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**Biennial report
of the
Department for
Colored Blind
and Deaf of ...**

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WALDO NEWCOMER,	T. J. C. WILLIAMS,
JOHN M. GLENN,	BERNARD C. STEINER, PH. D.

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SECRETARY.

T. J. C. WILLIAMS.

TREASURER.

WALDO NEWCOMER.

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EDUCATIONAL DEPARTMENT.

1905-06. SUPERINTENDENT. 1906-07.
GEO. C. MORRISON, A.B., LL.B. JOHN F. BLEDSOE, A.B., A.M.

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TEACHER OF MUSIC.
HENRY AMRHEIM. HENRY AMRHEIM.

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IDA P. BROOKS, A. B., IDA P. BROOKS, A. B.,
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TEACHER OF SLOYD.
B. S. JOICE.

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TEACHER OF SEWING.

LENA P. BRAY.

IDA M. DIFFENBAUGH.

MATRON.

MARGARET R. STEWART.

MARGARET R. STEWART.

ASSISTANT MATRON.

IDA M. DIFFENBAUGH.

PHYSICIAN.

H. BOYD WYLIE, M. D.

JOHN G. HUCK, M. D.

DENTIST.

F. S. LEWIS, D. D. S.

F. S. LEWIS, D. D. S.

41271

Report of Board of Directors.

To His Excellency, the Governor, and the Honorable General Assembly of Maryland:

The Directors of the Maryland School for the Colored Blind and Deaf submit for your examination and approval the reports of the Superintendent and the Resident Principal, since their last reports, showing the work of the school and the cost of its maintenance.

Previous to 1872 no provision was made for the education of the Colored deaf or blind children of the State; and at that time when a number of philanthropic individuals petitioned the Legislature for an appropriation to establish a school of this character, their request was granted on condition that the new school become a part of one of the already existing schools for the deaf or blind. Accordingly the Maryland School for the Blind agreed to undertake the work as a department of that school, with the understanding that its Board of Directors should be composed of three members of the Board of the Maryland School for the Deaf and three from its own Board.

Its organization and administration was confided to Mr. Frederick D. Morrison, the Superintendent of the Maryland School for the Blind, whose wise management of its affairs made possible the preliminary steps leading to its establishment under the present favorable conditions.

Established in 1872, among the first of its kind to open the door of opportunity to the colored deaf and blind, from a modest beginning with seven pupils, its enrollment has grown to number during the past session seventy-one pupils.

Her home until 1879 was at 92 South Broadway, which becoming inadequate to the growing demands of the school, was disposed of and the site at 649 West Saratoga Street secured. This plant was well adapted to the needs of the school until within the last few years, the increased number of pupils in attendance and the deterioration of the neighborhood, have rendered it unfit for the purposes of the school.

Two years ago, in his report to the Board of Directors, the Superintendent of the school, Mr. George C. Morrison, said: "I regret to say that I cannot recommend the expenditure of any considerable sum of money at our present location to meet the needs of our constantly growing school. We now receive not only pupils from this State, but also from the District of Columbia and West Virginia. Virginia has no provision for her colored deaf and dumb, and there is no reason why in the future we should not receive her pupils also. We have at hand an opportunity to develop the strongest and most useful school of its kind in this country, but in order to do so we must have more spacious quarters and a better environment."

These words are but the expression of what all who were closely connected with the school have felt for years, and the management has contemplated its removal whenever a favorable opportunity should present itself. Therefore, in the Spring of 1906, a chance to secure a tract of land, five miles to the north of the city, situated on Taylor Avenue, between Belair and Harford Roads, was eagerly embraced.

Almost simultaneously with the opportunity to buy a new site came a chance to sell the old buildings and grounds, which was done last Winter, with the privilege of occupancy until the close of school in June. But since the school was without quarters, it became necessary to take steps at once to improve the new property, and at the present time two three-story brick buildings of the most modern fire-proof construction are in process of erection, which together with a water supply, a sewage disposal and other necessary equipment will cost about \$80,000. Besides there is on the site of the school a well constructed three-story dwelling, a wooden structure to be used for shop purposes, a farm house and a barn, which will suffice for the immediate needs of the school.

That we have been fortunate at this time to bring about this change in location, no one, knowing the surroundings of the old and viewing the new site, could possibly doubt. It is high, commanding a beautiful view of the bay in the distance. The land lies well, more than half of it being in good condition for farming; it is not an exaggeration to say, therefore,

that the past two years have been the most eventful in the school's history, since they mark the steps leading to its removal from quarters and surroundings altogether unfit for the proper development of its pupils to a site, large, healthful and eminently adapted to all the needs of the school present and future.

In order to take advantage of the opportunities of buying and selling, it was impossible for us to delay until the matter could be properly brought before the Legislature, hence it became necessary to borrow money for buildings so that the school might be housed during the coming session.

During the thirty-five years of its existence, the school has never before asked the State to appropriate anything for buildings and grounds, these having been provided gradually in other ways. When this fact is considered, together with the practical nature of the work which the school is doing, by developing a class of children into self-supporting, law-abiding citizens, who otherwise would become criminals and beggars, it seems but reasonable and just for the State to come forward and complete the work which the school has so admirably begun.

We most respectfully ask, therefore, that your honorable body make the appropriation which we have requested through the Board of State Aid and Charities.

Respectfully submitted,

JOHN T. MORRIS,
President.

Report of the Superintendent.

To the Board of Directors.

GENTLEMEN:—It becomes my duty at this time to submit to you a report, showing the condition and progress of the school during the biennial period ending June 30, 1907.

In my reports which have been made at the meetings of the Board from time to time, you have been informed as to the details of the work in progress; and I submit herewith the report of the Resident Principal, Mr. Lyman Steed, which gives a careful description of the internal work of the school during the last two years.

CHANGES IN THE CORPS OF OFFICERS AND TEACHERS.

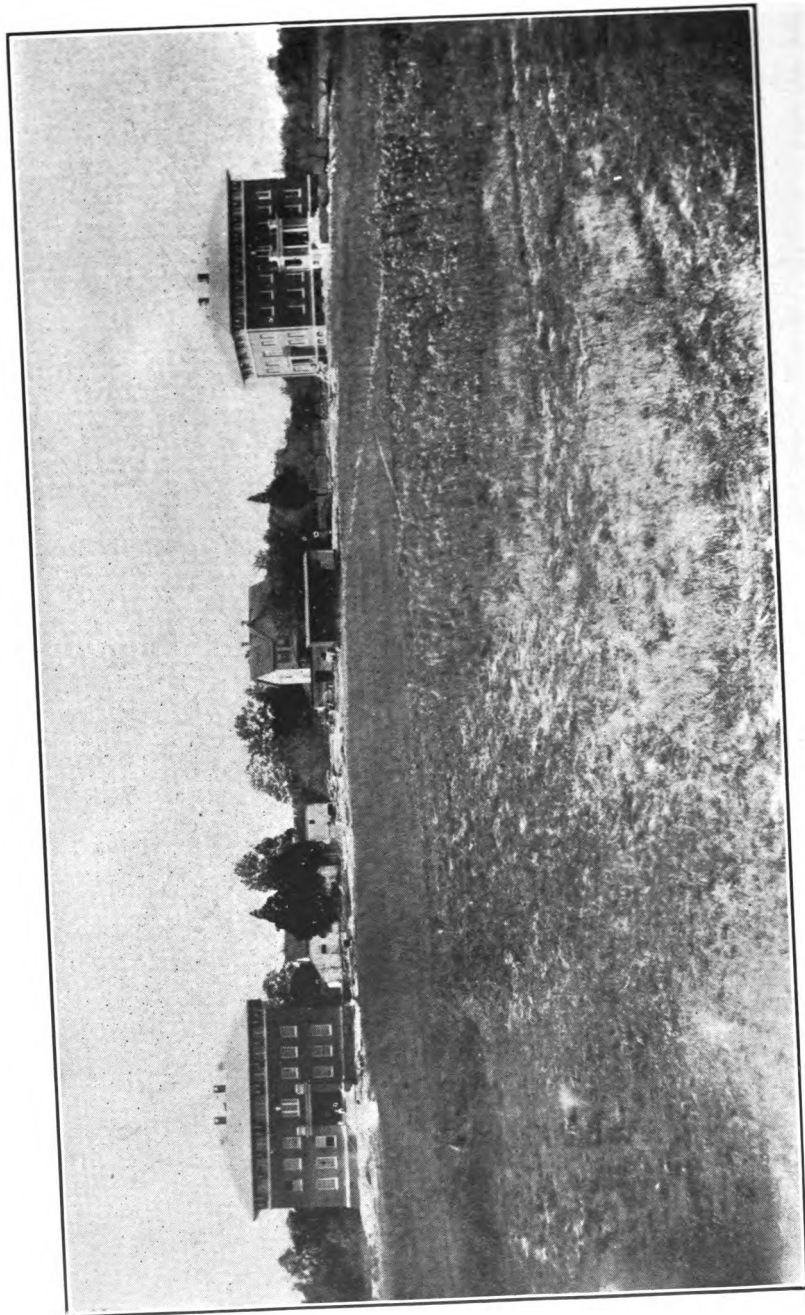
In October 1905, the Resident Principal was made Assistant Superintendent and was elected to the Superintendency the following May. In the interim, Mr. A. S. Marine fulfilled the duties of the Resident Principal.

In February 1906, Mr. Lyman Steed was elected Principal and took charge the following September.

At the close of the session in June 1906, Mr. F. J. Neesam resigned to accept a position in the Wisconsin School for the Deaf, after a most successful year's work, and Mrs. Maud H. Langstroth, a skillful and efficient teacher, resigned to accept a position at the Maryland School for the Blind. The vacancies thus caused were filled by the appointment of Miss Louise D. Huber, A. B., a graduate of the Woman's College, Baltimore, Md. and Miss Enga C. Anderson, A. B. a graduate of Gallaudet College, Washington, D. C. Both of these teachers are of high character and come well recommended.

The demand for more and better oral work was met by the appointment of Miss Mabel P. Whitman as special teacher of articulation. She has had a special course of training with Mrs. Munroe of the Horace Mann School for the Deaf in Boston, has instructed several private pupils and has had





New Home of the School, near Parkville, Md.

charge of a primary class in the Milwaukee (Wis.) School for the Deaf.

Miss Betsy O. Bell, a graduate of the Maryland Institute, was appointed teacher of drawing.

Miss Lena P. Bray, a graduate of The Oread Institute at Worcester, Mass., took charge of our sewing department in September 1905. Miss Ida M. Diffenbaugh, our assistant matron, was appointed to fill the vacancy caused by Miss Bray's resignation in June 1906.

Mr. A. S. Marine resigned in June 1907, after three years of efficient service, to take up the practice of law.

Mr. B. S. Joice, a graduate of the Oswego Normal School, Oswego, N. Y., leaves us to devote his entire time to the manual training department of the Maryland School for the Blind. His place will be filled by Mr. D. S. McGuire, a graduate of the same school, who comes well recommended.

All of the new teachers have taken up the work with zeal and enthusiasm.

The vacancy caused by the death of our physician, Dr. H. Boyd Wylie, was filled by the appointment of Dr. John G. Huck, a physician of some years experience, who has readily adapted himself to the requirements of this office.

THE WORK OF THE SCHOOL.

While the work of the school for a number of years has compared favorably with that of similar schools, I believe we may safely say that the past two years have been the most successful in its history. The attendance has been better, the teaching corps larger and more proficient and their work more effective; yet our next session will mark a new era in the history and progress of the school. As never before, we shall be prepared to give to the colored blind and deaf youth who come to us a thorough, practical and up-to-date education.

A reference to the report and outlines which follow is all that is necessary to convince one of the practical nature of the training which is given at the school.

A thorough elementary literary education is provided, but greatest stress is laid on practical training which will enable the children to become self-supporting and law-abiding citizens.

Habits of economy are established while at the school by a system of paying for overtime work, and a part of the earnings is placed in the Savings Bank to form the basis of a small capital to enable the pupils to commence work on their own account when their school days are over.

To the instruction already given along these lines will now be added truck farming, dairying, poultry raising and steam laundering. A good opportunity will also be afforded to test the practicability of bee culture as a means of livelihood for the blind.

RESULTS.

As an evidence of the good work which the school has been able to accomplish, we are able to cite a number of cases of ex-pupils who are earning a livelihood. The blind become excellent chair-caners and mattress makers, while the deaf are able to enter these as well as other lines of work, including shoe making and carpentering. The training which the deaf girls have received in laundering, cooking and house work has enabled us to place all who have completed the course in homes where there is a demand for superior service.

CONCLUSION.

I desire to commend the Resident Principal, the teachers and officers of the school for their untiring devotion to their duties. The success which has crowned our efforts would not be possible but for their harmonious co-operation.

Following will be found the financial statements of the Superintendent and Treasurer,* together with a number of statistical tables and a circular of information about the school.

In concluding, allow me to thank the members of the Board of Directors for their hearty support in our efforts to improve the usefulness of the school.

Respectfully submitted,

JOHN F. BLEDSOE,
Superintendent.

* See pages 29-34.

Resident Principal's Report.

To the Superintendent and the Board of Directors:

GENTLEMEN:—I beg to submit for your consideration the following biennial report, which covers a period from June 30, 1905 to June 30, 1907, and includes the thirty-fourth and thirty-fifth annual reports.

As a whole the past two years have been prosperous and successful.

During the past year, on account of the pending change in the location of the school, our work has been somewhat upset.

On March 15 we were compelled to give up two of our buildings, the School Building and the Shop, to the purchaser of our Saratoga Street property. A house across the street was rented and the school conducted in cramped quarters until its close May 31, 1907. Four boys and two girls were kept to help pack, and on June 15 all of our furniture and school equipment was stored in the shop or cottage of our new location.

Our future holds many possibilities and we hope with ninety acres of good soil, two new, modern buildings, a good cottage, a shop and the energetic perseverance of an earnest corps of workers to prove by the mental, moral and physical development of our pupils that this change has been a wise one.

ATTENDANCE. 1905—1906.

From	Baltimore		Maryland		Washington		West Va.		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
Blind Pupils	5	2	3	1	3	0	1	0	15
Deaf Pupils	15	5	7	9	7	9	0	3	55
Total Enrolled									70

1906—1907.

Blind Pupils	4	1	0	3	4	2	1	0	15
Deaf Pupils	13	7	10	5	9	9	0	3	56
Total Enrolled									71

CAUSES OF DISCHARGE AND NON-ATTENDANCE.

	Deaf.	Blind.
Graduated.....	1	1
Removed from State.....	1	
Dismissed as ineligible....	1	1
At home because of sickness.....	2	
Suspended indefinitely.....	1	1
Voluntarily remaining at home.....	3	1
Time expired.....	4	
Total.....	13	4

We had one deaf-blind pupil and one blind man who assisted in the shop; the latter also studied music.

During the two years twenty-seven new deaf and four new blind pupils have been admitted. The attendance for both years has been practically the same because we had reached our capacity. We regret that we were compelled, on account of this, to refuse admission to quite a number of applicants.

The compulsory education law of this state, that has been in effect for several years, has accomplished much good, but we feel that the dissemination of correct ideas as to the aims and purposes of our school, and the creation of an enlightened public opinion are also very important factors in suppressing the main causes of non-attendance—false sentiment, ignorance or selfishness on the part of parents or guardians.

Circulars of information, public entertainments, private talks with influential persons and visits to homes, have helped our cause materially.

HEALTH.

The general health of the pupils has been excellent and no deaths have occurred at the school. We are sorry to record the death of one of our blind pupils. Eugene Freeland developed tuberculosis and died at his home in Chaney, Md., after only a short illness. He was a bright, manly boy and will be missed by all.

A small room in the boys' building, accommodating only three patients, was used as an infirmary. In the girls' building our space was so limited that we had no room which could be used for infirmary purposes.

In September 1906, a short time after she had entered school, one of our deaf girls contracted typhoid fever and was taken home at once. She was able to return to school again in January.

Several pupils had mild cases of mumps and whooping-cough and there were the usual number of colds, headaches, bumps and bruises. The good record of the past two years is due in large measure to prompt medical attention, careful supervision, wholesome food and plenty of exercise.

IN MEMORIAM.

It is with feelings of sorrow and deep regret that we mention the loss of our physician, Dr. H. Boyd Wylie. His many years of service in our institution, his uniform kindness and courtesy and his fresh and warm sympathy endeared him to all. He was a thorough christian, a fine scholar and the soul of honor and integrity. Dr. Wylie tried in every way that he could to make the world better and happier, and his death made a vacancy in our ranks that will be widely felt.

THE LITERARY DEPARTMENT.

THE DEAF.

Good, conscientious work has been done in the class rooms and progress has been made. We still adhere to what is known as the "Combined System" of teaching the deaf. Our work is more or less similar from year to year, but we adopt new methods from time to time when due trial proves them to be better than those in use.

Every child that enters school is placed in an oral class. If his ability and progress prove that he is not capable of being taught successfully by means of speech, speech reading and writing, he is placed in a manual class. During the past year twenty-six of our fifty-five pupils were taught chiefly by the oral method. One of our teachers devotes her entire time to articulation work, thus giving every deaf child in school a chance to develop whatever powers they may have along this line. Two of our teachers have taken the summer course offered by the Clarke School at Northampton, Mass.

Written reports in detail were required of the teachers and have been found very helpful.

Our classes were organized as follows:

Miss Brooks—Kindergarten, 6 pupils; First grade, 9 pupils.

Miss Rogers—Second grade, 9 pupils; Third grade, 7 pupils.

Miss Anderson—Fourth grade, 2 pupils; Fifth grade, 3 pupils;

Sixth grade, 7 pupils.

Miss Huber—Seventh grade, 5 pupils; Eighth grade, 7 pupils.

The work has been thoroughly graded and we regret that we could not have smaller classes with only one grade in a class.

Any deaf pupil that completes our course in the literary and industrial departments ought to go out into the world with language sufficient to meet the ordinary requirements of social and business intercourse, a training manually that will enable him to be self-supporting and a general knowledge of the duties required of an intelligent, God-fearing citizen.

COURSE OF STUDY.

Grade I.

Kindergarten—Form, motion, color, construction. Cultivation of sight and touch.

Articulation—Elements, combinations, simple words and sentences. Lip-reading. Tongue exercises. Breathing exercises.

Language—Names of officers, teachers, classmates, articles of dress, articles of food, parts of the body, objects in the school room, common animals, days of the week, etc., with a few verbs and descriptive adjectives.

Arithmetic—Numbers 1 to 10.

Grade II.

Language—Miss Sweet's No. 1. Miss Fuller's Primer. Nouns. Descriptive adjectives. Present, past and future tenses. Verbs "to be" and "to have." Present progressive. Personal pronouns, singular and plural. Several easy prepositions. Action work. Calendar work. Journals. Questions. Letter-writing. Conversational language. Five Slate System.

Articulation—Drill in elements, combinations and words. Accent and continuity. Speech reading.

Arithmetic—Reading and writing numbers. Concrete work in addition and subtraction. Mental Arithmetic.

Grade III.

Language—Miss Sweet's No. 1 and 2. Plurals of Nouns. Reflexive pronouns. Verbs, principal and auxiliary. Conjugation, declarative, negative, interrogative. Present perfect and past progressive. Adverbs. Conjunctions. Prepositions.

Action work. Dictation. Questions. Descriptive writing. Letters. Journals. Memorizing. Conversation. Calendar work.

Arithmetic—Addition and Subtraction. Simple problems. Mental Arithmetic. Language given special attention.

Grade IV.

Language—Miss Sweet's No. 2 and 3. Nouns—Somebody, anybody, nobody. Verbs—Active and passive voices. Tenses present, past and future given. Infinitive and imperative modes. Conjugation. Adjectives—comparison. Adverbs and adverbial phrases of time, place and degree. Drill on "ask, say and tell" sentences.

Action work. Story writing. Journals. Descriptive writing. Dictation. Questions. Letters. Memorizing. Conversation.

Arithmetic—The Four Fundamental Rules. Currency. Simple Problems. Mental Arithmetic.

Grade V.

Language—Miss Sweet's No. 4. Continued drill in active and passive voices of verbs. Principal parts of verbs. Participles. Past perfect tense. Systematic drill in idioms. Drill on clauses.

Action work. Picture writing. Words and phrases. Local events. Story writing. Reproduction. Dictation. Conversation. Letters. Historical sketches. Journals. Paragraphing.

Arithmetic—Addition, Subtraction, Multiplication, Division. Problems. Analysis. Mental Arithmetic.

Geography—Introductory lessons on position, cardinal points, location, etc., prepared by the teacher.

Grade VI.

Language—Continued drill in the correct use of nouns, pronouns, adjectives, adverbs, prepositions and conjunctions. Future perfect tense. Potential and subjunctive modes. Past and past perfect participles. Idioms. Journals. Biographical sketches. Letters. Descriptive and narrative composition.

Arithmetic—Simple fractions. Practical problems. Analysis. Mental Arithmetic.

Geography—Frye's Primary Geography. Map Drawing.

History—Lessons prepared by the teacher.

Grade VII.

Language—Review of all language forms and principles. General reading. Idiomatic and colloquial phrases. Compositions.

Arithmetic—Common Fractions. Decimal Fractions. Mental Arithmetic.

Geography—Frye's Primary Geography (continued)

History—Child's History of the U. S., Goodrich.

Grade VIII.

Language—Elementary grammar lessons prepared by the teacher. Descriptive and narrative composition. Letters. Business forms. Parts of speech. Idioms. Newspaper work.

Arithmetic—Denominate Numbers and Percentage. Milne's Arithmetic.

Geography—Frye's Complete Geography. Map Drawing.

History—U. S. History, Montgomery.

Physiology—Lessons prepared by the teacher.

Grade IX.

Language—Reed & Kellogg's Grammar. Analysis. Parsing. Construction. Style.

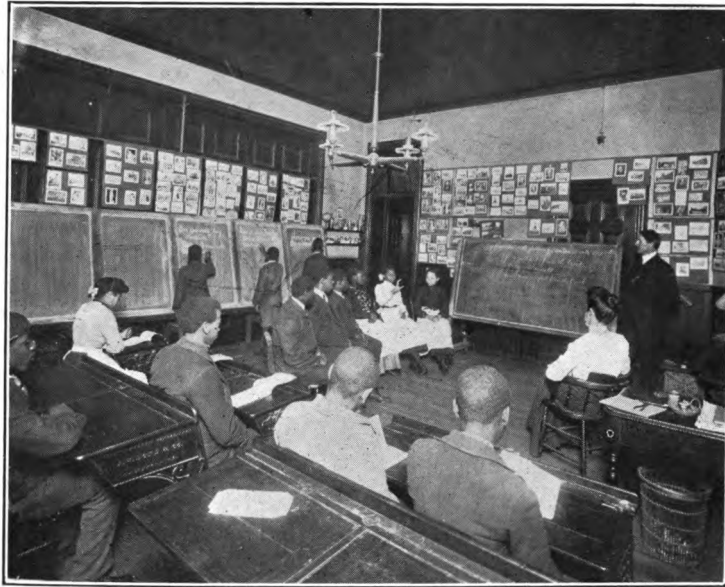
Arithmetic—Percentage, Interest, Discount. Milne's Arithmetic.

Geography—Frye's Complete Geography. Map drawing.

History—U. S. History.

Literature—Selections from standard works.

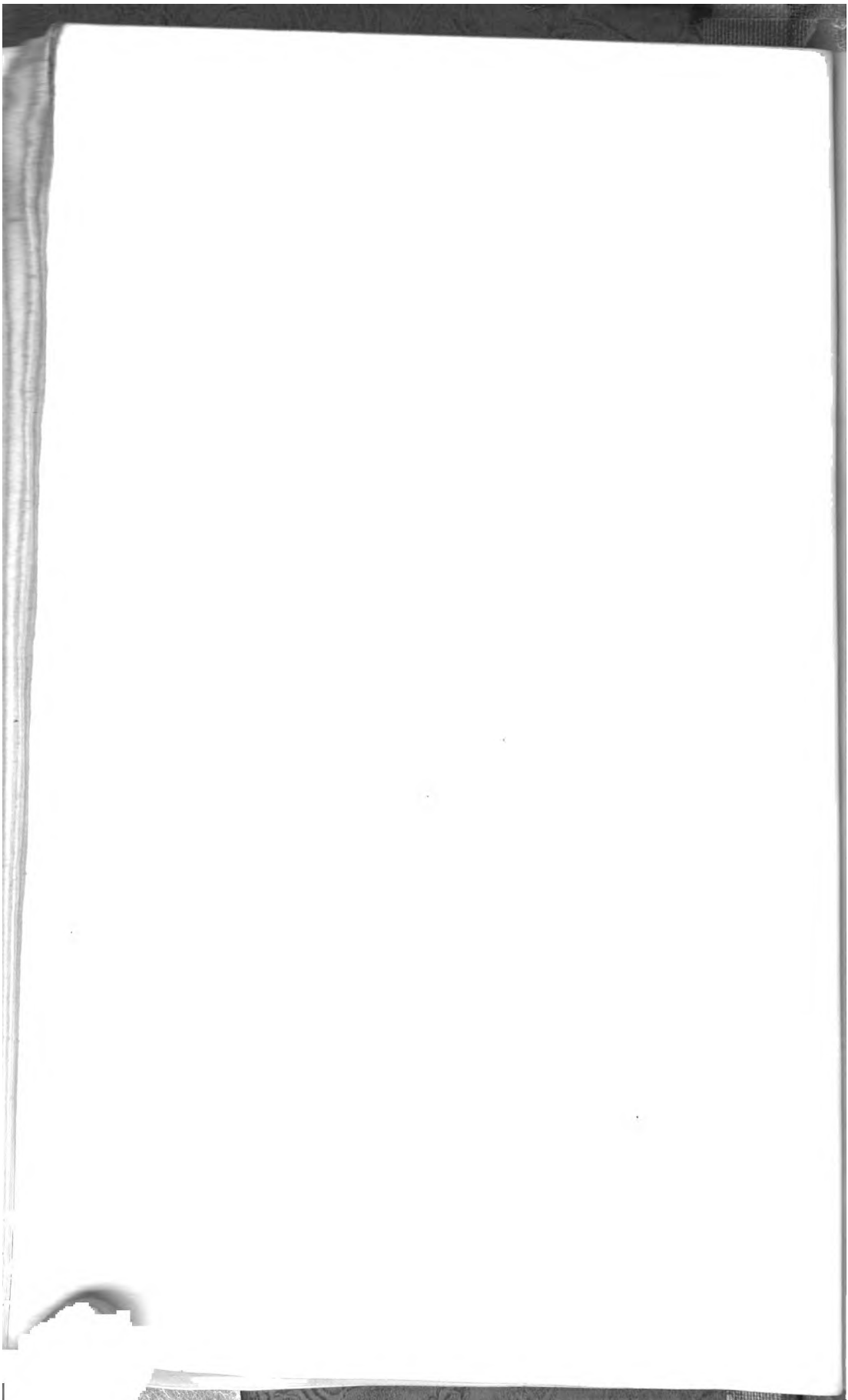
Physiology—The Human Body. Martin.



A Class of Deaf in Literary Work.



A Class of Blind in Literary Work.



Grade X.

Language—Reed and Kellogg's Grammar completed. Special attention given to analysis, parsing and syntax.

Arithmetic—Milne's Arithmetic completed and reviewed.

History—General History.

Literature—Primer of English and American Literature. Clark.

Physics—Simple lectures and experiments.

Civics—Lectures by the teacher.

Penmanship, Drawing, Manners and Morals, Articulation, Supplementary Reading, Nature Study and Reviews are continued through all the grades.

THE BLIND.

The methods of instruction in this department are pedagogical and embody the most advanced educational ideas. Instruction is given in all branches of study that are included in the curriculum of the primary, grammar and high schools of the state of Maryland. Our work in science has been greatly hindered by the lack of equipment, and along other lines by the limited number of books in our library and lack of other helps.

We have endeavored to develop the powers of observation and the desire for investigation, to foster a taste for a high degree of excellence and bring all the faculties of the pupils into one well-rounded whole.*

MUSIC.

Music is a most important factor in the education of our blind pupils. It is a pleasure to them and may become a means of livelihood after leaving school. The piano forms the basis of musical instruction, individual lessons being given as often as our means permit. The chorus class, composed of all the pupils in the blind department, meets twice a week and from time to time lectures and drills on various musical topics are given.*

*The course of study in this department is based upon that of the Maryland School for the Blind. See report for biennial period ending June 30th, 1907.

INTEREST SOCIETIES:

The classes were continued under the supervision of the principal, one for the deaf and one for the hearing. The value of their work has been felt in the past.

Classes were organized by the principal on Parliamentary Government and a number of interesting and instructive books were read.

The following subjects were studied by the deaf:

- 1. Constitution of the U.S.A.
- 2. History of the U.S.A.
- 3. Geography of the U.S.A.
- 4. Government of the U.S.A.
- 5. Federal Government
- 6. State Government
- 7. County Government
- 8. City Government
- 9. Municipal Government
- 10. State Government
- 11. County Government
- 12. City Government
- 13. Municipal Government
- 14. State Government
- 15. County Government
- 16. City Government
- 17. Municipal Government
- 18. State Government
- 19. County Government
- 20. City Government

MORAL TRAINING.

Moral training was continued daily by the principal. Moral stories were delivered each day and the pupils were made for an hour on their own.

The pupils were allowed charge of their own class. They were given to the girls by one of the lady teachers.

Much good has been accomplished. The pupils were given to the boys by the principal. In the play-ground, in the afternoon, the pupils should be watchful that the moral training be improved and strengthened.

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THE INDUSTRIAL DEPARTMENT.

It has been our plan to have the work vary from year to year so that, as the pupils progress, they will have had practical experience in every branch of our industrial department.

A large portion of the care of our buildings and household was put into the hands of the pupils who performed their duties in a manner that was a credit and pleasure to themselves and pride to the school. Every boy and girl in the institution is responsible for a certain amount of this work daily, which varies according to physical condition, age and ability and gives them a certain earning capacity. The profit on custom chairs, shoes and a certain amount for domestic work was credited to each pupil at the end of the month. The amounts varied from three dollars to a few cents. Half of each amount was deposited in the pupil's name in a local savings bank at $3\frac{1}{2}\%$ interest and the other half given to the pupil. Careful oversight was given to the manner in which this money was spent. Pupils were encouraged to buy useful articles and allowed to reserve a proper portion of their money for pleasure. It was with pardonable pride that they could display a handkerchief, tie, lace, ribbon, pencil, book, shoes, shirt, etc. obtained by their own efforts.

One of the problems of a school of this kind, teaching the value and use of money, has been met in this way. Thus far, it has proved a benefit to the pupils, an economy to the institution and has given entire satisfaction to all concerned.

SHOE SHOP.

There being so little demand for hand work, the work of our shoe department was confined to repair work and the new shoes needed in the institution.

CANING SHOP.

Thirty-four deaf boys, twelve blind boys and five blind girls have had instruction and practice in caning. As soon as a pupil has learned to do a frame he is promoted to a custom chair, easy at first but gradually more and more difficult.

We have recaned over 2700 chairs and renovated or made 88 mattresses. Four ex-pupils were given work regularly.

The first thing we do best and for that reason we
the summer work of the most prominent business
families.

In the spring of 1907, instruction in sewing
was given to the teachers in the colored public schools
and to the mothers of that form of manual
training. The State Superintendent
of Public Instruction was furnished an outline
of the work in some of the colored schools and in
the white school.

FARM WORK

During April and May the boys went to the
farm with the spring work.

HANDWORK

Two classes were held twice a week for less
preparation of all articles compared to the men of the
last year. Making and care of the
of kitchen utensils. Sewing. Washing. Baking
and frying. Making and care of the
cupcakes, butter, and other small rolls, biscuits,
and other small rolls and also
the effort has been to make the work plain and
easy. These were given under charge of the teachers
and a time book was kept. A time book contain
ing a list of the different things and had learned to cook

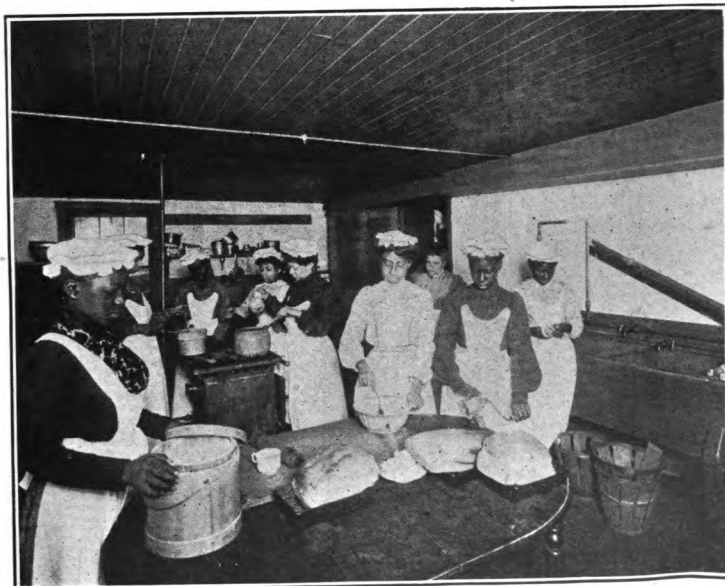
Articles

Handwork class

- I Sewing class
 - (a) Sewing
 - (b) Washing
- II Ironing
 - (a) Ironing
 - (b) Mending
 - (c) Hemming
 - (1) Towels
 - (2) Handkerchiefs
- III Hand work
 - (a) Baskets
 - (b) Cups
- IV Paper handling
 - (a) Buttonhole



Sewing and Fancy Work.



Cooking Class.



PRIMARY CLASS.

- | | |
|------------------------------|-------------------------------|
| I. Review of plain stitches. | (2) Cotton. |
| (a) Basting. | (3) Flannel. |
| (b) Hemming. | III. Crocheting and knitting. |
| (c) Gathering. | (a) Shawls. |
| (d) Button-holes. | (b) Small fancy articles. |
| (e) Sewing on buttons. | IV. Embroidery. |
| II. Practical work. | (a) Plain outline. |
| (a) Darning. | (b) Hemstitching. |
| (b) Mending. | (c) Simple white embroidery. |
| (1) Woolen. | |

ADVANCED CLASS.

- | | |
|------------------------------|-------------------------------------|
| I. Review of practical work. | (h) Street dresses for a few girls. |
| (a) Darning. | (i) Curtains. |
| (b) Mending and patching. | III. Fancy work. |
| II. For school use. | (a) More complicated embroidery. |
| (a) Aprons. | (b) Hemstitching. |
| (b) Gowns. | (c) Pillow tops. |
| (c) Night shirts. | (d) Crocheting and Knitting. |
| (d) Overalls. | IV. Machine work. |
| (e) Suits for small boys. | (a) Use of attachments. |
| (f) Girls' uniforms. | V. Drafting. |
| (g) Sheets and pillow cases. | (a) Plain shirtwaist. |

BLIND DEPARTMENT.

- | | |
|------------------|---------------------------|
| I. Turning hems. | (c) Chairs. |
| (a) Basting. | III. Knitting. |
| (b) Hemming. | (a) Shawls. |
| II. Bead work. | IV. Machine work. |
| (a) Baskets. | (a) Threading and action. |
| (b) Cups. | |

This outline gives very accurately the ground covered by the various classes in the sewing room. The following figures will give a clear idea of what has been accomplished by fifteen girls in thirty-seven weeks during the past year.

- 24 Pillow cases
- 22 Sheets
- 50 Towels
- 22 Napkins
- 3 Table cloths
- 3 Boys' jackets
- 3 Boys' pants
- 4 Boys' shirts

January 7
 22 Sheets
 50 Towels

... ..

... ..

... .. our sewing, car
 Exposition.

MEETINGS AND VISITS.

It was the privilege of the principal to attend a pleasant and profitable meeting of The American Association

Promote the Teaching of Speech to the Deaf, at Edgewood Park, Pa., August 24-31, 1906, as the representative of this institution.

During the year 1905-1906 visits were made to schools for the deaf in Boston, Northampton, New York, Philadelphia and Washington. The courtesy everywhere extended and the opportunity to observe and learn things of value in all departments of these schools is deeply appreciated.

EXHIBITIONS.

The closing exercises of the school have been held at Ford's Grand Opera House for the past two years. The keen interest of the colored people of Baltimore and vicinity in these exercises is shown by the fact that every seat was sold two weeks before the date of the exercises. The programmes here given will show the nature of our entertainments.

PROGRAMME 1906.

PART I.

HYMN—"Lead Kindly light"	Sung by blind, signed by deaf.
SCRIPTURE READING.	Point print and sign language.
PRAYER.	
PIANO DUET—"Fra Diavolo"	Auber.
VOCAL SOLO—"There is a Green Hill Far Away"	Gounod.
GEOGRAPHY DRILL	Blind Pupils.
PIANO TRIO—"William Tell"	Arranged by H. Amrhein.
VOCAL SOLO—"The Two Grenadiers"	R. Schumann.
PIANO SOLO—"Grande Marche de Concert"	Wollenhaupt.
FLAG DRILL.	Deaf and Blind.
QUARTET—Serenade "Sleep Lady"	From Knyvett.

PART II.

PIANO TRIO—"Eventide"	Geibel.
PANTOMIME—"Wife Wanted"	Deaf Pupils.
PIANO DUET—"Rondo a la Polka"	Theo. Loew.
VOCAL DUET—"Calm as the Night"	Charles Goetze.
DUMBBELLS, PYRAMIDS, ACROBATICS	Deaf Boys.
REMARKS, DELIVERY OF CERTIFICATES, PRIZES, ETC.	
THREE-PART SONG—"Roses and Violets"	Blake.

PROGRAMME 1907

PART I

- 1. HYMN—*Swiss Like a Shepherd Lead Me*—
Sung by Blind
Signed by deaf
- 2. SENTENCE HEAR—*from the hymn*
- 3. SCRIPTURE READING—*From Bible and sign language*
- 4. PRAYER
- 5. PIANO SOLO—*Return of the Heroes*
- 6. QUARTETTE—*The Larks My Shepherd*—
Arranged from M
Blind Po
- 7. PHYSIOLOGY DRILL
- 8. PIANO DUETT—*Le Petit Tambour d'Asie*—
Polka-Barlesque—
Deaf
- 9. ARTICULATION
- 10. SPEECH, READING and ACTION WORK
- 11. SPEECH BY DEAF-BLIND BOY
- 12. RECITATION—*Spring flowers*—
Blind

Know not which I love the most,
 or which the dearest shows,
 The daisy, the shell flower,
 or the royal hearted rose.

The daisy in her dainty dress,
 The dink with odors of teal,
 or the daisy with her dainty wings,
 like a bashful child her dress.

For I love the white dove and the all,
 from the east and from the west,
 or the white dove comes outstretched
 "The garment of a king."

- 8. PIANO DUETT—*Arora's Blues*
- 9. VOCAL SOLO—*Behold Thy King*
- 10. SUNFLOWER FROLIC

PART II

- 1. PIANO DUETT—*La Malle des Indes*
- 2. "Home Life on the Johnson Farm"
 Scene—The diningroom at the JOHNSON HOME.
 Three Acts—Morning, afternoon, evening.
- 3. Noble Johnson, a farmer.
- 4. Carrie Johnson, his wife.
- 5. Rena Johnson, eldest daughter.
- 6. Walter and Clarence Johnson.
- 7. Clara Johnson.
- 8. Oscar Johnson, mischievous boy.
- 9. "Baby" Johnson.
- 10. "Poke-easy" Johnson, lazy boy.

3. PIANO SOLO—Gallop de Concert. "Merry Companion." Ketterer.
4. VOCAL DUETT—"Spirit of the Woods." Parker.
5. THE CHANGING OF THE SEASONS.
 - (a) One by one winsome little Spring Months appear. Skipping joyfully. Courtesying. Triumph.
 - (b) Heigh-ho laughing Summer months! Coquetting. Farewell to fair Spring.
 - (c) September, October and November! In all the regal splendor of autumnal colors. Retreating. Whirling. Strewing leaves Putting fair Summer to sleep.
 - (d) White and hoary Winter heralded! In garments of ermine. Majestic. The Autumn Months conquered. Bowing and bowing. Winter casting his mantle over all.
6. VOCAL CLASS—Scotch Melodies. Blind Pupils.
7. REMARKS, DELIVERY OF CERTIFICATES, PRIZES, ETC.
8. PHYSICAL CULTURE. Deaf Boys.

On May 31, 1907, Beatrice Wells, of Annapolis, Md., having finished the required course of study, received the school's certificate.

Two medals, "The People's Medal" and the "Young Medal" are awarded each year for the best average scholarship in the departments for deaf and blind. Those receiving these medals were:

Blind—1906, Talitha Valentine. 1907, Roy Carter.

Deaf—1906, Beatrice Wells. 1907, James Cheers, Jr.

The following is taken from the Baltimore Evening News:

PERFORMERS FROM MARYLAND SCHOOL FOR THE BLIND SHOW
REMARKABLE PROFICIENCY.

On the stage at Ford's where during the last nine months comedy and tragedy have alternately held sway, the most curious rehearsal of the season was held this morning. The stage was crowded with children, some in strange dresses, and there were a few spectators in the auditorium. As in other rehearsals there was little light, but to many of the actors it did not matter as they were blind.

All the performers, to the number of nearly a hundred, were in some way afflicted. Some could not see, while some could not speak and were obliged to convey their ideas in the sign language and still others could not hear. Nevertheless, they moved through the exercises with pleasure and a stranger, looking on and uninformed of the truth, would have supposed them to enjoy all the faculties of ordinary children.

WANT TO MAKE GOOD SHOWING.

Only the teachers, who were young men and women, were white; all the children were colored, and they belonged to the Department for

Colored Blind and Deaf of the Maryland School for the Blind. Two of the white teachers conducted all the exercises—Mr. John F. Bledsoe the superintendent and Mr. Lyman Steed, the principal. They have been engaged in the work for several years and watched the proceedings with the closest attention, for there will be a large attendance at the performance tonight and it is a matter of pride to make the best possible.

The ages of the children range from 7 to 14 or older, and they do the same study actively that characterizes childhood under all conditions. Several parts of the programme were in rehearsal at the time occupying different portions of the stage, and in the wings were seen constantly known as "behind the scenes" the blind children working about as they would as if they had been familiar with the work, while little groups of the deaf were seen in their usual groups at trees and other stage properties or engaged with their hands.

A SENSITIVE DRILL.

The same story of a young teacher was going and a blind child in a scene in which the teacher was singing a sentiment. The child was asked to sing up and there was a rustle, and in a while, and a rustle, and the children girls and boys had ranged themselves in the audience. They were in the costume of the scene, the teacher had a yellow halo around her head and the children had their feet in the flowers. Each one of the children had a book in their hands, which was to music, and they all sang up and down the movements perfectly. The child had a book in their hands, and round and round they went, and they all sang up and down the movements perfectly.

THE SENSITIVE DRILL.

The programme of the evening was arranged that the children were to sing a song. They were in all the costumes of the scene, and the children had their feet in the flowers. Each one of the children had a book in their hands, which was to music, and they all sang up and down the movements perfectly. The child had a book in their hands, and round and round they went, and they all sang up and down the movements perfectly.

The programme of the evening was arranged that the children were to sing a song. They were in all the costumes of the scene, and the children had their feet in the flowers. Each one of the children had a book in their hands, which was to music, and they all sang up and down the movements perfectly. The child had a book in their hands, and round and round they went, and they all sang up and down the movements perfectly.

EVERY TOUCH SIGNIFICANT.

The expression of his face was that of a kind of appealing eagerness and Mr. Bledsoe, who stood by, asked him questions by pressing his fingers and the palm of his hand, every touch, even the slightest, having significance. The boy wrote some of the answers on the palm of his left hand with the index finger of his right, while he answered others in speech—a strange, monotonous voice, yet the tones not altogether without modulation. This boy is bright and has learned to speak within a year.

The Department for the Colored Blind and Deaf was established in 1872 with only seven pupils and it has grown until there are nearly 100. The first home was on South Broadway but it was removed to West Saratoga Street and now there will soon be another removal to the country. Here the advantages of every kind will be much greater; even the blind, who cannot see the fields and the woods, will find enjoyment in them. The results achieved by the teachers, as exemplified in the rehearsal this morning, are extraordinary. In ways that seem to outsiders mysterious, light is made to reach these darkened souls and some examples of what skill, tact, patience and kindness will do appear almost miraculous.

ACKNOWLEDGEMENTS.

We are deeply grateful to those who have contributed to the welfare and progress of this institution.

We acknowledge with thanks the various school papers and reports that have so kindly been sent to us. The gratuitous services of the Franklin Street Eye, Ear and Throat Hospital are duly appreciated.

To the friends of this school among the colored people, the ministers and editors of the local papers who have manifested such a cordial interest in our work and done so much to advertise the aims and purposes of our school, we express our grateful thanks. We are justly indebted to Dr. Young for his never failing interest and assistance, the use of his drug store for the sale of tickets to our annual exercises and the "Young Medal" given to the pupils for the past two years.

CONCLUSION.

This school stands today as one of the best in the country for the instruction of the colored blind and deaf. The work of the institution has been retarded by lack of material and

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cramped quarters, but we feel that we have done the best with the means at our disposal.

We congratulate ourselves that the broadminded progressive policy of our Board and Superintendent has made possible for us to continue our labors in a new home where we will find fewer difficulties and have ample opportunity to broaden and improve our work.

The Principal is deeply grateful to the Superintendent for his consistent support and kind assistance and sincerely appreciates the loyal cooperation and earnest, efficient work of the teachers and officers.

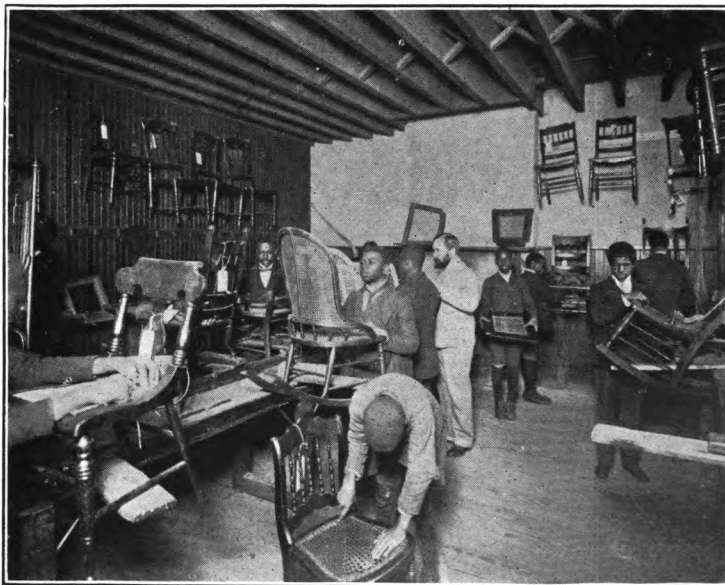
With the hope that the hand of the One All-wise God will guide you in furthering the interests of this work, this school may have generous treatment at the coming Legislature, I am,

Very respectfully,

LYMAN STEED,
Resident



Kitchen.



Chair Caning.

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Financial Statistics.

TREASURER'S STATEMENT.

FOR FISCAL YEAR ENDING JUNE 30TH, 1906.

To the President and Board of Directors of the Maryland School for the Blind.

GENTLEMEN:—I hand you herewith a condensed statement of the moneys received and disbursed by me for the year ending June 30, 1906, account of the School for Deaf, Dumb and Blind Colored Children.

INCOME ACCOUNT.

RECEIPTS.

By cash from the United States Government for board and tuition of beneficiaries.....	\$ 900 00
By cash from the District of Columbia for board and tuition of beneficiaries.....	2,200 00
By cash from the State of Maryland, 4th quarterly installment on appropriation for \$10,000 for fiscal year ending September 30, 1905.....	2,500 00
By cash from the State of Maryland, 1st, 2d and 3d quarterly installments on appropriation of \$10,000 for fiscal year ending September 30, 1906.....	7,500 00
By cash from the State of West Virginia for board, tuition, etc. for beneficiaries.....	929 94
By cash from the income from Investments.....	650 00
	<u>\$14,679 94</u>

DISBURSEMENTS.

To cash paid Geo. C. Morrison, Superintendent, per his receipts.....	\$11,500 00
To cash paid John F. Bledsoe, Superintendent, per his receipts.....	3,000 00
To cash paid Title Guarantee & Trust Co. insurance on buildings on Taylor Avenue property.....	78 00
To cash paid Sundries.....	66
To cash paid over to Principal Account.....	101 28
	<u>\$14,679 94</u>

Respectfully submitted,

WALDO NEWCOMER, *Treasurer.*

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SUPERINTENDENT'S STATEMENT

OF

RECEIPTS AND DISBURSEMENTS FOR THE YEAR ENDING
JUNE 30TH, 1906.

RECEIPTS.

By balance on hand July 1st, 1905	\$ 136 43
By cash from Treasurer	14,500 00
	<u>\$14,636 43</u>

DISBURSEMENTS.

To cash paid.

General Expense	\$1,880 65
Sustenance	2,787 46
Fuel and Light	860 96
Water rent	128 41
Wages—Domestic	978 75
Salaries	5,480 01
Repairs and Betterments	1,214 61
	<u>\$13,330 85</u>
Cash on hand June 30th, 1906.....	1,305 98
	<u>\$14,636 83</u>

Respectfully submitted,

GEO. C. MORRISON, *Superintendent.**

Examined and approved.

WALDO NEWCOMER,	} Auditing Committee.
JOHN GLENN, JR.	

* Mr. Morrison had charge of the finances of the school to the end of the fiscal year

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TREASURER'S STATEMENT

FOR FISCAL YEAR ENDING JUNE 30TH, 1907.

To the President and Board of Directors of the Maryland School for the Blind.

GENTLEMEN:—I hand you herewith a condensed statement of the moneys received and disbursed by me for the year ending June 30, 1907, account of the School for Deaf, Dumb and Blind Colored Children.

INCOME ACCOUNT.

RECEIPTS.

By cash from United States Government for board and tuition of beneficiaries.....	\$1,200 00
By cash from District of Columbia for board and tuition of beneficiaries.....	4,675 00
By cash from State of Maryland, 4th quarterly installment on appropriation of \$10,000 for fiscal year ending September 30, 1906.....	2,500 00
By cash from State of Maryland, 1st, 2nd and 3rd quarterly installments on appropriation of \$10,000 for fiscal year ending September 30, 1907.....	7,500 00
By cash from State of West Virginia for board and tuition of beneficiaries.....	400 00
By cash from rent of Taylor Avenue property.....	175 00
By cash from Baltimore Equitable Society, refund of deposit on Saratoga Street property.....	210 00
	<u>\$16,660 00</u>

DISBURSEMENTS.

To cash paid John F. Bledsoe, Superintendent, per orders....	\$14,000 00
To cash paid charges on West Virginia check.....	50
To cash paid purchasers of Saratoga Street property for use till June 1, 1907.....	161 45
To cash paid State and County taxes for 1906 on Taylor Avenue property.....	111 76
To cash paid over to Principal Account.....	2,386 29
	<u>\$16,660 00</u>

PRINCIPAL ACCOUNT.

Cr.

June 30, 1906—By balance on hand....	\$ 3,686 32
August 2, 1906—By cash ac. sale Saratoga St. property.....	1,000 00
October 2, 1906—“ “ “ “ “ “ “ “.....	4,000 00
March 19, 1907—“ “ “ “ “ “ “ “ balance.	15,500 00
June 30, 1907—By cash transferred from Income Account....	2,386 29
	<u>\$26,572 61</u>

Dr.

October 5, 1906—To cash paid P. C. Dugan & Nephew, commission on sale of Saratoga Street property, \$20,500 at 2½%.....	\$ 512 50
January 5, 1907—To cash paid recording deed to Taylor Avenue property.....	3 00
May 14, 1907—To cash paid Archer & Allen, architects, account fee for services.....	1,000 00
June 25, 1907—To cash paid Walter E. Burnham, account construction of new buildings on Taylor Avenue.....	9,000 00
	<u>\$10,515 50</u>
June 30, 1907—To Balance.....	16,057 11
	<u>\$26,572 61</u>
June 30, 1907—By Balance.....	\$26,572 61

Respectfully submitted,

WALDO NEWCOMER, *Treasurer.*

Baltimore, November 29, 1907.

This is to certify that we have examined both the Income and Principal Accounts of the Treasurer of the Maryland School for the Blind, for account of the Deaf, Dumb and Blind Colored Children, for the year ending June 30, 1907, and find same correct and in order.

BLANCHARD RANDALL,	} Finance Committee.
JOHN R. CARY,	
MICHAEL JENKINS,	

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SUPERINTENDENT'S STATEMENT

OF

RECEIPTS AND DISBURSEMENTS FOR THE YEAR ENDING
JUNE 30TH, 1907.

RECEIPTS.

By balance on hand July 1, 1906.....	\$ 1,305 98
By cash from Treasurer.....	\$14,000.00
By cash from work done in Caning and Mat- tress Shop.....	1,061 90
By cash from Annual Exercises.....	69 90
By cash from General Expense and Income..	12 85
	<hr/>
	\$15,144 65

DISBURSEMENTS.

<i>To cash paid</i>		\$16,450 63
Meats.....	\$ 1,341 55	
Betterments.....	289 28	
Ice.....	26 34	
Caning Shop Material.....	309 49	
Caning Shop Expense.....	328 60	
Caning Shop Wages.....	332 50	
Shoe Shop.....	39 74	
Farm.....	1,032 07	
Groceries.....	806 88	
Butter and Eggs.....	168 93	
Fruit and Vegetables.....	269 44	
Milk.....	246 43	
Repairs.....	349 45	
House Furnishings.....	84 29	
Dry Goods and Notions.....	154 58	
Clothing.....	82 47	
Salaries.....	6,438 19	
Wages.....	1,151 04	
School Material.....	87 07	
Rent.....	111 50	
Water Rent.....	111 23	
Fuel.....	621 50	
Light.....	184 13	
Advertising.....	75 00	
Sundry Expense.....	1,139 36	
Library.....	18 75	
Medicine.....	20 89	
Insurance.....	2 00	
	<hr/>	
	\$15,822 70	
		\$627 93
Cash in Bank.....	\$ 625 93	
Cash on hand, not deposited.....	2 00	
	<hr/>	
		\$627 93

Respectfully submitted,

JOHN F. BLEDSOE, *Superintendent.*

Examined and approved.

WALDO NEWCOMER,	} Auditing Committee.
JOHN R. CARY,	

List of Pupils.

1905-1906.

DEAF.

MALES.

JOE BROWN.....Baltimore City.
JEROME BROWN..... " "
JAMES BOONE..... " "
ERNEST BROOKS.....Washington, D. C.
WILLIAM BURGESS.....Baltimore City.
HARRISON BROWN.....Kent County.
JOHN CHEERS.....Queen Anne County.
JAMES CHEERS..... " "
WALTER CHINN.....Washington, D. C.
WILLIE DIXON.....Baltimore City.
WILLIAM ELLIS.....Prince George County.
MINER ELLIS.....Washington, D. C.
HENRY GERMAN.....Baltimore City.
OSCAR GARRETT..... " "
ROGER HOPKINS..... " "
FRANK HARRIS..... " "
ARTHUR HALL..... " "
ALBERT JOBES.....Queen Anne County.
SAMUEL JOHNSON.....Baltimore City.
HOWARD JONES..... " "
ISAAC MARSHALL.....Washington, D. C.
PAUL MOORE.....Baltimore City.
CLARENCE PINDER.....Dorchester County.
SAMUEL REEDER.....Charles County.
NOBLE ROSS.....Caroline County.
WILLIAM THOMAS.....Baltimore City.
CLARENCE TAPSCOTT.....Washington, D. C.
CHARLES WRIGHT..... " "
JOHN WOOD.....Baltimore City.
GEORGE WELLS.....Anne Arundel County.
CLARENCE YATES.....Washington, D. C.

FEMALES.

CLARA BOWEN.....Montgomery County.
MARTHA BRAY.....Washington, D. C.
FRANCES BRAXTON.....Baltimore City.
ALNEZO BAKER.....Washington, D. C.
MARION CRUMP..... " "

CARRIE CALLOWAY..... West Virginia.
 KATIE CROWN..... Washington, D. C.
 LAURA CHEERS... Queen Anne County.
 SARAH ENGLISH..... Alleghany County.
 MAZIE FLIPPINGS..... Washington, D. C.
 SARAH GALLOWAY..... " "
 CLARA JOHNSON..... West Virginia.
 IDA JOHNSON..... Baltimore City.
 FLORENCE MARSHALL..... Washington, D. C.
 MAMIE MARSHALL..... " "
 EDNA MILLER..... " "
 LOUISA MEARS..... Baltimore City.
 BESSIE PETERS..... Wicomico County.
 ELEANOR SIMS..... Anne Arundel County.
 MAGGIE SHEPHERD..... West Virginia.
 LILLIAN SCOTT..... Anne Arundel County.
 VICTORIA WILSON..... Baltimore City.
 ANNIE WRIGHT..... " "
 BEATRICE WELLS..... Anne Arundel County,

BLIND.

MALES.

PATRICK BROOKS..... Prince George County.
 LLEWELLYN BRUCE..... Washington, D. C.
 JOHN CHRISTIAN..... Baltimore City.
 ROY CARTER..... Washington, D. C.
 SHERMAN FOREST..... Prince George County.
 EUGENE FREELAND..... Calvert County.
 WALTER FURMAN..... Baltimore City.
 CALVIN FORD..... " "
 BASIL POWELL..... Washington, D. C.
 THOMAS RANSOM..... Baltimore City.
 STEPHEN STANLEY..... " "
 CLARENCE SLASH... West Virginia.

FEMALES.

OLIVIA DIGGS..... Baltimore City.
 HATTIE JOHNSON..... Prince George County.
 TALITHA VALENTINE..... Baltimore City.

1906-1907.

DEAF.

MALES.

HARRISON BROWN Kent County.
 WM. BURGESS..... Baltimore City.
 ERNEST BROOKS..... Washington, D. C.

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JAMES BOONE..... Baltimore City.
JEROME BROWN..... " "
JOHN CHEERS..... Queen Anne County.
JAMES CHEERS..... " " "
ROLAND CORNISH..... Dorchester County.
WALTER CHINN..... Washington, D. C.
WILLIE DIXON..... Baltimore City.
WILLIAM ELLIS..... Prince George County.
MINER ELLIS..... Washington, D. C.
OSCAR GARRETT..... Baltimore City.
ROYER HOPKINS..... " "
ARTHUR HALL..... " "
ALBERT JOBES..... Queen Anne County.
PURNELL JOHNSON..... Somerset County.
HOWARD JONES..... Baltimore City.
BERNARD LACY..... Washington, D. C.
ISAAC MARSHALL..... " "
PAUL MOORE..... Baltimore City.
CLARENCE PINDER..... Dorchester County.
CLARENCE POSEY..... Washington, D. C.
SAMUEL REEDER..... Charles County.
NOBLE ROSS..... Caroline County.
HOWARD SIMS..... Baltimore City.
WILLIAM THOMAS..... " "
CLARENCE TAPSCOTT..... Washington, D. C.
CHARLES WRIGHT..... " "
JOHN WOOD..... Baltimore City,
GEO. WELLS..... Anne Arundel County.
WILLIAM VINCENT..... Baltimore City.
CLARENCE YATES..... Washington, D. C.

FEMALES.

CLARA BOWEN..... Montgomery County.
MARTHA BRAY..... Washington, D. C.
FRANCES BRAXTON..... Baltimore City.
ALZENO BAKER..... Washington, D. C.
REVA L. BURRISS..... Baltimore City.
MARIAN CRUMP..... Washington, D. C.
CARRIE CALLOWAY..... West Virginia.
KATIE CROWN..... Washington, D. C.
LAURA CHEERS..... Queen Anne County.
MAZIE FLIPPINGS..... Washington, D. C.
SARAH GALLOWAY..... " "
CLARA JOHNSON..... West Virginia.
IDA JOHNSON..... Baltimore City.
ETHEL KING..... Washington, D. C.
FLORENCE MARSHALL..... " "

MAMIE MARSHALL..... Washington, D. C.
 EDNA MILLER..... " "
 LOUISA MEARS..... Baltimore City.
 BESSIE PETERS Wicomico County.
 ELEANOR SIMS..... Baltimore City.
 MAGGIE SHEPHERD..... West Virginia.
 LILLIAN SCOTT..... Anne Arundel County.
 ANNIE WRIGHT..... Baltimore City.
 BEATRICE WELLS..... Anne Arundel County.
 JOSEPHINE WATTEE..... Baltimore City.

BLIND.

MALES.

LLEWELYN BRUCE..... Washington, D. C.
 ROY CARTER..... " "
 JOHN CHRISTIAN..... Baltimore City.
 SHERMAN FOREST..... Washington, D. C.
 CALVIN FORD..... Baltimore City.
 BASIL POWELL..... Washington, D. C.
 THOMAS RANSOM..... Baltimore City.
 STEPHEN STANLEY..... " "
 CLARENCE SLASH..... West Virginia.

FEMALES.

MARIE A. CLARK..... Prince George County.
 ANNIE FOREST..... Washington, D. C.
 HATTIE JOHNSON..... Prince George County.
 LEONORA JOHNSON..... Washington, D. C.
 EMMA LAWRENCE..... Talbot County.
 TALITHA VALENTINE..... Baltimore City.

General Statistics.

THE ENROLLMENT FOR EACH SESSION, THE NUMBER OF NEW PUPILS ADMITTED EACH SESSION, AND THE TOTAL ENROLLMENT FROM THE ESTABLISHMENT OF THE SCHOOL TO THE PRESENT TIME, JUNE 30, 1907.

Session	DEAF			BLIND		
	Enrolled	New Pupils	Total	Enrolled	New Pupils	Total
1872-1873	10	10	10	7	7	7
1873-1874	11	1	11	13	6	13
1874-1875	13	2	13	18	8	21
1875-1876	14	3	16	14	3	24
1876-1877	16	4	20	14	4	28
1877-1878	18	3	23	16	2	30
1878-1879	15	3	26	15	4	34
1879-1880	18	2	28	14	3	37
1880-1881	18	1	29	14	1	38
1881-1882	13	2	31	15	5	43
1882-1883	14	5	36	20	9	52
1883-1884	14	3	39	22	6	58
1884-1885	19	6	45	20	4	62
1885-1886	18	1	46	17	4	66
1886-1887	19	1	47	18	5	71
1887-1888	20	7	54	19	5	76
1888-1889	24	6	60	20	7	83
1889-1890	22	4	64	26	7	90
1890-1891	20	2	66	21	3	93
1891-1892	..	1	67	..	4	97
1892-1893	17	9	76	22	7	104
1893-1894	..	6	82	..	7	111
1894-1895	29	8	90	23	6	117
1895-1896	36	10	100	24	5	122
1896-1897	40	9	109	25	2	124
1897-1898	36	8	117	27	5	129
1898-1899	37	3	120	30	6	135
1899-1900	42	8	128	27	4	139
1900-1901	43	6	134	24	8	147
1901-1902	47	7	141	25	2	149
1902-1903	45	6	147	24	4	153
1903-1904	40	2	149	22	4	157
1904-1905	39	2	151	19	2	159
1905-1906	55	19	170	15	2	161
1906-1907	56	8	178	15	2	163

for the
colored

DATE DUE

Information Concerning New Pupils.

BLIND.

Name.	Date of Birth	Became Blind	Cause	Parents Related	Blind Relatives	Partial or Total	Admitted
Hattie Johnson.....	Jan. 27, 1891	2 years	Lagrippe	No	None	Total	Sept. 29, 1905
Clarence Slash.....	Jan. 20, 1888	15 years	Scrofula	No	None	Partial	Jan. 17, 1906
Emma Lawrence.....	.....1889	14 years	Blow	No	None	Partial	Oct. 12, 1906
Leonora Johnson.....	.....1889	14 years	Sickness	No	None	Total	Oct. 18, 1906

DEAF.

Name	Date of Birth	Became Deaf	Cause	Parents Related	Deaf Relatives	Partial or Total	Admitted
Alzeno Baker.....	Dec. 27, 1892	Congenital	.....	No	Sister	Total	Sept. 12, 1905
Martha Bray.....	.....1897	"	.....	"	None	"	" " "
Ernest Brooks.....	.....1897	"	.....	"	"	"	" " "
Katie Crown.....	.....1897	"	.....	"	"	"	" " "
Marion Crump.....	Dec. 15, 1894	4 years	Spinal Meningitis	"	"	"	" " "
Walter Chinn.....	.....1895	Congenital	.....	"	"	Partial	" " "
Miner Ellis.....	Feb. 5, 1892	1 year	Blow on head	"	"	Total	" " "
Mazie Flippings.....	Mch. 17, 1893	3 years	A fall	"	"	"	" " "
Sarah Galloway.....	.....1895	Congenital	.....	"	"	"	" " "
Mamie Marshall.....	Dec. 2, 1891	"	.....	"	Sister, Bro.	"	" " "
Florence Marshall.....	Aug. 3, 1897	"	.....	"	"	"	" " "
Isaac Marshall.....	Sept. 4, 1893	"	.....	"	2 Sisters	"	" " "
Edna Miller.....	Nov. 25, 1890	"	.....	"	None	"	" " "
Clarence Tapscott.....	Sept. 14, 1895	3 years	A fall	Cousins	"	"	" " "
Charles Wright.....	Feb. 18, 1893	5 years	Severe Cold	No	"	"	" " "
Ida Johnson.....	.....	Congenital	.....	"	"	Partial	" " "
James Boone.....	Nov. 80, 1898	1½ years	Diphtheria	"	"	"	Sept. 13, 1905
Clarence Yates.....	July 16, 1893	13 years	Accident	"	"	Total	Sept. 15, 1905
Oscar Garrett.....	.....1897	4 years	Measles	"	"	Partial	Oct. 20, 1905
Bernard Lacy.....	Oct. 27, 1896	9 years	Sickness	"	"	Total	Sept. 10, 1906
Wm. Vincent.....	.....1896	3 years	Spasms	"	"	Partial	Sept. 11, 1906
Purnell Johnson.....	Dec. 25, 1896	Congenital	.....	"	"	Total	Sept. 15, 1906
Roland Cornis.....	Mch. 7, 1897	2 years	Abcess	"	"	"	Oct. 2, 1906
Reva Burriss.....	Aug. 18, 1894	9 years	Sickness	"	"	Partial	" " "
Josephine Watty.....	.....1894	8 years	Unknown	"	"	"	Oct. 11, 1906
Clarence Posey.....	.....1898	Congenital	.....	"	"	Total	Oct. 15, 1906
Howard Sims.....	.....1895	3 years	Sickness	"	"	"	Feb. 15, 1907

AGE WHEN DEAFNESS OR BLINDNESS OCCURRED.

	Blind.	Deaf.		Blind.	Deaf.
At birth.....	12	46	Between 10 and 15.....	12	3
At 2 or under.....	9	18	Over 15.....	12	0
At 5 or under.....	15	14	Age unknown.....	87	85
Between 5 and 10.....	16	12	Totals.....	163	178

ASSIGNED CAUSES OF DEAFNESS AND BLINDNESS.

	Blind.	Deaf.		Blind.	Deaf.
Accident.....	3	1	Measles.....	4	3
Abscess.....	..	1	Mumps.....	..	2
Blow on the head.....	1	1	Poison Oak.....	1	..
Brain Fever.....	2	5	Poison.....	1	..
Chills.....	1	..	Paralysis.....	1	1
Congenital.....	11	45	Scrofula.....	13	1
Cold.....	..	2	Scarlet Fever.....	1	2
Cataract.....	7	..	Sickness.....	6	4
Catarrh.....	..	1	Spinal Meningitis.....	..	7
Diphtheria.....	1	1	Spasms.....	..	3
Explosion.....	1	..	Shot.....	1	..
Fall.....	1	4	Unknown.....	100	92
Fever.....	2	1	Whooping Cough.....	2	1
Lagrippe.....	3	..	Totals.....	163	178

AGES AND TIME IN SCHOOL OF 56 DEAF AND 15 BLIND PUPILS ENROLLED DURING THE PAST SESSION ENDING JUNE 30, 1907.

Age	Number of Pupils		Time in School	Number of Pupils	
	Deaf	Blind		Deaf	Blind
Six years.....	1	..	One year.....	9	3
Seven years.....	1	..	Two years.....	8	2
Eight years.....	2	..	Three years.....	8	2
Nine years.....	4	..	Four years.....	4	..
Ten years.....	9	..	Five years.....	8	4
Eleven years.....	7	..	Six years.....	4	1
Twelve years.....	5	..	Seven years.....	1	..
Thirteen years.....	4	..	Eight years.....	6	2
Fourteen years.....	4	3	Nine years.....	2	1
Fifteen years.....	6	1	Ten years.....	..	..
Sixteen years.....	6	3	Eleven years.....	3	..
Seventeen years.....	1	4	Twelve years.....	3	..
Eighteen years.....	5	..	Thirteen years.....	..	..
Nineteen years.....	..	2	.....	..	..
Twenty years.....	1	2	.....	..	..
Total.....	56	15	.....	56	15

Average age of deaf— $12\frac{3}{4}$ years.

Average age of blind— $16\frac{2}{3}$ years.

Average time in school of deaf— $4\frac{7}{8}$ years.

Average time in school of blind— $3\frac{1}{3}$ years.

Questions Concerning Applicants.

All these questions are important. Their object is to help us know more of the causes of deafness or blindness, and to enable us better to understand and help the applicant in case he is admitted and becomes a pupil. Parents and guardians, and where possible, *physicians*, will assist us by answering the questions carefully and fully to the best of their knowledge.*

DEPARTMENT FOR DEAF.

QUESTIONS TO BE ANSWERED BY PARENTS OR GUARDIANS OF APPLICANTS FOR ADMISSION TO THIS DEPARTMENT.

1. What is the applicant's full name?
2. Residence—Town, County, State?
3. Where was applicant born?
4. When was applicant born? (Give year, month and day)
5. Was the applicant born deaf?
6. If not born deaf, at what age was hearing lost?
7. By what disease or accident did applicant become deaf?
8. Is the applicant totally or partially deaf?
9. Have efforts been made to cure the deafness? If any, in what way and with what results?
10. Have any attempts been made to give instruction? If so, what?
11. Is there any ability to articulate or read the lips?
12. Is the applicant able to dress himself and otherwise attend to personal wants?
13. Has the applicant ever been subject to fits or had any kind of brain disease or nervous illness? Name what he has had?
14. What is the general moral conduct and disposition of the applicant?
15. Has the applicant ever used ardent spirits, opium or tobacco?
16. Has the applicant ever received any bodily injury?
17. What is the condition of the applicant's sight?
18. Is the applicant now in good health and free from eruptions and contagious diseases of the skin?
19. Has the applicant ever shown any signs of imbecility, idiocy or insanity?
20. Has the applicant ever been vaccinated or had the small pox?
21. Has the applicant had scarlet fever, measles, mumps, whooping cough or any other contagious disease? (State which)
22. Please state in full how the applicant has been employed at home; that is, how much in playing or working, or in sitting idly around?

* Blank forms of this list of questions may be had on application to the Superintendent or Principal.

23. Has the applicant learned to perform any manual labor or ever been usefully employed? If so, in what?
24. Does the applicant live with his parents? If not, state with whom he lives and where, and how he is maintained?
25. Are there any cases of deafness in the family, among relatives or ancestors? If so, name them?
26. What is the name of the father?
27. Where was he born?
28. What was the name of the mother before marriage?
29. Where was she born?
30. Where do the applicant's parents reside? Give county, township and nearest post office?
31. What are the parents' occupations?
32. Is either parent dead, if so, at what age and of what disorder did he or she die?
33. Has any second connection been formed by marriage?
34. Were the parents related before marriage? For example, cousins?
35. What are the names and ages of their children?
36. By whom is this information given?
37. Do you know of any other deaf children in your locality?

DEPARTMENT FOR BLIND.

QUESTIONS TO BE ANSWERED BY PARENTS OR GUARDIANS OF APPLICANTS FOR ADMISSION TO THIS DEPARTMENT.

1. What is the full name of the applicant?
2. Where was the applicant born? (Give State, County, City or Town)
3. When was the applicant born? (Give year, month and day of birth)
4. Was the applicant born blind? If not at what age was sight impaired?
5. Is the blindness total or partial? If partial, what per cent. of sight is there?
6. At what age did the applicant first walk alone?
7. What is the supposed cause of blindness?
8. When was it noticed that the applicant's eyes were not all right, what home remedies were used and how soon was a physician called?
9. Has the applicant ever been subject to fits or had any kind of brain disease or serious illness? Name what he has had.
10. Has the applicant ever sustained any severe accident?
11. Is the applicant now in good health and free from eruptions and from contagious diseases of the skin?
12. Has the applicant ever shown any signs of mental weakness or deficiency?
13. Has the applicant any infirmity or disease other than blindness? If so, what?
14. Has the applicant ever been to school or had any instruction before or since blindness; if so, where and of what kind?

15. Please state in full how the applicant has employed the time at home; that is, how much in playing or working, or in sitting idly around?
16. Why has the application for admission into a school for the blind been delayed until now?
17. What is the general moral character of the applicant?
18. Is the applicant gentle and docile in temper, or the contrary?
19. How many living brothers and sisters has the applicant? If any have died, please state at what ages and of what disorders?
20. Was or is there any known peculiarity among the brothers and sisters of the applicant; that is, were or are any of them blind or of defective sight, deaf or hard of hearing, or feeble minded, or afflicted with any infirmity of body or mind? Do any of them wear glasses?
21. What is or has been the FATHER'S occupation?
22. Of what country was the father of the applicant a native?
23. What is or was the general bodily condition of the father,—is or was he vigorous and healthy, or the contrary?
24. Is or was the father of the applicant ever subject to fits or to scrofula? Did he ever have or has he any serious diseases? Name them?
25. Are or were all his senses perfect? (Sight, hearing, taste, smell and touch)
26. Is or was he always a temperate man?
27. About how old was he when the applicant was born?
28. If dead, at what age did he die, and of what disorder?
29. Was there any known peculiarity in the family of the father of the applicant; that is, were any of his grand-parents, parents, uncles, aunts, brothers, sisters or cousins, blind, deaf or insane, or afflicted with any infirmity of the body or mind?
30. If the applicant's grandparents are still living, about how old are they?

Father's father.....	Father's mother.....
Mother's father.....	Mother's mother.....
31. If the applicant's grandparents are dead, at about what ages did they die?

Father's father.....	Father's mother.....
Mother's father.....	Mother's mother.....
32. Has any serious disease appeared more than once in the family of the applicant's father? If so, specify what disease and how many times it has appeared. (The chief diseases meant are insanity, idiocy, intemperance, consumption and cancer)
33. Where was the MOTHER of the applicant born? What was her maiden name?
34. What is or was the general bodily condition of the mother of the applicant,—strong and healthy or the contrary? Is or was she subject to headaches or nervousness? Name the diseases that she has or has had?
35. Is or was she ever subject to scrofula or to fits?
36. Are or were all her senses perfect? (Sight, hearing, taste, smell and touch)
37. Is or was she always a temperate woman?
38. About how old was she when the applicant was born?

39. Was she subject to any extraordinary influences before the birth of the applicant?
40. How many children had she before the applicant was born?
41. Was she related by blood to her husband? If so in what degree, — 1st, 2d or 3d cousin?
42. If dead, at what age did she die and of what disorder?
43. Was there any known peculiarity in the mother's family; that is, were any of her grandparents, parents, uncles, aunts, sisters, brothers or cousins, either blind, or deaf, or insane, or afflicted with any infirmity of body or mind?
44. What church is it desired the applicant should attend?
45. What are the pecuniary means of the parents or immediate relatives of the applicant?
46. How much can they afford to pay toward the support and education of the applicant?
47. State full names of both the applicant's parents, and in case of their decease, also the names of guardian or nearest relative.
48. Give their full and exact post-office addresses.

Information Concerning the Department for Colored Blind and Deaf of the Maryland School for the Blind.

HISTORY.

The founding of a school for the education of the Colored deaf and blind of the State was made possible by the Legislature of 1872 appropriating \$10,000 annually for two years to the Directors of the Maryland School for the Blind, who, when a committee was chosen to govern it, selected three members of its own Board and three from among the Board of the Maryland School for the Deaf at Frederick.

The officers of the Board consist of a President, a Treasurer, and a Secretary. The organization of the school was intrusted to Mr. Frederick D. Morrison as Superintendent, who, until his death in 1904, most wisely directed its affairs.

OFFICERS AND TEACHERS.

The Board of Directors appoints the Superintendent, who chooses the Resident Principal and his corps of assistants, with the approval of the Board. Competent and experienced officers and teachers, familiar with the special methods used in the education of the blind and the deaf, are employed.

OBJECT OF THE SCHOOL.

The school is designed for the education of Colored deaf and blind children.

SUPPORT.

It is maintained by an annual appropriation from the State of Maryland, and by per capita payment for pupils who come from without the State.

LOCATION.

For a number of years the school was located at 649 West Saratoga Street, Baltimore; but because of cramped quarters and unwholesome surroundings, steps were taken during the past year to remove it to larger, more healthful and appropriate quarters. The old property was sold and a large tract of

land, five miles northeast of the city, lying south of Taylor avenue, between Belair and Harford Roads, was secured. The situation is high, healthful and admirably adapted to all the needs of the school.

HOW TO REACH THE SCHOOL.

The school may be reached from Baltimore by the Belair Road and Harford Avenue electric cars. If going by the former route, change cars at Hamilton, leave the Carney car at Parkville, and walk half a mile east on Taylor Avenue. If going by the Belair Road car, go to the end of the route, and walk half a mile northwest, entering the property from Overlea at Walnut Avenue and Oak Street.

THE BUILDINGS.

The school is now equipped with two modern fire-proof buildings, constructed of brick and re-enforced concrete. Each has a basement and three stories, with twenty-eight rooms, which are to be used for school room purposes and sleeping quarters for the pupils. There is a generous supply of pure artesian water thrown into every part of the buildings by means of the Kewanee tank system. They are heated by steam and equipped with sanitary plumbing, including the most modern bathing appliances, consisting of porcelain lined tubs, needle and shower baths with tiled and concrete floors. Each building is piped for gas and wired for electricity. Each will accommodate from fifty to sixty pupils. The sewage is disposed of by means of the Waring system, which is considered the most sanitary of all methods. There is a three-story wooden dwelling on the site which is to be used for teachers' quarters and administration purposes.

THE SCHOOL YEAR.

The school term begins the second Wednesday in September and ends the second Wednesday in June.

HOLIDAYS.

The regular holidays of the school are at Thanksgiving, at Christmas, and at Easter. The length of the holidays will be governed by circumstances at the discretion of the Super-

intendent and the Principal. Parents who live any great distance from the school are advised to allow their children to remain at the school during the entire school year.

SUMMER VACATION.

Children must be taken home during the Summer vacation, unless by special arrangement in the case of certain advanced pupils who may be given employment during that time.

TERMS OF ADMISSION.

All colored deaf or blind persons, of sound body and mind, between the ages of seven and eighteen years (in special cases beyond this age limit the Board of Directors sometimes makes exception where the applicant seems specially deserving and capable of receiving instruction), actual residents of Maryland, the District of Columbia or West Virginia, may be admitted free of charge. This includes all those whose hearing or sight is so defective as to render their education in the public schools impossible. Application should be made to the Superintendent or Principal. Before a child is admitted to the school, the questions found on pages 42-45 must be answered in full. Blank forms of these may be obtained by application to the Superintendent or Principal.

Tuition, board and washing, medicine and medical attendance, books and all other necessary apparatus for their proper education are furnished free of charge. Parents are required to furnish a good supply of comfortable clothing and to pay travelling expenses to and from school.

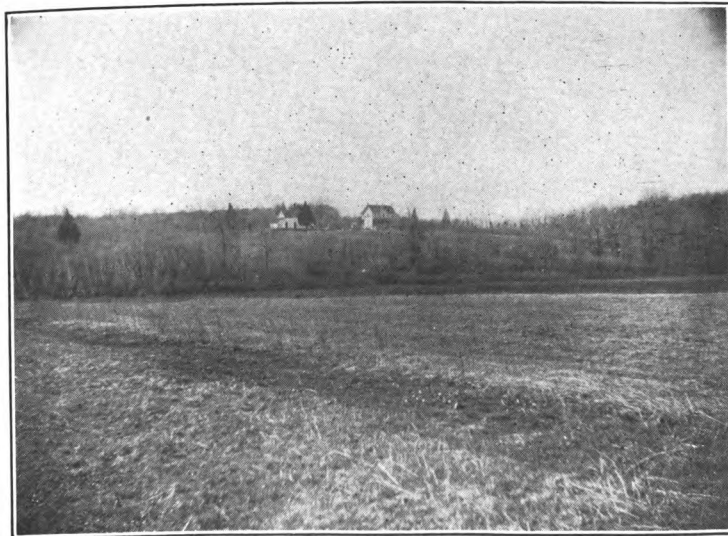
Those residing in the District of Columbia should make application to Dr. Edward M. Gallaudet, Gallaudet College, 7th and M. Streets, N. E., Washington, D. C.; and those in West Virginia to Superintendent Jas. T. Rucker, School for Deaf and Blind, Romney, West Virginia.

CLOTHING.

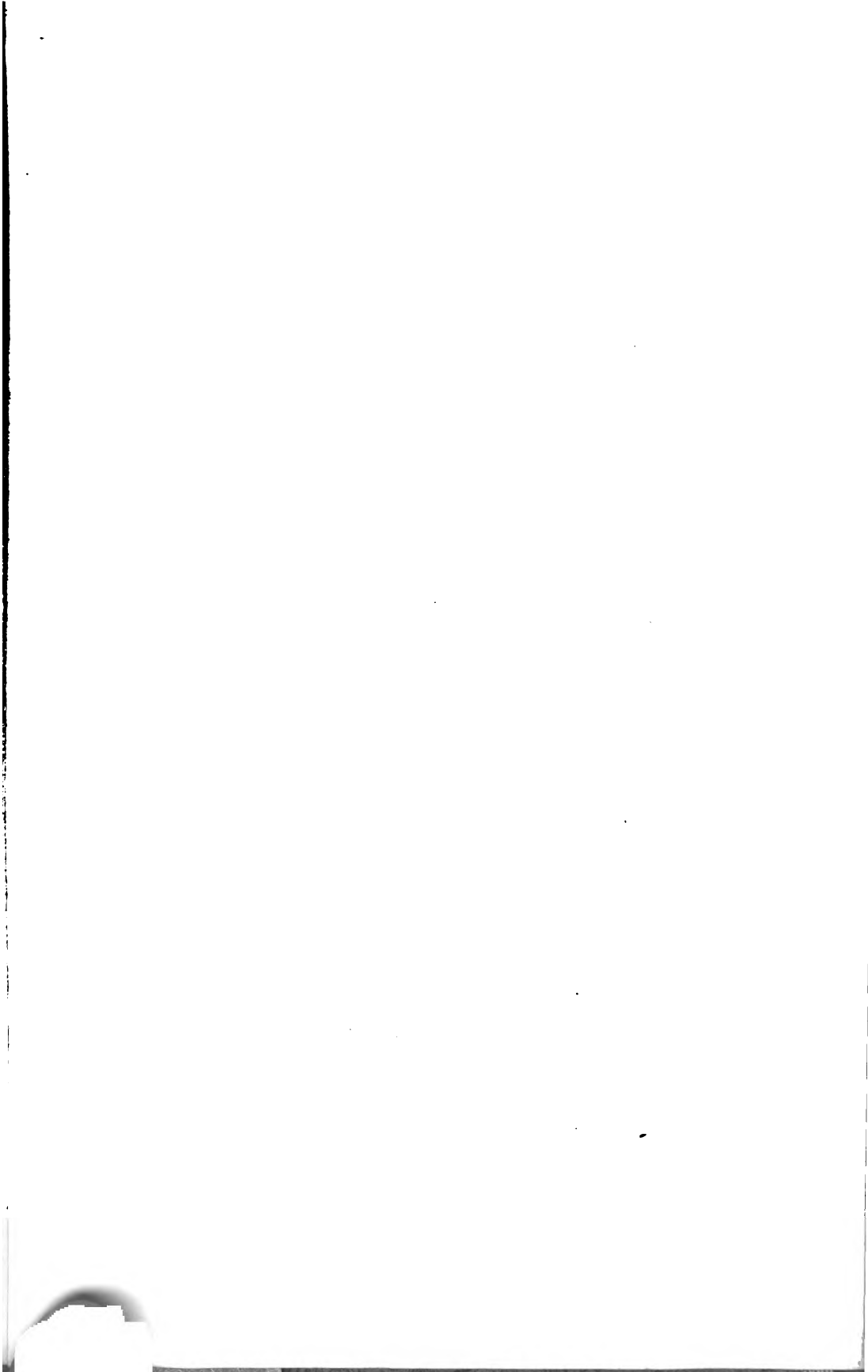
Every pupil entering the school should be supplied with the following articles of clothing, well made and of good material, or money enough to buy them:



Entrance to New School from Taylor Avenue.



Site of New School in Distance.



FOR BOYS.

2 suits for weekday wear,
 1 suit for Sunday wear,
 3 colored and 1 light day shirts,
 6 pairs socks or stockings,
 1 hat and 1 cap,
 3 suits of light underwear,
 3 suits of heavy underwear,
 3 pairs of shoes,
 1 pair of mittens or gloves,
 1 comb and 1 tooth brush,
 Handkerchiefs and collars.

FOR GIRLS.

2 dresses for every day,
 1 dress for Sunday wear,
 2 white underskirts,
 3 colored underskirts,
 3 night dresses or gowns,
 6 pairs of stockings,
 1 Winter jacket and hat,
 3 suits of light underwear,
 3 suits of heavy underwear,
 3 pairs shoes, 1 pair overshoes,
 1 pair mittens or gloves,
 1 comb and 1 tooth brush,
 Handkerchiefs.

WRITING HOME.

The children will be required to write home once a month. Parents desiring to hear oftener than this must send postage to the Principal. All letters received and sent by the children are subject to inspection.

GUARANTEE FUND.

For each pupil entering school, a fee of \$2 must be deposited with the Principal for a guarantee in case of wanton destruction of property belonging to the school, or to be used in the purchase of any article of clothing in case of urgent need before communication can be had with the parents of the child. The money, if not used, will be refunded when the child's education is finished.

VISITING THE SCHOOL.

We are always glad to have the parents of the pupils visit the school, but under no circumstances can they be entertained or cared for over night.

The regular visiting day at the school is Tuesday from nine to twelve in the morning, and from two to four-thirty in the afternoon, and the public is cordially invited to visit and inspect the school. Parents may come at other times, except on Sundays, if this time is not convenient.

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COMPLAINTS.

No attention will be paid to complaints or communications not directed to the Superintendent or Principal. A firm discipline is maintained, and parents are requested to support the school in its efforts to properly correct and educate the pupils.

THE SCHOOL, NON-SECTARIAN.

The school is strictly non-sectarian. Religious and moral instruction is given at the school through lectures, and simple chapel exercises consisting of short talks, the reading of the scripture and the singing of sacred songs. When possible, the children will be permitted to worship at the churches of their choice.

SENDING MONEY AND PACKAGES.

All money should be sent by P. O. order or registered letter, direct to the Principal. All packages should be directed to the Superintendent or Principal at the business office, 220 East North Avenue, Baltimore, as there is no express or freight office at Parkville. The Principal should be notified when money or packages are sent, stating how and when they were sent. The receipt of all such will be promptly acknowledged.

THE USE OF INTOXICANTS AND NARCOTICS FORBIDDEN.

The use of intoxicants or tobacco on the part of the pupils is strictly forbidden. This rule will be strenuously enforced and parents are asked to co-operate with the school by enforcing it while the children are at home.

THIS IS A SCHOOL AND NOT AN ASYLUM.

By unfortunate naming and a general misconception in the minds of the public as to the object of a number of the earlier schools for the deaf and blind, the name *Asylum* attaches itself, even now, to schools of this character. The schools for the blind and deaf are in *no sense asylums or homes*. They are educational in the strictest sense of the word; and the courses of study as pursued by the pupils in them compare most favorably with those in schools for children who have

not been so unfortunate as to lose one of these most important senses. It is quite true that the methods used in their education differ widely from those in vogue in the ordinary school, but the results obtained are practically the same. Don't speak of the school as the *Blind or Deaf Asylum*. *Asylum as applied to such schools is a misnomer.*

PREVENTION OF BLINDNESS.

A WARNING TO NURSES AND PARENTS.

It is a lamentable fact that many persons are blinded each year by preventable diseases. Statistics gathered concerning the pupils who have entered the Maryland School for the Blind during the past few years, show conclusively that at least thirty per cent. of these cases of blindness became so because of carelessness on the part of the nurse or physician, or both; and of a disease known as Ophthalmia Neonatorum, or inflammation of the eyes of new born infants. This disease is due to the infection of the eyes of the child at birth. Two or three days after birth—in some cases earlier, in others later—the child's eyelids become red and swollen and a yellowish secretion may be seen forming and discharging from the eyes. The nurse should at once call a physician and in the meantime carefully cleanse the eyes by wiping them with a clean piece of cloth or absorbent cotton, every half hour, until the physician arrives, who will at once take the necessary steps to insure relief. Care should be taken to burn the cloths or cotton used, at once, as the matter is highly infectious and may destroy the sight even of adults.

Dr. F. Park Lewis, Chairman of the New York Commission for the Blind, who has devoted much care to the study of the subject of preventable diseases that cause blindness, says: "This is one of the commonest and at the same time one of the most dangerous maladies of the eyes to which the child is subject. It is not confined to the tenement district; it may occur in any class of society." He states further that while the disease is sometimes cured by careful washing, this precaution is often not sufficient; and hence steps should be taken at once to insure a cure by the use of a proper preventive by consulting a physician. He contends for such a

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of the laws of each State, as will make them more
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therefore that the law should be revised to
 This could be done by making it the
 in report and cause to be prosecuted
 have violated this law.

AS TO THEIR
 WELFARE.
 children are often unmindful
 through negligence
 to take advantage
 to the State for their
 where parents
 allowing them
 helpless and

The handicap under which they live is great enough when everything that modern education can do for them has been done, but how much greater it is if they are deprived of this generous provision of the State.

John F. Bledsoe,
Superintendent.

On following pages are shown the Manual alphabet and the alphabet of New York Point Tangible Reading and Printing, which are used in instruction in this school. For further particulars, as to the latter, see current report of the Maryland School for the Blind.

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DATE DUE

ANATOMY OF THE HAND



New York Point Alphabet.

CAPITALS.

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z				

SMALL LETTERS.

a	b	c	d	e
f	g	h	i	j
k	l	m	n	o
p	q	r	s	t
u	v	w	x	y
z				

Number sign

NUMERALS.

1	2	3	4	5
6	7	8	9	0

WORD AND PART-WORD SIGNS.

the	and	of	that	ing
ch	ou	sh	th	wh
ph				gh

PUNCTUATION MARKS.

Comma	Semi-colon	Colon
Interrogation	Dash	Period
Exclamation	Parenthesis	Quotation
Apostrophe		Hyphe

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A Good Field for Charitable Investment.

When one considers the helplessness of those who have been so unfortunate as to lose their sight or hearing, and can be brought to realize how much these classes are benefitted by the kind of work that this school is doing, it would seem that no better field for charitable investment could be found. We have recently been to great expense in removing to a better location and building a new plant. Will not those upon whom fortune has smiled remember the blind and deaf colored children of Maryland and the District of Columbia by contributing to our permanent fund?

Form of Bequest.

MONEY LEGACY.

I give and bequeath to the Maryland School for the Blind (incorporated by the General Assembly of Maryland) for use in its Department for Colored Blind and Deaf the sum ofDollars.

REAL ESTATE.

I give and devise to the Maryland School for the Blind (incorporated by the General Assembly of Maryland) for use in its Department for Colored Blind and Deaf.

DESCRIBE THE PROPERTY GIVEN.

for the
colored

DATE DUE



for the
colored

DATE DUE



Gaylord Bros.
Makers
Syracuse, N. Y.
PAT. JAN. 21, 1908

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