught speech, and 2,752 of these were educated wholly or chiefly by the oral method; 166 were taught by the auricular method. Out of a total of 879 teachers, 427, or 48 per cent, taught articulation or speech. The average number of pupils to a teacher was $12\frac{1}{2}+$. In 1907 there were 12,344 pupils in 132 schools. Of these, 7,846 or 60 per cent, were taught speech, and 5,645 were educated wholly or chiefly by the oral method; 152 were taught by the auricular method. Out of a total of 1,193 teachers, 765, or over 60 per cent, were taught articulation or speech. The average number of pupils to a teacher was $10+$. In 1917 there are 14,309 pupils in the 157 schools. Of these 10,664, or $74\frac{1}{2}$ per cent, are taught speech, and 9,763 are educated wholly or chiefly by the oral method; 152 by the auricular method. Out of a total of 1,507 teachers, 1,160, or 70 per cent, teach articulation or speech. The average number of pupils to a teacher is $9\frac{1}{2}+$. In the number of teachers spoken of above superintend-

ents and principals are included but not industrial teachers.

This reduction of the number of pupils to a teacher was brought about by the establishment of many day-schools in which the teacher had a very small class. Also the belief was general that no teacher of a primary oral class should have more than ten pupils. In fact, the law in the state of Pennsylvania fixed the maximum limit at ten to a class.

Under the heading of methods the training of teachers can be properly discussed; but as Dr. A. L. E. Crouter, Superintendent of the Pennsylvania Institution, thoroughly covered this subject in a paper before this Convention, we respectfully refer those interested to his address.[2]

AGE OF ADMISSION, TERMS OF INSTRUCTION, ETC.

From the first the tendency has been to lower the age for admission to the schools for the deaf. In the early schools it was quite high, usually about twelve years; but as schools were established and the access to them was easier, parents were willing to part with their children at an earlier age, so the minimum dropped from twelve to ten and eight years. Another cause, also, was the provision for high classes which necessitated a longer term of years for the pupils. But as oral teaching spread and it was found that children could be taught best at a younger age, pupils are being admitted to some private schools at two, three, and four, and to some residential and day schools at four, five, and six years of age. The minimum age for admission to residential schools is

[2] Published in the *Annals* for September, 1917, vol. lxii, pp. 293–304.

from eight to five. As the minimum age has decreased, the number of years pupils may attend has increased, so that now deaf children are permitted to attend school on the average as many years as hearing children. Some residential schools extend the number of terms even longer, to thirteen and even fifteen.

The courses of study have likewise been extended over a greater number of years and at present usually cover a ten or twelve year period. A number of schools have established a high-school course of two years. In these high schools pupils are prepared for Gallaudet College.

THE NATIONAL COLLEGE

Gallaudet College, the only one for the deaf in the world, is located in a one hundred-acre tract of land, now well within the city of Washington. The President of the United States is its Patron. The United States provides 100 free scholarships for students of the college. A student who has passed the entrance examination, but is unable to pay the whole or part of the tuition fee, is eligible for one of these scholarships. According to the law no candidate from a state which already has three students upon the free list can receive a scholarship until candidates from states having less than three have received consideration. The college has done a great work for the higher education of the deaf. It is authorized to confer degrees. This college was established in 1864 through the efforts of Dr. E. M. Gallaudet, who was made its first president. He continued in this position until 1911, when he voluntarily resigned for reason of ill-health and removed to the home of his

boyhood in Hartford, Connecticut. Dr. Percival Hall, for many years a professor in the college, was chosen as his successor.

INDUSTRIAL OR VOCATIONAL TRAINING

Shortly after the first school was established, the question arose as to how the time of the older pupils should be occupied when they were out of school. Very few people were employed in the domestic affairs of that school and the work was done by the pupils, who, as already stated, were mostly men and women. Also the foresight of the founder of the school aroused him to teaching these large folks how to earn a living when they left school. Therefore, in 1822, he made the first provision for industrial training. It was of course very simple, but it was a start.

For want of money to equip departments and employ talent, provisions for industrial training did not develop so rapidly as the executive officers of the schools wished. At the Fifth Convention of the American Instructors of the Deaf, held at Jacksonville, Illinois, in 1858, Rev. Collins Stone, Superintendent of the Ohio School, made a report upon this subject. From this report and the discussion which followed, we learn the broad views other superintendents then held. We also learn that many of the schools had but few industries. The American School had cabinet-making, shoemaking, and tailoring; the New York Institution added to these book-binding and gardening; the Pennsylvania Institution had only shoemaking and tailoring; the North Carolina School had printing; the Ohio School, gardening; and the Missouri Institution, farming and gardening. Gardening seems to have been the leading trade for most of the institutions listed.

In the *American Annals of the Deaf* for January, 1917, we find what a wonderful enlargement has been made in industrial and vocational training. The Arkansas and Pennsylvania Institutions each report twenty different trades taught to their pupils; the California, Mississippi, and Utah Schools, nineteen; the Indiana and Washington Schools, eighteen; and the Illinois School, twenty-five. All the other schools closely follow in the number of trades taught.

At present agriculture is being emphasized in many of the schools. The intention of course is to keep the boys on the farm as far as possible since the present high prices for farm products make their labor very remunerative.

A few years ago Gallaudet College established an agricultural department and is giving instruction to as many of its young men as are interested in agriculture. The schools of South Dakota, Michigan, Illinois, Mississippi, Iowa, and others owning large farms are laying more stress on agriculture as an occupation for the deaf than heretofore.

The schools which have kept in touch with their pupils after graduation, or after they have left school, have discovered that they take up a great many different occupations not learned at school. Professor Gordon, formerly of the faculty of Gallaudet College, and later Superintendent of the Illinois School, found the deaf engaged in three hundred different occupations. This is a tribute to the industrial, oral, and educational training of the schools for the deaf. It shows that the general training is of such a broad character that the pupils are fitted for employment in almost all occupations.

The American schools have been criticized by one of the superintendents of a European school for not

doing real manual training. When he inspected the American Schools, he found but few drawings, blue prints, and models from which the pupils were to work. He said it should not be called manual training at all. Perhaps he was right in the strictest sense of the word. In about 1900 the American schools began to adopt the Sloyd system of manual training and to employ graduates of special Sloyd schools as teachers. Some of these were women. After trial it was found to be too elementary for the American boy. He insisted on making something worth while. The superintendent sympathized with him. He needed the product of his hand to refurnish the buildings. Floors had to be laid, partitions put in, plastering done, furniture made, and there were his boys ready and anxious to do all of the work. His shop was equipped for it. Why employ outsiders to do the work when the boys could have the practical experience? Sloyd has therefore generally disappeared except for the younger boys in a few schools. The schools are doing a higher class of work and usually doing it from drawings and blue prints made in their own shops and mostly by some of the advanced pupils.

From this broader and richer training with its freedom for intellectual and physical expansion the pupils go out into the world to compete successfully with their hearing brothers in almost all vocations. As large a percentage of them as of the hearing own their homes, support their families, and are high-class citizens. If a personal opinion may be permitted in this article, I shall take pleasure in saying that my observation has been that their children are frequently better educated and more useful in the world than those of their hearing brothers and sisters.

ATHLETICS AND PHYSICAL EDUCATION

The deaf have a natural inclination for athletics. Possibly without direction, but of their own accord, they early organized in the schools for base ball, which for the past fifty years has been the greatest American game. Every school has had a team which delighted to compete with hearing teams. As foot ball and basket ball were introduced, the deaf rapidly took them up. Consequently, every school has athletics the year round. In addition to this voluntary exercise most of the schools have special instructors in physical education for both the boys and girls. The larger schools have two.

Music has been introduced to accompany physical exercises and has added much to the interest. The deaf like it even though they do not hear it. It enables the teacher to do more general work, as rhythmic, folk, and fancy dancing. Public exhibitions in the way of elaborate pageants are becoming more common at the close of the school year. This gives an opportunity for the school to show to the public to what extent physical education for the deaf may be carried, and when the hearing people are the judges they have at once pronounced the work as astonishingly interesting, equal or superior to that done in special schools or colleges for the hearing.

Music has been carried farther in the New York Institution than in any other. That school is equipped with a band of forty pieces from its own pupils. Its military organization, accompanied by its band, has time and again competed with hearing boys, winning its share of honors. The North Carolina and Texas Schools, following its example, likewise have won in competition in military drills with hearing boys, but do not have bands.

PUBLICATIONS

An important organization for the education of the deaf would be expected to develop its own professional publications. Not until one has undertaken to do some research work in matters pertaining to the deaf is he likely to discover all that has been published concerning this work; and when he is called upon to investigate the whole field in a short period of weeks he is completely overwhelmed at the magnitude and richness of professional literature that has accumulated in the past one hundred years. The annual reports of all the schools have been carefully preserved in their own archives, in libraries, and in the Volta Bureau at Washington, D. C. The Superintendents and Boards of Trustees who prepared these annual reports have evidently put into them their best thought and effort.

While it was not until 1847 that the profession began the publication of the *American Annals of the Deaf* as their own special organ, the work has been so well done, the early history has been so well covered and preserved in addresses and essays, that the complete history of the education of the deaf is found within its volumes. It has been regularly issued, except during the period of the Civil War, first under the authority of the Convention of American Instructors of the Deaf, and later under the authority of the Conference of Superintendents and Principals. But the Convention has never lost interest in it. On the other hand, it considers it its own organ and has frequently contributed out of its own treasury to its support. Beginning in 1876 it has carried in each January issue very valuable tables of statistics. The foresight of the men who began this work and

the care of those who have maintained it are highly to be commended. In these tables are found a storehouse of information, and it is to be hoped that the work will be continued. The high plane on which this magazine has been edited is worthy of special praise. This has been made possible by an honorable and liberal financial support of the Schools for the Deaf, which have been willing to subscribe and pay, out of their own treasuries, for a sufficient number of copies to keep the treasury of the *Annals* from financial stringency or want. This policy should be forever maintained, and all schools should feel it their bounden duty to do their part. Otherwise this great magazine will follow the course of those which have had a small clientele to which to appeal and will rapidly degenerate and eventually fail. The profession has been especially fortunate in having in charge of that great work such able men as Luzerne Rae, Samuel Porter, Lewellyn Pratt, and, for the past forty-seven years, Dr. Edward Allen Fay, vice-president of Gallaudet College and one of its professors.

The *Annals* is carefully and completely indexed to 1916, so that research work in its volumes is easy, pleasant, and profitable.

As a piece of high-minded philanthropy to aid the work of educating the deaf and of helping the deaf generally, the Volta Bureau was founded and endowed by Dr. Alexander Graham Bell in 1887 at Washington, D. C. Its purpose was to collect and disseminate information concerning the deaf. How completely it has done its work is well known to both the profession and to the public at large. Its superintendents, John Hitz, Frank W. Booth, Harris Taylor, and Fred DeLand, have been so untiring in the performance of their duties that this Bureau can now issue upon request almost any information called for

touching the deaf in any part of the world. In 1909 it was presented with other property to the American Association to Promote the Teaching of Speech to the Deaf, an Association founded and endowed by Dr. Bell in 1890.

When the work of educating the children in speech and lip-reading was becoming a part of the school work throughout the country, in October, 1889, the publication of the *Association Review* for the purpose of aiding and encouraging this work was begun. The magazine is the special organ of the American Association to Promote the Teaching of Speech to the Deaf and is issued under its auspices. In 1910 its name was changed to the *Volta Review* and during a year it departed from the special work pertaining to the deaf into a general field carrying a special department for the deaf. This plan was not satisfactory, and it now devotes its entire space to the deaf. It carries important tables of statistics, and it is hoped it will remain exclusively a magazine in the field it now occupies.

It is supported by the Association to Promote the Teaching of Speech to the Deaf, by the Volta Bureau, by private subscriptions, and by subscriptions from Schools for the Deaf.

In addition to these two able publications many of the schools for the deaf issue their own local newspapers. These circulate among the pupils, their parents and friends and ex-pupils. Several attempts have been made to maintain a general newspaper for the deaf; but only one, the *Deaf-Mutes' Journal*, of New York, has succeeded. This paper has a very wide circulation reaching the deaf and the schools for the deaf throughout the civilized world. It has numerous correspondents from the states and many of them have their own columns in it. It has for many

years been ably edited by Mr. E. A. Hodgson and published by the New York Institution for the Education of the Deaf and Dumb.

AIDS AND SCHOOL BOOKS

Besides these valuable and permanent publications numerous books, some of them very important, have been published. As already referred to in the beginning of this article, a general history in three volumes published in commemoration of the four hundredth anniversary of the discovery of America was issued in 1893. Dr. E. A. Fay's "Inquiry concerning the Results of Marriages of the Deaf" is a work of great value, showing the influence of deafness in the parents upon the offspring when both parents are deaf, when one partner is deaf, etc. The summary of this work is found in vols. xli and xlii of the *Annals*. In 1914 Harry Best, a Normal Fellow in Gallaudet College and later a teacher in the New York Institution, issued a book entitled "The Deaf—Their Position in Society and the Provision for their Education in the United States." It is a scientific study of the deaf from a historical standpoint and is a very valuable contribution to their literature. It may be secured upon application to the Volta Bureau. Numerous smaller but important books have appeared from time to time, a list of which may be secured from this Bureau. We can mention only a few of them. In 1888 Dr. Alexander Graham Bell published "Facts and Opinions Relating to the Deaf;" in 1892 Dr. J. C. Gordon, Professor of Mathematics in Gallaudet College, published "Notes and Observations upon the Education of the Deaf." A committee composed of Dr. Alexander Graham Bell, Dr. E. A. Fay, and Dr. J. L. Noyes published a "Report on Classification

of Methods of Instructing the Deaf" in 1893; "The Story of the Rise of the Oral Method in America as Told in the Writings of Gardiner Greene Hubbard" was published in 1898; Albert C. Gaw, Assistant Professor in Gallaudet College, published in 1907 "The Legal Status of the Deaf;" J. Schuyler Long, a teacher in the Iowa School for the Deaf, published in 1910, "The Sign Langauge—A Manual of Signs," a very valuable book showing by half-tones the positions for a great many easy and familiar signs; Miss Helen Hill, Inspector State Board of Charities of New York, published "Education of the Deaf" in 1916; Dr. Alexander Graham Bell, "Memoir on the Formation of a Deaf Variety of the Human Race" in 1884; "Mechanism of Speech" in 1906; and "Graphical Studies of Marriages of the Deaf" in 1917.

By far too few special books have been prepared by members of the profession. This is doubtless because their circulation would necessarily be limited, and they would have to be published, if at all, at a financial loss. A few persons have rendered this labor of love, and it is right and proper that they should have due recognition:

Rev. J. A. Jacobs, Superintendent of the Kentucky School—"Primary Lessons," First edition, 1834; Second edition, 1859.

Harvey P. Peet, Ph.D., LL.D., Principal of the New York Institution—"Course of Instruction," 1845–49; "Scripture Lessons," 1848; "History of the United States," 1869.

Dr. I. L. Peet—"Language Lessons;" "A Chart of English Predicates."

Rev. J. R. Keep, Instructor in the American School—"First Lessons," First edition, 1862; Second edition, 1875. "School Stories," 1872.

J. S. Hutton, Principal of the Halifax Institution—"Primary Vocabulary and Phrase Book and Question Book;" "Religious Primer;" "Elementary Exercises on the Four Simple Rules of Arithmetic;" "Geography of Nova Scotia with a Brief Introduction to General Geography."

Dr. Caroline A. Yale—"Formation and Development of Elementary English Sounds."

Dr. Robert Patterson, Principal of School Department of the Ohio School—"Course of Instruction," five successive editions, 1891–1915.

Dr. James H. Logan, formerly Principal of the Western Pennsylvania Institution—"Raindrop," (Periodical, afterwards published in book form).

Rev. George L. Weed, formerly Superintendent of the Ohio School and Teacher in the Pennsylvania Institution—"Great Truths Simply Told."

Sarah Fuller—"An Illustrated Primer for Deaf Children."

Edmund Lyon—"Lyon Phonetic Manual."

Rebecca E. Sparrow—"Stories and Rhymes in Visible Speech."

Louise Upham, Teacher in the Pennsylvania Institution—"What People Do;" "Language-Drill Stories;'" "The Question Book."

Grace M. Beattie, Instructor in the Colorado School—"First Lessons in Geography;" "The Story of America for Young Americans."

Caroline C. Sweet, Instructor in the American School—"First Lessons in English," in five volumes.

Ida V. Hammond—"Story Reader No. 1;" "Story Reader No. 2."

Jane B. Kellogg—"Stories for Language Study."

Wm. G. Jenkins, Instructor in the American School—"Talks and Stories;" "Words and Phrases."

John E. Crane—"Bits of History."

Margaret Stevenson, Instructor in the Kansas School —"The Life of Jesus;" "Nature Facts."

Sylvia Chapin Balis, Instructor in the Ontario School —"From Far and Near."

Abel S. Clark, Instructor in the American School— "A Primer of English and American Literature."

Dr. Francis D. Clarke, formerly Superintendent of the Michigan School—"Michigan Methods."

Martha E. Bruhn, Principal of the Müller-Walle School of Lip-Reading, Boston—"The Müller-Walle Method of Lip-Reading for the Deaf."

Samuel Porter, Professor in Gallaudet College— "Methods of Teaching Language."

Dr. F. A. P. Barnard, Instructor in the New York Institution—"Analytic Grammar."

Alice E. Worcester, Instructor in the Clarke School— "Element Charts."

Richard S. Storrs, Instructor in the American School— "Diagrams for Language."

Alexander Melville Bell—"Visible Speech."

James Denison, Principal of the Kendall School— "A New Arithmetic Device."

George Wing, Instructor in the Minnesota School— "Function Symbols."

Dr. J. L. Smith, Instructor in the Minnesota School— "English Phrases and Idioms."

Eliza Kent, Instructor in the Illinois School—"Manual of Arithmetic."

Katherine Barry, Instructor in the Colorado School— "The Five-Slate System."

R. R. Harris, formerly Teacher in the Maryland School—"Hand Book in Language for the Deaf."

J. W. Blattner, Superintendent of the Oklahoma School—"A Course of Study."

J. Evelyn Willoughby, Instructor in the Clarke School —"Written Exercises on Direct and Indirect Quotations."

Frances McKeen, Instructor in the Clarke School—"Stories in Prose and Rhyme for Little Children."

Catherine Dunn and Mary F. Gilkinson, Teachers in the Indianapolis Public Schools, assisted by Amelia DeMotte, a teacher in the Indiana State School for the Deaf—"An Aid to Dictionary Study in the Grammar Grades."

D. C. Dudley, Superintendent of the Kentucky School—"An Arithmetic for the Deaf," 1879.

W. K. Argo, Superintendent of the Colorado School —"Story of Jesus," 1880.

Wm. H. Latham, Instructor in the Indiana School—"First Lessons for Deaf-Mutes," 1874; "First Primary Reader for Deaf-Mutes," 1876.

James S. Brown, formerly Superintendent of the Indiana School—"A Vocabulary of Mute Signs."

R. O. Johnson, Superintendent of the Indiana School —"Yearly Outlines."

John W. Jones, Superintendent of the Ohio School—"Illustrated Reader for Deaf Children;" "English for Upper Primary Classes, Book I;" "English for Grammar or Intermediate Grades, Book II;" "English for Advanced Grades of Deaf Pupils, Book III."

PROFESSIONAL ORGANIZATIONS

The First Convention of the American Instructors of the Deaf was held in the New York Institution in 1850. This was also the first effort at organization. It was a small beginning, and only a few schools were represented. The Second Convention met at the American School one year later. This Convention has met, with a few deviations, every three years since. The records of its proceedings have been carefully preserved. Needless to say that a great organization of this kind participated in by both officers

and teachers has been of invaluable service in advancing the education and welfare of the deaf. Early it laid a broad and liberal platform for those engaged in every phase of the work. Its sessions are usually extended over a full week and are held at institutions where the association of members is a very important part. It was incorporated by an act of Congress approved January 6, 1897. The Act requires that the proceedings of its meetings shall be reported to Congress through the President of the Columbia Institution. These proceedings are published by the United States government. (*Annals*, vol. xlii, page 93.)

In 1868 the Conference of Superintendents and Principals was organized, holding its first meeting at Gallaudet College at Washington, D. C. It likewise meets at irregular intervals of two to four years, as conditions permit. As its purpose is to consider such special and general matters as are important to the executive management, only Superintendents and Principals are invited to be members. It supervises the publication of the *American Annals of the Deaf*, in which its proceedings are published.

In 1890 the American Association to Promote the Teaching of Speech to the Deaf was founded and endowed by Dr. Alexander Graham Bell, holding its first meeting at Lake George, New York, 1891. With a few exceptions it has held triennial meetings. It has a large membership and has devoted itself, as its name suggests, to the better teaching of speech. Its proceedings are published in its own organ, the *Volta Review*, and also in part in the *Annals*.

In 1895 overtures were made to the National Education Association for the establishment of a special department in its annual meetings. After due consideration the request was granted for the establishment of a department of special education including

the educators of the deaf, of the blind, and of the feeble-minded. This department has since been maintained, but not very well patronized. The reason doubtless is that there was no general demand for it in the first place and the additional reason that the class of people for whom it was established have but little common interest.

INTERNATIONAL CONGRESSES

Several International Congresses have been held in which representatives of the Schools for the Deaf in the United States have taken part. The first one was held in Paris in 1878. The second was held in Milan in 1880. In this Congress the United States was represented by Dr. E. M. Gallaudet and Mr. James Denison.

The third Congress was held at Brussels in 1883. The United States was represented by Dr. Caroline A. Yale.

In 1890 at the Paris Congress Dr. E. M. Gallaudet and Dr. E. A. Fay represented the United States.

These several Congresses passed resolutions touching the education of the deaf. Said resolutions may be found in Dr. Gordon's book, "Education of the Deaf."

In 1885 a commission appointed by the Crown sat in London for the purpose of investigating and reporting upon the condition and education of the deaf and dumb. The report of this commission, while valuable to all educators of the deaf, is especially interesting to Americans because so much of its time and attention was given to the testimony of Dr. E. M. Gallaudet in 1886 and Dr. Alexander Graham Bell in 1888. Both of these distinguished gentlemen appeared before this royal commission upon invitation. The minutes of evidence given before said commission can

be secured from the Volta Bureau and is most interesting reading. Americans are justly proud of being so ably represented. The results of their evidence had a decided influence upon the commission in making its report.

DAY-SCHOOLS

As a natural development the day-school for the deaf would be expected. When parents learned that it was possible to educate their children at home, they at once began making provision accordingly, first in a private capacity and then under the auspices of local public school systems. The first day-school was established at Boston in 1869. They have rapidly spread until there are now seventy-four within the United States, besides nineteen denominational and private schools. They are maintained in most of the large and many of the small cities and are almost exclusively oral. Some of their graduates complete their work in the hearing schools and some are sent to the residential schools for high-school and industrial training. Elementary manual training, however, is being introduced in the schools of the larger cities, and the tendency is to make their work a complete unit within itself.

THE DEAF-BLIND

A great many persons, both deaf and blind, have been pupils in the various schools, some of whom have made wonderful progress. The first to attract world-wide attention was Laura Bridgman, educated in the Perkins Institution under the supervision of Dr. S. G. Howe, beginning in 1837. Then followed Helen Keller, educated in the Perkins Institution and Radcliffe College, under the instruction and tutelage of Annie M. Sullivan, now Mrs. Macy. Then, in rapid

succession, came Orrin Benson of the New York Institution, Leslie F. Oren, of the Ohio School, Oma Simpson, of the Kentucky School, and many others.

Mr. William Wade, of Oakmont, Pennsylvania, a man of great wealth and heart, stood sponsor for the deaf-blind, contributing in every way he could to their welfare and happiness. At a heavy expense to himself he has left a record of their education in a souvenir of the deaf-blind, a publication of interest and value. We must refer the reader for further information on this important subject to this work.

FOR THE PARTIALLY DEAF

To alleviate partial deafness, which does not come under the antiquated name of "deaf and dumb," many devices have been invented, such as ear-drums, speaking tubes, and the acousticon. The latter is a modern invention intended to be used either in conversation or in hearing addresses and sermons. All of these devices have their special advantages, some being helpful to one kind of deafness and others to another kind.

Special schools for the hard-of-hearing are in existence in New York, Pittsburgh, and other large cities, the purpose being to reawaken dormant hearing and to teach lip-reading. These schools have rendered a valuable service, especially in lip-reading. A list of these schools may be found in the *Volta Review*.

THE PART THE DEAF HAVE PLAYED

This would be a most interesting and prominent part in this review it if were not for the fact that it has been so ably discussed by Mr. E. A. Hodgson of the New York Institution before this Convention, and his address is published in its proceedings. I wish to say, however, generally that as teachers, preachers,

missionaries, artists, artisans, scientists, business men, sculptors, architects, laborers, and citizens, they take their place in proportion to their numbers by the side of their hearing brothers, reflecting credit upon the schools which trained and educated them. Said schools have a right to be proud of the fruits of their labors.

The educated and progressive deaf, feeling the need of closer relationship and desiring to be of use to one another and to the profession, formed the National Association of the Deaf in 1880. It is a very popular organization, having approximately three thousand members. Its proceedings are carefully preserved and are and will continue to be of increasing value to the stock of our professional literature. They can be of great value to one another and to the schools by a united effort. They will naturally be interested in anything which tends to aid or injure their kind. They can assist in bringing about favorable legislation and preventing legislation which might be unfavorable. Hearing people are quick to respect their suggestions. It is in the heart of all people to give them a square deal and more, but they do not want more. Within the last few years the Civil Service Commission issued an order making them ineligible for examination to compete with hearing people for Civil Service positions. When the attention of the authorities was called to it, the order was rescinded. Their organization has asked for a department in the Bureau of Labor, both in the United States government and in some of the states. There is an inclination on the part of the United States government to consider this request favorably. The states of Minnesota and Connecticut have already granted this request and other states are sure to follow as rapidly as any necessity for it appears.

The National Fraternal Society of the Deaf is an Insurance Association. It was organized in 1901 and has wonderfully prospered for a company of such a small number of people to whom to appeal. The deaf, like all other people, desire to protect their families in case of injury or death. Because of their affliction they could not secure this protection in the old-line companies. It is a tribute to their enterprise and patriotism that they made their own organization and are carrying it forward under such favorable auspices.

In the states of New York, Pennsylvania, Ohio, and Indiana, the alumni of the schools have established charitable homes for the aged and infirm deaf of those states. This enables them to take from county infirmaries the isolated and lonely cases and assemble them where they may have companionship, fellowship, and religious instruction. These homes are supported by charity solicited entirely by the deaf and their friends. It is an expression of their gratitude for the education and equipment they themselves have received for the battle of life and is the very strongest indication of their high quality of benevolent citizenship. Other states will doubtless organize for similar work.

RELIGIOUS AND MISSIONARY WORK AMONG THE DEAF

As already stated in this paper, from the founding of the first school the deaf were of great concern to the church. That interest has never waned. Missionaries for the deaf were employed by certain churches and sent to bear the gospel to the adult deaf wherever they might be found. The number of such missionaries has gradually increased. Prominent among them were Rev. Thomas Gallaudet, oldest son of Thomas Hopkins Gallaudet; Rev. Henry W.

Syle; Rev. Job Turner, and Rev. Austin W. Mann. Among those active in the service to-day are Rev. Philip J. Hasenstab, Chicago; Rev. B. R. Allabough, Cleveland, Ohio; Rev. George F. Flick, Chicago; Rev. John Chamberlain, New York City; Rev. Oliver J. Whildin, Baltimore, Md.; Rev. John W. Michaels, Southern States; Rev. E. D. Moylan, Baltimore, Md.; Rev. James H. Cloud, St. Louis; Rev. Herbert C. Merrill, Washington, D. C.; Rev. John H. Keiser, New York City; Rev. G. H. Hefflon, Boston; Rev. O. C. Dantzer, Philadelphia; Rev. Franklin C. Smielau, Western Pennsylvania; Rev. H. Lorraine Tracy, Louisiana; Rev. J. M. Koehler, Kansas City, Mo.; Rev. Harry Van Allen, Central New York; Rev. C. W. Charles, Columbus, Ohio; Rev. E. A. Burkley, Columbus, Ohio.; Rev. F. A. Moeller, Kansas City, Mo.; Rev. J. A. Branflick, Baltimore, Md.; Rev. Clarence E. Webb, Los Angeles, Cal.; Rev. Arthur E. Boll, New York City.

POLITICAL INFLUENCE IN THE MANAGEMENT

After the Civil War, when party spirit ran high, certain Schools for the Deaf were the victims. In northern states, where the administration frequently changed from one party to the other, the management of the Schools for the Deaf, being considered as a part of the spoils of office, was changed. This was such an outrageous treatment of a noble work that it could not long endure. These schools are now generally considered to be beyond the realm of party spoils. In a few southern states, however, in which there is no change of party, but only of factions, each new administration is copying from the North this discredited policy and is making the School for the Deaf political spoils. It is to be hoped that this will be only temporary because the party or faction so

forgetful of the public trust will soon find that it is not a profitable policy.

It is to the lasting credit of many of the schools throughout the country that successful and honorable service has always been prized above everything else. Hence we find that a long list of worthy executive officers and teachers have been permitted to do a life work for their schools. The following persons now in the work are accredited with more than a quarter of a century of continuous service as teachers or executive officers: Dr. N. F. Walker, Superintendent South Carolina School; H. W. Rothert, Superintendent Iowa School; Dr. J. N. Tate, Superintendent Minnesota School; Dr. A. L. E. Crouter, Superintendent Pennsylvania Institution; Dr. W. N. Burt, Superintendent Western Pennsylvania Institution; R. O. Johnson, Superintendent Indiana School; E. H. Currier, Principal New York Institution; W. K. Argo, Superintendent Colorado School; Dr. Caroline A. Yale, Principal Clarke School; Dr. Z. V. Westervelt, Superintendent Western New York Institution; E. McKay Goodwin, Superintendent North Carolina School, Morganton; John E. Ray, Superintendent North Carolina School, Raleigh; Dr. Robert Patterson, Principal School Department of the Ohio School; F. W. Booth, Superintendent Nebraska School; Dr. Warring Wilkinson, Principal Emeritus, and W. A. Caldwell, Assistant Principal, California School; Augustus Rogers, Superintendent Kentucky School; Dr. E. A. Fay, Vice President of Gallaudet College and Editor of the *American Annals of the Deaf;* Dr. James H. Cloud, Principal St. Louis Day-School (Gallaudet); Miss Mary McCowen, Principal Chicago Day-Schools; Miss Virginia A. Osborn, Principal Cincinnati Day-School; Dr. Thomas F. Fox, New York Institution; Dr. J. Schuyler Long, Iowa School;

Dr. John B. Hotchkiss, Gallaudet College. Besides these there are doubtless scores of worthy teachers long in the service whose names and records we are not fortunate enough to possess.

BENEFACTORS

According to the records which we have examined in this research and the responses to letters of inquiry sent to various superintendents of the older schools, the deaf have not had a great many benefactors.

I am inclined to believe, however, that the records could be justly extended if all the information were at hand.

The Pennsylvania Institution reports the following: Stephen Girard, Captain John S. Jones, Mrs. Samuel Crozer, Miss Mary Shields, Mr. James Shields, Mr. John T. Morris, Mr. John Wright, Mr. George S. Pepper, Miss Emily T. Eckert, Mr. William S. Shaffer, Miss Harriet S. Benson, Miss Eliza Spear, Mr. Charles E. Dana, Mr. Eckley B. Coxe.

The Superintendent of the Western Pennsylvania School reports the following persons who have donated to its benevolent fund: Mr. William Holmes and his sister Miss Jane Holmes, between $96,000 and $97,000, and the hospital of that school is called the Jane and William Holmes Hospital in honor of the donors; Mr. John Porterfield $35,000, which was used to erect a gymnasium known as the Porterfield Gymnasium.

Rev. James Hoge, a Presbyterian minister of Columbus, Ohio, was the leading spirit in the establishment of the Ohio School for the Deaf and with Mr. Peter Sells and Mr. James A. McDowell donated the site for a nominal sum of $100. Mr. Matthew Russel made a bequest to the Ohio School which was used for the erection of a large conservatory, and

Mrs. Kyle a bequest, the interest of which is used toward maintaining a library.

As already mentioned in this article Dr. Alexander Graham Bell founded and endowed the Volta Bureau and his father Alexander Melville Bell in 1895 gave all his works on speech, etc., to it. This gift included all the books, copyrights, plates, effects, etc.

Also, as already stated in another paragraph of this article, Mr. John Clarke of Northampton gave a large amount of money ($306,000) for the founding and endowment of the School at Northampton which is named in his honor. Other gifts to that school were a bequest of $50,000 from Mrs. Gardiner Greene Hubbard and $15,000 from Mr. and Mrs. Edwin S. Gilmore.

The Principal of the New York Institution reports the following benefactors, from 1820 to 1917:

Ephraim Holbrook	Seth Grosvenor
William Dennistoun	Simon V. Sickles
Elizabeth Demilt	Thos. C. Chardavoyne
Madame Eliza Jumel	James Anderson
Sarah Stake	Thos. Frizzell Thompson
Sarah Demilt	Thomas Riley
John Noble	James N. Cobb
Thomas Egleston	Elizabeth Gelston
Samuel S. Howland	Robert C. Goodhue
Thomas Eddy	Daniel Marley
Benj. F. Wheelwright	Eliza Mott
Maria M. Hobby	Samuel Willetts
Simeon Abrahams	James Kelly
John Alstyne	Leonora S. Bolles
Mary Rogers	Benj. F. Butler, Sr.
Julia A. Delaplaine	Charles W. Cooper
Mrs. John F. Norbury	Elizabeth Fogg
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THE PRESENT STATUS

The status of the education of the deaf at the close of the first century, while not approaching the ideal as near as we should like, is on the whole very satisfactory. Much is left for our successors to do. In a small measure the prophecy of Isaiah that "the ears of the deaf shall be unstopped and the tongue of the dumb sing" is being fulfilled. As already told in this story the words "asylum" and "dumb" and the phrase "deaf and dumb" have passed away. May they never reappear. The "deaf" and "schools for the deaf" are the right words. Deaf children are being educated throughout our whole country on the same big plan of public duty to them as to hearing children. Everything that is guaranteed to the latter is assured to the former. The large number of day-schools as a part of the public school system is being increased every year. Likewise, the tendency to teach speech, both in day schools and in residential schools, is growing stronger. Better trained teachers are demanded and those with successful experience are eagerly sought for. There are many signs that the large congregate schools will eventually give way to the cottage plan. In these, fewer children will be under the same roof, better supervision will follow with smaller numbers of pupils, and more personal attention to the pupils will be given. More satisfactory classification both for domestic and educational purposes can be had. The orally taught pupils will be brought up in a speech environment, where they can practice speech and lip-reading out of school. The feeble-minded deaf, who have been such a problem for the past one hundred years and who have always lowered the general average of the schools, will be grouped in their own buildings, have

their own teachers, and be better provided for. The schools may continue as large or even larger, but on farms where there is room for expansion. This development will doubtless take place slowly, as each state has a large sum of money invested in the congregate school; but as the present sites are usually in or near large cities they may be disposed of at largely increased values and the money thus secured will be used for modernized schools on country sites and near large cities. This change will be an answer to the general clamor of the people for better conditions for the fuller and higher development of children everywhere—mentally, physically, morally. Those in charge of schools for the deaf have not just caught the spirit but have for many years been in possession of it and, as the general public catches up, these friends of the deaf are the first to take advantage to improve conditions for the deaf children under their care.

As an important forward step for scientific investigations a committee was appointed at a called meeting of the Conference of Superintendents and Principals held in Staunton, Virginia, in 1914. The committee consists of R. O. Johnson, Superintendent of the Indiana School; Dr. A. L. E. Crouter, Superintendent of the Pennsylvania Institution; Augustus Rogers, Superintendent of the Kentucky School; and J. W. Jones, Superintendent of the Ohio School, *ex-officio* member as president of the Conference. It is known as an Efficiency Committee and its duty is to investigate and compare the general work being done in the schools for the deaf, to establish measures of efficiency, and to suggest plans for the general improvement of the conditions and the work being done. The committee has held four meetings of five days each and given a great deal of time and study to all

questions involved. It has not yet made its report but will do so at the next meeting of the Conference to be held at St. Augustine, Florida, within the next few months.

Already several states, including Indiana, Illinois, and New York, have established pension laws for teachers, including those of the deaf. Many other states will follow. In fact the public mind is ready to accept and put in force as rapidly as possible such laws. This is a beneficent spirit on the part of the people highly to be commended. For what work is more valuable in service than that of teaching and what workers have less opportunity to lay away a competence for declining years?

A number of states have truant laws applicable to the deaf and the road to the schools is made very easy although not always delightful to the parents. A great many of them feel it is a hardship to send their children away to school even when the expenses are all borne by the public, but the disposition of the state is to see that the deaf children are given a chance for education and to that end will do for them what the parents are financially unable or unwilling to do.

The attitude of our government toward the education of the deaf is well illustrated in the fact that shortly after the Philippine Islands were taken over in 1898, a school for the deaf and blind was organized and is being maintained. The outlook is, therefore, in every sense of the word most encouraging.

It is a great handicap to be deaf, but the educated deaf do not look upon deafness as a misfortune. They do not want it to provoke pity nor to serve as a cloak for charity. They ask only for an equal opportunity for an education. They will then take care of themselves and get as much happiness out of this life as

though they were not deaf. They are opposed to the deaf begging or in any way asking charity for themselves. They have supported city councils in the enactment of ordinances to prohibit begging. In several states they have been the means of having laws enacted to prohibit hearing people from representing themselves as deaf for the purpose of begging or asking alms.

In conclusion, for this paper is necessarily too lengthy, we feel that the task of this review is only half done. We have had no space to pay just tributes to those who have brought this work through the wilderness for the past one hundred years to its present favorable condition. We have here and there referred to a few great leaders, and were more than glad to do so; but we have not done them justice. Many an earnest, sincere worker did not get his name into the record of publications which we have had the privilege of studying. It is not our fault if they must remain "mute inglorious Miltons" or "Cromwells guiltless of their country's blood," for they did not let us make their acquaintance. We have enjoyed beyond measure reading the record of the past one hundred years and can truthfully say that our pride, which seemed sufficient at the beginning, has been many times magnified as the reading progressed. Those who have gone before have nothing of which to be ashamed. Their interest, their intelligence, their records are worthy of the great. Peace to the ashes of the dead and to the living, "Onward."

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