

Seventh report of the Home for the Training in Speech of Deaf Children before they are of School Age.

Contributors

Home for the Training in Speech of Deaf Children before they are of School Age (Philadelphia, Pa.)
Royal College of Surgeons of England

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P. C. M. -

SEVENTH REPORT

18.

OF THE

HOME FOR THE TRAINING IN SPEECH

OF

Deaf Children

Before they are of School Age

BELMONT AND MONUMENT AVENUES, PHILADELPHIA.

FOUNDERS

EMMA AND MARY S. GARRETT

TRUSTEES

S. E. MEGARGEE, *President*

ALFRED C. TEVIS, *Secretary*

MARY S. GARRETT, *Treasurer*

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J. B. SHOWALTER, M. D.

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CHARLES F. JUDSON, M. D.

Consulting Physicians

CHARLES A. SERVICE, M. D.

CLARENCE T. FARIES, M. D.

Oculists and Aurists

CHARLES S. TURNBULL, M. D.

W. T. SHOEMAKER, M. D.

Dentist

EMERSON R. SAUSSER, D. D. S.

Laryngologist and Aurist

ELLWOOD MATLACK, M. D.

MARY S. GARRETT, *Principal*

Teachers

MARY A. SIMPSON

LAURA V. McMAHON

GRACE A. McCLELLAN

MARY S. ZANE

MARIAN F. HAMAKER

BESSIE HOUSER

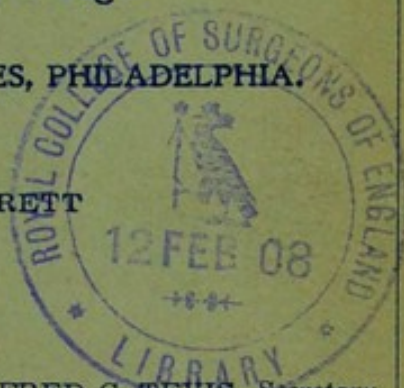
Teacher of Physical Training

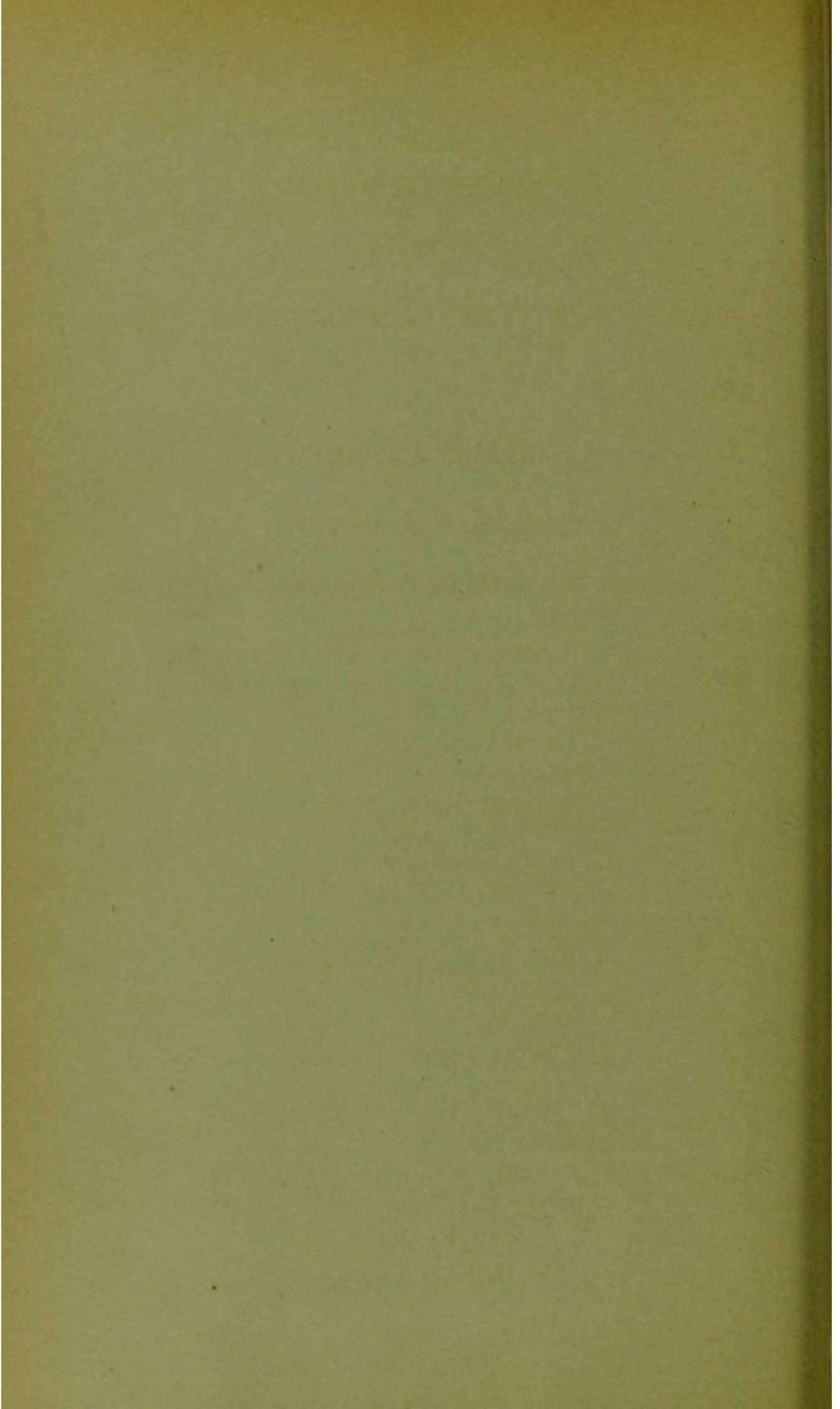
MARY E. SCHETKY

Teacher of Manual Training

ALLEN LATSHAW

September 30, 1904.





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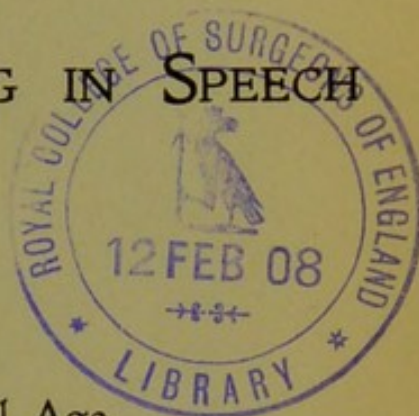
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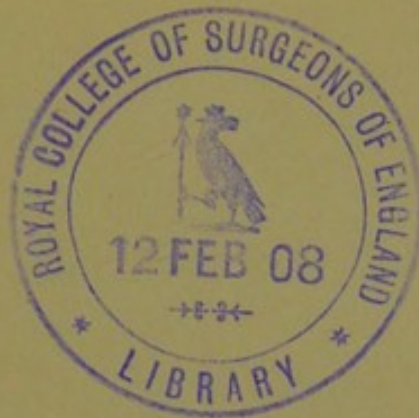
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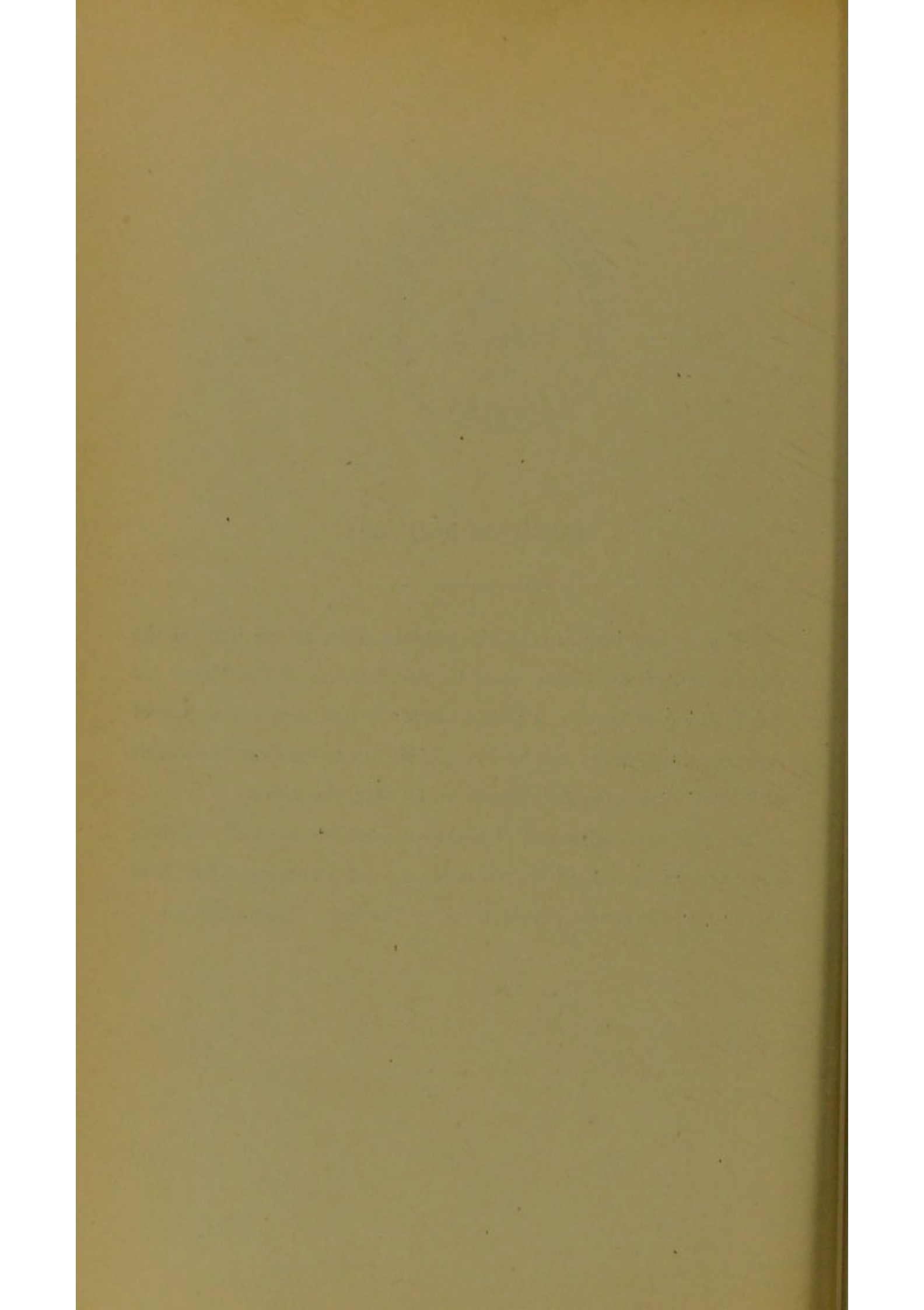


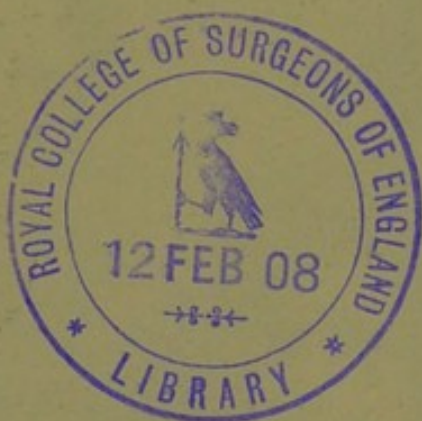




FORM OF BEQUEST.

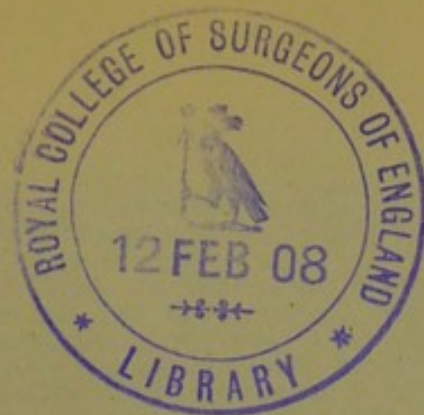
I give and bequeath to the persons who, at the time of the distribution of my Estate, shall be the Trustees of the Home for the Training in Speech of Deaf Children before they are of School Age, appointed under and by virtue of an Act of the Commonwealth of Pennsylvania, approved June 2, A. D. 1893, the sum of to be held, used, disposed of and expended by the said Trustees and their successors in the trust for special expenses of the said Home not covered or provided for by the State Appropriations.







CLASS OF 1904.



President's Report

To His Excellency the Governor of Pennsylvania, to the Senate and House of Representatives, to the Board of Commissioners of Public Charities, and to the Contributors to the Home for the Training in Speech of Deaf Children before they are of School Age.

GENTLEMEN AND FRIENDS:

The biennial report of the Home for the two years ending September 30, 1904, is herewith presented for your consideration.

We have such constant and pitiful appeals from the parents and friends of young deaf children in other States, for the same help our children are having, that we feel that duty to this afflicted class requires that we should state why the other States of the Union have not before now been given the opportunity to do for their young deaf what Pennsylvania is doing. Hon. Galusha A. Grow, late Congressman-at-large for Pennsylvania, made a special effort to obtain through Congress an appropriation of \$100,000 in a bill "To encourage the establishment of Homes in the States and Territories for Teaching Articulate Speech and Vocal Language to Deaf Children before they are of School Age."

In the course of his speech in favor of this bill Mr. Grow said:

It simply provides a donation of \$100,000, to be expended for teachers who can teach these unfortunates of the race from 2 years old until they are of school age, when they go into the common schools. As to the constitutional power to make such a donation, Congress has been doing it for years in paying men to teach Indians to plow, and is not the human intellect of more consequence in its development than any grain that is sowed by mankind? * * *

The children stay in the homes for a few years, learn articulate language by sight, and then go into the common schools into the classes there, and many stand at the head of their classes with hearing children. There are *schools* all over the country to teach the deaf. They take them, however, at

school age, not as infants. The period most important in man's life is lost. The first six years of our existence are more important for the future than any other twenty.

It is during that period that ideas are first imbibed and most of our knowledge comes through the eye and not the ear. The first idea the infant in the cradle obtains is from sight, and when lying there helpless and you speak to it, its bright eye flashes upon you with a greater intensity than in after years it hardly ever possesses. They gather by sight from the lips of the mother, or those teaching them, the first ideas in their existence. Malformation in the voice hardly ever exists. Every baby born with a larynx, palate, tongue and who has teeth can talk; if they can make vocal sounds, they can learn to talk. It is rarely that you find a malformation in the organs of speech.

Of all the senses given to the race, sight is the most important. As you open your eyes upon the creation, you gather all the ideas you have of objects that surround you. Whether you can hear or not makes no difference with that class of knowledge.

It has been tested and proven in this Home, begun first by the two Garrett sisters. The State of Pennsylvania makes now annually an appropriation of money for its support, and what is the result? Graduates from that school have gone into the common schools of the country, taken their place in the school in every branch of learning and knowledge and standing, many of them, first in their classes. I will have read by the clerk a few of these cases. * * *

In a previous speech in Congress on the subject Mr. Grow said:

I know a case in my own neighborhood where a child born with hearing was, just as she commenced to talk, attacked by scarlet fever, and when she recovered she was deaf. Her parents knew nothing about the scientific system of teaching such persons to understand and to use spoken language, but as the child had once spoken and was losing its speech, they continued to talk to it just as though it could hear.

To-day that child, now a woman of mature age, can hold a conversation with anybody, and no stranger will know that she is deaf. I have introduced many of my friends to her, and after they have held conversation with her I have asked, "Do you know that that lady cannot hear anything?" They would not believe this to be the fact until convinced by the lady herself.

In the discussion Mr. Shackelford asked:

If this money was appropriated, would not the people of Pennsylvania have a monopoly?

Mr. Grow.—No, sir; they do not have a cent of it. This money would go to pay the expenses of the persons that come from the different States to be taught. When these teachers return to their respective States where they live, their influence in establishing an approved institution in those States like this is the return for the money paid. This Home in Philadelphia does not get a cent of the money donated.

Mr. Shackelford.—One other question. Is there not a considerable percentage of the persons teaching the deaf and dumb who believe that this is not a successful method?

Mr. Grow.—That was the purport of the letters you got in the last Congress.*

Mr. Shackelford.—Most of them are against this method of teaching.

Mr. Grow.—I do not know what their opinions are. I know by the experience of this Home itself, and you know by the letters you have just heard read, that this method is a success. I have seen the children talking across the table at their meals, the same as any other children, and yet you have letters saying that it would be impossible to teach articulate language

* These are the letters which killed the bill.

in this way, and you have received statements as true which were all untrue—statements made by parties who did not know anything about what they were writing about. They knew about their own employment, and they did not want that interfered with. I say that that kind of selfishness of human nature has no place where the future of a large part of the race is at stake. The utility of this system has been demonstrated by actual proof, and is no longer a matter of theory. If the mothers of the country can be made to understand that an infant born deaf can be taught to talk by sight, that is all we desire. That is the whole benefit that we expect to accomplish by means of these homes.

Hon. J. B. Showalter in the course of the discussion said:

The idea is not to appropriate for the Pennsylvania Home. It is for the States of the Union and the Territories. Money will be spent in educating teachers from these different States and Territories, who will go back to their respective States, and through their influence like institutions will be inaugurated.

It is due to Pennsylvania to say that she was the first State in the Union—aye, the first State in the world—to establish a home for the training in speech of deaf children before they are of school age. When, as a member of the Appropriation Committee of the Pennsylvania Senate, I, with other Senators, visited the Pennsylvania oral school for the training in speech of the deaf, our attention was called to the wonderful development in speech of a mute child 2 years of age, which had been left by its mother at the school.

She was a poor widow, and left the child against protests, as she was assured that there were no provisions for taking children before they were of school age. The mother walked off and left it, well knowing that the kind and sympathetic heart of the great and renowned principal of the school—the pioneer of oral instruction for the deaf before they are of school age—Miss Emma Garrett, now of sacred memory, would take it in and care for it. The child had been at the institution some months at the time of our visit, and could talk as well as any hearing child of the same age. It was a revelation to the committee. Miss Garrett informed us that the same results could be attained by any mute child in degree, having reference to the difference in mental endowment of the children; that the reason the mute child could not speak was because he was not taught to speak; that if he was treated the same as a hearing child the results would be the same—he would learn to talk just as soon as the hearing child.

We could not doubt the truthfulness of her statement, for had she not given us a practical demonstration of it? She stated she proposed resigning her position as principal of the Scranton institution, and intended establishing a home for the training in speech of deaf children before they are of school age. I said to her the State should do this. Upon my return to Harrisburg I prepared and introduced a bill carrying an appropriation for the establishment of the home, and although there were but two weeks of the session left, the importance of the measure was such that it passed both houses and received the approval of the Governor.

Dr. Showalter further said:

Would it be wise and proper to subject our hearing children to the rule that they are not to be taught to speak until they are 6 years of age? Certainly not. Well, then, is it wise and proper to subject the mute child to this rule? Now, if this be true—and who will controvert it?—how important it becomes that we provide the way to supply the teachers to these little ones. This bill opens up the way. Pass it, and before six months roll round there will be young women from every State in the Union gathered in Philadelphia preparing themselves for this noble work. Pass it, and before five years elapse I predict that every State in the Union will have established homes similar to the home in Philadelphia, and the great work of training the deaf in speech—a work too long delayed—will have been

properly begun—begun in infancy, where it should be commenced, and with the absolute assurance of being a success.

The passage of this bill will be a direct notice to the States of the Union to establish these homes, to commence the training in infancy of the mute child, where it should commence. And what State is there that would not do so? Not one, I take it. The people of these States are a generous and philanthropic people. They are a justice-loving people, and they are quick to understand that it is the duty of the States to give the very best education and care to their afflicted ones.

Mr. Grow further said:

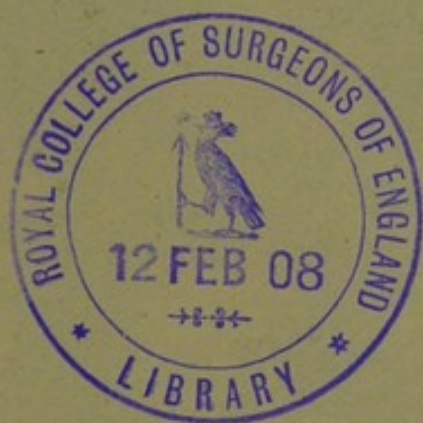
Mr. Chairman, on the constitutional question there is no doubt in my mind this Government can expend money for information. We are doing it all the time in publishing books and in distributing them. We sent a commission to Japan half a century ago to gain information useful to mankind, and books were published giving a record of it. We can expend money for a useful purpose in the discretion of Congress. This is not to establish a school, nor to aid one already established. There is nothing in the bill of that kind. It simply provides that where there is any person so disposed the Governor can recommend that he or she shall go to this school and learn its processes for teaching this unfortunate class of children, and the expenses of such person shall be paid out of the donation made. It is not paying the school anything.

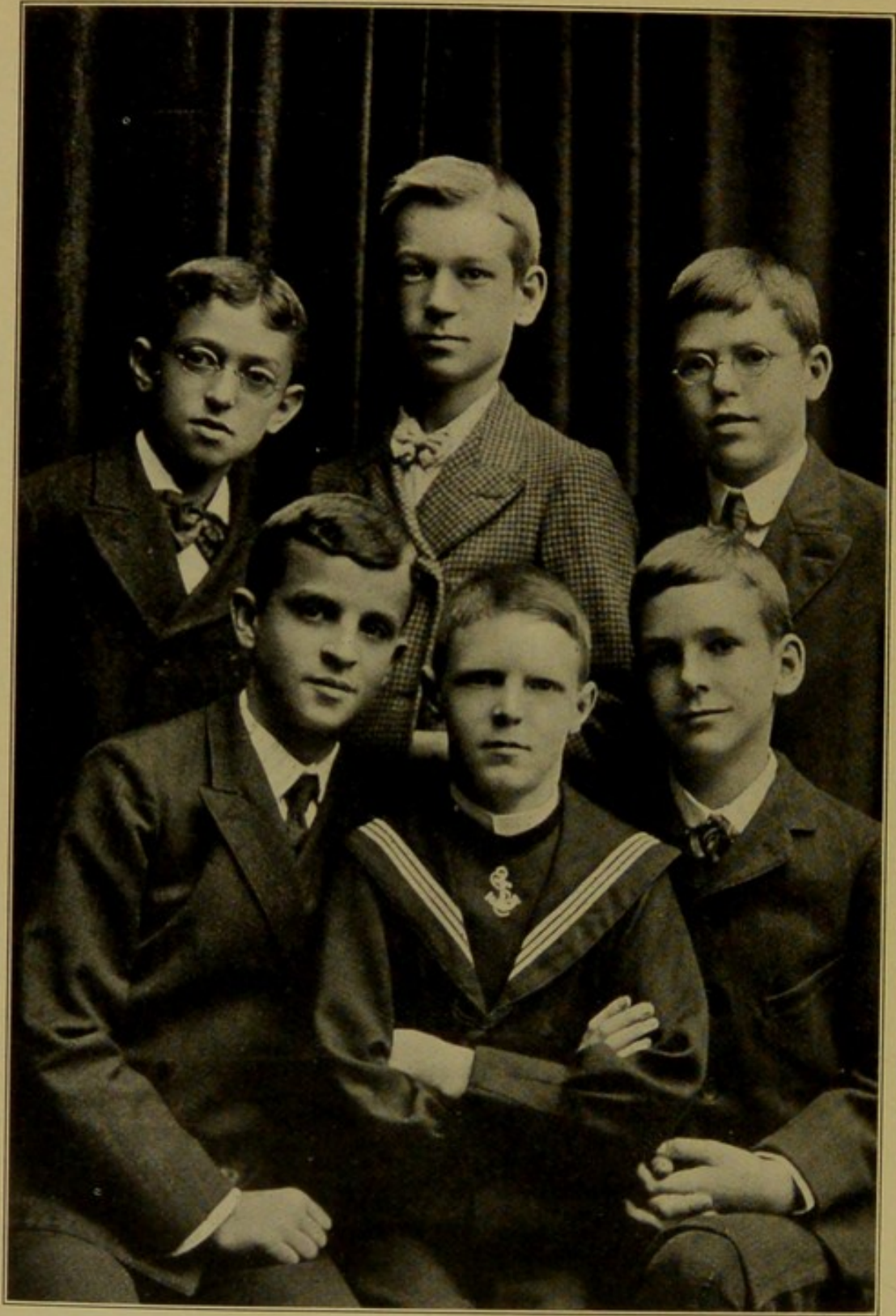
Supposing anybody in the city of Washington or in the State of Oregon wants to go there to be trained in this method of teaching this class of unfortunates, their expenses are to be paid out of this appropriation.

This bill provides simply for education, by which good citizenship is finally secured in the training of the human intellect. Can it be said that there is no power in the Republic to secure good citizenship by education?

While we are happy to know that some authorities of schools for the deaf are glad to advocate any and every advance in the opportunities for them, there are others who continue their efforts to block them. We are successfully working on the principle that as these deaf children have to earn their living among the hearing, it is best that they should learn their trades among the hearing. In the first class that we graduated there were three boys who were especial chums; they all went to school with hearing children after leaving here. When the time came one of them left school and is now successfully learning the trade of machinist in a shop where he is the only deaf person. He is earning his living and paying his board.

A second one after leaving school for hearing children took a year's course in his uncle's butcher shop in Pennsylvania. He then went West alone, and himself secured a job in a packing house. He wrote under date of November 28, 1904, to the first boy: "I didn't ask for more wages, but the Superintendent found out that I am a willing worker and getting to be an expert, so he raised my wages." He stated that he is now earning from \$12.00 to \$18.00





CLASS OF 1904.

a week, according to whether the orders admit of his working overtime. He also says: "I have worked in two markets and had experience in meat handling. I could ask for a job as cattle and hog butcher or meat cutter or a sausage stuffer at any leading packing house in the country."

The third one had a full course in an Industrial School for the hearing, graduated last June, ready to pursue his trade of wood-carving, which he had learned, and to earn his living. The boy's father is dead and his mother is not able to read, and the head of a large school for the deaf induced his family to force the boy into their institution, although he was quite ready to earn his living in the hearing world.

St. Francis' Industrial School.

Eddington, Pa., October 19, 1904.

* * * * *

It is too bad that Arthur Kelleher was not permitted to work at his trade. He got along very nicely here, both in class and at his work. Master Kelleher was a wood-carver, and would no doubt earn his living following the trade he learned here. I am,

Yours sincerely,

(Signed) BRO. FERDINAND.

These opposing influences would not be worth mentioning if they did not interfere with the opportunities of the deaf children, but as they do in many cases, it becomes our duty to state them.

If the Germans would amend their compulsory education law by requiring that the deaf children should be trained in articulate speech and language during the first seven years of their lives, as preparatory to their oral education during the second seven years of their lives required by the law, they would make a success of their oral training of the deaf. It is impossible to make it a complete success in seven years with the natural years for learning speech and language ignored.

No method can be a complete success which excludes the natural years for the acquirement of speech and language.

Hoping for at least an equal chance with hearing children for all the deaf in all cases,

S. EDWIN MEGARGEE,

President.

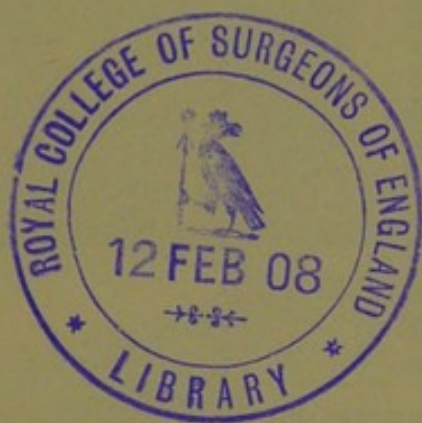
Report of Principal

During the two years since our last report, our work has been continued on the same plan followed since our foundation. We admit deaf children of sound mind at any period between the ages of two and eight. While we do not admit children for a shorter period than six years from time of entrance, we do not limit those who for any reason require a longer training, to that period, but extend it according to the needs of any child requiring it. We do not admit feeble-minded children, but we have had three of the sort found in the public schools for hearing children, who are backward and require special training. To two such children we gave special training and did not advise their going to public school on leaving here, but advised their going to work, as they had both shown constructive talent in their sloyd training here.

In addition to the articulate speech and language acquired in our Home life, we give the children, before leaving us, sufficient knowledge of school studies to enable them to enter the fourth grade of public schools for hearing children. We naturally prefer that the children should enter the Home at the minimum age. The younger graduates in the class have more natural speech than the older ones, as the older ones all suffer more or less from having missed nature's time for acquiring speech and language.

We have a beginning class, in which a good proportion of the children entered near the minimum age, and their especially skillful teacher (Miss Simpson) observes that these babies' voices are not only softer, but that they imitate the words taught them more naturally and with less effort than the children in the class who were older when they entered. She finds that the imitation is easier for them than for the older children.

In all our classes we find the various grades of intelligence and ability which are common to all groups of children. I feel that





HANGING UP STOCKINGS
CHRISTMAS EVE.

LOOKING UP THE CHIMNEY
FOR SANTA CLAUS.

WINTER SPORTS.

OLDER CHILDREN MAKING
CHRISTMAS PRESENTS.

we have great cause for thankfulness in that each class has a teacher who realizes that each individual child in her class must be trained, taught and guided according to its individual needs.

We keep in touch with our former graduates as far as possible, and among the appended letters will be found some specimen letters showing their present status.

Letter from a congenitally deaf pupil who entered at five years of age and left us at eleven to go to school with hearing children. She is now seventeen years old:

Washington, Pa., September 25, 1904.

My Dear Miss Garrett: No doubt you will be surprised that I am at Washington Seminary. I have been here for ten days, but it has seemed an age to me. Did you have a nice summer abroad? Did you stop and see Anna in New York? I have for my studies Cicero, geometry, physics and rhetoric. I am a Junior in Cicero and geometry, and a sophomore in the rest. There are three other girls from Uniontown studying here at the same school. I have a good time with the girls.

I am going into the gymnasium class, which has not been formed yet. We have sixty boarders here, besides about one or two hundred day pupils. It is a very nice school, and I am quite satisfied with it.

With much love, I am,

Sincerely your friend,

(Signed) I—— C——.

Letter from teacher of pupil at the end of his third year in school with hearing children:

Shenandoah, May 26, 1904.

Miss Garrett.

Dear Friend: Though personally strangers to each other, I feel we have an interest in common—the welfare of one of your former pupils, R—— B——. I have the pleasure of informing you that he has just completed his last quarterly examination, all of which he passed very successfully; as a result he will enter the second grade Grammar School next term. Afflicted as R—— is, he seems to be at very little disadvantage in the school room. I often think since he is in my charge what a noble work yours is, when children such as he can enter a public school and compete with the others in attendance. It pleased him very much when I told him I would write to you and give an account of his year's work. He made a list of his marks in the different branches for this quarter, which I enclose; also a few of his drawings, as an encouragement. His averages for the quarter are respectively 86½, 85 8-12 and 90 11-12.

Wishing you continued success in your noble work, I am,

Yours sincerely,

(Signed) MARY E. FOX.

Newton Boys' Combined School.

Philadelphia.

Miss Mary S. Garrett.

Your letter is received inquiring about James H. McGrath. I hasten to reply.

James was a good boy in our school, and made very satisfactory progress. He was exempted in June from the fourth to the fifth grade; that is, he was promoted without examination. He did not return to school in September, for which we were sorry.* He had done so well that we were confident he would continue to make rapid progress.

* His parents sent him to a parochial school.

I was afraid, at first, that he could not understand the instruction in the class, but the results were very gratifying. It seems too bad to be interrupted in the good work he was doing here.

Respectfully,

(Signed) GEO. H. STOUT,
Supervising Principal.

The Philadelphia Normal Schools for Girls,
Thirteenth and Spring Garden Streets.
Department of Observation and Practice.

October 4, 1904.

My Dear Miss Garrett: A few days ago a friend of mine brought a girl in whom she is interested to this school, asking me to admit the child. This I was unable to do, because of our overcrowded condition at that time.

I learned that this girl is a former pupil of yours. At the present time she is living in West Philadelphia. I am sorry to say I cannot remember her name.

Although this child of about thirteen or fourteen is entirely deaf, I was able to converse with her without any difficulty. The persons who were present when we talked could not possibly tell from her manner or from mine that she was afflicted. Feeling sure that you are interested in the future of your girls, as you are in their progress while under your care, I send this note.

Very often I remember with pleasure my visit to your school. I particularly remember the boy who sat on the same side of the dinner table with me. The ease with which he conversed was a revelation. I remember that we talked about the grade work of the public school in which he was then a pupil.*

It must be a source of great happiness to you to know that you are helping so many to enjoy what has been denied to so many because of our former neglect.

Wishing you continued success in your wonderful work,

Very sincerely,

(Signed) ANNE HEYGATE-HALL.

The young girl to whom Miss Hall refers returned to the Heston School, where she had been for two years previously. When I applied two years ago last September to the Principal for her admission there, he was very dubious as to her ability to succeed with hearing children, but this Autumn when I applied to him for the admission of one of our graduates of this year he was entirely willing to accept the boy, owing to the success of this young girl in her school work there.

Extract of letter from one of the graduates of 1901:

September 18, 1904.

My Dear Miss Garrett:

I am just home from Sunday School and won't go to church until this evening. I would rather write to you to-day. The Academy starts to-morrow, and I expect to continue my studies there again this winter. * * * I am going to hold my position as centre on the Academy foot ball team again this Fall. * * * I have been busy working for the firm around the mill and office. I am earning an average of \$1.25 per day. I worked there all summer except two weeks for resting and pleasure. Of course, I am saving most of the money which I earned this Summer. How much do you think I have now? I have \$100.00. Papa says I worked well

* Our graduates all have a standing invitation to visit us.

this summer. Do you think I am a promising business man? I only took two weeks' vacation this year. I went out camping for a week only. * * *

Very affectionately yours,
(Signed) HERBERT G. H——.

Letter from teacher of pupil at end of second year in public school:

My Dear Miss Garrett.

Wilhelmina has been a most satisfactory pupil during the past year. Her diligence is remarkable and her work in arithmetic and drawing ranks among the best in my class.

Very sincerely,
(Signed) A. M. BLYLER.

It is a great gratification to us that the National Congress of Mothers has taken up our work as one of the opportunities for children which it wishes to further.

I am frequently asked for my opinion of day schools for the deaf, and therefore append the following letter and copy of my reply:

Berkeley, Cal., November 10, 1904.

Miss Mary S. Garrett,

Home for Training Deaf Children to Speak, Philadelphia, Penn.

Dear Madam:

I write to ask if you think the day schools for the deaf now so persistently pushed can and do produce as good results in preparing the deaf for usefulness and good citizenship as well-organized and well-conducted boarding schools or State institutions can and do? This question has nothing to do with methods of instruction.

If you *do* or do *not*, will you kindly give me briefly your reasons for your opinion? An early answer will much oblige,

Yours truly,
(Signed) W. WILKINSON, Principal.

November 17, 1904.

Mr. W. Wilkinson,

Principal California Institution for the Education of the Deaf and the Blind, Berkeley, Cal.

Dear Sir:

In reply to yours of November 10, I would say that I am not in favor of any form of congregation of the deaf for their education; if they are congregated at all, I think the smaller numbers of day classes in proximity to hearing children less objectionable than congregating them in larger numbers.

I should like all families of deaf children to do with them as some few have done, namely, teach them to talk at the natural age at home and have them educated with hearing children. This is the successful plan we are following here, and our children go to school successfully with hearing children after *completing* our course. In my opinion there is one thing better for deaf children than what we are now doing, and that is, have them taught to talk in their own homes whenever possible, and then sent to school with hearing children.

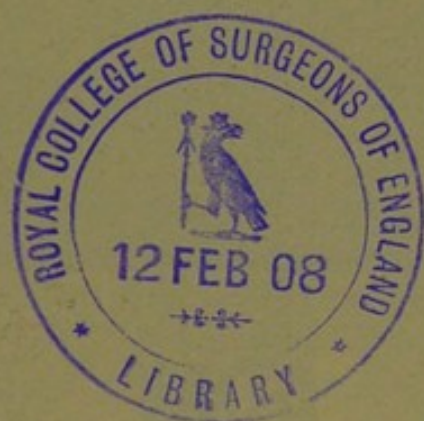
Yours truly,
(Signed) MARY S. GARRETT.

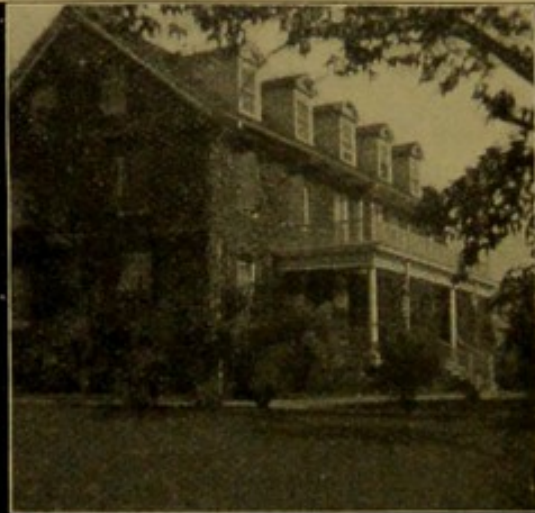
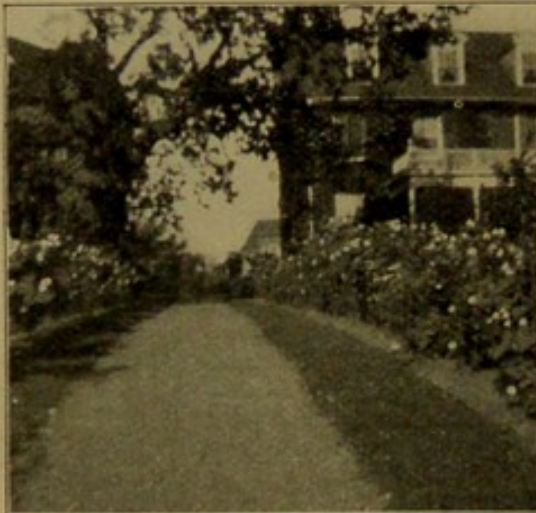
In the report of the President of the Garrett Teachers' Fellowship on another page will be found an interesting record of successful

work with a young deaf child in its home where there is proper co-operation on the part of the family. I mean co-operation not only in the indispensable talking to the child's eye as naturally and freely as to the ear of a hearing child, but in requiring the same active participation from it in all the pleasures, duties and occupations of a well brought up hearing child of corresponding age. The prevalent habit of taking it for granted that the child is incapable of this, coupled with the mistaken kindness of over-indulgence, simply paralyzes its powers and renders it far less happy and useful than it is capable of being. Without this co-operation young deaf children are better trained in our Home. When this can be secured, it is better for deaf children to be trained in their own homes among hearing people only.

Respectfully submitted,

MARY S. GARRETT.





ROSE WALK IN JUNE.
WASHINGTON'S BIRTHDAY
CELEBRATION.

FIRST COTTAGE.
CLASS ON THE LAWN.

Report of the President of the Garrett Teachers' Fellowship

The Garrett Teachers' Fellowship, though still in its infancy, having been organized in October, 1902, feels called upon to say a word for itself and the cause. Candidates to be eligible to membership must be graduates of either Miss Emma or Miss Mary S. Garrett's training class, and must have done one year's satisfactory work strictly along the lines of their training. The fellowship makes every effort to keep in touch with its members and their work. Any member whose work is not up to the standard is immediately notified that unless it improves her resignation will be asked for.

One of our members who worked for a number of years in the State of Ohio, a part of the time making strenuous efforts to have the State adopt this work for *young* deaf children, which efforts were frustrated partly because the people of the State did not realize the importance of this work and partly because of the opposing influences, nevertheless accomplished the results we are aiming for in her own little home school, as the following letters will show:

Mr. A. T. Simmons, Postmaster at Geneva, Ohio, writes:

Miss Mary S. Zane.

Dear Madam: Lee Craine has held the position of mailing clerk in this office since July 1, and has given the best of satisfaction; by far the most of any young man I have had. Mr. Craine is a young man of the very best principles and highly respected by every one. We have had no trouble whatever in talking to or with him; in fact, never think of it. You may well feel proud of your work with Lee, for it is simply wonderful what he can do.

Dear Miss Zane: It has been in my mind for some time to write you regarding our daughter Gertrude's progress in school since she left your Home, and now will endeavor to do so.

At the age of twelve she was fully qualified to take up the studies of the eighth or a grammar grade with the hearing children, and since that time has not been in attendance or had any special training along the lines of that given to deaf children. Immediately upon entering the eighth grade with the hearing children she took a high rank in her class, and without much apparent effort was able to hold the position and pass into the High School with some considerable credit.

In the High School she has done exceptionally good work, taking the regular English course, which she finished in two years. This course comprised Ancient, Mediæval and Modern History, special attention being paid to the English and American branches; advanced Grammar, Composition and Literature, with the History of Literature. In Mathematics she is one year behind her class, having spent two years on Arithmetic, the last year of which was not really required of her, but we thought the higher branches would be very difficult for her, and we wished she should be thoroughly grounded in arithmetical principles before going on. She has now had about a year and a half of Algebra, in which study she has been doing herself credit.

In the sciences she is up with her class, having finished the English course in two years. We found that in order to secure points enough for graduation from our school she would be obliged to take some part of the Latin or German course. It was her choice to take up the Latin, and although we had some doubts as to the advisability of the course, we allowed her to do so, and to the amazement of all she has been doing wonderful work. Three tests held since the beginning of the year have resulted in marks of ninety-five, ninety-seven and ninety-nine respectively.

As regards the benefits derived from her early training, I have this to say, that we have much to be thankful for, for having been led to place her under the tuition of such a teacher as Miss Zane and the oral method of teaching as used by her.

Yours very truly,
(Signed) S. S. ROCKWOOD.
Elyria, Ohio.

Another of our members is now teaching two little deaf children in this same State. She, too, is anxious to create the opportunity for young deaf children to learn speech, but, unfortunately, her efforts are meeting with the same opposition.

Still another member is teaching a child of seven in Pennsylvania, whose training was begun at two years of age in his own home. This little fellow has a vocabulary of three thousand words at his command, which he uses naturally and intelligently. Idioms and colloquial expressions have been taught principally by means of stories. Picture stories were begun when only a sentence or two could be understood. At three and four years of age Mother Goose rhymes were repeated and illustrated through play until they were absorbed. "Jack and Jill," "Little Boy Blue," "Jack Horner," and so forth. Then came fairy tales—fairies, witches, gnomes, goblins and brownies figured in play and story. A few mythological stories were adapted and used. Later came such stories as "The Mouse Tower on the Rhine," "The Pied Piper of Hamelin," "Alice in Wonderland" and "Gulliver's Travels." These he was able to comprehend at the age of six; also Dickens' "Stories for Children." Bible stories, especially those of the Old Testament, are told and retold. At seven he demands stories of heroes. "Robin Hood and His Merry Men" has been much enjoyed. "Real Stories of

Real People" are likewise in demand these days, and George Washington is one of the heroes, "because he was a brave general."

A greater part of the year is spent in the country, and while there frequent visits are made to the rural school, where this little lad is able to enter the second year class and take questions from the teacher's lips, answering in turn, just as the hearing children in the class do.

The teachers of this child do not claim all the credit for his remarkable progress. Of course, he is bright and has unusual surroundings. The relatives and friends who are about him never lose an opportunity of giving him the help he ought to have. All of his questions are answered with infinite care and patience. Ideal conditions indeed, and we wish that all of our little children who cannot hear might be blessed in the same way.

Respectfully submitted,

ANNA C. REINHARDT.

Report of Teacher of Physical Training

During the year beginning October, 1902, and ending October, 1903, the teachers of the Home took an hour's lesson in physical training each week from Professor Ryder, of the Drexel Institute, and they in turn taught their classes the exercises planned for them.

On my return to the Home in October, 1903, I found the children compared remarkably well in their physical training with hearing children in the public schools I have visited while in New England, and did credit to the careful training given by their teachers during the previous year.

All the six classes have had two lessons each week since October, 1903, and have progressed very satisfactorily. The first, second, third and fourth classes take all commands from the lips, and execute them with vigor and precision. They have acquired a remarkable sense of rhythm, and do military marching with fine exactness.

During May, 1904, while at the Children's Seashore House, Atlantic City, for two weeks, these children had their military drill on the beach, where they also had relay races, running broad jump, high jumping, quoits and games which required more room than we had in our small one at the Home.

The baby classes take but few commands from the lips, but are gradually acquiring the words of command for the simpler movements. These little ones learn much from games, and in those like "Follow the Leader" learn to skip, run and take certain gymnastic positions.

All the classes are taught Swedish gymnastics, also fancy steps and some German-American exercises, which are simply shown once, the children following immediately, keeping the rhythm and obtaining an immense benefit from the rest given their eyes and brains while enjoying to the fullest extent the pleasure of executing a new exercise.

It is a very great pleasure to teach these children, with their wonderful power of concentration and good up-bringing, and they hold their own well with children of the same age who hear.

Respectfully submitted,

MARY E. SCHETKY.

Report of Teacher of Manual Training

(The New Sloyd.)

The work of this department has been growing continuously during the past eight years. The theories and technique dwelt upon in previous reports have borne good fruit. Very encouraging reports come to us from time to time from many of the pupils who have gone out from our Home into the world.

The ends sought through drawing and manual training are the development of observation in the fullest and broadest sense of the word; the development of the power of retaining new facts of observation in correct relation with present mental content, and the development of the courage, skill and perseverance necessary to harmonize expression with thoughts and to convey thoughts through the various mediums of expression.

In the development of the work we not only have the pupil draw and make a number of class room models, etc., but we hold him accountable for his observations. A small portion of each manual training period is devoted to sketching quickly on the black-board the newest or most interesting object or objects which he has seen during the week.

In the manual work the various pieces of handiwork are simply starting points from which his thoughts radiate to the envioning object world, and around which he builds much of his knowledge of the object world. The motif of each of these objects of handiwork is taken from the child's world of interest, and as far as possible in accordance with the child's own suggestion prompted by his alert perceptive faculties and by his vivified imagination.

Respectfully submitted,

ALLEN LATSHAW.



SPECIMENS OF CHILDREN'S WORK.



Report of Attending Physicians.

From September 30, 1902, to September 30, 1903.

A light epidemic of scarlet fever (traced directly to a parent of one of the children) occurred, during which there were eleven cases, all of which recovered. Also one case of bronchitis, one of chicken-pox and a case operated on for adenitis at the Presbyterian Hospital.

Respectfully,

CLARENCE T. FARIES, M. D.,
Narberth, Pa.

From September 30, 1903, to September 30, 1904.

The health of the children was remarkably good during the year. Several mild cases of bronchitis occurred, and one case of mumps, besides mild disorders of the gastro-intestinal tract. The children were well nourished and bright, showing the results of good diet and hygienic surroundings.

Respectfully,

CHARLES F. JUDSON, M. D.

Dentist's Report.

To the Board of Managers of the Home for the Training in Speech of Deaf Children.

I have the honor to submit herewith a report upon the work accomplished in my department, from the day of my installation, June 6, 1904, to September 30, 1904.

Removal of salivary calculus.....	10
Removal of green stain.....	6
Gutta-percha fillings inserted.....	12
Oxy-phosphate fillings inserted.....	6
Amalgam fillings inserted.....	9
Alveolar abscesses treated.....	2
Extraction of permanent teeth.....	1
Extraction of deciduous teeth.....	26
Pulps devitalized	4

The condition of those parts which come under my observation is most encouraging, and is indicative of an excellent regime, diet and environment existing at the Home.

Respectfully submitted,

EMERSON R. SAUSSER, D. D. S.

Oculist's Report

During the two years ending September 30, 1904, twenty-five visits were made to the Home. The eyes of every child have been systematically examined, with the result that twenty children were found requiring glasses, which were prescribed.

Inflammatory cases were few, and responded as a rule promptly to treatment. There have been no contagious eye diseases or epidemics among the children, which speaks well for the hygienic condition and careful management of the Home. One child was operated upon by me at the Germantown Hospital for a congenital condition of the eyelid, which was disfiguring and prevented the use of the eye.

I wish here to acknowledge the valuable assistance rendered by Miss Elizabeth A. Brubaker, which greatly facilitated my work, and to thank those in charge of the children for the care and promptness with which they brought to my attention any eye affection noticed, as well as for the faithfulness with which they carried out the prescribed treatment.

Respectfully submitted,

WILLIAM T. SHOEMAKER.

Report of Laryngologist and Aurist.

To the Board of Managers.

Ladies and Gentlemen: I would report that during the past two years I have made regular examinations of the upper air passages and ears of the children, and suggested treatment when indicated. There has been noted the usual prevalence of chronic purulent catarrhs as seen in the congenitally deaf, for which appropriate treatment has been instituted. It has been necessary to remove enlarged tonsils associated with adenoid growths in two instances, with the usual benefit. Acute ear and nose inflammations have been remarkably rare, which is probably due in large measure to the care of the management and the perfect hygienic conditions.

Respectfully submitted,

ELLWOOD MATLACK, M. D.

Treasurer's Report.

From October 1, 1902, to September 30, 1904.

DR.

To Warrants on State Treasurer for maintenance.....	\$36,000.00
" Warrants on State Treasurer for item of appropriation for stone wall, furnishings, ordinary and extraordinary repairs, etc.....	291.10
" Warrants on State Treasurer for item of appropriation for painting, furnishings, ordinary and extraordinary repairs, etc.....	1,926.89
" Pay pupils.....	1,350.00
" Edgar	162.00
" Refund for unused telephone calls.....	8.30
" Amount received from Donation Account to make up deficit in Maintenance Account to August 31, 1904	1,535.82
	\$41,274.11

CR.

By Liabilities for September, 1902, for maintenance.....	\$1,656.22
" Liabilities for item of appropriation for stone wall, furnishings, ordinary and extraordinary repairs, etc.	29.68
" Payments on item of appropriation for stone wall, furnishings, ordinary and extraordinary repairs, etc.	261.42
" Payments on item of appropriation for painting, furnishings, ordinary and extraordinary repairs, etc..	1,926.89
" Salaries and wages.....	17,100.93
" Provisions, household supplies, fuel, light and miscellaneous expenses	20,115.97
	\$41,091.11
" Balance on hand.....	183.00
	\$41,274.11

LIABILITIES.

For September, 1904, bills due and unpaid maintenance.. \$1,582.65

MARY S. GARRETT,
Treasurer.

SPECIAL FUND.

List of Donations and Contributions for Expenses not Covered by
State Appropriations.

October 1, 1902—October 1, 1904.

Mrs. Thaw, Pittsburg, Pa., for sending graduates to Lon- don Congress	\$100.00	Mrs. Andrew T. Biles.....	20.00
Miss Mary Burnham, for send- ing graduates to London Congress	50.00	Mr. and Mrs. W. A. Patton...	25.00
W. H. Rudkin.....	7.50	Wm. H. Rudkin.....	7.50
Mrs. Andrew T. Biles.....	20.00	Mrs. Wm. Simpson, Jr.....	20.00
John H. Converse.....	25.00	Florence J. Heppe (annual)..	5.00
Mrs. Wm. Simpson, Jr. (an- nual)	20.00	Interest	3.20
Mrs. Wm. P. Henszey.....	20.00	Interest (H. B. P. estate)....	20.00
Mrs. A. L. Smith.....	5.00	Mrs. J. Lewis Crozer.....	50.00
Interest	4.55	Miss Rebecca Coxe.....	50.00
James Brogan	25.00	Mrs. Thaw, Pittsburg, Pa....	25.00
Florence J. Heppe.....	5.00	Mrs. Geo. B. Roberts.....	50.00
Interest (H. P. B. estate)....	20.00	Mrs. Edward H. Ogden.....	10.00
Mrs. Caroline G. Taitt.....	20.00	Miss Dora Keen.....	5.00
Mrs. E. J. Bartol.....	10.00	Mrs. Eben F. Barker (annual)	10.00
A. H. Tomlinson.....	100.00	Miss Annie M. Felton (annual)	10.00
Miss Rebecca Coxe.....	50.00	Mrs. C. H. Clarke, Jr.....	5.00
Miss Mary A. Lenney (on be- half of Margaret Delahunt)	10.00	Henry H. Collins.....	100.00
Mrs. Eben F. Barker (annual)	10.00	Alexander Graham Bell.....	100.00
Miss Annie Felton (annual)..	10.00	Major Luther S. Bent (annual)	50.00
Luther S. Bent (annual)....	50.00	Mrs. Luther S. Bent (annual)	25.00
Mrs. Luther S. Bent (annual)	25.00	Mrs. Amy Smith.....	5.00
Mrs. S. M. Felton (annual)..	10.00	Charles J. Harrah.....	25.00
Mrs. James McGrath.....	20.00	H. E. Messner.....	2.00
Wm. H. Rudkin.....	7.50	Entertainment by Junior Aux- iliary of St. Paul's Memorial Church, Overbrook (special)	200.00
A. H. Tomlinson.....	45.00	Mrs. S. M. Felton (annual)..	10.00
Interest (H. B. P. estate)....	20.00	East Park Club of Congrega- tion Rodeph Shalom.....	9.00
Mrs. Florence J. Heppe.....	5.00	Cash	36.35
Interest	7.30	Wm. H. Rudkin.....	7.50
Frederick Hemsley (annual)..	25.00	Interest	3.65
		Mrs. Florence J. Heppe.....	5.00
		Interest (H. P. B. estate)....	20.00

DONATIONS.

Mrs. Christ, magazines.
 Tyndale & Mitchell Co., china.
 Otto C. Herold, for children's
 Christmas \$5.00
 Miss Reinhardt, 4 doz. handkerchiefs.
 J. C. Evans, for children's
 Christmas \$5.00
 John D. Foering, for children's
 Christmas 10.00
 Children's Guild of St. John's Church,
 Cynwyd, large scrap book, 21 dolls,
 5 balls with knitted covers, large
 lot of toys, paper dolls and tree
 ornaments.
 Mrs. H. R. Laird, special pur-
 pose \$10.00
 Mrs. Barker, special purpose. 25.00
 Miss Annie Felton, special
 purpose 25.00
 Mrs. Dr. Hedley, outfit of winter
 clothing for Etta.
 Miss Annie Felton, special
 purpose \$5.00
 Mrs. M. F. Ritzinger, for
 clothing 10.50
 J. M. Cranston, one barrel flour.
 Mrs. Ed. Felton, large donation
 clothing.
 Miss Annie Felton, special
 purpose \$5.00
 Through Miss Annie Felton, suit for
 boy.
 Mrs. James Large, for Dennis'
 incidentals and clothing.... \$10.00
 Mrs. Frederick Schoff, large dona-
 tion of clothing.
 Mrs. Dr. Hedley, clothing for Etta.
 Mrs. F. D. Lyons, toys and pictures.
 Mrs. G. W. Smith, complete outfit of
 summer clothing for John.
 Mrs. Peter Boyd, clothing for Clar-
 ence.
 Mrs. Watson, clothing.
 Mrs. Wm. Winne, clothing.
 Miss Wallace, for Clarence... \$1.50
 Mrs. E. C. Felton, large donation of
 clothing.
 Fort Washington Branch Needle-
 work Guild of America, Mrs. Olga
 L. Funk, Secretary, Fort Washing-
 ton, Pa., 8 flannel petticoats, 2
 flannel gowns, 2 flannel dresses, 2
 winter undervests, 6 pairs winter
 stockings, 2 wash cloths.

Overbrook Branch Needlework Guild
 of America, Mrs. C. L. Ashton,
 secretary, through Mrs. Robert E.
 Pattison, 8 flannel petticoats, 8
 underdrawers, 3 undershirts, 5
 pairs stockings, 1 flannel blouse,
 darning cotton.

Mrs. R. Hirsh, donation of clothing.
 Mrs. Frank Sanderson and her class,
 complete winter outfit for Clar-
 ence.

Mrs. Dr. Drysdale, overcoat.

The Mizpah Circle of King's Daugh-
 ters, Second Baptist Church, Wil-
 mington, Del., through Mrs. G. G.
 Penny, 3 aprons, 1 white petticoat,
 1 pair shoes, also for clothing for
 Edna, \$5.00.

The Philadelphia Branch Needle-
 work Guild of America, 62 gar-
 ments.

Mrs. Wm. Simpson, Jr., complete out-
 fit of winter clothing for Giovanni.

Mrs. Louis Rodman Page, for
 children's Christmas..... \$10.00

Mrs. E. J. Bartol, for chil-
 dren's Christmas 10.00

Mr. J. C. Evans, for children's
 Christmas 5.00

Mr. and Mrs. H. E. Messner,
 for children's Christmas... 2.00

Herring-Hall-Marvin Safe Co., for
 doing up safe.

Mrs. Caleb Fox, Manhattan game
 and toys.

Anna C. Reinhardt, sick tray for
 each cottage.

Needlework Guild Branch, Miss
 Mary Patterson, president, Mc-
 Connellsburg, Fulton Co., Pa., 50
 garments.

Sewing by the Unitarian Guild of
 the First Unitarian Church.

Mrs. G. W. Smith, complete winter
 outfit for John.

John Wanamaker, a Christmas pres-
 ent for each child.

Mrs. Geo. B. Roberts, a barrel of
 apples.

H. K. Mulford Co., 1 pint Mistura
 Pectorale, 1 dozen Malt Extract,
 1/2 dozen Bismuth Formic Iodide
 Powder, 1/2 gallon White Pine and
 Somnos Cordial.

Through Miss Nettie E. Armhold, free tickets to Grand Opera House performance, W. D. Wegefarth, manager.		Mr. Parmaly, magazines.	
Miss Wallace, for Clarence..	\$2.00	Mrs. S. J. Banks, special.....	\$12.00
Mrs. M. F. Ritzinger, for Florence's Christmas.....	5.00	Prof. A. H. Tomlinson, special	10.00
Mr. Reichner, celery.		Dr. C. W. Davis, special.....	5.00
Sunday School of St. Paul's Memorial Church, Overbrook, Rev. Mr. Bartlett, rector, entertainment and Christmas tree for children and large number of fine presents.		Wm. H. Buckland, special...	5.00
Mrs. Lewis Parke, clothing for Etta, also.....	\$5.00	J. Wm. Lee, special.....	5.00
Mrs. Goldberger, complete outfit of clothing for Sadie.		Mrs. Andrew T. Biles, special	5.00
Mrs. S. P. Huhn, electric battery.		Frank I. Dreisbach, special..	2.00
Miss Bradford, two strings of beads.		A. A. Swartz, special.....	2.50
Stedman Bent, Esq., several donations of clothing.		Wm. N. White, Sr., special...	5.00
Miss Annie Felton, special purpose	\$5.00	Mrs. Wm. Winne, clothing.	
Mrs. H. R. Laird, special purpose	10.00	Primary Department of Hough Avenue Reformed Church, through Mrs. Frank Sanborn, provide money for Clarence's clothing.	
Miss Vollmer, clothing and music.		Mrs. E. H. Gregory, large donation of books and toys.	
Miss Wallace, for Clarence...	\$1.00	J. B. Haywood, Cynwyd, loan of horses and wagon for a straw ride.	
Eben F. Barker, Esq., clothing.		Through Miss Frances Bush, clothing.	
Through Mrs. Geo. Douglas Ramsay, clothing.		Mrs. Frederick Schoff, clothing.	
Mrs. H. B. Curtis, through Mrs. Jos. H. Brazier, scrap-book.		Mrs. Bernard Thalheimer, clothes David.	
Six passes to Zoological Gardens.		Mrs. L. Stanley Buck, clothing.	
		Mrs. R. Goldberger, clothes Sarah.	
		Mrs. M. Feustman, clothes Michael.	
		Mrs. A. Lieberman, clothes Hyman.	
		Young Women's Union, clothe Myer and Dora.	
		Mrs. Charles G. Sower, printing and publishing sixth report.	