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LESLIE F. OREN, Ohio Inst. for the Deaf.

THE BLIND-DEAF

A MONOGRAPH

Being a Reprint of The Deaf-Blind, with Revision and Additions

By WILLIAM WADE

Printed for Private Circulation

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FOREWORD.

THE excuse for this booklet is that the original edition of THE DEAF-BLIND is exhausted, and I sometimes have calls for it; and, there being some new matters that strike me as of some value connected with the blind-deaf, and a few additional cases to be recorded, the only thing to do is to publish a revised edition. I know this course makes a very hobbling procession, but, as what is all right to-day may be all wrong to-morrow, I see no other way out of it.

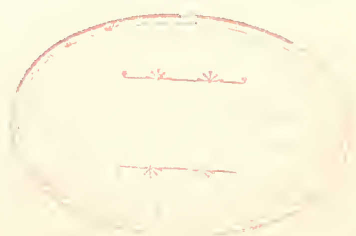
In the preparation of this edition I have been assisted by the contribution of papers and in other ways by Mr. J. R. Dobyns, Superintendent of the Mississippi Institution for the Deaf; Mr. W. K. Argo, Superintendent of the Colorado School for the Deaf and the Blind; Miss Delia Delight Rice, School for the Deaf, Delavan, Wis., and especially by Mrs. E. M. Barrett, of Austin, Tex., who has cleared up many a puzzle for me.

I must tender my most earnest thanks to my friend, Mr. Edward J. Hecker, to whose care and skill in arranging and smoothing off the mass of unclassified matter I submitted to him, the credit for any literary excellence there may be herein is wholly due.

HELEN KELLER AS A PRODUCT OF "SUPERIOR METHODS" OF TEACHING.

I wish to enter my emphatic dissent from the twin propositions that crop up every now and then—one that Helen Keller is not exceptional in mentality, but is only a product of peculiarly "superior methods" of teaching, and the other, that Miss Sullivan discovered and applied "splinter new" methods in her education of Helen.

But, to clear the consideration of this matter of the silly notion many have, that dissent from the statement that Miss Sullivan made Helen what she



is, *must* proceed from hostility to the former, I wish first to render my tribute to the complete self-sacrifice of her personal interests that Miss Sullivan made in her devotion to Helen, her unceasing thought of that pupil, her skillful intelligence in adapting means to her pupil's needs, her complete devotion to her duty, and the hard, harder, hardest kind of work on her part. I think that but very few saw, as I did, how hard that work really was, and, while I cannot but resent such absurdity as that Helen was nothing much, and that the methods of her education were ninety-nine per cent. of her development, I will not detract even one per cent. from the credit justly due Miss Sullivan.

Perhaps the following from *The Lone Star* sets forth the idea of Helen being of but average intelligence, as well as anything: "Now, the testimony of some of her most intimate friends is to the effect that she is not a genius along any line; they attribute her extraordinary attainments to the methods pursued in her instruction and the loving persistence of her teacher, Miss Sullivan, as much as to any native ability possessed by herself."

Or, as another way of saying the same thing, this from a paper by S. G. D. in *The Association Review*, contrasting Helen with Laura Bridgman: "No doubt the difference is *partly* due to inherited temperament" (my italics).

On the idea of the splinter new "discoveries" quirk, this from Dr. William Allen Neilson's review of "The Story of My Life," in *The Atlantic Monthly* of June, 1903, as a distinct setting forth of what those supposed methods were, comes the closest of anything I have seen: "The system used by Miss Sullivan was the outcome of her observation and reasoning, and was as different in its working as in its results from the ordinary devices for teaching language to the deaf." Dr. Neilson follows this with extracts from Miss Sullivan's admirable letters to Mrs. Hopkins: "I asked myself, 'How does a

normal child learn language?' The answer was simple: 'By imitation.' He hears others speak and he tries to speak. But long before he utters his first word he understands what is said to him. I have been observing Helen's little cousin lately. * * * These observations have given me a clue to be followed in teaching Helen language. I shall talk into her hand as we talk into the baby's ears. I shall assume that she has the normal child's capacity of assimilation and imitation. I shall use complete sentences in talking to her, and fill out the meaning with gestures and her descriptive signs when necessity requires it; but I shall not try to keep her mind fixed on any one thing. I shall do all I can to interest and stimulate it and wait for results."

I have said this comes the "nearest" to a definition of those "methods" that I have seen, but I must say it does not define much to my lay mind. Therefore I went to teachers of the blind-deaf, the deaf, and the seeing-hearing. The first say they do not see wherein the newness is—that they have tried just the same courses with their pupils, some of which worked and some did not (as none of them had a Helen for a pupil); the second say virtually the same, and the third say they do not know how a normal child is to be taught to speak in any other way, and I know my children learned by the same method. But one person illuminated the "discoveries" by saying that the "splinter newness" was in spelling words to Helen without regard to whether she knew them or not. That puzzled me worse than ever, for my dull lay mind can conceive no other way of doing it, and I cannot but wonder how children are to learn new words if they never hear any new ones. However, I haven't a shred of the teacher in me, and pass this complex view of the case along to better informed and wiser heads than mine, with the suggestion that wise application of methods to an end is one thing, devising

new ones is several other things; that, if necessity had arisen, Miss Sullivan *would have* devised methods to suit, but that, as I see it, such necessity did not turn up.

But as to the first proposition, that Helen is but an average mind, and her achievements are all due to her superior teaching, facts are the things I can handle best, and which best suit my case.

First, take the following from an article of Dr. Job Williams, Principal of the oldest institution for the deaf in this country (the American School for the Deaf, at Hartford, Conn.), published in *The Hartford Courant* and republished in the Helen Keller pamphlet of the Perkins Institution of February 21, 1891, and elsewhere:

"I must confess that before I saw her for the first time, a little more than a year ago, I could not believe that the reports concerning her progress in language were not grossly exaggerated; but, after seeing her and talking to her myself through the manual alphabet, I was prepared to believe almost anything regarding her progress in that direction. I never knew of a child, deaf at so early an age as was Helen (sight and hearing were both lost at the age of nineteen months through disease) who made such rapid progress in the knowledge of the English language. It was simply phenomenal. * * * Laura Bridgman was a brilliant example of what may be accomplished under great difficulties. Helen Keller is a prodigy. There is no one, nor ever was any one, to compare with her." And Dr. Williams was roundly denounced, by a prominent instructor of the deaf in Germany, as having made statements plainly impossible.

In three months from beginning the study of French, she wrote in that language a letter of three hundred words to Mr. Anagnos, Director of the Perkins Institution for the Blind; and, as Mr. Anagnos included it in the pamphlet he published, I take it that it must have been in good French.

Mr. Anagnos's comment on this letter is: "With all my faith in the vastness of her abilities, I was not quite prepared to believe that she would succeed in accomplishing in three months what no child in America in full possession of his faculties would be expected to do in less than a year."

In a letter dated May 24, 1890, Miss Sullivan writes of Helen's rapid mastery of articulation: " * * * Just as soon as she had mastered an element, the words in which it occurred presented themselves to her mind. Think of it! She achieved in less than two months what it takes the pupils of the schools for the deaf several years to accomplish, and then they do not speak as plainly as she does."

"When she had been talking for less than a week, she met her friend, Mr. Rodocanachi, and immediately began to struggle with the pronunciation of his name; nor would she give it up until she was able to articulate the word distinctly." —*The Helen Keller pamphlet above referred to.*

Mr. Anagnos mentions the high degree of skill of the pupils of the Northampton (Mass.) oral school, and adds that they "are as well trained in lip-reading as are those whom I saw in Italy, Switzerland, Germany and France; yet there is not one among them whose articulation is as distinct as Helen's."

Helen's first tutor of high class and great experience was the Rev. John D. Irons, D. D., long a teacher, particularly of the classic languages, and now a professor in the United Presbyterian Theological Seminary at Xenia, O. Dr. Irons told me that Helen had learned more Latin of him in three months, although not averaging more than three lessons a week, than he had ever known any other to learn in a year, adding, "And I have taught some very bright minds." Mr. Arthur Gilman was so impressed by the excellent foundation in Latin that Helen had received, that he wrote to Dr. Irons, complimenting him on the excellence of his work,

to which Dr. Irons replied, "He would be a sad botcher who could not make a good job with such material."

Now, nearly all this nonsense about Helen being a creation of methods comes from professional teachers. I suppose it is natural that they should exalt methods, as it is only proof of the old saying, "The professional magnifies his own profession." I know I am guilty myself of a correspondingly dangerous view when the mechanic in me puts James Watt above Sir Isaac Newton. But *nobody* is justified in magnifying his profession at the cost of disseminating dangerous nonsense. It is cruel, as well as absurd, to stick one's head into the sand to avoid seeing the proved fact that Helen is a prodigy, for it loads down other teachers of the blind-deaf with the weight of mistaken feeling, that if they only could pursue such methods as Miss Sullivan's, they would make Helen Kellers of their pupils. I am quite certain that Miss Sullivan will go as far as I do in scouting such preposterous error.

W. W.

ANNA JOHNSTON. (MISS DELIA DELIGHT RICE.) MINNIE DUNCK. EVA HALLIDAY.

FOREWORD TO FIRST EDITION.

I HAVE been led to the preparation and publication of this monograph by many and frequent experiences of the incorrect views the public, and even professionals in education, take concerning the blind-deaf. The knowledge by the public that the education of the blind-deaf is by no means the difficult task commonly believed, and the further knowledge of the number of the class who have been educated, and of the advanced position mentally they have attained, should do much to advance their interests and happiness. There is a delusion in the public mind that the task of restoring them to the family of humanity is one of stupendous difficulty, requiring great knowledge and experience, almost amounting to an occult science. The error of this is demonstrated by the fact that none of the many successful teachers of the blind-deaf ever had any previous experience in the work, and one, successful in the most desperate case ever attempted, had had no experience in teaching of any kind. It may be said positively that any good teacher in our common schools, particularly in kindergarten work, is fully qualified to teach a blind-deaf pupil, after she learns the manual alphabet. Such a teacher has intelligence, patience and devotion, and these constitute the whole equipment required.

Even professional teachers of the deaf or of the blind make the error of attaching much too high a value to "experience." Experience is always of some value, whether in breaking stones or in teaching integral calculus, but the experience that is of the highest value is that which the teacher herself gains in the close communion that establishes itself between her and her pupil, the intimate knowledge of the make-up of the pupil in all ways; and all the "experience" of the wide world is worthless compared with that. There are a few bits of expe-

rience that prove "handy," but that is about the extent of their value.

It may not be amiss to state here the methods of teaching the first steps to a blind-deaf pupil, that the public may see how exceedingly simple the fundamental principles are, and it should be remembered that these principles are exactly the same in the cases of the deaf and of the blind-deaf, the only difference being in the applications — the deaf *see*, the blind-deaf *feel*. Some familiar, tangible object — a doll, a cup, or what not — is given to the pupil, and at the same time the name of the object is spelled into his hand by the manual alphabet. By patient persistence, the pupil comes to recognize the manual spelling as a *name* for a familiar object, when the next step is taken — associating familiar acts with the corresponding manual spelling. A continuation of this simple process gradually leads the pupil to the comprehension of language as a means for communication of thought. Surely this process is simple enough for comprehension by any intelligent person; and patience, devotion and deep sympathy are not very exceptional qualities in humanity.

I have uniformly used the word "she" in referring to the teacher, for I am convinced that, as a rule, it is 999 to 1 in favor of the woman teacher. I know that men have taught blind-deaf pupils, and have done it well; but, for all of that, the preponderance is overwhelmingly in favor of the woman. She has the true womanly soul; is patient with her charge, devoted to the work, and infinitely sympathizing; and between her and her pupil grows up an affection akin to that between the mother and her child, and even deeper than that in some instances.

I am firm in my conviction that the schools for the deaf, and their instructors, are better prepared for teaching the blind-deaf than are the schools for the blind. The very first need of the untaught

blind-deaf is power of communication with others—call it language, if you wish. Instilling this is the first instinct of the teacher of the deaf, and is the daily work of such a teacher. The teacher of the blind does not need this. The pupils come to her fully possessed of this ability, and this broad distinction should turn the scale. Of course, very many pupils have been taught in our blind schools, and taught thoroughly well, but I still think that my rule holds good as a general proposition. Certainly there are instructors of the blind who have never had any experience in teaching the blind-deaf who would make as great a success in that work as anybody. Such men as Allen, Hall, Fraser, Fuller and others would make a thorough success of the work, and the Perkins Institution for the Blind has crowned itself with glory as the pioneer of the world in it. But the exceptional character of certain individuals or certain schools does not establish a rule; and furthermore, there is a hidden sympathy between the deaf, and between them and the blind-deaf, that is of great value to the happiness of the latter. Repeated observation of the blind-deaf originally taught in blind schools, or under the auspices of such schools, who have afterward been brought into extensive intercourse with the educated deaf, has proved this contention beyond question.

I would strongly urge it on the principals of blind schools, that should any of them have a pupil, already blind, lose hearing, they open correspondence with the head of the deaf school in their State, regarding the further teaching of such a pupil. Or, if preferred, take immediate steps to substitute a comprehension of language addressed manually for the pupil's previous method of receiving thought. The actual work to be done is so slight, comparatively, that no time should be lost in proceeding with the work required.

I would say a very few words as to prints for the

blind. Unfortunately, there has grown up in this country a very exaggerated estimate of the great superiority of certain prints for the blind, and views that special pets are the *only* ones of value. Each system has its own special merits and grave faults. As Dr. Job Williams once most convincingly wrote of systems of teaching the deaf, "All are good, but none is exclusively good," and that covers the entire ground.

* * * * * * * * *

I wish it to be understood that what I have said concerning details, such as methods of instruction, etc., must be taken as only elementary, and while it should be sufficient for a teacher to understand therefrom the whole system of education of the blind-deaf, I do not want to bother non-professional readers with dry details which would only confuse them, the more so as my practical knowledge of the matter being *nil*, I might be very likely to lead such non-professionals far astray.

* * * * * * * * *

I gratefully tender my thanks to M. Anagnos, Esq., Director of the Perkins Institution and Massachusetts School for the Blind; Dr. Enoch Henry Currier, Principal of the New York Institution for the Instruction of the Deaf; Mr. Edward C. Rider, Principal of the Northern New York Institution for Deaf-Mutes; Miss Dora Donald, Superintendent of the South Dakota School for the Deaf, and long the special teacher of Linnie Haguewood; Miss Ada C. Lyon, teacher of Leslie Oren; Miss Ada Buckles, teacher of Maud Safford, and Mr. J. F. Donnelly, editor of *The Catholic Deaf-Mute*, for the half-tone plates, photographs, valuable papers and other material for this work they have kindly furnished me; and to Mr. Edward J. Hecker, for his intelligent and careful revision of my manuscript, a service no general printer could have rendered me, and for the typographical excellence of the work.

W. W.

Blessed be the name of God
Laura D Bridgman

A LIST OF BLIND-DEAF PERSONS IN THE UNITED STATES AND CANADA

CLASS A—PERSONS TOTALLY DEAF AND BLIND FROM AN EARLY AGE

George Bailey.—Attended the Pennsylvania Institution for the Blind, Philadelphia. Probably dead.

Orris Benson.—Born 1882. Lost sight and hearing at three years of age. Admitted deaf and blind to the New York Institution for the Instruction of the Deaf, Washington Heights, in 1889. Completed his school career in June, 1904, and is now at home endeavoring to earn his living. Of course, he will meet difficulties in getting started, but of his ultimate success there can be no doubt. He is one of the most finished workers in wood that I know.

Daisy Billings.—Was in the Kentucky School for the Deaf in 1892. Left the school on account of cancer, of which she died recently.

Julia Brace.—Born 1807 [?]; died 1884. Effort at her education was made at the American School for the Deaf, Hartford, Conn. Natural signs of her own invention were her sole means of communication. Was remarkable, even among the deaf-blind, for the extreme delicacy of her sense of smell.

Laura Bridgman.—Born in Hanover, N. H., December 21, 1829; died May 24, 1889. Educated in the Perkins Institution for the Blind, South Boston, Mass. She was the first blind-deaf person ever educated, and the success scored in her case, against the weight of opinion of many eminent men, who seem to have concluded that James Mitchell, a blind-deaf boy in England, could not be educated, although apparently more intelligent than Laura,

is an enduring monument to the courage, patience and intelligent skill of Dr. Samuel G. Howe. Had no sense of smell.

Oliver Caswell.—Educated in the Perkins Institution for the Blind, South Boston, Mass. Died 1896, aged sixty.

James Caton.—Admitted to the New York Institution for the Instruction of the Deaf and Dumb in 1877, with sight; lost it about two years after. Had no sense of smell.

Richard Clinton.—Admitted deaf and blind in 1877, at the New York Institution for the Instruction of the Deaf and Dumb. Is now in the Gallaudet Home for the Deaf, Wappingers Falls, N. Y.

Eva Collins, Fayette, Mo.—Lost senses between nine and ten. Instructed her family to communicate with her by finger writing on her cheek.

Terry Crocket Cox.—Born Oredell, Va., August 28, 1891; lost sight and hearing at sixteen months. Admitted to the Virginia School for the Deaf and the Blind, at Staunton, September 4, 1901. By the end of November he had learned about seventy-five words thoroughly, but was compelled to leave school on account of ill-health, and died. His teacher was Miss Elizabeth Jones. He gave promise of being another very rapid learner.

Cora Crocker.—Born at Pittsfield, Mass., February, 1885. Lost all sight at eight years of age, and hearing failed gradually until totally lost. Has retained her speech, and directed persons to communicate with her by common signs — nodding their heads for "yes," shaking them for "no," shrugging their shoulders for "do not know," etc. She was in the Pittsfield Poorhouse for some years, and was

LOCA PATE (WITH MRS. MAGGIE BODKER).

admitted to the Perkins Institution in 1901. She has progressed very rapidly, knows and uses the manual alphabet, and writes "square writing."

Louis Daron.—Born 1878 [?]. Has been in the Louisiana Institute for the Deaf and Dumb, Baton Rouge, continuously since his admission there in 1889. Is thought to have lost his sight at about nine years of age. He sees so little that his sight is of no special use. His first teacher was Mrs. Tracy (*nee* Woods); his next teacher was Mr. Goodwin, a deaf man, who taught him communication by signs. He understands when another holds his hands and makes signs with them. He canes chairs, and will be taught brush-making. He made a very creditable miniature steamboat of the pattern of 1840, which was exhibited in the Transportation Building of the Louisiana Purchase Exposition. He has a strong antipathy for negroes, whom he detects by the sense of smell. It is thought that some negro must have abused him at one time. He is industrious and self-reliant, seems contented, and likes to keep informed of things about him.

Edward K. Dietterich.—Attended Pennsylvania Institution for the Blind, Philadelphia. Was taught by palm writing. Now in Workingmen's Home for the Blind, Philadelphia.

Minnie Dunck, Milwaukee, Wis.—Born February 1, 1887, at Milwaukee. She is of Holland-Dutch extraction. Her parents are both dead, and she makes her home with her brother, Henry Dunck, 603 Tenth Street. Minnie was left totally deaf and partially blind at the age of twelve years, by an attack of pleurisy. She had attended the city schools until her sickness, and had reached the fifth grade. Was admitted to the Wisconsin School for the Deaf, Delavan, September, 1904, but two weeks later was returned to her home on the order of the

school physician. The superintendent of the school wrote: "Minnie is so thoroughly bright and good that we had looked for a very promising career for her, and I hope that she may outgrow her present physical difficulty and return to us." This good wish was realized, for shortly afterward Minnie was returned to the school, where she is now.

NATHANIEL C. GARTON.—Born 1826. Educated in the Pennsylvania Institution for the Blind, Philadelphia. Doubtless dead.

LINNIE HAGUEWOOD.—Born in Iowa in 1879. Taught by Miss Dora Donald at the Iowa School for the Blind, at the College for the Blind, Vinton, Ia., at the South Dakota School for the Deaf, and at the State Normal School, Cedar Falls, Ia.; also taught for one year by Miss Linnie Jordan, in the State Normal School, Cedar Falls, and was a year or two in the South Dakota School for the Blind, Miss Donald, superintendent. Nearly the same age as Helen Keller, and lost senses at the same age. Intensely practical in her ways; one of the best girls living, and very sweet in disposition.

EVA HALLIDAY, Wausau, Wis.—Born October, 1886; lost hearing between five and six, and has lost her speech. Sight is almost entirely gone, not enough for any use remaining. She was temporarily in the Wausau Day-School for the Deaf, and was transferred to the School for the Deaf, at Delavan, in February, 1902. Miss Hypatia Boyd, then a normal student at the Delavan school, devoted half of her time to Eva for part of a term, and the latter advanced very rapidly. Subsequently, until her marriage, Miss Boyd devoted all of her time to Eva, and was succeeded by Miss Delia Delight Rice, under whom Eva has continued her rapid progress. To great strength of character Eva adds a quaintness most delightful.

EVA HALLIDAY (WITH MISS HYPATIA BOYD).

William Heulin, Bay St. George, Newfoundland.—Born 1872; admitted to the Halifax School for the Deaf 1882; left it, and admitted to the Halifax School for the Blind 1892, and left in 1896. Has a deaf brother.

Mazie Hinchcliffe, Pottstown, Pa.—Born 1880; lost senses at ten; paralyzed in legs. Her parents are respectable persons of the English working class, but without much education. She has not lost her speech, and has never been taught anything. A sad case of neglect. A trial to teach her "talk" by signs was made, but she resisted all attempts. Home association seemed to interest her too much to let her notice anything. It is probable that if removed to an institution the effect of her new environment might awaken her.

Ella F. Hopkins, New York Institution for the Instruction of the Deaf.—Fifteen years old. Became deaf and almost wholly blind, at the age of seven, from an attack of scarlet fever. Received some instruction in the public school at her home city, Utica, N. Y., and was for four years a pupil in the Central New York Institution for Deaf-Mutes, at Rome. Entered the New York Institution in September, 1903, and is making gratifying progress. It should be noted that Ella was transferred from the Rome to the Fanwood school, because of the complete equipment the latter has in the way of books and maps, and similar facilities for the teaching of the blind.

Sophia Augusta Hutson, Wilkesbarre, Pa.—Born deaf and blind. Was taught by Mrs. Angie Fuller-Fischer, herself deaf. Now forty-six years old. No particulars can be obtained of her present condition.

David John has been reported as having been taught at the Staunton, Va., School and as now dead. The school records do not contain any such

name. I think there was such a man, but there has been some mistake about the details.

Helen Adams Keller.—Born in Tuscumbia, Ala., June 27, 1880; lost sight and hearing at eighteen months. Taught privately by Miss Annie M. Sullivan, and at the Perkins Institution, the Wright-Humason School, New York; the Cambridge School for Young Ladies, Cambridge, Mass., and by the Rev. Dr. Irons and Mr. Keith; entered Radcliffe College October, 1900; graduated 1904. An intellectual wonder, and a marvel of sweetness and goodness.

King.—A girl named King is reported from Beacon, Ia. The postmaster there says there is no such person in the town, nor anybody named King.

Edgar Korte, Llano, Tex.—Eleven years old. Under the auspices of the Texas School for the Deaf; teacher, Miss Mame Heflybower. In 1902, when under Mrs. E. Moore-Barrett, the following was said of him: Born deaf and blind, but very recently gained enough sight to distinguish bright colors. He has been under instruction so short a time that his mental status has not been exactly determined. Doctors say he is idiotic; but if a boy who was born deaf and blind can locate soap on a shelf above his head (he smelled it), manages somehow to get it down, gets a pan, takes soap, pan and water to the hydrant, and indicates by twirling his hands that he wants water let on, stirs the soap in the water (using his teacher's hand!) and proceeds to blow soap bubbles, is "idiotic," what are the rest of us? Edgar is best described as "an imp incarnate." His most marked characteristic is doing exactly the opposite of what he is told to do, and which he thoroughly understands. For instance, Mrs. Barrett taught him her own sign for bread,—the manual "b" on his lips. Edgar knew it perfectly well, but would not use it.

EDGAR KORTE AND ADDIE PRUETT, WHEN THEY ENTERED SCHOOL.

He finally made it correctly, but immediately made it with his fingers on every part of his face except the lips, but as he did not get the bread, condescended to make it correctly. How "the doctors" can make this the act of an imbecile is not apparent. Their reasoning seems to have been, "Certain acts are characteristic of imbeciles. Edgar performs these acts. Therefore Edgar is an imbecile." This may be professional, but certainly it is not logical, as it omits Edgar's nine years of total deprivation of all opportunities of gaining knowledge, he never having had the least training, even in common decency. I am glad to say that Professor Tracy, of Toronto University, and Dr. Murdoch, superintendent of the Western Pennsylvania School for the Feeble-Minded, could not concur with the professional opinion, the former holding the case not proved, the latter doing practically the same, and adding: "Defects in the natural senses may give rise to conditions simulating imbecility, but those conditions give way to special treatment when imbecility will not." This statement is especially important to be borne in mind in considering cases of the untaught blind-deaf, and it is to emphasize this statement that I give so much space to Edgar's case. I might add that Edgar owes his escape from an asylum for the feeble-minded entirely to Mrs. Barrett's determined and unswerving opposition to the conclusions of professionals on his mentality. [1902.]

EMMA KUBICEK, Illinois Institution for the Blind. —Admitted October, 1901. Born 1895, and lost sight and hearing by spinal meningitis at the age of three and one-half years. She is exceedingly bright and quick.

MINNIE KUHNE, Delmar, Ia.—Born about 1865; lost senses at nine; dead.

Jane McCormick.—Born Newark, N. J., August, 1866. Lost senses in 1873. Admitted at St. Joseph's Institute for the Deaf, Fordham, N. Y., 1875. She had slight hearing when admitted, which was lost through sore throat. She was instructed by signs and the manual alphabet, learned very rapidly, and developed into an exceedingly beautiful character. Died May, 1899.

Katie M. McGirr.—About twenty-four years old. Admitted deaf and blind at ten years of age to the New York Institution for the Instruction of the Deaf and Dumb; now in the institution. Lost sight and hearing at eight. A very bright girl, remarkable for the ease with which she has learned new prints. Reads six different prints for the blind—one more print than any other person living.

Martha Morehouse.—Born 1866. Admitted deaf and blind to the New York Institution for the Instruction of the Deaf and Dumb, Washington Heights, from Newark, N. J. After completing her studies, entered the Philadelphia School for the Blind. Is now in the Catholic Home for the Blind, Pavonia Avenue, Jersey City, N. J. Has no sense of smell.

Albert E. Nolen, Salem, Mass.—Born deaf in 1875; lost sight at five. Attended the American School for the Deaf, Hartford, Conn. A bright young fellow, quite well educated. Has a deaf brother.

Agnes O'Connor, Institution for the Deaf, Jacksonville, Ill.—Born 1872. Lost sight and hearing between ages of seven and nine. Entirely deaf. Totally blind in one eye. The amount of sight remaining in the other eye is so slight, and so variable from this slightness to total absence, that she is best classed as fully blind-deaf.

MARTHA MOREHOUSE (WITH MRS. McCAMBRIDGE).

Leslie F. Oren.— Born October 6, 1893, at Gurneyville, O. Lost sight and hearing from spinal meningitis under two and a half years of age. Admitted to Ohio Institution for the Deaf September, 1898. Has a vocabulary of about six hundred words; spells and receives communications by the manual alphabet; reads New York Point and Line, and writes the former; articulates forty words; lip-reads freely short sentences; quickly gives results of combinations of figures from one to ten. A case of very remarkable progress. [1901]. One of the *very* bright ones; writes on Braille writer and Remington typewriter, and learned the Moon alphabet while his teacher was taking off her wraps.

Loca Pate, Mississippi Institution for the Deaf. — Born 1893; totally deaf from infancy, and sight insufficient for any use. Entered the institution November, 1901, and is under Mrs. Maggie A. Bodker as teacher.

Catherine Pederson, Brooklyn, N. Y.—Age fifteen; lost sight at eight, and hearing at thirteen. Entered the New York Institution for the Instruction of the Deaf and Dumb in 1891, and has progressed very satisfactorily.

Hazel Porter, mentioned in *The Western Pennsylvanian*. Is in the Pittsburg Poorhouse. Is totally deaf and blind, but is also idiotic and a physical degenerate.

Ruby Rice.— Born in Ellis County, Texas, October, 1887, and admitted to the auspices of the Texas School for the Deaf, at Austin, in the fall of 1891. She lost the senses at two years of age, and had acquired far more "education" of her own accord than any other blind-deaf person of whom I know. Mr. J. H. W. Williams, of the Texas school, visited her, and she intimated that he had come by railroad by whirling her hands round and round, imitating

the motion of the wheels, and indicating the jolting of the cars. She said, too, that he had come a long way, by slowly drawing her hands apart to the limit of extension. When Mr. Williams wished to tell her that he wanted to wash his hands, he rubbed her hand over his, and she at once led him to the washstand. After Mr. Williams's first visit, her sister taught her to spell "cat" in the manual alphabet; on his second visit, four months after, she learned the spelling of a dozen other familiar words. After admission to the Austin school she was under Mrs. E. Moore-Barrett, and progressed very rapidly. She now has a large vocabulary, talks by the manual alphabet, writes point print by a stylus, and Braille on a Braille writing machine. Her present teacher is Miss Mame Heflybower.

Elizabeth Robin.— Born in Texas in July, 1884; lost sight and hearing at eighteen months (same age at which Helen Keller and Linnie Haguewood lost same senses); admitted to the Kindergarten of the Perkins Institution December, 1890; now in the institution proper.

Stanley Robinson.— Born in Port Perry, Ontario, Canada, October, 1865. Learned reading, writing, etc., before losing either sense; lost hearing at ten; sight was imperfect from childhood. Admitted to the New York Institution for the Instruction of the Deaf and Dumb September, 1877; sight failed steadily until 1893, when it was lost entirely; retains his speech; has no sense of smell. Has never learned to read print for the blind. Of very considerable mental ability; has written for the public press, and written well.

Marian Rostron, Fall River, Mass.— Born September, 1889. Sight and hearing began to fail at seven and progressed until hearing was entirely gone and sight most seriously impaired. Admitted

MARIAN ROSTRAN.

Perkins Institution for the Blind September, 1901. Progressing somewhat slowly, but very satisfactorily.

MAUD SAFFORD.—About twenty-seven. Was a pupil in the School for the Blind at Columbus, O., when she lost sight at eight; was dismissed, and nothing was done for her for fifteen years. Was then taken in charge by the Ohio Institution for the Deaf and placed under the instruction of Miss Ada Buckles. She made fair progress, understands manual spelling in her hand and spelling by lead letters. Was a savage when Miss Buckles took her. Now in the Ohio Home for Aged and Infirm Deaf, near Columbus.

CLARENCE SELBY.— Born in England in 1873; became blind at seven and deaf at eight. Educated at LeCouteulx St. Mary's Institution for the Deaf, in Buffalo, N. Y. Well educated, and is somewhat of an author. Lives in Chicago.

MAUD SCOTT.—Aged nine years. Born blind and deaf, admitted to the Institution for the Deaf at Jackson, Miss., 1901, and is now under the instruction of Mrs. Maggie A. Bodker. Entirely helpless when admitted, but slowly gaining.

CARRIE LORNA SELF, Mt. Sterling, Ohio.—Born 1886. Sight and hearing were seriously impaired by an attack of *la grippe* at seven. Deafness rapidly progressed to totality. Sight failed steadily until at eight she could only distinguish day from night. She still retains some speech, which, however, is barely distinguishable. Is in the Ohio Institution for the Deaf, and progressing fairly well.

FRANCIS L. SMITH.—Lost sight and hearing at twelve. Was graduated from the Maryland School for the Blind, Baltimore. Works at cane seating,

etc.; supports himself, and has laid up a little money.

Jessie Stewart, Redmond, Ill.—Born in Paris, Ill., June, 1891; lost sight and hearing from spinal meningitis at ten months of age, and did not recover from the effects until she was four. Admitted Illinois Institution for the Blind September, 1900. She proved non-educable, and was returned to her home.

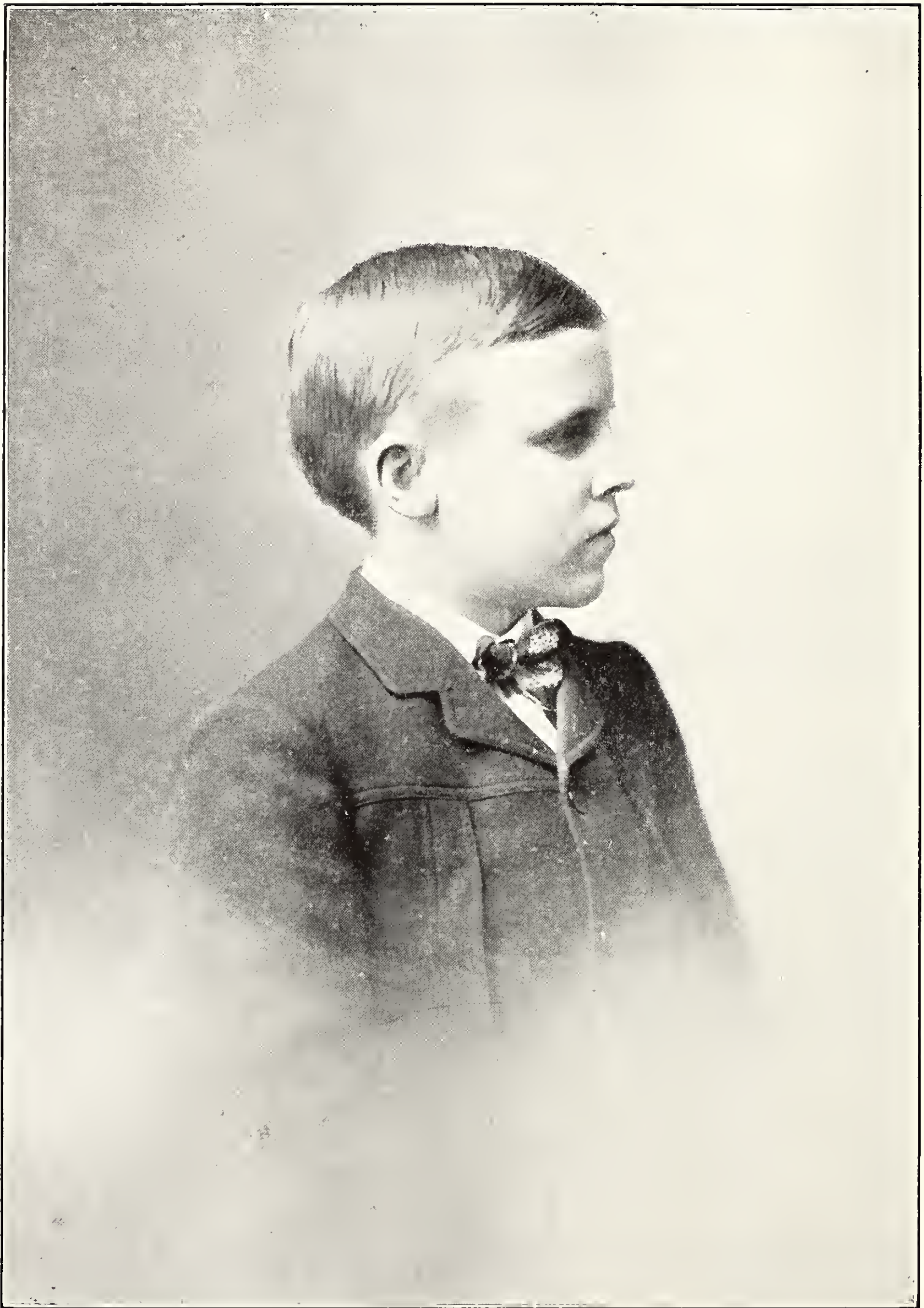
Thomas Stringer.—Born in Greene County, Pennsylvania, July 3, 1886; lost sight and hearing previous to 1890; admitted to the Kindergarten of the Perkins Institution for the Blind April, 1891. An exquisite feature in his case is that he was taken to the Perkins Institution through the earnest labors and personal self-denial of Helen Keller, whose appeals raised the money for his first years of education.

Frederick Suhr.—Was at the Indiana Institution for the Education of the Deaf several years. Totally deaf, and is sensible of only very bright objects. Made almost no progress in school work. Aged twenty-one years.

Lottie Sullivan.—Fifteen years old; has been in the Colorado School for the Deaf and the Blind, Colorado Springs, seven years. Progress was slow at first, but lately she has advanced rapidly, uses excellent English, and is expert on the typewriter and sewing machine. Has a happy disposition.

Beulah Templeton.—School for the Blind, Raleigh, N. C. Was in school in 1900; left on account of delicate health, returned for a term or two, and again had to be sent home on account of ill health.

Edith M. Thomas.—Born in Chelsea, Mass., October, 1878. Lost sight at four years; hearing



RALPH WOODIN.

failed steadily until she became totally deaf at six. Admitted to the Perkins Kindergarten at eight, and to the Institution proper at twelve. Now (1904) in Massachusetts Hospital for Epileptics, Monson, Mass.

PRESSIE WEST, Haysland, Tex.—Particulars not yet definitely ascertained.

RALPH WOODIN.—Eleven years old; has been in the Colorado School for the Deaf and the Blind, Colorado Springs, five terms. Has considerable hearing. A bright, wide-awake boy.

REBECCA YOUNG.—Was in Pennsylvania Institution for the Blind, Philadelphia, and later attended the Maryland School for the Blind, Baltimore. She is thought to be dead, as she was in a rapid decline when last information was received of her (1901).

CLASS B—PERSONS TOTALLY DEAF AND BLIND, WHO HAVE LOST ONE OR BOTH SENSES AFTER MATURITY

MINONIA ABBOTT.—A former pupil of the Colorado School for the Deaf and the Blind, Colorado Springs, who subsequently lost sight. Further particulars lacking.

AUGUST BOEHNE, Stasters Station, Ind.—Lost sight and hearing by a hatchet falling on his head, and subsequent sunstroke; was taught palm writing; dead.

MISS —— BOND, Ogden, Vt.—Was deaf only and educated as such. Became blind later. Learned to read Moon print in 1884. Dead.

MAGGIE CASTOR, Western Pennsylvania Institution for the Blind, Pittsburg.—Sixteen years old;

quite bright in appearance, and has learned a little communication. Was not taken back to school this year.

Frederick Edson Coke, Edsalville, Bradford County, Pennsylvania.— Born September, 1860; educated in the Wisconsin School for the Deaf. Married Miss Mary Jane Hackett, a mute; has two children, a boy and a girl. Was always defective in sight, more so in one eye; lost sight in better eye through splinter flying into it. Still attends to farm work somewhat. Brother of William Edgerson Coke [see p. 34] and Ella Coke [see p. 33]. The Cokes have one hearing and seeing brother.

Mrs. Emeline Comp, Dunlap, Peoria County, Ill. —Graduated from the Illinois Institution for the Deaf in 1870. Lost sight in 1900. Tried to learn Line and Braille, but failed, and learned Moon in ten days.

Joseph Copper.— Born 1852. Was admitted to the Central Hospital for the Insane, Indianapolis, in 1900, from the Hancock County (Indiana) poor-farm. Relatives not known. Hospital records show that he suffers with chronic mania with homicidal tendencies, but not suicidal. Is said to be blind from attempts at suicide by shooting. Had hearing earlier in life; was uncontrollable in school, was dangerous, and was dismissed for incapacity. Insane since 1898.

Walter A. Garrett, Chattanooga, Tenn.— Born in Walker County, Georgia, January, 1871. Sight began to fail at nine; is conscious only of strong light. Can hear slightly with an ear trumpet, but not distinctly. Says he "has had no education," doubtless meaning "schooling," as he is better "educated" than the majority of the blind-deaf.

Mrs. Susan Harrington (*nee* Worcester), Lynn,

MAGGIE CASTOR.

Mass.— Born in Dracut, Mass., 1835. Had a twin brother. Both were deaf and had very defective sight. They were in the Perkins Institution for a year, but as they were not blind it is presumable that they were there experimentally. Both attended the American School for the Deaf, at Hartford, from 1845 to 1852. Mrs. Harrington married Henry Harrington, a graduate of the Fanwood School for the Deaf, in 1869; had one daughter, with senses unimpaired. She lost sight in 1896, and was taught to read raised prints by Miss Lydia Hayes, of Somerville, Mass. Her brother died some years ago, and Mrs. Harrington died about a year ago.

Mrs. Mary Hug, Philadelphia, Pa.—Educated as a deaf-mute; became blind later.

Anna Johnston.— Born Eau Clair, Wis., March, 1887. Lost sight and hearing at fifteen years. Admitted Wisconsin School for the Deaf, Delavan, in January, 1904. Has full vocabulary and speech and a large fund of knowledge, needing only knowledge of raised prints and manual spelling to pursue her studies to good advantage. Is a remarkably sweet, bright, unselfish girl, strikingly considerate, and with remarkable conceptions of "the proprieties." I am almost afraid that the Delavan school will be spoiled with two such blind-deaf pupils as Eva Halliday and Anna.

George Jones.—Educated as blind at the Georgia School for the Blind; has lost hearing since leaving. Is remarkable for his extreme delicacy of touch and quickness in learning a new print. In Almshouse at Augusta, Ga.

Mrs. Lucretia B. Kent, Amherst, N. H.— Born deaf, and educated at the American School for the Deaf, at Hartford, Conn., being in the second class graduated from that institution. At the age of eighty-six, having practically lost her eyesight, she

was instructed in the use of Moon print by Miss Lydia Hayes for a few weeks, and was then able to read books in that type with ease and great enjoyment. Died February, 1902.

John L. Laubay, Duluth, Minn.—Attended Minnesota School for the Deaf several years. Lost sight by powder explosion after leaving.

Eliza Levy.—Graduated, with sight, from the New York Institution for the Instruction of the Deaf and Dumb, Washington Heights. Was long an inmate of the Gallaudet Home, Wappingers Falls, but as she was somewhat demented was removed to the New York City Hospital for Insane.

Fannie Molson (colored), Binghampton, N. Y. —Born at Deposit, N. Y., in 1863. Hearing failed at about eighteen; sight gave trouble at about the same time, and total blindness came on at about thirty-five. Can hear very sharp sounds, such as a whistle in the ear, but does not even recognize it as whistling—thinks it is talking. Retains her speech, which is quite clear. Was taught manual reading in her hand by Miss Austin, of Deposit. Probably she does not *hear* sound vibrations, but *feels* them. An interesting inquiry is suggested here. We do not *see* with our *eyes*, nor *hear* with our *ears*. The sight and aural centers in the brain are the real seats of those senses. The organs of sight and hearing are but the tools or servants of the brain centers. Query—How far may *feeling* sound vibrations be cultivated to supply the loss of hearing?

Mrs. Lucy Moon (*nee* Webb), Wichita, Kan.—Born 1846; congenitally deaf; lost sight in one eye by an accident at two years. Admitted to the Iowa School for the Deaf in 1856, and left school in 1864. Married Robert J. Moon (deaf) in 1868. Lost sight of remaining eye in 1876. Failed to

SALLIE THORNTON

learn reading prints for the blind, but in February, 1902, learned Moon, with a little difficulty, in two weeks. When *will* those interested in the blind learn that the adult blind can learn Moon when they cannot learn any other print? The worst of it is the discouragement that comes of trying hard and utterly failing with punctographic prints or Line letter, and the very great difficulty their friends have in inducing them to stick to the trial to learn Moon.

Samuel Moses.— Educated at the New York Institution for the Instruction of the Deaf and Dumb, Washington Heights. Graduated with sight; has since lost it. Was formerly in the Gallaudet Home; now in the ward for the blind at Blackwell's Island Almshouse.

James Neal (colored), Knoxville Tenn.— Lost sight and hearing at eighteen. Was taught Braille reading and writing and palm writing by Miss Ellen M. Dyer, Vineland, N. J.; was taught the manual alphabet at Tennessee School for the Deaf, and learned cane-seating, etc., at the Tennessee School for the Blind. He and his mother left Knoxville two years ago, and their whereabouts cannot be learned.

Joseph F. Ralston, Hartford City, Ind.—Sixty-three years old. Lost sight at sixty; has gradually lost hearing for fifteen years, and has now only a vestige remaining. Within a year has learned to read Moon print, which has greatly mitigated the weariness of the dark hours.

Anna Reinhardt.—Was educated as a deaf-mute, and lost sight later. Died at Philadelphia in 1898.

Adam Rickart.— Resident of Wisconsin. Supposed to be about thirty-three. Hearing began to fail first, but before it was lost entirely, he lost

sight. Spent several years at the School for the Blind in Janesville, Wis. Knows the manual alphabet, but uses an alphabet glove.

John William Porter Riley (colored), Akron, O.— Born 1888; lost both senses at eight; still articulates. Admitted to the Ohio Institution for the Deaf; teacher, Miss Grace Hedden. Is progressing very well.

Anita Silva, Moorestown, N. J.— Born 1861. Hearing began to fail at twenty years of age, and at thirty she became entirely deaf. Sight began to fail at the latter age, and at thirty-five she was totally blind. She has never been in any school for the deaf or the blind. She had learned the manual alphabet in an imperfect way, but got it correctly and learned the Moon print in three lessons given her by Mr. J. W. Moore, one of the visiting teachers of the Moon Book Society, of Philadelphia. She is now in the Home for Aged and Infirm Deaf, Doylestown, Pa.

Nellie C. Small, Farmington, N. H.— Forty years old. Lost hearing at twenty-two and sight at thirty-three, having only one-tenth vision in one eye and one-fourteenth in the other. Has learned the manual alphabet and American Braille.

William Sprague, Gallaudet Home for the Deaf, Wappingers Falls, N. Y.— Educated at the New York Institution for the Instruction of the Deaf and Dumb, Washington Heights. Graduated with sight; has since lost it.

Henry G. Stephens, Stratford, Conn.— Born in New York February, 1837. Lost hearing at twenty-seven and sight at forty-nine. After losing hearing he used the manual alphabet for communication, and since the loss of sight has used the glove alphabet. Reads Line letter.

MADELINE WALLACE.

MARY ELIZABETH STETLER, Pottstown, Pa.—Born, 1852; admitted to School for the Deaf, Philadelphia, 1863; left 1869, with sight; lost sight 1880. Has one brother and one sister deaf and blind, and one sister deaf. Parents heard and saw perfectly. Has learned to read Braille and Moon types. Now in Home for Aged and Infirm Deaf, Doylestown, Pa.

[John H. and Sarah Stetler, brother and sister, are now blind as well as deaf. Mary, Sarah and Rosa Stetler are now in the Home for Aged and Infirm Deaf, Doylestown, Pa., and John H. is in the poorhouse of Montgomery County, Pennsylvania.]

DR. WILLIAM TERRY, Ansonia, Conn.—Now seventy-eight years old. Hearing was never acute, and slowly diminished up to reaching seventy. Within about eight years, both sight and hearing failed entirely. Converses by the glove alphabet, and reads Moon, New York Point and American Braille. A very intelligent, educated gentleman.

SALLIE THORNTON.—Born 1868. Lost sight and hearing at middle school age. Was taught at Texas and Arkansas Schools for the Deaf. Is now living at Hunter, Tex. Has become a great reader of books in raised print and is bright and happy.

MRS. NANCY TOWNSEND.—Born deaf in Springfield, O., September, 1831. Was in the Ohio Institution for the Deaf four years. Sight was always weak, and at sixty-three she became entirely blind. She carried on dressmaking for fifteen years, and makes her own clothing now. She is now in the Ohio Home for Aged and Infirm Deaf, Columbus.

MADELINE G. WALLACE.—Twenty-five years of age. Lost sight at eight, which improved again until she was eleven, when she lost it entirely, and lost hearing one year later. Was taught the glove alphabet by her family, and reading New York

Point at the New York City Institution for the Blind. Lately learned the manual alphabet and Braille prints. Now a sister in the Convent of St. Dominic, Newark, N. J. A most lovely character.

John Patrick Walsh, Evansville, Ind.— Born at Evansville September 2, 1873. Became totally blind at the age of seven, and recovered sight three years later. Lost his hearing in 1886, without previous illness or apparent cause. Entered the Evansville Day-School for the Deaf in 1886, and the National Deaf-Mute College (now Gallaudet College), Washington, D. C., in September, 1889. Had again lost sight in his left eye, and after leaving the college in June, 1892, became totally blind. Speaks English and German, uses signs and the manual alphabet, but does not read raised print. Is fairly educated and well informed.

Mrs. Lucy Ann Whitlock, Ansonia, Conn.— About eighty; has been deaf and blind ten years. Converses by the glove alphabet. Has not learned any print for the blind.

—. ——.— Born 1847. Between the ages of seven and eight, a severe attack of measles greatly impaired her sight and hearing; in eighteen months she was entirely blind and deaf, and her speech was very much impaired through disuse. About this time a teacher of the deaf saw her, and, learning that a few days before she had found a word in raised letters on a stove and was much delighted by the discovery, undertook to teach her the manual alphabet, and, by the aid of cardboard letters, succeeded in doing this in three lessons. After that her speech rapidly improved. Her delicate health prevented her having a systematic education. She died five years ago. Hers was a singularly lovely character, as shown by letters to Laura Bridgman and others. Her family objects to any publication giving her identity.

JOHN P. WALSH AND CLARENCE SELBY.

CLASS C—PERSONS PARTIALLY DEAF AND BLIND, OR WITH ONE SENSE ENTIRELY LOST AND THE OTHER VERY IMPERFECT.

[Many cases noted in this class might well be left out, as they have, or had, sight or hearing enough for some practical use; but to draw the line is an exceedingly difficult task, as the gradations between fair senses and total lack of them grow very fine; and, as several instances noted have been mentioned in professional publications simply as "deaf and blind," and others are known to many, it seems best to include them, with as full statements of their condition as can be obtained.]

A. TELFER BARNARD, Hamilton, Ontario, Canada. —Lost sight at four, and at the same time lost all hearing in one ear and much of the hearing of the other ear. He attended the Institution for the Blind at Brantford, Ont., and took the Arts course at Queen's University, Kingston, Ont., graduating in 1899 with the degree of B. A.

CHARLES BROWN, Philadelphia Institution for the Deaf.— Born July, 1847; totally deaf and almost blind; could see only by aid of very powerful glasses, and it was always unsafe for him to go about in public unaccompanied. An exceedingly active mind; a great reader and with a wonderful memory. Died 1883.

C. M. CHRISTIAANSE, Chicago, Ill.— Born in Holland in 1867, and immigrated to the United States in 1879. She was born blind and had sight given by couching for cataract, but blindness recurred two years later. Hearing began to fail at about six, and she now has so little that it is of almost no value. Speech was always defective from a half-palate. Fortunately, she was well taught in Holland and reads raised prints freely.

ELLA COKE.— Born 1859; deaf, and has sight enough in one eye to read very clear print in a

strong light. Educated in the Wisconsin School for the Deaf.

William Edgerson Coke.—Born August, 1867; has only a trace of sight left, not enough for practical use. Educated at the Wisconsin School for the Deaf, and had defective sight while there.

Grace M. Copeland, Industrial Home for the Blind, Hartford, Conn.— Deaf, and "almost entirely blind."

John Howard Cummings, Ft. Atkinson, Wis.— Born in McHenry County, Illinois, in 1849. Lost sight by accident at the age of six. Attended the Illinois and Wisconsin schools for the blind each five years. At the age of twenty-four his hearing became seriously impaired. Uses an alphabet glove for conversation. By industry and skill in carpet-weaving he has attained a competence.

William Dunham (colored).—In the Florida School for the Deaf and the Blind. Deaf, and sight not sufficient for any practical use.

Morrison Heady.— Born 1829; lost sight of one eye by an accident at four; and by another accident (both slight) lost sight in remaining eye at sixteen. Between these two accidents, a much more severe one laid the foundation of his deafness. Became totally deaf at forty; at fifty, sight was partially restored in one eye, enabling him to find his way about. Devised and used a glove alphabet for communication; learned the manual alphabet from Laura Bridgman. While he has had but brief schooling, he is an educated, accomplished gentleman; has written several books, three of which were recently republished by subscription. Present address, 121 East Kentucky Street, Louisville, Ky.

EMMA KUBICEK, IN 1902 (WITH MRS. JORDAN).

Hoggsett.— Son of J. V. Hoggsett, New Vienna, O.; about fifteen years old. Is a hearing mute, and is blind. Non-educable.

Eleanor Kelley, first reported in the New York *Journal* as deaf and blind; a pupil of St. Joseph's Institute for the Deaf, Fordham, New York. Account copied into the *Deaf-Mutes' Register* and the Volta Bureau records. She was at the St. Joseph Institute for two years, and was returned to her home. Subsequently entered the New York School for the Blind, and was there a year, but proving non-educable, was again returned to her home. She is blind and mute, but with good hearing, and is an exception in that she is *not* feeble-minded, although so far mentally unbalanced as to be uneducable.

Adam Long, reported in a Pittsburg, Pa., newspaper as deaf and blind, and so recorded in the Volta Bureau. Is only short-sighted and hard-of-hearing; goes about the city alone.

Albert Jobus, Maryland School for Colored Deaf and Blind.— Entirely deaf; enough sight to study.

John Lehman, St. Louis Day-School for the Deaf. —About eighteen years old; almost destitute of sight.

William A. Miller, Los Angeles, Calif.— Born in England in 1871. Lost sight at eleven. Educated at Philadelphia School for the Blind. Ordinarily *very* deaf, but with variations from total deafness to fair hearing. An author; wrote an interesting book, entitled "A Tale of Eden." Good man of business; supports himself, and is accumulating some money.

Nora Neiderhouse, Stasters Station, Ind.— First lost sight; recovered that, but lost hearing

soon after. Is still very deficient in sight, seeing only through upper half of eyes. Is a niece of August Boehne, noted elsewhere; probably there was a constitutional predisposition in both to the defects that developed.

ALVILDE MATHILDE OLESON, Minnesota School for the Blind.—Can hear by the aid of an ear trumpet, and has sight to a useful degree.

PEYTON PARRAMORE, Lower Georgia.—About forty years old. Manages to do considerable work on a farm. Uneducated.

GRACE SPEROW, Pasadena, Calif.—Seventeen years old, entirely blind, and with very little hearing. Was in the California School for the Deaf and the Blind for some time.

JOSEPH SINKINSON is said to be "deaf and almost blind." I cannot get the "almost" defined. Some accounts place him in California and some in Philadelphia.

ADA M. YOUMANS, Chicago, Ill.—Is neither totally deaf nor totally blind, but has enough of each sense for some practical use.

MADIE WOODBURY, Danville, Ill.—Born in Danville in 1862; lost sight at four years of age. Was taught at home until sixteen years of age, when she entered the State School for the Blind at Jacksonville, where she remained five years. When twenty-three years old she began to lose her hearing, and at twenty-seven was very deaf. Can hear the human voice with difficulty; retains speech.

EMMA KUBICEK, IN 1904 (WITH MRS. JORDAN).

KATIE McGIRR.

Katie McGirr lost sight and hearing as the result of exposure in the New York blizzard of 1888, being then eight years old. She was admitted to the New York Institution for the Deaf, New York City, in 1890. It is unlikely that her previous educational advantages had done much for her. She is a standing refutation of the incorrect statement of some, that the blind *always* have great difficulty in learning a new system of print, for, after mastering all the five systems used in this country, she learned the almost obsolete "Lucas" in thirty-six minutes, and the entirely obsolete "Frere" in even less time. The religious instinct is strongly developed in her, as her paper on God, from *Our Day Magazine*, March 1, 1900, given below, sufficiently proves. An exquisite instance of the beauty of her loving heart was in the case of one who loves her much, for whose safety she prays every night, being tempted to deny a worthy appeal for help, but was saved by the remembrance that at that moment Katie might be on her knees praying for this friend. Katie's delight when she learned that "dear ——" had overcome temptation through remembering *her* prayers was unbounded. Another instance which shows her deep religious feeling was when she learned of the death of a baby whom she had known and loved very much. She said, between showers of tears, "But now she is a baby angel; isn't that nice?—How pretty she must be in her white robes and dear little wings!—And she will see Dr. Peet and tell him all about her visit here, perhaps."

Katie's appreciation of Campbell's "Song to the Evening Star" follows this quotation of the second stanza:

> Come to the luxuriant skies,
> Whilst the landscape's odors rise,
> Whilst far off, lowing herds are heard,

And songs, when toil is done,
From cottages whose smoke, unstirred,
Curls yellow in the sun.

"It seems to me as though the skies were Heaven, and the cottages were the 'many mansions' in which the many angels dwell; the curls their hair, which they let hang down long, and the yellow sun the golden light from their beautiful lamps."

ABOUT GOD.

I have been asked to write about what I think about God, and this is what I really think:

God is a most wonderful spirit, and I love Him with all my heart and soul. He has greater power than any one in this world. He gave us many beautiful things to enjoy in this world. He is almighty. He has shown great wisdom in the wonderful way He has made our bodies, the beautiful earth, the moon, the stars and the bright sun. We have better minds than animals; we can read and learn to do many, many things. Our minds are God's blessings. I know that God loves us dearly, and wants us to obey His laws and keep His commandments. He has made many people with eyes. I can not see, but I know that if I am good and love God, when I die I shall see. I shall enjoy seeing because I am blind so long. We do wrong often, but God is so merciful that He will forgive us all, if we will only ask Him. I often think how wonderful God's works are — so glorious; yet His heart is so full of love for us all. Those who have eyes know all about the beautiful things which God has made. I cannot see, but God has given me sense of touch. If I had no sense of touch, I could not learn anything. I thank God from the bottom of my heart for all He has done for me. We should pray earnestly to Him and believe in His Son, Jesus Christ, our sweet Saviour. I have the Gospels, printed in raised letters, and I can read them my-

KATIE McGIRR.

self. I love the Twenty-third Psalm and Christ's Sermon on the Mount. I also think these verses sweet: The ears of the deaf shall be unstopped and the tongue of the dumb shall sing; Let not your heart be troubled; and the fourteenth chapter of St. John, and also, God so loved the world that He gave His only begotten Son to die for us; and the tenth chapter in John, and also many verses in the ninth chapter of John. All these I know by heart. St. John's gospel is my favorite. I pray to my Heavenly Father every night. God is merciful to us all and we should be merciful to others. I often do wrong, and I often weep when I think of Jesus who bore all his sufferings so patiently, and I ask to be forgiven at once. I think, at heart, that there is not a person in the world as merciful, loving, true, kind and good as God is. God gives us clothes, food, friends, teachers, homes, schools and Holy Bibles, and we should love him dearly for all His blessings. If we are good, when we die we can go up to that far-off happy land and become angels and live with Him forever. I long to go where I can see His beautiful face and happy home. May God bless us all and help us to be good and make us worthy of His great love.

KATIE McGIRR.

January 10, 1900.

ABOUT MYSELF.

My life has been short, but happy in spite of my blindness. I was born in New York City on the 3d day of June, 1880. During the great blizzard of 1888 I was out in the storm, and caught such a bad cold that it caused me to lose both my sight and hearing. I could not read and write very well at that time, because I had not been in a public school very long. I lived with my parents until I became deaf and blind. Then my mother sent me to the sick ward at Randall's Island, where the doctors

and nurses could take care of me. I stayed there until 1890, then some one brought me here to school.

I remember when I became blind, everything was blank and I thought I was left alone surrounded by black darkness. I was sad and discouraged, but I still felt that God had not forsaken me. Before I came here my friends used to write on the palm of my hand, and in that way I could understand what they said. I could always speak well enough for them to understand me.

When I first came here one of the young ladies taught me the manual alphabet, and when I had learned to read spelling in the hand, I could converse with the pupils here. Of course, when I could talk with everybody, I felt happier and more contented.

The first book I studied here was Child's History of the United States, and I also had some easy readers. My teacher also put my Scripture Lessons in Moon for me. I soon became familiar with all the Bible stories.

During the first few years of my school life I had catarrh very badly, so that I was obliged to be absent from school a great deal. But three years ago I began to attend school regularly. Since then I have had a regular course of study, and I have been much more happy.

I learned Line from common glass bottles, but for several years I had no books to read except those old ones in Moon type which were here. Two years ago I learned English Braille, and Mr. —— sent a set of Royal Crown Readers for Orris Benson and me, and we have enjoyed reading them immensely. Later I have learned American Braille and New York Point, and I have read several books and magazines printed in these systems.

Two years ago I learned to use a typewriter, and recited most of my lessons with it. I also use it to write letters and compositions. I like to use a typewriter much better than pencil and paper.

DOLL DRESSED BY MADIE WOODBURY.

During the past two years I have had a variety of studies; at present I give my time to the study of English History, English Literature, Grammar, Arithmetic, and Morals and Manners. I have always been very fond of History, but my lessons in Morals and Manners are so interesting and helpful that I have learned to love them. Literature also makes me wish to read more and more. I am also exceedingly fond of poetry, and I have a handsome volume of Bryant's Library of Poetry and Song, which Mr. —— gave me last year. I also have four Gospels and a Prayer Book in Line and a Psalter in New York Point. From them I have learned much about God's goodness to me.

I have learned to sew and knit and I hope to learn to crochet soon. I wish to learn a variety of things, so that when I graduate from school I can earn my own living.

I love all kinds of flowers; I can not see them, but their sweet fragrance cheers me. Mrs. Currier often sends me plants in pots, and I keep them on a window near my typewriter, and I enjoy them very much.

Katie McGirr.

ORRIS BENSON.

Institution for the Deaf and Dumb,
Station M, New York City,
October 23, 1900.

My Dear Mr. Wade:—

Mr. Currier says that you wanted me to write something about my life. I was born in Grahamsville, Sullivan County, New York, September 7, 1881. When I was three years old, I was very sick with spinal meningitis, and when I had recovered I was deaf and blind. I could not even walk, so I crept on the floor. I suppose I was very sad when I found out that I could not see nor hear. When I began to walk, I thought that I could run alone, but

I ran against many things. I think the first thing I studied closely was mother's dress, which I handled for a long time. In that way I learned to recognize many things.

When I was seven years old, my father brought me to the Mansion House. Mr. C. W. Van Tassell was my first teacher. He asked one of the boys to cut out the letters of the alphabet on a board. He taught me the letters from the board. Then he taught me the names of several objects. I remember Mr. Van Tassell prayed for me.

One day some pupils bought me a little tool chest. I used the tools in the schoolroom. I knew how to use them because I had used tools before I came to school. When I was a little boy, I saw my father working as a carpenter. He let me use some tools a little. In this way I became fond of tools. Last year Mr. —— sent me a box of fine tools. I use them in the carpenter shop every day and enjoy the work. Last September my cousin who lives in Brooklyn sent me a hack saw, saw frame, machine to drill on brass, bits to drill on brass, file, hand vise, and screws to screw on brass. I have made several things with them. I may get a machine to make screws some time. When I am busy, I feel happy.

I was in the Mansion House for six years, then I was transferred to the Main Building. Since then I have had four teachers, Miss Nixon, Miss Montgomery, Miss Smith and Miss Barrager. My studies for this year are Geography, History of the United States, Arithmetic, Government, Natural Philosophy, Language, and Grammar and Speech. I think I like History of the United States and Government best of all.

Very respectfully yours,

ORRIS BENSON.

ORRIS BENSON.

STANLEY ROBINSON.

Following is an extract from the writings of Stanley Robinson:

"Were our bodies not as sensitive to such noises as we [deaf-mutes] feel, or come in contact with, I think we would be in a sphere of too great a silence. I have never really wished to have my hearing restored, because I consider it unwise and foolish of us to wish for that of which our Creator has deprived us."

HELEN ADAMS KELLER.

Helen Keller is so well known, and her achievements have been so frequently published, that it seems superfluous to detail them again. Much that has been written and printed about her has so evidently been based on insufficient information that I shall not attempt an explanation or a refutation of the various misstatements, but would advise all who wish to know something of her wonderful mind and character to rely upon her "The Story of My Life," Miss Chappell's charming story, "Always Happy," the two "Helen Keller Souvenirs" issued by the Volta Bureau, and what has appeared as original in the papers devoted to the deaf, and in a few of the reports of some institutions for the blind. I give here a few extracts from writings of hers which are but little known to the public, yet which are among the best exemplifications of the exquisite beauty of her heart and mind.

In November, 1893, she wrote to *St. Nicholas*, in connection with an account of the Columbian Exposition which she had contributed to that journal:

"I hope that my letter will help your younger readers to feel that of all the good and beautiful things which come into our lives, love is the best and most beautiful, since it alone makes it possible for a little girl, deaf and blind, as I am, to rejoice in

the brightness and loveliness of a world she can not see."

In a paper describing her dreams she wrote:

"One night I dreamed that I was in a lovely mansion all built up of leaves and flowers. My thoughts declared that the floor was of green twigs, and the ceiling of pink and white roses. The walls were of roses, pinks, hyacinths, and many other flowers, loosely arranged, so as to make the whole structure wavy and graceful. Here and there I saw an opening between the leaves, which admitted the purest air. I learned that the flowers were imperishable, and with such a wonderful discovery thrilling my spirit I awoke."—*Dr. Joseph Jastrow's "Facts and Fables in Psychology," p. 354.*

LETTER TO EVA HALLIDAY.

Late in 1902, Eva Halliday was told by her teacher, Miss Hypatia Boyd, of Helen Keller, which was her first knowledge of there being any other person blind and deaf like herself. She was instantly fired to write to Helen. On my being asked if Helen would be likely to reply, I said that she most certainly would, if she were made acquainted with the circumstances. I knew how exceedingly busy Helen was, and that hundreds of letters to her had to go without reply; but I knew well that that exquisite heart could not refrain from answering *such* an appeal. Helen's answer is appended, and, in considering it, it must be remembered that Helen was carefully writing to come within the knowledge of language of a pupil not then one full year in school, to which she had gone a total blank.

CAMBRIDGE, MASS., FEBRUARY 4, 1903.

Dear Eva:—

I wrote to you before Christmas, but Mr. Wade says you did not get my letter, so I will write you again.

I was glad to hear from you and I hope I shall see you some time. I want to talk with you about

HELEN ADAMS KELLER.

flowers, books, games, and all the nice things we like. We have some ferns, and palms, and a pretty primrose plant, but I like roses better than any other flowers, except the Mayflowers. Do you go to pick them in the spring? People say it is great fun to look for Mayflowers under the leaves.

I have a dog named Phiz. He is very funny, and so affectionate that sometimes when he runs to meet us and jumps on me, he almost throws me down. The other day a little black and white dog, which had lost its way, came into our apartment, and it made Phiz jealous to see us pet it. The two dogs tried to fight; but we would not let them bite each other. We gave the little dog to a man to take home to his children, but it ran away. I suppose the poor little fellow wanted to get back to his home.

I do not read much for fun. I have to study all the time, but I am reading a book called "Alice in Wonderland." I am sure you will enjoy it when you read it by and by. It is a good tale with nonsense in it. Give my love to Miss Boyd. With love and kisses, I am

Your friend,
HELEN KELLER.

THE COLLEGE LIFE OF HELEN A. KELLER.

[Reprinted with permission of *The Youth's Companion*.]

At a meeting of Radcliffe alumnæ in December she said:

"I have been asked to tell you something about my college life. I fear me there is little in it that will interest you, for it is pressed between the covers of books. You will not misunderstand me if I say that much of my life in college has been tedious. Slowness was unavoidable in the manual labor of Miss Sullivan's task and mine.

"So my pleasures in what we call college life have been necessarily few. But they are all the keener for that reason. I enjoy the chats with the

girls and the stimulating experience of sitting under different instructors, some of whom have been very kind to me. I like, too, the feeling of competition with others and the wee gossips that seem too trivial to record soberly as one of the pleasures of a senior, but which we all know are a large part of college life.

"In study I have fallen heir to no end of interest and delight. How eagerly I look forward to a new book! It binds my life closer to that of the world. As I read, there is a sound in my ears—it is the voice of fancy; there is a light before me—it is the radiance of poetry. This year I have taken up my Latin again, and I am reading the comedies of Plautus with growing pleasure.

"I am studying English literature of the Nineteenth Century. The essayists are delightful. Lamb, Hazlitt and Hunt knew how to present their ideas with lightness, delicacy and grace, and point out new beauties in the every-day world.

"College has breathed new life into my mind and given me new views of things, a perception of new truths and new aspects of the old ones. I grow stronger in my conviction that there is nothing good or right which we can not accomplish if we have the will to strive. The assured reality and nearness of the end of my school-days fills me with bright anticipations. The doors of the great world are flung open before me and a light shines upon me, the light kindled by the thought that there is something for me to do beyond the threshold.

"And indeed, for all earnest college graduates there is a great work in the world—work that can be done in sweet, unaggressive ways. There are harsh customs to be made sweet with love, hearts in which a kind, tolerant brotherly love must be awakened; time-hallowed prejudices that must be overthrown. One evil that must be checked is the ignorance of the learned who have never learned the simple, honest language of the heart, which is the most vital of all languages, and is more satisfying than all the

Greek and Latin ever written. Thus I have groped my way through college, reaching out on the dark pathway for wisdom, for friendship and for work. I have found much work and abundant friendship and a little wisdom, and I ask for no other blessedness."

LINNIE HAGUEWOOD.

Linnie Haguewood, resident of Manchester, Ia., is within a few months of the age of Helen Keller, and lost sight and hearing at the same age (eighteen months). Her educational advantages were very much less, however, as her systematic education had been going on only four years when the following letter was written, her previous stock of knowledge amounting to only about four hundred words, almost entirely nouns. Her most marked characteristic is intense practicality, which is well shown by her dislike for history. She dislikes it "because it is about such old people," as she can not see what good knowledge of people who died long, long ago is to her. The radical difference between her and Helen will be seen by contrasting Linnie's dislike for history with Helen's for mathematics. Linnie can not see the use of knowing about people who are of no use to her, while Helen "can not make myself care whether two and two make four or five ; * * * I can not see that a knowledge of these facts makes life any sweeter or nobler." (*"Helen Keller Souvenir," No. 2, p. 37.*)

In all physical accomplishments, sewing, dressmaking, rowing, skilled and graceful dancing, and in love for, and appreciation of, music (by her sense of touch), Linnie is probably unequaled among the blind-deaf. On her introduction to the Braille writing-machine, when unaware that there was such a machine, she instantly detected its purpose, and after a short investigation proceeded to write Braille freely and correctly. The Braille writer is totally dissimilar to any typewriter. With all her matter-of-

fact ways, Linnie is exceedingly amiable and loving, has a strong, clear sense of right, and is very religious in mind. Like Tommy Stringer, she has a strong bent for mechanical work of all kinds.

Linnie's singular directness and business habits were well illustrated at the recent Exposition in Omaha, where she was employed by the Smith-Premier Typewriter Company to write on its machines part of the day. Finding her time much taken up by people talking to her, she declared that she was employed to *write* and not to *talk*, and that she must not be taken away from the work she was paid to do. But when the day's work was finished, she promptly inquired, "Where is my three dollars?"

There are twenty-five stories in one of the readers. I read one every afternoon. One is about sugar. I like it. The story told me about the sugar-canes, where they grow, and how sugar is manufactured. Louisiana is noted for sugar plantations. It grows there because it is adapted to a hot climate. The French make sugar of sugar-beets. Another story is about a boat. I have read it, and it made me think of the little waves in the lagoon at the Exposition in Omaha. The little waves will be happy when the weather is pleasant. They are frozen now. I am very sorry for them, but the warm sun will shine again soon and make them melt. Then they can creep around the boats, and whisper to the happy people in the boats. I am always happy when I am in a boat on the water. I am studying about the North Central States in geography. I can learn the States and their capitals. I am studying about Captain John Smith in history. He liked anything wonderful. I like geography better than history. History is not interesting because it is about such old people.

I wish you could be here to explain the new words.

I am always your loving friend,

LINNIE HAGUEWOOD.

Sioux Falls, S. D., *March 1, 1899.*

NANCY TOWNSEND (WITH MRS. JONES).

I regard the picture of Mrs. Townsend listening to Mrs. E. S. Jones, matron of the Ohio Home for Aged and Infirm Deaf, which appears on the opposite page, as the very best picture of talking to and "hearing" by the blind-deaf that I have ever seen. Not only is the expression of intent listening on Mrs. Townsend's face most characteristic, but the attitude and expression of Mrs. Jones is very life-like.

It is evident that, from Mrs. Townsend having lost her sight quite recently, she has not yet developed the very delicate sense of touch the blind-deaf ordinarily have, and her hand bears too heavily on the talker's. This is also the case with Stanley Robinson and Clarence Selby, while the hands of Helen Keller, Linnie Haguewood, Katie McGirr, Madeline Wallace, Leslie Oren, Eva Halliday and many others rest as light as a feather on the talker's hand.

CATHERINE PEDERSON, ELLA F. HOPKINS, KATIE McGIRR, STANLEY ROBINSON, ORRIS BENSON.

EDUCATION OF THE BLIND-DEAF

It having been suggested to me that this monograph may have some value to those making researches on the blind-deaf (for want of something better, I must conclude), and that professionals may want some of the professional side of the matter presented, I have obtained the various papers that follow, and desire to express my thanks to Enoch Henry Currier, M. A., Principal of the New York Institution for the Instruction of the Deaf and Dumb; M. Anagnos, Esq., Director of the Perkins Institution for the Blind; Miss Dora Donald and Miss Ada Lyon for their valuable service, thus rendered, and to F. W. Booth, Esq., the editor of *The Association Review*, for kind permission to republish the valuable paper of Miss Donald on Linnie Haguewood's development published in his journal.

THE EDUCATION OF BLIND-DEAF CHILDREN IN THE NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

[The following was prepared by Principal Enoch Henry Currier, of the New York Institution for the Instruction of the Deaf, for use in this Monograph. The value of the article was so apparent that it was published in the *American Annals of the Deaf* for May, 1904, and is now reprinted therefrom with the permission of the editor. In a private note accompanying the article Dr. Currier wrote: "The last pages of the paper will give you, in detail, the week's work with the children as a class. And it will, I think, in a measure be a surprise to many who are unable to divest themselves of the idea that only one blind person can be taught at a time. If Miss Barrager had six hands she could teach six; but having two, she teaches three."]

To obtain a comprehensive idea of what may appear an anomalous condition in the system of instruction employed with the blind-deaf at the New York Institution for the Instruction of the Deaf and

Dumb—a system which gives one teacher the care of several blind-deaf children—it will be well to review the inception and progress of this branch of instruction at this school.

On the sixth of February, 1871, there entered the institution an entirely uneducated congenitally deaf-mute boy named James H. Caton. He was then ten years of age. In the fall of 1874, after having been nearly three years in school, he had the misfortune to contract a severe illness, in consequence of which he became totally blind. On his recovery, during which nearly a year of schooling was lost, the attempt was made to carry on his education in connection with one of the regular classes, the teacher of which gave him some special attention, supplementing his work by means of monitors. This plan was, however, found to be of detriment to his classmates, and was not fully satisfactory in its effects upon the boy himself.

The deep interest felt in his case by one of the teachers, Miss Bessie V. FitzHugh, led her to request permission to undertake his instruction. She was installed in her new duties on the 27th of December, 1876. In order to qualify herself for that special portion of her work which was involved in the inability of her pupil to see, she made frequent visits to the New York Institution for the Blind, and received the peculiar instruction and aid she needed from the courteous and able superintendent of that institution, William B. Wait, Esq., and also from some of his assistants.

Caton made great advancement in the comprehension and use of the English language, in arithmetic, and in the knowledge of the history of the United States. He performed examples in written arithmetic by means of the metallic slate-frame and type figures. He read books printed in raised letters and communications made by the New York Point, and, with the aid of the grooved writing board, wrote on paper. In geography, as might be

expected, he encountered great difficulties, as the relative position and extent of oceans and continents, the configuration of countries, the location of mountains, and the course of rivers could not, at first, be made clear to his mind. With the aid of raised maps and maps which could be dissected, however, this difficulty was finally overcome.

But the principal instrument used in his instruction was the manual alphabet, by means of which questions and sentences were spelled in his hand by the hand of the teacher. He himself used the alphabet in reply. Every error that he made in language or form of expression was at once corrected, and his sentences were often recast so as to make them idiomatic. Wherever there was a word or phrase of the meaning of which he was ignorant, his teacher explained it to him by periphrasis, or by taking his hand and making the signs with which deaf-mutes are generally familiar and which he used freely in his conversation with them. This is a very common mode of communication between our blind-deaf pupils and the pupils who converse with them, or who act as interpreters at the public gatherings.

The success met with in the case of Caton led to the passage of a resolution by the board of directors, by which the institution was opened to such other blind-deaf as might be found in need of instruction. As a result, early in the year 1878, two classmates, laboring under similar deprivations, began to share with Caton the attention of his teacher. One of these, Stanley Robinson, a boy of twelve, from New Jersey, lost his hearing at the age of seven. His sight at the same time became so impaired that he could see objects only when they were brought very near to him, and later he became totally blind. Robinson had learned to read primary books before becoming deaf, and had retained the power of speech, though this had become very indistinct. He was, however, unable to write. Within

a year he learned to read orally books of a higher order than those to which he had been accustomed, and to recite orally simple lessons in history and geography. He was also taught to write a legible hand, and thus became able to prepare simple compositions. His voice was greatly improved, and his pronunciation became clearer and more correct; as with Caton, the manual alphabet was the most frequent mode of communication with him.

The other was Richard S. Clinton, a boy twelve years of age, who had neither hearing nor sight, possessed no knowledge whatever of language, and had no idea of the appearance of the objects around him. Unlike Caton and Robinson, he had not the advantage of a fixed conception of the outer world, nor of a partial knowledge of language gained before sight became extinct. The development of his mind, therefore, presented problems of greater difficulty, and made more frequent demands upon the ingenuity of the teacher.

The first steps employed with him were similar to those then pursued with the seeing deaf. Twelve objects, the names of which, taken together, contained all the letters of the alphabet, were associated in his mind with descriptive signs made by the teacher, with the boy holding her hands, so that, soon, when she directed his hand to an object, he was able to make the appropriate gesture, and, when she made the gesture, he was able to point out the object. Then he was taught to spell, with letters of the manual alphabet, the name of each object when it was presented to him, and to take up the object when the teacher spelled the name with her hand in his. From this, the teacher proceeded to give him simple directions, addressed to him first by signs, and obeyed by him, and afterward spelled by the fingers. For instance, "Bring the hat;" the boy would then do as he was directed, and, after the direction had been repeated in connection with all the other objects, he came to be entirely familiar

ELLA F. HOPKINS.

with this simple form of words. The question, "What did you do?" was then explained to him. After a repetition of direction and his performance thereof, he was taught to reply, "I brought the hat," "I brought the box," and so on. Other verbs were then taught in the same way.

He was next taught to read the names of the objects through touch, with the aid of an enlarged script alphabet made by driving spherical-headed tacks into blocks of wood in such a way as to form a single letter on each block. The blocks were then combined so as to form one of the words he had learned, and he was taught the correspondence of these tangible letters with the letters of the manual alphabet. He was then trained to write upon the blackboard, a comparatively easy task, after he had become familiar with the shape of the letters through the exercise just detailed.

Gradually the number in the class increased until it included five pupils, four boys and one girl, whose vision was partially or wholly extinct. The girl was Martha E. Morehouse, of Newark, N. J., who was admitted to the institution in September, 1879. She had been able to hear to the age of eight, and her speech remained with remarkable distinctness. However, she could neither read nor write, and attention was at once directed to the removal of these deficiencies. After a while she became able to read, by the touch, words printed in raised letters, and to follow words spelled in her hand by the manual alphabet. She also mastered writing with the pencil, and used the sign language with easy facility in conjunction with the manual alphabet.

Miss FitzHugh retired in February, 1880, and the class was placed temporarily under two male teachers. In May, 1880, upon the suggestion of Professor Currier, the typewriter was introduced as an instrument likely to prove of value in the instruction of this special class of pupils, and it has ever since remained an important aid in their education.

The Blind-Deaf

In 1883 the class had been increased to six pupils, three of whom had no vision and three had vision impaired. The boys were under the instruction of Mr. William G. Jones, and the girl, Morehouse, under the care of Miss Josephine F. Rintoul. Morehouse remained until the removal of the New Jersey State pupils to the new school opened in that State at Trenton, when she was transferred. The class was then confined to the two blind-deaf boys, Caton and Clinton, and placed under the instruction of Mr. Thomas F. Fox. Caton was now advanced to the regular High Class course, which he pursued successfully for three years, and graduated with honor. Clinton reached a course equal to the fourth class, and was then placed under the special care of Miss Jane T. Meigs, with whom he remained until his term expired.

In the fall of 1890 Kate McGirr, then twelve years of age, came to the school. She had become blind and deaf two years previously from exposure to the blizzard of 1888, and upon being assigned to the class taught by Miss Meigs she evinced a quickness of perception and an interest in the acquisition of knowledge that held out great promise for the future. The first means of instruction employed with her were the manual alphabet and Moon's alphabet for the blind; in time she was trained in the use of the typewriter, the metallic slate-frame and type figures, and the dissected maps.

Meanwhile, at the Mansion House, set aside for the instruction of the male juvenile classes, there was a little blind-deaf boy, who had been admitted as a pupil in September, 1889. This was Orris Benson. He became blind and deaf from an attack of cerebro-spinal meningitis at the age of three years, and being, on his entrance to the school, a child of eight, and without any instruction, he was placed with the smaller boys under Mr. Charles W. VanTassell. His instruction was commenced with the enlarged alphabet, already described, and fol-

lowed very generally the same lines employed with Clinton, with the addition that Miss Meigs gave daily instruction in speech. When he arrived at the age and strength suitable for removal to the academic building, he was placed under Miss Ida Montgomery for instruction in language, arithmetic, history of the United States, geography, and manners and morals. To these branches he devoted half a day, the remainder of the school day being given to learning speech from Miss Bessie L. Nixon.

Catharine Pederson came to the institution, at the age of fifteen, from the New York Institution for the Blind, where she had been a pupil for two years. She became blind at the age of eight, and, losing her hearing at thirteen, while at the school for the blind, she was returned to her home, being regarded as unfitted for longer continuance at that school. After a lapse of three years, she was received at this institution, in October, 1900, and is now well advanced, with good mentality, and is one of the leaders of the class.

The youngest pupil in the blind-deaf class now under instruction is Ella Hopkins, a girl of fifteen, who became deaf and almost wholly blind at the age of seven, from an attack of scarlet fever. She had received some instruction in the public school at her home city, Utica, N. Y., and was for four years a pupil at the Central New York Institution for Deaf-Mutes, at Rome. She came to us in September, 1903, and is making gratifying progress.

Of the eight doubly afflicted pupils briefly sketched in the preceding record, four are at this date pupils at the institution, viz., Katie McGirr, Orris Benson, Catharine Pederson and Ella Hopkins, who receive instruction in all branches, except speech, from Miss Myra L. Barrager, and in speech and reading from Miss F. G. S. Smith. Outside the classroom they mingle freely with the other pupils, and through the manual alphabet, and signs when necessary, they enter fully into the life and enjoy-

ments of the daily routine of school and work, and are the happiest members of our large family.

Having presented an outline of the various blind-deaf children who have been educated at this institution during the past thirty years, in which period one or more blind-deaf children have been under instruction, it remains to describe the manner in which several such children are taught at the same time by one or two teachers. And first, it is proper to speak of the qualifications of the teachers upon whom so much depends for the success of this work. Miss Barrager, through whose love and devotion these pupils have been brought to a high standard of proficiency in study, received her training as a teacher in this institution through years of patient experience. Deaf herself from the age of four, she has given this special branch of instruction her most earnest thought and attention, and came to it after a long apprenticeship in the most difficult department of deaf-mute instruction—the primary. She was for seventeen years the leading teacher in the female primary department before the kindergarten system was introduced, and had full opportunity to analyze the undeveloped mentality which lies dormant in the uneducated congenitally deaf child. In addition to this she brings to her work the zeal flowing from affectionate sympathy with and devotion to the welfare of her charges. The results of her work under such conditions, very naturally, have been most successful.

Miss Smith, who has the difficult task of teaching speech and correcting the faults of pronunciation and attending to the oral reading exercises, is an oral teacher of ripe experience, and imbued with a patient, gentle firmness that makes a difficult branch pleasant and interesting as well as profitable to the pupils.

To begin with Monday morning, in the first period of forty-five minutes, Orris goes to Miss Smith for instruction in speech, and during that time speaks

almost constantly. Meanwhile, Katie, Catharine and Ella are with Miss Barrager. Katie and Catharine write their weekly journals on their typewriters, and Ella has her arithmetic lessons; sometimes mental work is performed, and at other times the American slate for the blind is used.

In the second period Ella goes to Miss Smith. In speech Miss Smith does not devote much time to single elements, but spells to her pupils and they speak to her. In this way they have read a number of books and many short articles. Katie, Catharine and Orris sit at a small table with Miss Barrager to have an arithmetic lesson together. Miss Barrager spells to the girls, and Katie spells to Orris, thus completing the circle, and all reading the teacher's instruction simultaneously. Slates are used in working out problems, and the three have races to finish the work first.

In the third period Catharine takes her turn in speech with Miss Smith. In correcting pronunciation Miss Smith spells phonetically, but impresses on the pupil that this form is for speech only. Ella studies geography, Katie gives her time to mythology, while Orris recites his physiology lesson to Miss Barrager. The fourth period finds Katie with Miss Smith, who requires all the pupils to remember the elements, when to give voice, and when not; but occasionally a combination occurs when it becomes necessary for them to put their fingers on her throat and lips, and thus feel the word. Orris is now writing his weekly journal, Catharine is studying United States government, and Ella is reciting geography to Miss Barrager. Thus the forenoon is completed.

In the first hour of the afternoon Miss Barrager reads to the girls with her hands, one each in Ella's and Katie's, the latter repeating to Catharine what Miss Barrager is reading. After the reading, they are required to reproduce the exercise just given, using their typewriters. Benson, meanwhile, is in

the trade school, where he works every afternoon, except at the hours when he is exercising in the gymnasium.

The second hour is divided into three parts. In the first, Katie recites mediæval history, Catharine recites government of the United States, and Ella history of the United States, in rotation ; while one is reciting, the others are studying. The third hour is passed in sewing by the girls, while Miss Barrager is engaged on Braille work, preparing lessons or selections from English literature.

On Tuesday, in the first period, Orris goes to Miss Smith, who varies the exercises by conversations on current events. Readings in Braille are also practiced. With Miss Barrager, Katie studies mediæval history, Catharine studies grammar, while Ella works in arithmetic. The second period Ella passes with Miss Smith, while Katie, Orris and Catharine have a lesson in arithmetic with Miss Barrager.

In the third period Catharine is with Miss Smith, Katie prepares a composition on some subject from mythology, Ella studies geography, and Orris recites modern history to Miss Barrager.

The fourth period, Katie passes the time with Miss Smith, Catharine studies English history, Orris works at grammar, and Ella recites geography to Miss Barrager.

In the afternoon, in the first period, Catharine and Ella have original work in composition, and Katie recites mediæval history.

In the second period Katie is engaged at grammar, Catherine recites English history in the first half hour and in the second gives place to Ella, who recites history of the United States.

On Wednesday, in the forenoon, during the first period Orris is with Miss Smith in speech. Catharine studies government of the United States, Katie studies mythology, Ella works at arithmetic with Miss Barrager.

In the second period, while Ella is reciting to

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Miss Smith, Orris, Katie and Catherine have turns in arithmetic with Miss Barrager.

The rest of the day is devoted to letter writing, each pupil writing several letters. If they have finished by three o'clock the girls spend the extra hour in sewing, while Miss Barrager looks over their papers and prepares Braille work.

On Thursday, in the first period, while Orris is with Miss Smith, Katie and Catharine write compositions, and Ella spends the time at arithmetic with Miss Barrager.

In the second period it is Ella's turn with Miss Smith, and Katie, Catharine and Orris have arithmetic with Miss Barrager.

In the third period Katie studies mythology, Orris writes a composition, Ella recites geography to Miss Barrager, and Catharine is having speech instruction from Miss Smith.

In the fourth period Orris recites physiology to Miss Barrager, Ella studies the history of the United States, Katie is practicing speech with Miss Smith, and Catharine writes out her lesson in government of the United States on a typewriter.

In the afternoon the first period is devoted to reading to the girls by Miss Barrager, after which they reproduce the reading in their own language on the typewriter.

The second period is divided into three portions, one of which, in rotation, is given to Katie's recitation in mediæval history, to Catharine in the history of England, and to Ella's recital of her lesson in the history of the United States.

The third period is given to a lesson in sewing.

On Friday during the first period Miss Barrager works with Ella at arithmetic, Katie is studying mediæval history, Catharine is studying English grammar, Orris is with Miss Smith.

In the second period Ella has speech with Miss Smith, and Orris, Catharine and Katie have an exercise in arithmetic with Miss Barrager.

In the third period Catharine is with Miss Smith; meanwhile, in Miss Barrager's room, Katie is preparing an original composition, Ella is studying geography, and Orris is reciting modern history.

In the fourth period Katie recites to Miss Smith in speech, Catharine and Ella are typewriting original compositions, and Miss Barrager is reading to Orris, who later reproduces the reading, on the typewriter.

In the afternoon during the first hour a reading circle is formed; Miss Barrager reads, spelling into the hands of Ella and Katie, while Katie spells what is said into the hand of Catharine.

In the second hour all go to the art department for clay and wax modeling.

The third hour is given to a talk on manners and morals, followed by sewing; in this general term is included instruction in plain sewing, knitting and fancy work — the making of needle-books, work-bags and the like.

From the foregoing it will readily be understood that, with a definite system, which makes provision for a wise and proper distribution of the hours of class exercises, the teaching of several blind-deaf children by one or two teachers is not only possible, but can be accomplished without neglecting any fundamental requirement, the one essential being that the teacher is competent and has her heart in the work. Indeed, Miss Barrager, without any requirement so to do, but from pure love for her pupils, has not only given to the children individual care and direction in their literary studies, but has also directed them in acquiring a practical use of the needle and of knitting.

Where, as in this case, the teacher thoroughly understands her charges, as well as their needs, and enters into her work with a sympathetic, earnest spirit, she cannot fail to accomplish the gratifying results that are exhibited in the requirements and attainments of the blind-deaf pupils at present under instruction in this institution.

EARLY STEPS IN THE EDUCATION OF THE BLIND-DEAF.

By DORA DONALD.

There are three distinct periods in the early education of the blind-deaf. In the first the pupil receives impressions from the material world. The mind of a blind-deaf child does not differ from that of a normal child; given the same opportunity, it will develop in the same way. The normal child discovers the world through the five senses; the world must be brought to the blind-deaf child and imparted by the teacher through the sense of touch. The teacher's most sacred duty begins when the first object is placed in the hands of the pupil, for with the teacher rests the responsibility of creating a world for this child. The fortunate individual who has the privilege of leading these halting footsteps should lose no opportunity of conveying all the details of life during the time that the child is receiving his first impressions. When the mind has been sufficiently stimulated, expression will become a necessity, and the second period of the child's existence be a natural result.

During the second period the child is taught to give utterance to his conceptions. This may be done in various ways, the manual alphabet being preferable. After it has been mastered, one of the systems of print for the blind may be taught. The Hall Braille writer is the most complete device for teaching reading and writing that has come to my notice.

The third and by far the most difficult step is that of procuring mental images from the printed page. If the child has been thoroughly trained in the habit of personal investigation; if he has been taught to freely express the results of such investigation by means of the manual alphabet and to record them in print, he will eventually be able to reverse the

operation and to build about him an imaginary existence that will cause the printed page to teem with life and to glow with the charm of actual existence. At this stage of the child's education he may enter either a school for the deaf, a school for the blind, or the ordinary public school. Supplied with all necessary apparatus and accompanied by a teacher who will faithfully translate all that he might obtain through sight and hearing, he may be taught by the same methods used for normal children, ever keeping in mind this one point of difference—touch must take the place of sight and hearing, the manual alphabet or the embossed page being substituted for speech.

Extract from a private letter of Miss Dora Donald:

"To be sure, experience is not essential in teaching the blind-deaf. I am watching a case very closely here in school. I have a little fellow who came to us not being able to speak or understand English. In his case I employ speech and hearing, but the process is the very same I used with Linnie. He asks the same questions, turns his sentences all about, and gathers information, in the same way. I see absolutely no difference between his development and that of Linnie's first year, except that he is a child and develops naturally, while Linnie's mind was more matured, and thought, in a meager way, along lines that were suitable to her age. Any teacher who will take the trouble to learn the manual alphabet from the dictionary has all the experience she needs.

"I wish, more and more, that I might have a young [blind-deaf] child to deal with, just to see if the development would not be as natural as that of any child. A teacher must remember that she must be both eyes and ears for these little ones, and never let an opportunity pass that would give them new ideas."

STRANGE MISCONCEPTIONS.

[*Communication by W. Wade, in The School Journal, New York, February 20, 1904.*]

I had taken it for granted that it was now thoroly understood, particularly by prominent and learned educators, that there was no mystery about the education of the blind-deaf, no marvelous genius required, nor any complex intricacies to be unraveled. But still I thought it likely that the general body of educators, our common school teachers, might think the task one of inscrutable darkness. In order that these might see how simple the problem really is, I induced one of the most brilliant of our teachers of the blind-deaf, to prepare for me a statement of the hows and whys, purposing myself merely to add a few notes on the general features; and to show why our legislatures should take this education as in every obligation the same as that of the sighted-hearing, the blind, or the deaf.

But reviews, criticisms, and comments on Helen Keller's "Story of My Life" have poured numberless buckets of ice-water down my spinal column.

* * * * * * * * *

This (from the *Sun*) is such shocking rot and rubbish, that it must carry its own anti-toxin with it: "It is perhaps worth while reminding the readers that the wonderful feat of drawing Helen Keller out of her hopeless darkness, was only accomplished by sacrificing for it another woman's whole life, and if ever the attempt is made in another similar case, it must be at the same cost." Whew!

The conclusion below is all right, except that I don't just see why the writer should be surprised at Miss Sullivan being womanly. I never knew a teacher of the blind-deaf who did not come to a height of loving kindness and devotion to her pupil, that we men can know of, and revere, even if we

can never reach it. Even the savage ferocity of Maud Safford did not stay her teacher from learning to love her. "Miss Sullivan's task was certainly worth doing, but even more valuable than its successful completion is the unconscious record we find here of tireless patience and loving ingenuity." How pretty!

The only thing in "The Story of My Life" that I can see may be mischievous, is the proposal that Helen and Miss Sullivan should carry on a school for the blind-deaf, and the unfortunate amendment that the plan be switched off into their establishing a training school for teachers of that class. The *one thing* the interests of the blind-deaf demand above all others, is the recognition by the public, and particularly by State boards of education, that it is the duty of the States to educate these unfortunates. If a special school, under the charge of two such distinguished personages, is required to educate the blind-deaf, good-bye to all hopes of the States undertaking it. The chances of getting public contributions to a fund which must provide an income of $25,000 or $30,000 per year are very unpromising. As for the training school, only the small boys, with their significant "Rats!" can do justice to the proposition. A new teacher is required only semi-occasionally, and it would be a pretty show to have a school turning out teachers regularly and then have these teachers waiting for something to turn up in their line.

I have said my say, and I now turn your readers over to Mrs. Barrett's plain statements, merely saying that she most thoroly understands what she writes about. That she is brilliant in her plain common sense, I do not think readers of her article need to be told.

RUBY RICE (WITH MRS. BARRETT).

CLASSES OF THE BLIND-DEAF AND THEIR EDUCATION

[*Mrs. E. M. Barrett in The School Journal.*]

That the blind-deaf are capable of receiving an education is now no longer a matter of question. The specific kind of education I have in mind is the development brought about by the acquisition of ideas to meet the vicissitudes of life and the manual training necessary for carrying out some of these ideas in the struggle for existence. A few blind-deaf have attracted attention by reason of their poetic, scientific and linguistic abilities; others have deserved notice thru their quiet domestic qualities, purity and nobility of character. The tendency on the part of the public in general, and professionals in particular, to make the "few" the standard for all is a most unjust decree toward those less gifted, less favored by environment, and more deeply afflicted by deprivation of the senses from birth. I refer to the congenital blind-deaf.

The blind-deaf fall naturally into two classes: Those made so by accident, and those born blind-deaf. The first class is again divided into two divisions, those losing sight and hearing after seven years of age, and those losing their senses prior to seven. For the sake of convenience I will call the first division, class 1A; the second division, class 1B; and the congenitals, class 2.

The first seven years of a child's life are the most important in his entire existence as far as his future mental development is concerned. The normal child not only gains physically, in this time, one-half his adult height and one-third his adult weight, but has gained more knowledge of the external, material world than he will gain at any other period of his existence. This is a destructive as well as a constructive age, with instincts which nature has provided for the purpose of coming in contact with the material world. The intelligent, sympathetic

mother and father can do more in the way of intellectual awakening at this period in nature's school than all the teachers in the common schools in later years. In fact, the teacher is handicapped unless the child has been trained to observation before school age. Thus instructed, the childish instincts have had their day, and he has stored away a host of sense impressions for future use.

Language has long since developed, and, with the aid of sight and hearing, the knowledge-giving senses, the child should have accumulated all the concepts appropriate to age before the deprivation of the senses. It is possible, thru years of neglect after the loss of sight and hearing, that such a child may become dull, listless, and deteriorate mentally and physically. We are social beings, and degenerate when deprived of the stimulus to effort thru loss of social intercourse at too early an age. This class (1A) of blind-deaf who lose these senses after seven years of age usually retain their power of speech. They need only a patient interpreter and a means of communication with the outside world. Any of the various prints used for the blind and the manual alphabet used by the deaf and dumb will furnish the medium of communication. With an intelligent interpreter such a pupil could attend any ordinary school for the seeing and have no difficulty in following the course of study, tho the facilities in the way of raised-print books, embossed maps and globes and other special apparatus for the blind would make a blind institution preferable, perhaps. To this class belong Sallie Thornton, who lost sight at ten, Kate McGirr, Stanley Robinson, Catherine Pederson and Cora Crocker, who lost sight and hearing near the same age; Maud Safford at eight, Madeline Wallace and Eva Halliday between seven and eight.

Class 1B.—To this class belong those who lost sight after birth and in early infancy. These are similar in many respects to class 1A, except that

the arrest in the mental development thru the *aid* of sight and hearing began at a much earlier age. Tho the time for investigation of the material world with them was short, still they retained the latent memories of sights and sounds, color and distance, and the innumerable shapes and forms that go toward forming mental images ; they have *known things* and *their meanings*. As Helen Keller says, "But during the nineteen months of my life I had caught glimpses of broad green fields, a luminous sky, trees and flowers which the darkness that followed could not wholly blot out. If we have once seen, 'The day is ours and what the day has shown.'" And again, perhaps, language has not passed beyond the merest linguistic rudiments, still the knowledge of it as a *means* of communication is retained. All these memories aid in the interpretation of their surroundings ; objects are handled and remembered.

This class (1B) is more difficult to instruct than those previously mentioned. They have never learned self-control, and their efforts to express themselves and the failure to make others understand their improvised signs have a bad effect on the disposition. Others thru neglect have fallen into bad personal habits and apathetic ways.

To this class (1B) belong the brightest of the blind-deaf who were taken in hand before the native instincts of childhood had waxed and waned—nature's provisions for gaining the necessary sense impressions to induce thought and form habits. To this class belong Helen Keller, Elizabeth Robin, Linnie Haguewood and Ruby Rice, all of whom lost sight and hearing before two years of age ; Edith Thomas, Tommy Stringer and Leslie Oren, who were all under four years of age.

Class 2.—To the second class of blind-deaf belong the congenitals, known to pathology as "imbeciles by deprivation," whose mental development is defective because "the gateways of knowledge are

closed." Sensations are the basis of all mental development. To this class the sensation of light has never impressed an image on their benighted faculties; no sound has ever broken the eternal stillness of their existence; no form has ever presented itself in its entirety to their touch. Even the food they eat and the loving mother that ministers to their wants are not sensed as a whole. The first impression of a mother to a seeing child is something round, white and warm; sight and hearing soon correct the touch impression. To the congenital blind-deaf child she ever remains the impression that touch gives of clothing, breast and finger ends, a detached, indescribable nonentity. The world of sounds appeals to the ear, the world of sights appeals to the eye, touch aids in correcting and verifying the impressions made by the other senses and *vice versa*, but touch alone without the aid of the other senses or the memories left by those senses can give no impression other than pleasure or pain, and if left alone without intelligent outside assistance to interpret the pleasure and pain impressions into appropriate signs for definite things, it remains ever a simple sensation, an unknown thing in adult life. Sensations are the basis of all knowledge, but they must arouse the memory of other sensations, and thus contribute to the making of an idea, in order to accomplish the second step in mental development.

Fortunately there are only seven known to belong in this class at the present writing. One in Europe whose education was abandoned, name unknown; Maud Scott and Loco Pate, of Mississippi; Edgar Korte, Addie Pruitt, Fred Murrell and Jenette West, of Texas.

INSTRUCTION OF THE BLIND-DEAF.

The methods of instructing the blind-deaf must be as elastic and varied as the blind-deaf themselves. Miss Sullivan's method has the soundest

RUBY RICE (WITH WEWE BARRETT).

pedagogical basis, having been tried and found effective down the ages from the time of Solomon to the present time. Rabelais thru his study of things, Comenius with his sense training, Rousseau in his child activity, Pestalozzi's object teaching, Froebel's child garden, Herbert Spencer in his "useful" knowledge, and Drs. Dewey and James of the present day, all are exponents of sense training and cultivating the child's native interest. The methods are sound, but the application is the thing. The instruction used for a child who has lost hearing and sight at seven may and does entirely fail with that class of blind-deaf who have lost their senses in early infancy, and the instruction used for the latter would no doubt shoot over the heads of the congenitals.

The class 1A will need a good interpreter. Class 1B will need an ingenious instructor, and class 2 will require a mother with the heart of an angel and the strength of a Vulcan (and the stomach of a pig).

Class 1A could attend any ordinary school or institute for blind or deaf, class 1B would be benefited by a good kindergarten in an ordinary school or in an institution for the blind or deaf. Class 2 are better in the home until personal habits are formed.

With class 1A the work begins by spelling into their hands the names of objects with which they are surrounded, then the raised print is given and the name of the object formed, the left hand feeling these letters while the right forms the letters in the manual alphabet. Only a few days, according to the pupil's mental development, are necessary to revive the old memories or establish in the pupil's mind the connection between the raised letter, the manual spelling, and the name of the object. The cell slates, dissected maps, globes and other apparatus used especially for the blind will be used. Nature study is carried on outdoors as with an ordinary pupil, only new instructions must be spelled into the

hand. In many cases the pupil retains the power of speech, which aids the instructor wonderfully in acquiring quick results.

In class 1B instruction is much more difficult and trying to the teacher. Here again much depends on the home environment and the sympathetic attention the child has received. The sense impressions gained before loss of sight and hearing may have been revived and strengthened if the mother has not been fondly foolish in doing everything for the child. Everything the child does with a purpose, the performing of the simplest affairs of his toilet, the assisting in the homely affairs of the housework, are a part and a necessary part of the education. Who can say how much Helen Keller owes to her mother for her patience in allowing the busy, inquiring fingers to feel all she did in her round of household duties? If the teacher finds the child aroused to the material things around it, she has only to begin interpreting in the manual spelling; if not aroused, then the ingenuity of the instructor must find a way to break the crust of indifference, and not be choice, but take the first thing that the attention lights on. Food always interests; give it a sign or spell the name. The constructive instinct of a child dies hard. In the most listless cases it will revive when the opportunity is afforded; give the child a chance to touch, taste and handle, pull to pieces and put together. Spell or sign in his hand the names of these objects and his actions with them. Crowd in all the play with objects of nature.

Dr. James says, "Feed the growing human being, feed him with the sort of experience for which from year to year he shows a natural craving, and he will develop in adult life a sounder sort of mental tissue, even tho he may seem to be wasting a great deal of his growing time, in the eyes of those for whom the only channels of book learning are books and verbally communicated information." Soon this beautiful and destructive age is past, the instinct

has faded, and "after adolescence it is rare to be able to get in formal touch with these primitive things."

Raised print letters may be used in connection with the spelling with class 1B. But there should be little schoolroom work. Allow the child to have pets, dog, cat, chicken, etc., to care for and handle. Use toy animals when the original is not admissible. Grow flowers and common cereals from seed, spelling all the names, parts and processes in the hand. At first it is sufficient if he understands, next that he expresses himself with signs and halting spelling; later he will write these experiences in raised script. Allow access to books at all times. He will not understand all he feels—who does?—but he will recognize the words he knows. Geography may be given at first hand,—climb the hills, wade the brooks and row on the lakes where possible; then reproduce these in the sand form. Number work progresses hand in hand with the nature work. In a year or two such a child will be ready for regular school work with the usual paraphernalia used for the blind.

Class 2.—The congenital blind-deaf could not take the instruction just given. Here is almost a void mental state. There are no latent memories to hinge new impressions on. The instincts of childhood have waxed and waned without gaining sense impressions or forming habits of decency. He is in a perfectly apathetic state or else bordering on lunacy from effects of starving nerve centers. The child reacts to nothing except the aroma of food and water. Hunger is then the only spur to arouse his mental and physical abilities. The sign used for bread is made with the child's hand before giving bread, the sign for water before giving water. This class can take no note of what is spelled in the hand, nor will they hold the sign unless the need is urgent, but they will recognize the sign in four or five days if continually used, where it will take as

many years to recognize the word so spelled. The greater part of the work with them, such as dressing, undressing, bathing, etc., must be gone thru mechanically, holding the hands and putting them thru the motions while they are undergoing the operation. It may be weeks before the muscles respond and the brain takes cognizance enough to infuse any energy in the hands. The same thing is done in stringing beads, sewing cards and piling blocks. Here the teacher must possess her soul in patience and be satisfied if the child allows her the liberty of his hands. Occasionally one resists with might and main. With such only forcible retention and doing the same things with a firm hand and a steady head can win. This might well be called compulsory education. The extent of the education of such cases is yet a matter of conjecture, tho the indications are favorable.

The question is often asked me, if it is worth while to spend this vast amount of labor on one so helpless? Yes. The State owes to all its citizens a betterment of their condition. It furnishes schools for the sane, asylums for the insane, and homes for imbeciles and idiots. The blind-deaf is a class not yet provided for permanently, by all the States. I think the suggestion by Mr. Wade is by far the best and most effective solution of the problem, that of having the legislature make an appropriation so much per capita for every blind-deaf child in the State; then whenever and wherever a child is found deaf and blind, its instruction can begin without waiting the slow process of legislation.

The suggestion made that Helen Keller and Miss Sullivan conduct a training school for teachers of the blind-deaf, I do not take as at all serious. Tho certainly no more able and sympathetic instructors than those mentioned could be found for such a school, there seems to be no demand for it. The number of teachers required for the blind-deaf

ADDIE PRUETT, EDGAR KORTE AND RUBY RICE (WITH MRS. BEIRNE BARRETT BRUES) THREE MONTHS AFTER ENTERING SCHOOL.

would not justify the establishment of such a school. I do not mean to depreciate the value of special training in any line, yet my experience has been that no amount of training can make a teacher of one who is without the innate love and interest in the work. Teachers, like poets, are born, not made, always supposing they have a solid education. I think my friend, Mr. Wade, has made the qualifications of a teacher for the blind-deaf so graphic that any wayfaring person, tho a professional, may not err therein, and his statements are as sound as they are drastic. While I have no fears about the hesitancy on the part of teachers in rushing in even where the soil is as sacred as the blind-deaf field is supposed to be, still I will add for the sake of the timid that the supposed "sacrifice" has its advantages and can be made by the brave with impunity.

REPORT TO THE IOWA STATE BOARD OF CONTROL, ON LINNIE HAGUEWOOD, 1900.

By DORA DONALD.

To fully understand the condition of Linnie Haguewood when she became a ward of the State, it is necessary to know of her life prior to that time.

Linnie Haguewood was born at Ida Grove, Iowa, October 12, 1879. For eighteen months her life was that of a normal child, with nothing to indicate the dark shadow that was to turn the channel of her life apart from that of other beings. The first misfortune was scarlet fever, followed in quick succession by measles, whooping-cough, and the final blow, that dread disease—meningitis. The little frame was in no condition to resist such an attack. For days the mother watched the feeble flame, expecting to see it extinguished any moment; but it was God's will that the child should live.

Live! Can it be life to live in utter darkness, in boundless silence? Can it be life to be deprived of all that spontaneity of motion and speech so essential to the development of child nature? If such is life, the child lived.

In a picture taken at the age of six, Linnie is a sweet-faced, winsome child. The expression is natural, the whole appearance normal. But take all the sunshine away, and with it the songs of the birds, the blossoms that grow for chubby fingers, mother's smile, father's word of approval, and the constant watchfulness necessary to keep the little feet in the right path. Institute, instead, an objective world and place in it an untutored mind, with no possible means of securing mental growth except through untrained baby fingers. Such was Linnie's position in life, and when we contrast it with that of any normal, active child, whose every impulse is to reach out into the great world, and to whom the complete action of all the senses is barely sufficient to gratify the intense longing of the growing soul, we see how vainly Linnie struggled for freedom. Had her education begun at this period, much of the pain of the following years might have been avoided. She passed through each phase of child development, but was thwarted at every point. With no one to guide her to the light, her mind remained dormant to some extent.

Consequently, at the age of ten, Linnie, with all the sweetness of innocent childhood, was yet a most irrational being. Her will knew no master, all her energy was centered upon self and the gratification of selfish desires. Urged on by an unusually active mentality, and disappointed at every step, we do not blame but only pity her, when she became the victim of an ungoverned temper, and cruelly tortured herself when she failed in her attempts to make her wants known. It is enough to know that such conditions existed; it is too sad to relate them. We who have all our faculties can never know how

this child suffered. Those who watched her saw the outward manifestion, but could know nothing of the mental anguish with which she was tortured. They saw her during periods of patient longing, followed by bitter, passionate outbreaks ; and finally in that saddest of all conditions, hopeless surrender. All these years she had struggled alone in a world where the power to search and to know is every child's birthright. Alone, yet each person who gazed upon her helplessness had within himself the power to release her from the thrall of ignorance.

At last help came in the form of the manual alphabet. The fingers were taught to fashion letters representing objects. It required three weeks of daily repetition to impress upon her mind the fact that three movements of the fingers represented the object, cup. When this fact became fixed, Linnie began the task of learning to spell the names of all familiar objects. Here, again, she was alone. The family cares of her mother had increased until there was little time to give to Linnie. The great evil, mental torpor, had so taken possession of the child that she was now content to simply "exist" for long periods of time, with only an occasional awakening to active effort in the prosecution of this new pastime. The parents, for the first time, seeing the possibility of greater development, were persuaded to allow Linnie to enter the Iowa College for the Blind, at Vinton, Iowa.

It was here that Linnie came into my life, and from that time until the present, it has been my privilege to live in very close touch with her inner life, and to watch the rapid development of this sweet, intelligent girl. At that time I had charge of the primary department in the Iowa College for the Blind. Linnie was placed under my supervision during certain portions of the day. She was at that time fourteen years old. In personal appearance she was not prepossessing, though not repulsive. She was unduly developed in a physical way,

exceedingly awkward in movements, unsteady in gait, and unable to walk without a supporting arm. Her complexion was of a peculiar whiteness, and dark rings beneath her eyes gave her a ghastly appearance. When her features were in repose, her face had the blank expression of an unfinished model. The head, though well shaped and indicating fine brain power, was carried in a tilted way. The two redeeming features, to the casual observer, were the girl's mouth and hands. About the mouth flitted a smile of marvelous sweetness, a smile that illuminated the otherwise plain features with a beautiful intelligence, and was, in itself, a sufficient reward for any effort required to produce it. Linnie's hands are her all, and to them has been given a most appealing beauty. Slender, tapering fingers, unsoiled by contact with the rougher elements of life, are objects of admiration; but when endowed with intelligence, a clinging, speaking soul, they are irresistible! Such were Linnie's hands; their pleadings could not be resisted, and they won their way to every heart. Exquisite hands and a beautiful smile were Linnie's credentials; and in trusting confidence she expected humanity to accept, with them, fourteen years of undisciplined life, absolute ignorance, an indomitable will, passions uncontrolled, infantile helplessness, and all the faults and weaknesses of such a condition. Such was the life that touched the hearts of the Iowa people, and so readily did they respond to the request of Mr. Murphy, of Vinton, Iowa, that within three months a sufficient sum had been contributed to insure a special teacher for two years. This fund was placed in the hands of a committee, formed for that purpose, and I was engaged as teacher.

For two years Linnie had been a member of my kindergarten class. During this time she did such work and took such part in the kindergarten life as was possible for one without speech. Having her constantly before me, watching the deft fingers, and

LINNIE HAGUEWOOD (WITH MISS DORA DONALD).

responding to her silent appeals, gave me an insight into her nature and a knowledge of her mental ability that greatly aided me in my work.

Linnie was sixteen years old when her school life began. We entered the Iowa College for the Blind by special permission of the Board of Trustees. Through the kindness of the superintendent, we were under no restrictions. This was well, for a mind so wholly undisciplined could not be confined to the narrow limits of a schoolroom. Linnie had progressed so far as to know that I could help her, and to feel that she was now obtaining what she had so long sought. In the light of this new intelligence, and aided by a medium of communication, the manual alphabet, she began an investigation of the world. This spirit of investigation led her from object to object, the halls, the rooms, the yard, boxes, packages, drawers, closets ; nothing escaped her diligent fingers. For some time this was self-satisfying, and I was content to follow, applying language to each object. There was no doubt of her intelligence, her ability was evident, but I soon found I had a foe to fight and an intelligence to save. Her lack of training had brought about a mental torpor that at times threatened to baffle all efforts to reach the darkened mind. When the novelty of new surroundings and new conditions wore away, there was a relaxation that was ruinous in its effects. All the teaching of days would apparently be lost. There seemed to be no way to break the spell that imprisoned her mind. The first year we did little systematic work. Where Linnie's fancy led, I followed. When these periods of inertia appeared, I taxed my ingenuity to arouse my pupil, and often found it necessary to hold her to the task by sheer force of will. It required constant effort during the first years to hold her attention and to keep her in a receptive condition. All the indolent habits of fifteen years had to be changed, the unreasonable will held in check, and self made a minor consideration to the

child who had learned to consider it the object of life. A locked door was sufficient material for an argument of hours' duration, and only the hand of a teacher could persuade her to move one step from the closed door. A lost ribbon was quite enough to bring about a frenzy of passion, and so delicate was her sense of touch that no substitute could be offered for the missing article. Let no one imagine these difficulties were easily overcome; it required the united effort of our natures, and a never-yielding determination.

Linnie quickly acquired a vocabulary, and easily learned to express her ideas by means of the manual alphabet. Her mechanical turn of mind aided her in the mastery of the point system of reading and script writing, and she soon recorded her thoughts in written language. With the beginning of the second year, Linnie entered the regular class, and her work has progressed with little interruption.

By a special act of the Iowa legislature, a sufficient sum was appropriated to carry on her education.

Linnie's natural inclinations, and the long years of isolation, led her to find her greatest pleasure in solitude, and to depend wholly upon personal investigation as a means of gaining information. To overcome this, she spent two years in the South Dakota School for the Deaf, where she mingled freely with those who are skilled in the use of the manual alphabet. The benefit derived from this contact with intelligent minds was noticeable in her written work, while it fired her with an ambition to "go every place and see everything." Fortunately, this desire was partially fulfilled. Linnie has a friend whose greatest pleasure is giving others pleasure. Thus she has had a delightful and instructive trip each summer. A year in the training school of the Iowa State Normal, at Cedar Falls, Iowa, completed the emancipation of this imprisoned mind by throwing her in daily contact with

MAUD SCOTT, IN 1901.
(Aged six).

natural people. She is now a member of the South Dakota School for the Blind, and will remain in this institution until her education has been completed.

Her life is the uneventful life of any schoolgirl. All the avenues of gaining information have been opened to her. She reads all the different systems of print for the blind, writes with a pencil, and operates a typewriter. She uses her voice freely in conversation, and is able, by placing her finger tips on my lips, to read spoken words. Her voice is not natural, yet those with whom she is associated understand her readily.

COURSE OF STUDY.— Her studies are as follow: Reading, Spelling, Typewriting, English Composition, Language, Geography, United States History, and Mathematics.

Reading.— It must be remembered that all of these studies are not printed in the same system of raised characters, and that it is necessary for Linnie to read three or four different systems in one day. It would surprise the average experienced reader of the various systems for the blind to find her so proficient in this respect. She reads rapidly, and with no hesitation when changing from one system to another. At present she is reading "Birds and Bees," by John Burroughs.

Spelling.— In spelling Linnie reads the word from the Braille, then, after having the meaning explained, uses it in sentences. A great responsibility rests upon the teacher in giving her the different shades of meaning. Depending wholly on books, she often fails to grasp the implied meaning. A misspelled word is rarely found in her written work. She considers this one of her favorite studies, because it necessitates the use of her typewriter.

Typewriting and Composition.— Her written work is prepared on the typewriter. These lessons are models of neatness and accuracy. Linnie is slow in developing fluency in the use of English. Her

style is clear, brief and direct, with none of the imaginative genius displayed by Helen Keller. She is rapidly acquiring the power of gaining knowledge from the printed page, though it is still necessary to give her much assistance. She makes a practice of memorizing pleasing selections. The following is a written recitation recently prepared :

DANIEL BOONE.

"Daniel Boone was a Pennsylvania boy. He lived in Exeter. It was a very little town sixty miles from Philadelphia.

"One day he was playing in the woods with two other little boys when a wild yell from an animal was heard. The boys crept to the panther and shot. The panther sprang and fell on the ground at the hunters' feet, dead. The panther was taken into the village.

"Daniel Boone was a plucky and courageous boy, to prowl up and down the Schuylkill River. He loved the big trees, and there was no one with him except his dog. They built a hut and lived in it."

Language.—The study of language, with Linnie, is the use of language, and her work is largely confined to this feature. The expression of thought, in clear and correct English, is the object ever held in view. To accomplish this, all written sentences, every thought expressed by the manual alphabet, is an exercise in language, and mistakes are corrected before they become fixed habits. In her text-book, she is now working with transitive and intransitive verbs, direct and indirect objects.

Geography.—After reading a geographical description, she quickly turns to her maps and locates the towns and cities, following her investigation by many intelligent questions concerning the actual conditions existing in these places. At present, she is making a careful study of England. She

MAUD SCOTT, IN 1903.

(Aged eight).

heartily welcomes the period for this study, and is loath to give it up for other work.

History.—Linnie has only begun the study of history. Heretofore her work has been in the form of stories and incidents. She is now required to use the text-book, but has not done sufficient work to enable one to tell what her progress will be. She has shown little interest in the subject because, to express her feeling in her own words, "It is about such old people."

Mathematics.—Linnie's bugbear is mathematics. Her most serious deficiency is her lack of power to reason. But when, by her tenacity of purpose, she once grasps the "why," she is accurate in solving the problem, and she never forgets it.

In other studies, Linnie has unlimited patience, but in mathematics she finds it necessary to exercise great self-control.

Perhaps in no respect has Linnie improved more than in general disposition. She has lost all the unreasonable determination of purpose that characterized the early years of her education, while all the better traits of her character have become intensified. She is extremely methodical, practical and intensely earnest in all her undertakings. She is particularly fond of, and very successful with, any work requiring the manipulation of machinery. Knowing of her skill along this line, advantage has been taken of it to provide a means of earning a livelihood after her education has been completed. A stereotype-maker for printing books for the blind has been placed at her disposal. The use of this machine and the art of binding books have been incorporated in her course of study. She has quickly acquired a knowledge of this branch, and supplies one class with daily lesson sheets. Her skill in manual work has ever been the source of much wonderment. She is dainty in her habits, fond of dress, and fully appreciates luxurious living. Her pleasures are largely confined to in-

tellectual sources, and to the kindness of her many friends.

Her taste in literature tends toward the contemplation of the grand old truths of nature. Language came to her too late in life to allow her to enjoy the simple juvenile tales that give color and fancy to the lives of children. Books, to her, are realities; and in and through them she seeks explanation for all things. Recently, a school friend sprained her ankle. Linnie's sympathetic nature was greatly troubled by the accident until she found in her prayer-book, "that the bones which thou hast broken may rejoice." This assurance satisfied her, and, as a means of consolation, she brought the entire prayer to the sufferer.

Linnie's nature is most reverent. A trivial duty is performed with a spirit of devotion. In cases of obstinacy or indifference, "God wishes you to do it" invariably succeeded when other influences failed to bring about the desired result. Linnie's sympathy is one of her beautiful traits. Not long ago, in a spirit of mischief, she imitated a crippled soldier. When asked to repeat the performance, she laughingly limped away, to the great amusement of her spectators. With a sudden revulsion of feeling, she quickly returned, the exquisite spirituality of her whole being expressing a rebuke, while from her fingers flashed the message, "I shall not do it. I am sorry for the poor old soldier."

To-day, Linnie Haguewood is a well-developed young girl of twenty-one years. She has a normal conception of life, its pleasures, duties, ambitions, disappointments and rewards. She has conquered self and her wayward inclinations. She is faithful in the performance of each day's duty; cheerfully looks forward into the future, and is anxious that she may be prepared to take her place in the life that awaits her. Such is the transformation that five years of systematic training has wrought in this greatly afflicted child.

LESLIE F. OREN (WITH MISS ADA E. LYON).

FIRST WORK OF LESLIE OREN.

By ADA E. LYON.

[The following paper admirably supplements the foregoing one, the writer confining herself strictly to the details of the work, and compressing the statement to the least possible compass. The work was with an unusually bright pupil, but the facts so briefly stated may be considered fairly representative of the procedure in such cases.]

I first taught him a few sign-names for familiar objects. The words, spelled in the hand, were soon substituted for the signs. Next, words and sentences that he had previously learned were shown him in the line (raised) print. As soon as he realized that the words in line represented the same objects as the words spelled in the hand, his vocabulary began to increase rapidly. As soon as he understood line print well, New York Point print (which he learned more quickly than line) was substituted for the latter. As he learned to recognize the words in New York Point, I taught him to write the same words on the New York Point slate.

A report to the superintendent of the Ohio Institution for the Education of the Deaf, by Miss Ada E. Lyon, on work of Leslie Oren, reprinted from the report of the institution for 1899 and 1900:

"Leslie was first taught a few signs by which he could express his most urgent wants. For example, when he wanted a drink, the sign for water (the manual letter 'w' on the lips) was shown him. In an incredibly short time he realized that only when signs were properly used were his wants satisfied, and great was his delight when he found that one motion of the hand brought him an apple, another candy, another a ball, etc. He had learned almost thirty signs before an attempt was made to teach him to spell words by the manual alphabet. Gradually the words spelled in his hand were substituted for the signs previously learned. A new

ball was given him and he at once became very much interested. When it was taken he fretted and made the sign for ball. It was returned and the word *ball* spelled in his hand, *i. e.*, his fingers were placed in position to form the letters of the word. I then spelled the word on my own fingers and had him feel each letter as it was being formed. This was a slow process, and it took almost an unlimited amount of time and patience, but after many efforts it dawned on him that the ball never came to his hand until after these mysterious twists of the fingers. He then willingly made the effort. He knew perfectly well that *b-a-l-l* meant ball a long time before he tried voluntarily to spell the word, and it was a longer time before he began to repeat on his right hand the spelling done in his left. It gradually came to him what he was expected to do.

"He learns much as a baby learns to talk. It hears words and sentences hundreds of times before it attempts to utter a word. In the same way Leslie had words, sentences, questions and answers spelled to him hundreds of times before he made any attempt to spell them. Such kindergarten work as has been available has been used as a means of cultivating the delicacy of his sense of touch and of concentrating the mind. Stringing beads and buttons, outlining raised geometric figures on paper with splits and pins, the use of the pegging board, and clay modeling are some of his favorite pastimes.

"He learned to read line print (raised letters) first. The word *hat* in line print was placed on a hat, and he was shown that the line print and the manual spelling of the word represented the same object. It was some time before he grasped the idea, but after the first word was learned it was a pleasure to teach him — he was so eager to know the name in print of familiar objects. When he could read line print readily he was taught New

LESLIE F. OREN.

York Point print, the words in New York Point being substituted for the words in the line. He now reads both prints with equal readiness. He has learned to write on the New York Point slate, and enjoys copying his reading lessons. Everything in orderly array suggests numbers to him. His addition and subtraction lessons on the counting frame are among his most interesting lessons.

"He reads lips by placing the tips of the fingers of one hand lightly on the lips and nose and the thumb on the throat of his teacher, and while his hand is in this position she distinctly utters a word or sentence. When once his mind grasps the meaning through his marvelously sensitive finger tips he immediately executes the order given. The only difference between his way of lip-reading and articulation is that in the latter he puts one hand to his teacher's lips and the other to his own to see if he feels the same sound vibrations.

"At the close of this, his second year, he has a vocabulary of about five hundred words, which are used in manual spelling, point print and line reading. He has been given ninety words in articulation, nearly fifty of which he speaks distinctly, singly or in sentences. The first sentence he learned to speak voluntarily was, 'Put the fan on the gun.' 'I love you, Ada, and I love mama and papa,' is a sentence he thoroughly enjoys repeating. He often gets his point print slate and writes the above sentence until he has filled the page."

ELIZABETH ROBIN.

By ANNA GARDNER FISH.

Elizabeth Robin is one of the most interesting personalities among the blind-deaf pupils who are being educated in any part of the world. She was born in Texas, July 12, 1884, in full possession of her senses and showing more than usual mental vigor. At the age of eighteen months she was attacked by a severe illness, called "catarrhal fever" by one physician and "neuralgia of the head" by another, and when she was restored to health both sight and hearing were wholly gone. She retained her freedom of motion to a remarkable degree, and toward the two little sisters who came to share her home she showed a truly motherly devotion, caring for them and amusing them as a seeing child might have done.

Since she exhibited early a strong individuality, her mother recognized the necessity that the child, hedged about as she was by her infirmities, should be made amenable to authority, and succeeded in establishing some degree of restraint over the little creature. Yet it was an untamed little bird, whose flutterings against the bars of her imprisonment were often wild, to whom the doors of the Kindergarten for the Blind, at Jamaica Plain, Mass., were opened in December, 1900. Her manner was frequently rude and repellent, and she proffered no caresses or signs of affection. Her pretty face wore a sad expression which was most unchildlike and full of pathos. She had two motions for the manifestation of her wants: she tapped her lips when she wished something to eat, and, crossing her arms, she beat her breast with her hands to signify that she was thirsty.

Her love of order and fastidious neatness were noticeable characteristics of the dainty little maiden, who was distressed beyond measure by the discovery of anything torn, broken or out of place.

ELIZABETH ROBIN.

Upon her arrival at the kindergarten, she singled out a companion from among the little girls, and ere long was running merrily about at play. As soon as she had become familiar with her new surroundings, the initial steps in Elizabeth's instruction were taken with the objects, *fan, hat* and *ring*. Her response was almost immediate. In a week's time she had learned to spell the three words, and understood clearly their meaning, and at the end of two weeks she talked to herself in the manual alphabet. From this point her progress was assured, and her vocabulary increased rapidly. She became alert and eager to learn, and she began fairly to anticipate her lessons in the kindergarten gifts and occupations. It was a pleasure to see the sad look on her charming countenance give place to one of joy and cheerfulness. The dear child grew in beauty and grace, and her mental powers kept pace with her physical development.

The successful completion of the kindergarten work naturally led her to the threshold of regular schoolgirl life at the parent institution for the blind, in South Boston, Mass., where she is pursuing the prescribed course of studies in common with her blind, but hearing, classmates, among whom she maintains a fair standing. Elizabeth neither expects nor receives any concessions, but, under the guidance of her special teacher, she performs her daily tasks in cheerful compliance with the requirements of independent action and close mental application. If, for any reason, the end of the alloted time finds the work incomplete, she uses part of her leisure hour for its accomplishment.

The studies to which her attention has thus far been devoted are reading, writing, arithmetic, the English language and composition, zoology, botany, geography and Latin. Systematic training in wood sloyd and in knitting and sewing and daily exercises in the gymnasium have contributed largely to her mental and physical growth. In the latter

she moves in perfect unison with her schoolmates, under the direction of an abbreviated command in the manual alphabet upon her hand, supplemented by a light touch here and there in lieu of the counting. The coordination of mind and body exhibited through this means is, indeed, a remarkable exemplification of mental alertness.

Through the love of order which has already been noted as one of Elizabeth's characteristics, and which is plainly discernible in the dainty care bestowed by the beautiful girl upon her person and belongings, there was recognized at the outset a danger to be guarded against. This was a tendency to fall into routine in daily work, and to move forward in narrow ruts, and a healthful variety in occupations, subjects and methods of study has been sought by her teachers in order to obviate the difficulty. Out of the same inclination arises the sense of helplessness which visits Elizabeth whenever she is confronted by a new and untried path on the road to education. "New things are not easy for me," is then her despairing cry. But the formidable start once fairly undertaken, she has always gone bravely and happily on, usually putting forth her best efforts, and achieving satisfactory results in almost all of her work. In this statement, exception must be made of arithmetic, since in that study many extra hours have been needed in order for her to attain the class average, and probably this will always be the case.

Her general reading, lessons in geography, visits to places of historical and literary interest, and conversations with friends of culture and experience, have done much to enlarge her views of life and widen her mental horizon.

Articulation has been an important part of her curriculum. From the first she evinced an eager desire to use oral speech, and within nine months of her arrival at the kindergarten she had learned to articulate *mama*, *man*, *moo*, *arm* and *Tom*. The

HELEN KELLER.
Aged 11.

ELIZABETH ROBIN.
Aged 7.

EDITH THOMAS.
Aged 13.

THOMAS STRINGER.
Aged 5.

ambition was carefully fostered, and no pains have been spared to give Elizabeth the best training afforded in this direction. In a visit to her home, which she made with her teacher after two years' instruction, she found herself obliged to depend largely on this mode of communication with the home people, none of whom could use the manual alphabet, and the gain therefrom was very perceptible. She now talks freely, and resorts to the manual alphabet only when conversing with her dear friend, Edith Thomas, or when reciting in public, where she might not be as easily understood as she is by companions with whom she has daily intercourse.

In the study of English composition, one of the subjects assigned to her was *The Autobiography of an Animal.* "I will write about a robin," she announced at once, but, after thinking deeply and naming over different animals, she finally said, "There are pigeons and doves. I will have a pigeon carry a letter from the North Pole." Here is her paper in full, just as written:

MY STRANGE EXPERIENCES.

"I was a carrier pigeon, and lived with Mr. Andree in Scandinavia and I had a family.

"When I was very small my sisters and I were taught how to become carrier pigeons and we thought it was great fun. After we had practiced in being carrier pigeons we could fly alone at least two thousand miles or more.

"One day my master was going to the North Pole, and he wanted a carrier pigeon so he took one of my sisters and me with him. We were put in cages and went in a baloon. She and I did not have very much to eat for if we did we would not want to carry letters for our master.

"I enjoyed riding in the baloon pretty well for I had some one to keep me company.

"When I had gone very far my master let me out

of the baloon and fly home with my sister and he tied his letters on our limbs.

"How dreary and strange the journey did seem for I passed Greenland, and there I saw the Esquimaux, riding on their sleds. Some of them were building their houses out of the snow, and I thought they were queer so I stopped to look at them. Also I saw some of the people trying to catch some of the white bears and seals to make fur dresses. It was very interesting to watch these busy people.

"I flew as fast as I could to get warm and to find something to eat. My sister flew as fast as I did, and we flew at least ninety miles in an hour and after each hour passed we rested on a rock or a tree or on the top of a house.

"Further south we met many birds, and visited them a few minutes; then went on our journey. I saw common houses as I went on, and also saw people, but they did not seem like my people in Scandinavia.

"My home was so far away that I lost my way and went to the United States, but it was a pleasant journey that I did not worry about my home much. While I was wandering about in the United States my sister and I entered some one's farmyard, and met some pigeons and became acquainted with them. They took us to their master's door and their way of rapping was to say, 'Coo, coo.'

"Their master kept us and sent our letters to our master who was at home, not Mr. Andree, but another one. Our new master was Swedish so it was quite easy for us to feel at home, and he gave us good times."

In the gradual unfolding of her nature, some of the most important gains have been made in decision of character, in concentration of mind, in self-control, in mental application and in breadth of sympathies. She has become more demonstrative of her affection than formerly, and expresses it by

many gracious little deeds and courteous attentions.

Although widely separated from the beloved family in Texas, Elizabeth's loyal heart holds every member in tender and constant remembrance. The wish that she might see them is often upon her lips, and she treasures up every incident in her daily life and each novel experience for them to enjoy with her through the long letters which she writes to them nearly every Sunday. During the summer vacation in 1898, it was her happy privilege to renew and strengthen the bonds of affection and association by a visit to her distant home,—a rich experience, which is still food for thought, and lends point to the pleasant anticipations of the next visit to Texas, planned by Elizabeth to take place in six years.

Although she has many warm friendships among the girls at school, her deepest affection is given to Edith Thomas, who is, like herself, doubly afflicted, and the daily intercourse between the two girls is one of the most cherished features of their school life. Elizabeth's ardent nature is well calculated to supplement Edith's sternly practical qualities, and their constant companionship is productive of much mutual helpfulness.

Elizabeth is of queenly stature, graceful and well proportioned. She is affectionate in disposition, vivacious in temperament, animated in conversation, gentle in act and ladylike in demeanor. Her beautiful, thoughtful face is aglow with health and happiness, and she is expanding like a delicate blossom under the influence of the love which surrounds her and which she reciprocates so gladly out of her warm heart. "I have so many friends that I can not assure you how grateful I am!" she exclaimed one day in deep thankfulness. The best years of her development are still ahead of her, and they are bright with the promise of richer intellectual growth, of deeper purpose and of true womanhood.

THOMAS STRINGER.

By ANNA GARDNER FISH.

The history of Tommy Stringer is replete with interest to all to whom the subject of education is one of importance. He was born in Greene County, Pennsylvania, July 3, 1886, with perfect senses, but without the blessing of a sound lineage. When he was bereft of both sight and hearing as a result of spinal meningitis, he was taken to the hospital at Pittsburg in the hope that the lost senses might be restored, but the attempt proved unavailing. His mother was dead; his father unable to care for him. There seemed, indeed, to be "no continuing city" for little Tommy. In the brief pause between the decision as to the hopelessness of his case and the act of dropping him into an almshouse, the receptacle of the incapable, there to live out his days in mental somnolence, word of him and of his condition reached the Perkins Institution for the Blind, in South Boston, Mass. Through the characteristic large-heartedness on the part of its trustees and of the philanthropic public, the doors of its kindergarten at Jamaica Plain were swung wide open to receive this little waif of humanity, for whom no other garden blossomed in the whole wide beautiful world.

He was brought there on the eighth of April, 1891, a mere lump of breathing clay, showing no signs of intelligence beyond an instinctive recognition of the needs of existence. He crept instead of walking, and was in all other respects like a baby. It was obvious that the earliest training must be directed toward making him more independent. A reversal of his waking and sleeping time was the first necessity, for since he had been the charge of a nurse doing night-duty at the hospital his day had been turned into night. This was soon accomplished and Tommy's hours became those of the kindergarten world.

He was taught to walk, to dress and feed him-

THOMAS STRINGER.

self,—in a word, to exchange infanthood for childhood. He proved to be a good-natured, affectionate little fellow, whose tiny arms would reach out for a mute embrace whenever he detected a kindly touch, but he made no discrimination between friends and strangers.

Although signs of latent intelligence were not lacking, his extreme apathy added another barrier to those which his twofold infirmity had set about him and which were of themselves sufficiently impenetrable. Day after day he passively allowed his fingers to be placed so as to form the word *bread*, when this was given to him to eat, but with no responsive act on his part, until at last, on one glad day in November, Tommy brightened up and voluntarily spelled *b-r* as he took a mouthful of bread. The victory was won! Tommy's education was begun!

It is indeed a "far cry," as one friend has aptly expressed it, from the Tommy Stringer of those early days to the one who stands before us at the close of the century. Out of the helpless little animal with sealed mind there has been evolved a fine boy,—tall, erect, manly, honest, straightforward, alive from top to toe, filled with an eagerness for knowledge, and possessed of a brain which is stored with general information and teeming with ingenious conceptions.

All this has been accomplished by steady, systematic training along normal lines of kindergarten and primary methods, but a great measure of the success has been due to the acceptance and development of Froebel's theory that, in order to obtain the best results, the child's interest must first be fully aroused. In Tommy's case this prime interest has been found to be in manual occupations, and the excellent course in sloyd which he has been able to pursue under the personal direction of the best teachers has contributed in no small degree to his mental progress. His completed models not only have every point of perfection which those of any

seeing boy might possess, but in many respects they are superior, while the achievements of his leisure time, in which his originality is allowed full scope, are truly remarkable.

His tenacity of purpose and concentration of mind have been important factors in the storing of his mind. He never forgets, and his teacher has said that Tommy's memory reminds her of a room in which everything, properly labelled, is hung upon its own individual peg and in which the utmost system reigns. He becomes engrossed in the pursuit of an idea and follows it through thick and thin. At one time elevators was the absorbing topic. This became the subject of investigation and conversation at every opportunity until every detail of their construction was mastered, and in the barn at Wrentham, where his summers are happily passed, Tommy's indefatigable hands put up an ingenious arrangement of ropes and pulleys, called an elevator, by means of which he could hoist himself to the beams or descend at will. He now deems himself too old to "play elevator," but one expression of his activity has followed another, for he is never idle, and never at a loss for an occupation, and a "merry-go-round," a complete equipment of bells through the house and a "road-car" (a sort of tricycle or hobby-horse) have been among his later achievements.

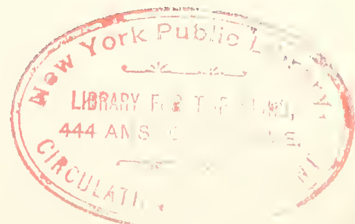
On the farm at Wrentham, where Tommy is a welcome guest throughout the summer months, the little boy feels himself entirely at home and shares with his host the responsibility of the estate. His tours of inspection lead him all over the place,—through kitchen and cellar, barn and shed, garden and orchard, and to the pond with its fascinating boat,—and many are the improvements, aside from his amusements, which his busy brain plans and his deft fingers execute. The stairs in the shop are steep and dangerous; Tommy recognizes the need of a railing and puts one up. A window in the

barn has never been dignified by the possession of a weight, but Tommy adjusts one by means of a cord leading from the sash over a pulley at the top of the window and thence down the side of the casing, where the weight is confined in a gas-pipe, fastened against the wall, so that it will not "hurt the cats." New steps, shelves and window-sills, all attest to the skill of the little fellow in the use of tools.

His talents are often called into requisition, both in Wrentham and at the kindergarten, for the replacing of worn window-cords or the repairing of broken locks. Tommy is a willing and conscientious worker, and is always on hand to turn the handle of the clothes-wringer or the ice-cream freezer (with a decided preference for the latter), to store away the vegetables, to pick over the apples or to shell the peas for dinner, while the daily replenishing of the wood-box and the filling of the tubs on Monday are among his regular employments.

Through the kindness of two of his generous benefactors, Tommy has become the proud possessor of a sloyd bench, with a complete furnishing of tools, and a bicycle. Through the former he is enabled to carry out his manifold designs and to put into practice the instruction which he has received in that direction, while the latter meets a long-felt need in supplying his vigorous frame with the amount of exercise which is needed to offset his ceaseless mental activity and which it has heretofore been a problem to provide.

From the freedom of his outdoor life in Wrentham, Tommy returns to his school duties with the best preparation for his year's work,— that of perfect physical health. His progress in all his studies has been most satisfactory, but his work in arithmetic is particularly good, that subject presenting no difficulties to his methodical mind. Articulation alone has proved an irksome task, but, as his appreciation of what this will do for him has grown, a more strenuous effort on his part has been put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CIRCULATION

forth, and he can now be readily understood, even by those who are not accustomed to his speech.

During the school year of 1900, admission was sought for Tommy at one of the public grammar schools in Roxbury, with the thought that contact with the outside world would be good for him in every way. The request was graciously acceded to, and Tommy was duly installed as a member of the sixth grade. There he has performed well the regular tasks of each day, without concession, save for the presence of the special teacher by his side, to act as the medium of communication between him and the rest of the school. He has been the center of loving solicitude and tender compassion among his young companions, and it is the voluntary testimony on the part of the teacher that the chivalry which his presence has aroused, even in the roughest pupil, more than compensates for the slight loss of attention through interest in him.

He has found out, no one knows how, that he is different from other people, although how great are his deprivations he can never know. "Will Tom read with his eyes when a man?" was his pathetic question one day. He has made many inquiries about his early life. "Who brought Tom to school?" "Where did Tom live when a baby?" "Who took care of Tom when a baby?" Satisfied in learning that he, too, like the other boys, had once owned that most precious of possessions, a mother, he at once decided that "Tom's mama has gone to that far country now,"—that mystical land, so designated by Tommy himself and peopled with the friends who have suddenly dropped out of his life. Here is Tommy's own story of his life, as he wrote it one day:

TOM.

"When Tom was a little boy he lived in Pennsylvania. When my mama is going to the far country to rest, Tom is going to the Hospital. The

THOMAS STRINGER. ELIZABETH ROBIN. EDITH M. THOMAS. MARIAN ROSTRAN. CORA CROCKER.

bed and the doctor will make him better. The lady will take Tom to school, to see Miss Bull and Miss Brown and Fly all the three teachers who teach all day to make him grow up to be a good big boy. I could not talk and walk I was too small — you must wait for five years old. I went to the kindergarten to learn in school with Miss Brown and Miss Conley and all the teachers. I am glad that I came from Pennsylvania."

Through the great kindness of some of Tommy's good friends it was made possible for him to have the extreme pleasure of a visit to Philadelphia and Washington. It is safe to assert that no thirteen-year-old boy ever gained more for the enrichment of his mind than did Tommy, for he possessed the "open sesame" which threw wide for him all portals, and, with his clear head and boundless enthusiasm, every bit of information which came to him through the exceedingly great kindness of all whom he met, was made to contribute to the stocking of his well-regulated mind.

The paper which he has written on his visit to the Mint is here printed in full:

THE STORY OF A DIME.

"My first home was a deep, dark mine, far away in the Rocky Mountains, and here my name was Silver Ore. One day, some miners came, took me out, and sent me to the smelter, where the silver was separated from the rock. Then I heard men say: 'This silver is for the Mint,' so I knew that I was to be sent to Philadelphia to be made into money. The first man whom I saw there was the assayer. He weighed and measured me, and put me in a tube with some alloy, because pure silver would be too soft to use. Then I heard him say: 'Take this to the furnace.' That was a hot place! The silver, in many little cups, was put in the furnace. Then the melted silver was turned into moulds.

These thick bars were pressed between heavy rollers, then cut into the different sized coins, and the edges of these were then marked.

"In the stamping-room, men fed the machines all day, with money. Then the coin was weighed on great scales, tied in bags, sixty pounds in a bag, and carried away.

"Now I am really a piece of money, ready to travel all over the world. I may help to buy many beautiful and useful things, and find many strange homes. But the best and safest place of all — for a dime — is in the bottom of a little boy's pocket."

The reclamation of this noble boy from the complete intellectual darkness which seemed at first to be his portion has attracted attention all over the civilized world. Indeed, he is the world's charge, and the work of his deliverance is made possible only through the unstinted generosity of those to whom the justice and the beauty of his cause have appealed.

Tommy walks straight into the hearts of all with whom he comes in contact, and these rejoice in the beneficence which has lifted him out of the plane of nothingness into the joy of healthful mental activity, while he, in happy unconsciousness of his dependence and of the sympathy which he awakens, is making good and intelligent use of his opportunities, and is steadfastly growing to be the man which it is his ambition to become.

EDITH M. THOMAS.

By ANNA GARDNER FISH.

Edith M. Thomas is a unique character in the annals of blind-deaf students. She was born in Chelsea, Mass., on the 8th of October, 1878. She was a remarkably precocious child, showing great mental activity. She learned to talk at a very early age,

and her childish speech was quite intelligible. When she was four years old, in the midst of robust health and of perfect enjoyment of her senses, this pet of the household was smitten with scarlet fever and diphtheria, from which she emerged with total loss of sight. This deprivation she would not confess, stoutly averring that she could still see and indignantly denying the statement that she was blind. For many years it was noticeable that she continued to use her eyes as if she could see, but whether from force of habit or in remembrance of her former use of these organs can not be told.

The loss of hearing came gradually upon her, but at the age of six years this avenue of sense, too, was wholly closed. She continued to talk, but at rarer intervals, until the last word which fell from her lips, "kitty," had long since trembled into silence when, at eight years of age, Edith was received into the newly-opened Kindergarten for the Blind, at Jamaica Plain, Mass.

Measures were at once taken to establish means of communication between her and the outer world, other than the few natural signs which, conceived by her active brain and executed by her nimble hands, served to express her wants to those around her. Following the path which had been hewn out by the magnificent force of Dr. Samuel G. Howe, in the teaching of Laura Bridgman, and thus instituted forever for the training of all similar cases, the connection of names and objects in Edith's mind was begun with the words "mug" and "ball." Although it was soon evident that she comprehended the significance of the instruction, it was two weeks before she voluntarily formed the letters with her fingers. The Rubicon being thus crossed, success was assured, and after nine months' teaching Edith had a vocabulary of about four hundred words, acquired principally through the use of objects.

Having gained a knowledge of language sufficient for her daily use, Edith seemed well content to stop

there, and her extreme apathy increased greatly the difficulty of her tutorage. It is worth noting that, at the time of her entrance into the little school, her mind was not a blank page, awaiting inscription, but seemed stored with happy fancies of her own conception and with interesting inventions which she was never at a loss to carry out. Unlike most of the blind, isolation from her kind by this double barrier had the effect of making her self-reliant and independent rather than of causing her too seek intercourse with the world about her for her interests. She was abundantly able to amuse herself at all times, and so fearless and ceaselessly active that it was never safe to leave her alone for a minute lest mischief should ensue. But her mental activity expressed itself in *doing* rather than *saying*, and she resented as an interference the constant and systematic methods of training, which diverted her from her own amusements.

Here was struck the dominant note of Edith's character, which at that early time was obstinacy and self-will, but which has been developed through succeeding years, largely by the untiring efforts of the young girl herself, into a firm determination and indomitable courage which carry her onward triumphant over obstacles. From the first Edith displayed an innate sense of right and duty, together with unflinching honesty, and, when a temptation arose to depart from the path of rectitude, she would fight out the battle alone, bringing both hands and feet into service and striking herself repeatedly. If left to herself the victory invariably rested at last with her better nature, but any assertion of outer authority brought about the triumph of the evil spirit at once. In later years, when occasion for self-discipline has arisen, it has been Edith's practice to retire to her room, where, having first thrown the window wide open, she seeks a special penitential seat and silently persists in the struggle until the right prevails.

EDITH THOMAS.

Being by nature extremely capable in the use of her hands, the employments of the kindergarten gave her intense delight and aided greatly in her development. The gifts and occupations furnished welcome outlets for her tireless energy, as well as an opportunity for original expression. Thus, one day, having finished her modeling in advance of the other children, she was given a piece of clay with which to amuse herself. She first made a twisted stick of candy; next a penny, and spelled *money;* and finally a dulcimer, with keys and a stick with which to strike the notes. This was so well formed that it would have done credit to a seeing child, and yet it was accomplished entirely by the aid of memory, an instrument belonging to one of the little girls having once been examined by Edith. In the games and out-of-door sports she found her greatest pleasure, and her vigor and freedom of motion were remarkable.

In February, 1890, she was transferred from the kindergarten to the parent school, at South Boston. By this time the manual alphabet had become so familiar to her that she used it almost unconsciously, often talking to herself in that way. Her vocabulary had increased to seven hundred words, and she understood the use of the singular and plural of nouns, personal pronouns, many of the prepositions and the comparison of adjectives. She read from a book, taking pleasure in the story and in the reappearance of the characters as the tale progressed. She wrote the "square-hand" system neatly and legibly, and her sewing as well as other manual work was excellently executed. Her ambition was aroused by this promotion to a place among older pupils and by her entrance to a regular class, and she bent herself to the performance of her daily tasks with an application which she had not previously shown.

The systematic course of instruction thus inaugurated has continued ever since. With the aid of a

special teacher who has stood by her side from the beginning as friend, guide and interpreter, she has maintained her place in the class, and has completed the work required from the school in arithmetic and algebra, reading, language and composition, history, geography, zoology, botany, physiology and Latin. This result, in the cases of those studies which she stigmatizes as "naturally uninteresting," has not been attained without the aid of many extra hours, but the necessity for this has usually been fully recognized and cheerfully complied with by Edith herself. It is seldom that a knotty point is not triumphantly conquered by her irresistible will, although that she might be harassed beyond endurance appears by her confession to a girl friend one day: "I am almost crazy with my Latin. I wish I was in Heaven."

Arithmetic has ever been her *bete noire*, and a stoical acceptance of the demands made upon her in this direction is her usual attitude toward the necessary evil. But history and the natural sciences hold an intense interest for her, and the revelations which have come through these means thrill her with wonder and delight. A description of the invention of the telegraph caused her to say fervently: "Man can do anything; that is what God made him for."

Constant and regular exercise in the gymnasium has done its part in the physical development of Edith, who, though not tall, is stout and strong, and it has offered the much-needed relaxation and recreation from close application to her literary studies. While she has grown less vigorous in her motions out-of-doors, she enters with abandon into the games and feats of skill in the gymnasium.

Edith excels in manual work. After completing a full course of wood-sloyd, she has had systematic training in knitting and sewing, and she is now able to draft a pattern for a garment, cut the latter out and make it entirely without aid, using hand-work or machine-stitching, as either seems appro-

priate. Thanks to her capability in this line of work, she is frequently able to gratify her affectionate heart in its desires to help on some beneficent charity. Here is a letter which shows her feeling in this regard:

"NOVEMBER 7, 1897.

"*My Dear Mrs. Post:* — I received your letter last Friday afternoon. It was very nice of you to write to me. I should be very glad and willing to dress a doll for the fair, as it is my utmost endeavor to do anything in my power for God's children. I thank you for giving me an opportunity in doing some charity. Will you furnish the doll or not? What kind of a dress and underclothes do you wish for it?

"I am very fond of dressing dolls and have dressed several for poor children.

"I think those poor cripple children whom we are assisting will be made very happy. I thank you for writing me and letting me know about the cripple children's fair, so that I might assist in doing something for them too.

"I am sincerely yours,

"EDITH M. THOMAS."

One morning Edith gave utterance to a fresh resolution in the remark: "I have talked with my fingers seven years. I think that is long enough, don't you?" Previous to that time her lessons in articulation had been merely tolerated, with no responsive pleasure on her part, but thereafter, spurred by her new determination, she showed in the work a spirit of willing endeavor which insured success. But this has not come easily or without a sense of the sting of failure, for although she has learned every sound of the English language, in all the combinations, she frequently loses the slight differentiations through disuse, and must learn them again. She can be readily understood by her constant companions, but almost never does she voluntarily express herself through this medium of communication.

Edith's present command of English may be shown by the following composition written during the past year:

THE CHARACTER OF THE EARL OF DORINCOURT.

"I think that the Earl of Dorincourt is one of the most savage and unique characters I have read about. From what the story tells about that person, it was his nature to feel unfriendly toward others and only care for himself. His children did not comfort him in his loneliness and misery. The more his children neglected him, the worse he was; and his life was wasted, when it should have been useful and pleasant.

"He is not the sort of person that I like in some respects, that is, when he had no desire to make himself any better and have feeling for others, but wished to be a very unpleasant and bad-tempered man: he did not deserve to be liked. He wished to have his own way in many things and led a life that was no light burden to him, though he made a very few friends to assist him as a family lawyer or as his tenants: but he had no real friendship for them.

"In other respects I like him or his character, because later he grows better and better by following the example of a little child, who draws him close to his side, as a magnet attracts the steel. The child whom he took for a model and example was of a very brave and loving nature with its beauty.

"This man had never loved any one truly in his life, not even children, because he thought, from the way in which his own troubled him, that they were great bothers: the child, whom he took for a model and example was his grandson, who came from America to live with him. He found him different from what he supposed he would be, and every-day he found something new in the boy, which changed his character. The little boy influenced the old man to do right every-day and

amused him. The longer they were together the more friendly they became.

"Two persons, who are together a great deal, influence one or the other whether it is good or bad."

Edith is deeply and essentially religious, and only when she is attuned to the divine order of things is she at her happiest and best. She stands as a splendid type of what can be accomplished by an ordinary intelligence, hampered by the loss of two senses, when this is coupled with an extraordinary degree of will-power, of uprightness and of sound common sense, and directed by a set of teachers of rare discretion, probity and earnestness of purpose.

NOTES ON MAUD SAFFORD.

By ADA BUCKLES.

[To aid in complete understanding of Miss Buckles' notes on the early steps with Maud Safford, it should be explained that at eight years of age Maud was a pupil in a school for the blind, with full possession of language and hearing and some knowledge of reading raised prints for the blind. On becoming deaf, she was dismissed as hopeless. In this condition she remained for fifteen years, until taken in hand by the Institution for the Deaf at Columbus, Ohio. By this time she had sunk to an utter savage, gross in her habits and violent in temper. Miss Buckles mentions her fits of temper, but does not specify that common expressions of anger were tearing, biting and scratching Miss Buckles' hands or face, throwing herself down on the floor and kicking, or overturning tables, chairs or whatever came in her way. But now (January, 1901) she is docile and affectionate. When Miss Buckles recently left her for one night, Maud cried almost constantly, and, on Miss Buckles' return, overwhelmed her with caresses. These notes are permitted to be here printed by courtesy of *The School Journal*, of New York.]

Maud Safford came to me August 21, 1898, without the rudest sign to make her wishes known.

She was living in a state of high nervous tension, having a poor physical condition and a violent temper.

August 30.—I find Maud interested in things about her, examining things carefully and making many comparisons. Door-knobs and hinges interest her greatly. Maud has a great desire to rip the sleeves from her dresses and sew them in again. Rips sheets and pillows, and sews them the following day. This, I learn from her mother, she has done for years. Her fingers are always busy, fringing rags, breaking and biting sticks, or tearing what may come in her way. I try to gain her interest by placing such objects in her hands as are possible to trust to her. She is passionately fond of a cat or a dog. When shown three horses, she laughed long, but she broke down crying for a long while after.

September 5.— On three occasions during the past three weeks, Maud has become violently angry and torn all her clothing from her body: on one occasion, because her face must be washed; another, because she was not allowed to wrap in the bed clothing; the third, because a soiled dress must be changed.

September 15.—Maud has become more willing to be helped, and does not become so angry as she finds her hair must be brushed, shoes buttoned and all things tidy before we go to breakfast.

We walk, we ride, we swing, go to the woods, the fields, gather fruit and berries. Every new thing interests Maud, and she seems very happy.

I spell in her hand such objects as appeal most to her interest. She heeds some words and rejects many, though I am convinced she knows it is a communication.

One great task is to teach Maud to eat carefully and properly. Often food is thrown across the room or upset from her plate, if it is not such as she wishes.

CORA CROCKER.

She has a place for everything and never forgets where they are. She shows displeasure when things belonging to her are disturbed. One day when she discovered her hat had been taken from its box she flew violently at the door; before I could restrain her the large glass lay in bits upon the floor. She amuses herself by sewing rags, bits of string, making handbags and doll dresses of all descriptions.

October 2.—I am trying to gain Maud's interest in line-print and embossed blocks; she destroys all words pasted on objects. That she understands the general use of line-print is evident. Her first inquiry as to any book she finds is to see if it is in raised print.

October 9.—I am much surprised to find Maud understanding words spelled in her hand—*hat, doll, kitty, broom, milk, lamp*—such objects as I have spelled daily since our work began.

October 10.—Maud is very happy, and was much delighted over a new dress her mother brought to-day, wishing to show it to every member of the family.

October 15.—After two weeks' daily work, Maud shows interest in blocks and associates the letters made on her hands with them. She makes a search for the letter on the block as I form it on her hand.

October 25.—Maud made her first effort to spell *milk* with her fingers to-day.

November 30.—Our work remains the same—I cannot gain the interest I hoped for, in print or blocks. Maud acts on such commands as *Give kitty milk*, if the cat is in her arms, or will search for the cat if she has the milk in her hand. Will "get broom," if it is time to sweep. She seems to want to know the need of things, or "why," before she acts. If it is night, she will "lock door;" if some one enters the room, she will "get chair." She enjoys sewing. She has made six pretty aprons and three pin-cushions.

December 19.—A visit from Maud's aunt, whom she had not seen for seven years. We were puzzled to know if Maud knew her. She showed much excitement, but only came once to her aunt, then sat in the corner until we accompanied her to the carriage. When her aunt bade her good-by, Maud grasped her around the neck and kissed her affectionately.

December 24.—Maud beat a hole in the wall with a chair when she missed her stocking from her shoe, while I was hanging it up for Christmas eve. I showed her where it hung, and persuaded her to let it remain. A faint smile came to her face and her anger subsided.

December 25.—Maud is happy this morning, with her filled stocking and some pretty gifts her mother has brought.

January 8.—I took Maud home to-day—her first visit since she came to me. She knew where she was when her foot touched the sidewalk step. She was quite willing to return with me when evening came.

January 23.—We visited a schoolroom to-day. Maud's first desire was to examine the books. She took great interest in the children, and wished to join in their play.

Maud helps to tidy her room and makes her bed.

February 10.—I began work with small lead letters to-day. I fail to gain any interest in print.

Our First Lesson.—I place the letter in her hand, form it on the other in the manual alphabet, and have her place the letters in separate holes in a box, alphabetically, hoping in this to revive in her memory any knowledge of words spelled, or the alphabet as she may have known it.

February 13.—Away goes my table, letters and all! Maud has picked them up and sits in the corner waiting to get up when her face says, "I will be good."

February 20.—Our work remains quite the same—

no great change. Maud has become much pleased that she can sew things of value, and prefers it to making doll clothes.

March 15.— Maud danced for joy when she discovered a few willow buds. She examined the trees to see if leaves were coming. It being a bright, sunny day, she hurried to the closet and brought out her hammock, which she tied quickly in its old place.

April 15.— Maud placed the letters in her box alphabetically, after nearly two months' constant effort. Maud is much averse to letters and words. She associates the letters with the manual alphabet. I place before her the object, spell it in the manual alphabet in her hand and with her hand. Also spell with the lead letters. It is difficult to get Maud to place her fingers on the words.

* * * * * * *

June 10.— Maud spells some objects with letters as I place them before her, and shows much more interest.

June 26.— Maud goes home for one month's vacation with her mother.

July 27.— Maud and I begin work after our vacation.

August 10.— Maud has been sick and little done.

September 5.— Maud spells the words *coffee*, *milk*, *bread*, *cake*, *apple*, *pie*, *tea*, etc., as I give her the food and place the group of letters in separate words in her hands.

September 10.— Maud spelled the word *milk* to-day, gathering the word from a collection of alphabets, and shyly placed the word in my lap.

September 20.— Maud came to me to-day with the words *box*, *apple*, *cup*, *milk*, *water* and *chair* spelled in a line on a box.

October 8.— To-day Maud gave a sign for napkin for the first time, after receiving it daily for thirteen months.

BASIS OF INSTRUCTION OF EVA HALLIDAY.

[The following instructions for the guidance of the teacher of Eva Halliday were given by Superintendent Charles P. Cary, of the Wisconsin Institution for the Deaf. They are brief, but so fully meet the requirements of the case to which they apply, and are so sane and so sound, as to merit commendation and to deserve attention from others who may have a work similar to that for which they were made.]

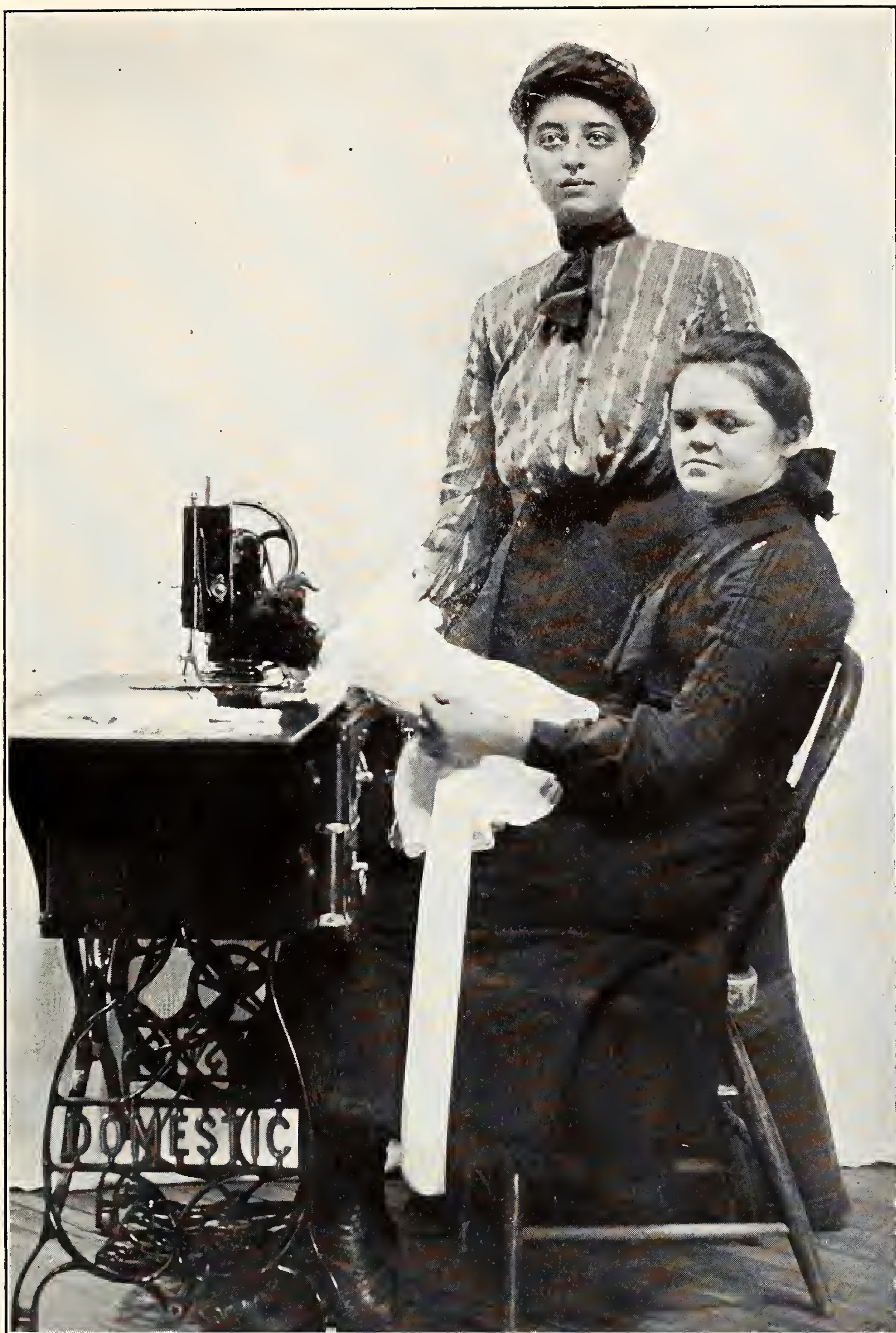
The early instruction will be of two kinds: The first, free, spontaneous, natural, and without any special reference to the child's present state of knowledge. The idea in this instruction is to place the child, as nearly as circumstances permit, in the same atmosphere of learning that the normal child is in when living with its elders — parents, elder brothers and sisters, relatives and friends. In carrying on this part of the work, the teacher will communicate with the child in any manner that she discovers to be possible, and as rapidly as means of communication permit, she will proceed to communicate about all manner of things in which children are supposed to be interested, without any regard to what is comprehended fully and what is not.

The second phase of instruction, or what some might call the instruction, will be first in the direction of teaching the manual alphabet and the spelling out of the names of familiar objects, and the close association of the name and the object. As soon as some familiarity with the manual alphabet is secured, full sentences with verbs of motion will be taught.

Further directions will be given as the instruction proceeds.

In addition to the language side, instruction and practice will also be given in sewing and other manual work as the child is found capable.

Attention will also be given to play and exercise daily.



EVA HALLIDAY (WITH MISS DELIA DELIGHT RICE).

(Doll dressed by Eva Halliday for Mr. Wade's granddaughter).

THE UNSTEADY GAIT OF THE BLIND-DEAF

By WILLIAM A. CALDWELL,
California School for the Deaf and the Blind, Berkeley.

In response to your request, I have prepared the following statement respecting the "unsteady gait of the blind-deaf."

You have in your letter given, I think, the true cause of this unsteadiness; as you say, "It is the usual walk of the deaf in the dark." But I infer that you desire, moreover, evidence going to prove whether it is indeed the loss of hearing that is responsible for it. This is abundantly shown by noting the difference in the gait of the seeing deaf and that of the hearing blind. While it is true that all of the deaf are not thus unsteady, it is to be noted that the peculiarity is not to be found at all among the blind if they have unimpaired hearing. The latter may have a timorous, halting step, but it is attributable to the fear of running against something, and in no way resembles the unsteadiness of the deaf. The sightless one may put his foot forward with care, but once it is down it is firm; its owner does not sway nor lose his balance.

The most conclusive evidence I have ever seen on this point was in this school, the California institution, where the deaf and the blind are both taught, and where they mingle together more or less on the playground. In "stilt season" it is not an uncommon thing to see a deaf boy and a blind boy pitted against each other in a friendly bumping contest, to see which can unhorse the other. In these bouts, the sightless knight almost invariably shows the greater dexterity in preserving or regaining an upright position.

Aurists and other specialists differ as to the immediate cause of the staggering gait of the deaf, but it seems to be pretty well established that it is to be attributed to derangement of the semi-circular

canals of the internal ear. That deafness alone is not the origin is evident from the fact that all deaf persons are not thus affected.

Those afflicted with this loss of the sense of equilibrium have at least one compensation — they are never sea-sick. That this is a fact is, I believe, established beyond question, though it has not yet been given the sanction of the encyclopedias, so far as I can discover. These authorities, in treating of the causes of sea-sickness, speak profoundly of "profound vaso-motor disturbance," the result of the nervous system being subjected "to a succession of shocks or surprises," thereby causing it to fail to "effect the necessary adjustments for equilibrium." All of this may be true, but it may none the less be true also that the definite location of the trouble is in the semi-circular canals which are apparently the home and headquarters of the sense of equilibrium. In *McClure's Magazine* for October, 1893 (or about that date) there is an article on this subject in which the writer says, in explaining how the disturbance of the balance-sense upsets the stomach of the sufferer :

"When rocking of the head is abnormally violent and prolonged, the stimulus is so great that the current 'leaks' over the 'center' (where the adjoining nerve governing the stomach has its origin), and so excites the nerve running to the stomach as to cause wretchedness and retching. Deaf-mutes whose ear 'canals' are affected are never sea-sick."

This is not exactly the language of the encyclopedias, but it has the advantage of being intelligible, and, from all the evidence at hand, is probably accurate.

You say that teachers of the blind-deaf are disturbed at the unsteady gait of their pupils and spend much time in attempting to correct it. Perhaps it would be too much to say that nothing can be done in this direction, but at least the teacher has no reason to feel discouraged if her efforts prove

futile. Doubtless it is true with some of the blind-deaf (as it is with some of those who can see but are deaf) that the sense of balance has not been affected by their affliction, and in their case improvement in gait is possible; but where the unsteadiness is due to the derangement or destruction of the semi-circular canals, it is not at all likely that any amount of correction will avail.

Those interested in this subject, may find it treated of at length in the *Annals*, xxvi, 198-200, xxviii, 102-117, xxxviii, 110; in the *McClure's* already referred to, and in a number of the Georgia *School Helper*, of recent date, which no doubt would be supplied on request.

The Blind-Deaf

READING OF MANUAL SPELLING IN UNUSUAL WAYS BY THE BLIND-DEAF.

By E. J. H.

In November, 1903, attention was called by Mr. Wade to a peculiar ability of a number of blind-deaf pupils in schools for the deaf to read manual spelling while holding the wrist of the speller, or by having the spelling done with the hand held against the arm, cheek or body, or in other ways than by holding the hand of the speller. The thought first occured to Mr. Wade after seeing Katie McGirr and other blind-deaf pupils of the New York Institution reading signs while holding the hands of the sign-maker. The first mention of the matter in public prints was in a communication by Mr. Wade to *The Alabama Messenger.* Following it came a series of reports of experiments along that line in several schools for the deaf, and expressions of opinion on the subject by editors of papers published at schools for the deaf, and others. The following is an attempt to present the gist of these reports and comments:

When the thought first occurred to the original investigator, that the blind-deaf might read spelling as they do signs, he tried the experiment with Katie McGirr. First he spelled the alphabet slowly in her hand, and then spelled a word slowly with her hand on his wrist, feeling the motion of the cords there. In the first trial Katie missed only one letter in a word of five, being unable to distinguish between i and y. This failure may have been, as was suggested, owing to the tendon of the thumb coming between the points of her thumb and little finger.

Later, upon receiving a suggestion for a similar experiment, Miss Lyon, teacher of Leslie Oren, at the Ohio Institution, tried her pupil. She gave him no preliminary instruction nor explanation of what she intended to do, or of what was expected of him.

KATIE McGIRR (WITH MR. COOK).

She put his hands around her wrist, spelled "Kiss me," and "Love me," both of which Leslie did instantly. "Who is sitting beside you?" was then spelled, and he responded "You." Mr. Wade was sitting at his side, while Miss Lyon, who did the spelling, was directly in front of him. It was thought that the error in his reply was due to his not fully comprehending the meaning of "beside" and not to failure to understand the words which were spelled.

The fact that Katie McGirr, very expert in all kinds of reading by touch and with all her years of experience, did not do so well as Leslie Oren at the first trial, was puzzling to Mr. Wade, but this explanation presented itself: Leslie was perfectly familiar with his teacher's spelling, while Katie was not accustomed to Mr. Wade's. In order to determine the matter, the latter requested Miss Barrager, Katie's teacher, to experiment more fully. The result is given in a letter from Miss Barrager to Mr. Wade, November 23, 1903, which was later printed in *The Alabama Messenger.* This letter follows:

"* * * I did test Katie in a variety of ways and now I see how it is. She reads spelling on the open palm — flat out — and not in a nest, a la Perkins Institution. You spelled to her while she was holding your wrist and she read *that* because you wiggle your fingers and hand so much (a way hearing people have) moving them so much that she catches the *motions.* Now, I spell very differently. Years ago, when teaching the tots, I found they could best read my spelling when I held my hand almost still — *not moving* it except when making g, h, j, and z. The habit has clung to me and I am called a 'clear speller.' Katie held my wrist tight and could catch those three and guess at two others. All the time my hand was *still,* only the cords shooting up and down. I next tried the hearing-people style, moving the hand more, and she read what I

said. Then I tested her with her fingers resting on the *base* of the palm (an inch from the wrist). She read nearly all I said, because there she got more of the finger motion. Possibly Miss Lyon moves her hand more, or else the boy had his fingers *above* her wrist. Ella Hopkins is used to the wiggly style, it seems. * * *"

A curious feature of this out-of-the-way reading of manual spelling is mentioned by Mr. Wade in his first communication to the *Messenger.* It is that some seem to read better when the spelling is on the arm, cheek, back, etc., than by holding the speller's wrist. Helen Keller, Linnie Haguewood and Ruby Rice do it just as well, and Elizabeth Robin does it better. All of these except Helen have done this in a sort of spontaneous way for a long time. And again, many of the blind-deaf have read comparative strangers and poor spellers better than they do their teachers, some of whom are remarkably clear, beautiful spellers, exceedingly easily read by the seeing deaf.

Editorially *The Alabama Messenger* made this comment on December 3, 1903 :

"As to this new miracle of 'wrist-reading,' which is attested by 'evidences' more convincing than those of Paley, it seems to be another instance of the wonderful power of subconscious observation. The old sailor can hardly say how or why he knows a storm is coming — he will tell you that he smells it. In the most successful speech-reading (as has been so well pointed out by Mrs. Alexander Graham Bell in her admirable paper on the subject) the movements and positions of the vocal organs proper are by no means the sum total of what carries the speaker's meaning. Indeed, it just occurs to us, after the lapse of a score and more of years, that two charming and clever deaf ladies entertained a few friends, including this writer, one winter evening, with a sort of speech-reading game which we do not remember to have seen or heard of since.

The speaker held a derby hat at about half arm's length before his face, concealing his mouth entirely and allowing only the rim of his 'mug' to show. Yet the reader caught a fair proportion of the words uttered, even under such disadvantages.

"And touch, as Mr. Wade so well showed in our columns some months ago, is a sense at least quite as delicate as sight."

In a second communication to *The Alabama Messenger*, November 24, 1903, Mr. Wade, after collecting additional information on the subject, suggests a theory in the matter. He writes:

"I learn from Miss Barrager that Katie McGirr did not succeed in reading her spelling at the wrist, but did better when she moved her hand further up on Miss Barrager's. Then, of Ella Hopkins, Miss Barrager writes: 'In chapel she often lets her hand fall down near my wrist, and I thought she was not paying attention to what I was saying, but I found that she was.' Of Linnie Haguewood, Miss Wood, the present superintendent of the South Dakota blind school, writes: 'I had Mrs. Haguewood to try the experiment of which you spoke. She reported to me that she gave Linnie two commands on the first trial, both of which she obeyed. She further tells me that she often spells to Linnie by putting her fingers to her back, or side, and Linnie seems to comprehend as fully as if she had spelled in her hand.' Of that sweetest of the sweet, Eva Halliday, Miss Rice writes: 'Although we think Eva the equal of any blind-deaf child, Mr. Walker and I did have some fear of her not doing as well as Leslie and Katie. She had a fair trial, in the presence of Mr. and Mrs. Walker. The first word spelled was "baby." Our intention not being clear, the word was repeated several times before she got it; "school" was understood at the second attempt; "Eva" the first time, and "bobolink" after the third attempt.' Lottie Sullivan writes: 'You wanted to know if I could understand people's

spelling by their wrists? Yes, I often keep my hand on Mrs. Veditz's and I can understand what she says.' I am informed by Mr. Macy that Helen Keller cannot read from the wrist. (I believe I will change that view when I next meet her.)

"These facts seem to me to demonstrate clearly that this ability of the blind-deaf thus to read manual spelling, is not the result of practice of any kind. Eva has been in school less than eighteen school months. She has been too busy learning things to play new games. Linnie could not have practiced spelling on the wrist anyhow; and Ella was not expert at reading by touch when I met her (she has been blind only a year or two).

"Now for some theory on this. The girl pupils of the Perkins Institution have their own way of spelling and reading between themselves. The reader cups her hand up until it is like the rind of half an orange. The speller holds her hand at a right angle with the reader's and spells with only the tips of the fingers seeming to touch the palm of the reader's hand. It certainly seems hard to believe that the reader can recognize all positions of the fingers with this kind of contact. What chance have they to distinguish between a and s? In any position of the reader's hand, the difference between the finger positions of e and o must be difficult to distinguish by touch.

"My theory is that the blind-deaf do not read by feeling the positions of the fingers. It must be principally done by feeling the motions in the hand generally, caused by the finger motions. This view seems to explain Leslie's and Linnie's instant comprehension, Ella's odd way of reading what Miss Barrager was saying in chapel, and Eva's reading the wrist spelling, even if she required some repetitions. It would also go far toward explaining the rapidity and ease with which the Perkins Institution girls spell and read in the — what seems to us — exceedingly difficult positions of the hands of both

LOTTIE SULLIVAN.

speller and reader. It will also account for the awful task it is to spell to Clarence Selby — one that few persons I have known can stand for more than a very short time. He covers the speller's hand (sometimes, I think, he uses both hands to read by) and the cramping of the speller's hand by his clinging is very nerve-upsetting. He evidently reads by the positions of the fingers, and has to keep his hand (or hands) close down, covering all the fingers. I should think that the same is the case with Mrs. Nancy Townsend, in the Ohio Home, as she covers the speller's hand with hers.

"I thought, when I first stumbled on this odd fact, that it was so far like Crookes' discovery of the luminosity of the ultra-gaseous state of matter (the cathode rays) that it was 'a domain we might look on, yet never be able to use.' Yet there may be a little, perhaps a very little, use in it. It would seem to demonstrate that there is precious little difference how we hold our hands in spelling to the blind-deaf, or how they hold theirs."

The Colorado Index reported, December 10, 1903, that "wrist-spelling" had been tried with Lottie Sullivan, and it was found that where her fingers touched the wrist and part of the back of the hand of the speller, she could grasp what was said with considerable accuracy. Where her fingers encircled the wrist without touching the hand, comprehension was much more difficult, and was mostly guesswork. "To our mind," the *Index* continues, "there is no 'supersense' involved, unless a sense developed far beyond the ordinary by constant and necessary, and we might also say enforced, practice, could be called such. Lottie's sense of touch is so acute and sensitive that she can read point writing through twelve folds of a handkerchief. This is an accomplishment she shares with several of the pupils in our blind department and is not regarded as extraordinary. But from a sense of finger touch so highly developed much may be expected. It must be re-

membered that in spelling to the blind-deaf the hand covers more or less of the hand and wrist, and by constant association it becomes a matter of no great difficulty to recognize the whole by a part, in the same manner as the seeing deaf can read spelling when the hand is muffled by a mitt, as we have occasionally seen done. In fact, for a long time, for three or four years, Lottie has been so adept at reading finger-spelling, that she would allow her hand to slip down upon that of her teacher until it rested half on the back and half on the wrist."

An editorial in *The Silent Hoosier*, January 28, 1904, says:

"We have recently given space to a discussion of the faculty possessed by some of the blind-deaf of reading manual spelling in unusual ways—as by holding the wrist of the speller, or by having the spelling done against their arm, their body, or elsewhere. As this has been done spontaneously, as it were, in a number of cases, it must have been done as a matter of convenience. Since this end could not be served unless the spelling were at or near the usual speed, we think we may assume that the spelling must be fairly rapid. Since it is manifestly impossible for the positions of the fingers to be felt when only part of the hand is in contact with the reader's, or against some part of him, the conclusion must be that the reading is done by feeling the motions of the hand generally, as Mr. William Wade has suggested. That the blind-deaf who are able to read spelling without holding the hand of the speller find it more difficult to read 'good spellers' (who hold the hand still and confine the motion to the fingers), seems to bear out this theory. The reading may be a recognition of a series of taps or other motions, just as the telegraph operator sometimes recognizes on his instrument entire words, and not a number of separate dots and dashes. After years of practice in the use of the manual alphabet, seeing persons read it in whole

words instead of by the letters which go to make them. The commonest form of recognizing wholes, instead of parts, is the universal way of reading print or writing, since not one person in a hundred ever thinks of the letters which make up what he reads. It is possible that the blind-deaf recognize words by combinations of motions made independent of the spelling, but resulting therefrom, without recognizing the elements of the words, or letters.

"A possibility in this line has been suggested by Mr. Frank W. Booth, secretary of the American Association to Promote the Teaching of Speech to the Deaf, who writes in a recent letter to Mr. Wade, who started the investigation: 'By the bye, that muscle-reading by the blind-deaf that you are investigating is a mighty interesting thing, and it seems to me to open out a large assortment of possibilities, not only for the blind-deaf, but for the seeing deaf as well. Why not a talking machine with proper electrical devices and connection with a body receiver, the latter fitted to a sensitive surface — the throat or breast, even the hand? Sensations could be localized, individualized, differentiated to almost any degree, and with practice they could be read — couldn't they? I haven't thought any further into it, but your discovery certainly gives wings for all sorts of flights of fancy, and I confess to hopes that I fear to hope to live to see realized.'"

Dr. Job Williams, superintendent of the American School at Hartford for the Deaf, wrote a letter to Mr. Wade, January 9, 1904, of which the following is an extract:

"I had noticed the ability of the blind-deaf to read from the back of the hand, the cheek, the arm, and elsewhere. Miss Noyes used to spell with great rapidity with Albert Nolen's hand on the back of hers. He had no difficulty in understanding all she said."

In *The Association Review* for February, 1904, this

subject was treated editorially. In part its comment was:

"This is an interesting fact of far-reaching possibilities, and one that, so far as we are aware, has not heretofore been made public; but it does not appear difficult of explanation. It is doubtless analogous to the reading of sounds on the lips by one who has been instructed in the art of speech-reading. As sounds issuing from the mouth produce corresponding lip movements, so the motions of the fingers in making the letters of the manual alphabet are expressed in the contractions of the wrist cords, and the bendings and turnings of the wrist itself. It may be that it is not possible to identify each letter, when taken separately, by this means, just as in speech-reading there are certain sounds that can not be distinguished from one another by lip positions; but, in either case, the natural context gives the clue to what is being said. To carry the analogy farther, it is probable that the blind-deaf no more think of the motions of the fingers when reading by wrist movements than the deaf do of sound when reading speech."

In conclusion, we quote from a recent letter from Mr. Wade to the writer in which he says: "In confirmation of my guess that motions, and not positions, are the key to reading manual spelling by the blind-deaf, this goes a good way: When at Fanwood a fortnight or so since, I spelled 'Yes' on Katie's shoulder, and she instantly took it for the answer to her question. I asked her how she recognized it and she replied 'Why, by your motions.' I was particularly careful to avoid any distinction between *numbers* of motions, that she might not recognize by the three letters of one and two of the other word, running e and s closely together as though it were but one motion."

HELEN ADAMS KELLER.

IS THERE ANOTHER SENSE DEVELOPED IN THE BLIND-DEAF?

[*The Silent Worker, Trenton, New Jersey.*]

The genius of the blind-deaf for thought and speech is one of the unaccountable things of intellectual life! There is a very large proportion of those simply deaf who labor in vain for a mastery of language. They may try ever so hard, but to the last there is a paucity of expression, a peculiarity of diction, a lack of euphony, that stamps them as foreign to the tongue. One would think that when the loss of sight were added to the loss of hearing, the difficulty of acquiring would be increased and the darkness intensified. But this would seem, from the cases now gathered in the schools for the deaf and those under the instruction of private teachers, not to be true. Helen Keller was for a time thought to be a marvel. She stands to-day, indeed, at the head of the list, and it will be a long time before her star is dimmed by one of greater splendor. There are others, however, coming after her, scarce less wonderful, and the testimony of those engaged in the instruction of the blind-deaf convinces us that there is something that comes into the life of the child suffering the double calamity that renders it mentally more active, more receptive and more susceptible to intellectual growth; capable of attaining a degree of intelligence that, with the handicap of a single deficient sense, would be quite out of the question. Can any one explain the psychological condition that makes this the case? Does the failure of sight with the deaf bring an introspection that leads to the result, or what is the cause of the apparent paradox that while the loss of the sense of hearing is a serious bar to mental progression, the loss of two senses acts rather as a stimulus, and, with both absent, there comes a likelihood of even phenomenal growth.

The Blind-Deaf

[*The Colorado Index, Colorado Springs, December 18, 1902.*]

Is there not a simpler explanation for this phenomenon to be found in the mere matter of the environment of these blind-deaf children, which would make it unnecessary to ascend to realms of abstruse psychology?

All of them receive a far larger share of individual attention from the teacher than falls to the lot of the average deaf child. Helen Keller's shadow was hardly more faithful than her devoted teacher; at the Perkins Institution each of the blind-deaf pupils forms a class of one, and the teacher is always with her pupils, in school and out, at meals, at play, and on all occasions. In our own school our two blind-deaf, Lottie Sullivan and Ralph Wooden, divide the time of one teacher, but in such manner that each gets almost uninterrupted instruction during the time they are in the classroom, Lottie for six and Ralph for five hours. Such constant individual attention would have its effect on any pupil, whether normal or with one or more of the senses lacking. The strenuous nature of the task set the teacher may also be inferred from the circumstance that four teachers of blind-deaf children succumbed to the nervous strain at the close of last term and had to retire temporarily from their work to recuperate.

Then again, the attention of the blind-deaf is not distracted like that of the merely blind or merely deaf. The immediate horizon is limited to the radius of the arms. The mind is more easily concentrated upon the matter in hand, and the mental process is surer on account of this greater simplicity. Where the memory or retentive faculty is at all normal, we must under such circumstances look for the development that has been noted.

Last but not least, English, in one form or another, is made the constant medium of intercourse, and it goes without saying that in combination with the habit of mental concentration mentioned and a

memory trained far beyond the ordinary limit, we might reasonably expect the precision in thought and speech that seems so unaccountable. Lottie Sullivan, in our own school, is no exception. She has been in school now for six years, and her command of English is far superior and more idiomatic than that of most, if not all, the deaf pupils who have attended school for a similar period.

[*The Silent Hoosier, Indianapolis, Ind.*]

It is only semi-occasionally that something is written concerning the blind-deaf that appeals to one's judgment and good sense. The manner in which the average reporter handles the subject, with his college smattering of psychology and his highly developed power of sensationalism, is the despair of those whose experience makes plain to them that the blind-deaf, or the deaf, or the blind, differ in no mental or physical characteristic from normal beings except that certain senses are developed to compensate for the loss of the others. The ordinary writer wanders off into speculations concerning the supernatural, the development of senses not present in normal beings, and similar twaddle. They seem to lose sight of the truth that the development of the sense of feeling in the blind, for instance, results from training, and is no finer than would be the case with a person who could see if the latter had occasion to use the sense as the blind do. The mere loss of sight has had nothing to do with it, beyond, possibly, rendering concentration on the object easier. Therefore it is a pleasure to read what one with experience has to say on this subject, and we commend to our readers the article in another column on "Is There Another Sense Developed?" The writer, Mrs. E. M. Barrett, has charge of the education of the blind-deaf children in the Texas school.

The Blind-Deaf

[*The article referred to, reprinted from The Lone Star, Austin, Texas, follows.*]

An article under the title, "Is There Another Sense Developed ?" has been going the rounds of the press for the last twelve months. It has "filled space" in many of our exchanges, our own *Lone Star* included, all of which should have known better than to give credence or space to such maudlin views. It would seem that when one desired to appear wise it must be at the expense of that doubly-afflicted class, the blind-deaf, and their psychological attributes. Mere speculation on sense development would not be objectionable if it were not based on such false premises as the following: "The genius of the blind-deaf for thought and speech is one of the unaccountable things of intellectual life." Such ideas are pernicious in the extreme. They lead to false conclusions and wrong the blind-deaf as a class, but more especially the congenital blind-deaf. Now, the plain facts are that those born with sight and hearing — to which belong all the blind-deaf noted for fluent language — though these senses be lost in early infancy, still retain a latent memory of external objects, sights and sounds, the impression of light and shadow, waving grasses and rippling brooks, floating clouds and blue distance, that only await the associated idea and name from the instructor to spring forth quivering with new and comprehensive life. The congenital blind-deaf have none of these latent memories, no sense impressions as food for that "introspection" that is supposed to evolve a flow of language. With these, sense knowledge must first be gained through touch alone, then, step by step, language is added by associations of the objects with the tactile impressions of the word — a long, slow, laborious process, in which the loss of two senses retards but never "stimulates" the phenomenal growth of language. Rather than a "new sense developed," the blind-deaf give evidence of the possibility of a high state

FRED MURRELL, THREE MONTHS AFTER ENTERING SCHOOL.

of development of the most primitive sense, touch, from which sight and hearing were evolved. Sounds are sensed by the entire body in a general way, and in the same way objects enter the consciousness of the blind. It is not a new sense; but the original sense, touch or muscular sense, has had an opportunity to develop in the absence of the more highly specialized senses of sight and hearing. There is no special "genius" for language with either class, unless the hard, unremitting, painstaking labor in presenting and acquiring ideas and expression be considered as such. The same difficulties are found with the blind-deaf as with the deaf, only they are intensified by loss of sight. The same "peculiarities of speech" are encountered, only with the blind-deaf they are drilled out by giving the correct expression before the faulty expression has made a brain impression. The same "paucity of expression" is recognized, but at once enlarged on by extracts of quotations from literature in the same line of thought. The "euphonious expressions" are simply those remembered classical expressions. The instructor is ever ready, ever patient, ever watchful to supply beautiful ideas clothed in appropriate language. In these first years language is never considered as language, but as a medium for expression of thought. There is nothing even wonderful about it. Simply a matter of interested attention, associated ideas and correlated subjects, enlarged on by familiarity with the best writers in poetry and prose, and constant attention to every detail of the child's life. As the editor of *The Colorado Index* expresses it: "Such constant individual attention would have its effect on any pupil, whether normal or with one or more of the senses lacking." And, as Mr. Wade says: "If intelligence, patience, devotion, and hard work are new eras in education, or are destined to revolutionize education of any kind, what in the name of common sense have you teachers been doing all these years?"

The Blind-Deaf

[*The Messenger, Talladega, Alabama, February 12, 1903.*]

We reprint from *The Silent Hoosier* a letter from Mrs. E. M. Barrett on the mental development of the blind-deaf. The writer, we need not say, treats the subject incisively, and with the perfection of common sense. But we are not, after all, so sure that common sense has the last word to say on the subject.

In the first place there is no *a priori* absurdity in supposing that certain individuals may have the gift of receiving sense impressions to which the normal subject is non-sensitive. On the contrary, within certain limits and in certain directions this is no mere supposition, but a well-ascertained fact. Exceptional persons can hear, perhaps as a sound of excessive intensity, notes so shrill as to be quite beyond the range of normal hearing, and which therefore leave the normal hearer in absolute silence. An analogous difference has been observed, we believe, less frequently in regard to the extent of the visual spectrum to different observers. We live in an infinite universe, and our having five or six senses rather than eight or ten or five hundred, is a mere accident. That we have several rudimentary, sub-conscious senses, seems altogether probable. Barometric changes have been proved to exert a wide-spread and tolerably uniform effect on the nervous system. There is a large and highly credible body of evidence not yet, perhaps, amounting to proof, but tending strongly to show that mental visions and trains of thought may be impressed on one at distances and under circumstances which render impossible any communication such as we understand by the use of the senses. Exceptional cases have been known where the mere presence of some object in the same room, unseen and unheard, has thrown a person into violent spasms.

Now, in the case of some blind-deaf persons, sense impressions are received which are unlike those which normal persons receive. For instance, Helen

Keller was taken for the first time, when a little girl, into the study of a clergyman who was one of her Boston friends. Turning her face to all sides in turn, she remarked that the room was large and low-ceiled, and that there were many books in it. It is indeed possible that a hyper-sensitive nostril, and an inconceivably delicate sensitiveness to pulsations of air, may have given her the data for these judgments. But even so, do not these refinements of touch and of smell virtually amount to new senses? In some of the lower forms of life the outer membrane, or skin, so to call it, is underlaid by a generally diffused pigment which responds to the action of light and enables the animal to guide its movements as its needs may require. Yet it is speaking according to the common use of words, if not with scientific accuracy, to say that we have a sense, that of sight, which this creature lacks. Mrs. Barrett's sharp pen has, no doubt, impaled many a foolish notion — she is, of course, right in denying to the blind-deaf as a class the possession of any sense or possibility of any kind which does not exist in other persons, in some degree,— but it may well be that in certain individuals of this class some of the many possible latent capacities, dormant in most of us, have been awakened to an activity which may produce marvelous results.

[*The Messenger, February 26, 1903.*]

The universe is full of energy in an infinite variety of forms which merge insensibly into each other and form one connected whole. Only the smallest fragment, here and there, of this infinite variety are our human nerves capable of responding to and of impressing on the brain. And of these fragmentary impressions on the brain, a great part never are registered in our consciousness, for lack of sufficiently close and continuous attention.

The range through which the nerves, general and special, are susceptible to excitation is probably not

exactly the same in any two individuals, but with the great mass of us the variation in this range is comparatively small.

When there are unusually large gaps in this range, we call the person thus deficient "blind," "deaf," "callous." When there is sensitiveness to impressions lying far outside of the usual or normal limits we have no term to denote the person thus especially gifted. If the excess of sensitiveness is moderate only, we say that he is "sharp-sighted," "keen of hearing," etc. Very exceptional individuals have a range of sensibility in various directions quite beyond what we usually mean by these expressions. This proposition has not yet entered fully into the general belief. Perhaps it is not yet fully established. We believe it and we think that such is the belief of many cool investigators in that direction.

It is the tritest of sayings that "the loss of one sense sharpens the others" by the increased attention given to what they report. Now, when it happens that a person has an exceptional range of susceptibility at one end of the scale or the spectrum — so to call it — of nerve excitation, and at the same time has had the octaves or the color-bands called "sight" and "hearing" struck out, we might reasonably look for marvelous delicacy of sensation in unfamiliar regions. Have such persons additional senses, or only a sharpening of the old ones? Isn't it a matter of how you define the terms? Vibrations of the ether, of a certain definite wave-length, we become conscious of through the sense of touch, as heat. The same kind of vibrations, of a somewhat less length, affect us as light, through the eye. The molecular motion of a fine, fruity old sherry affects us as a "bouquet"— whether by taste or smell is hard to say. In a way all our senses are but modifications of touch. The undisputed facts are the "mysterious" things about Helen Keller and the others. What you call them does not so much matter.

KATIE McGIRR (WITH MR. COOK).

THOSE SPECIAL SENSES.

[*Communication by W. Wade to The Messenger, Talladega, Alabama, February 17, 1903.*]

How refreshing it is to see what are called the "mysterious" features of the blind-deaf treated with sense from the "mysterious" point. Ordinarily dreams pass as facts and wild guesses pass as *the* facts.

Nevertheless, your statement—"in the case of some blind-deaf persons, sense impressions are received which are unlike those which normal persons receive," is incorrect, unless it be understood that *all* normal persons are meant. The special feature of the blind and the blind-deaf is extreme delicacy of touch. Yet this is not one shade more delicate than in those sighted-hearing persons who use the sense for practical purposes. The machinist working on very exact work is guided by his sense of touch, not by his sight. The micrometers by which the one-ten-thousandth part of an inch is measured are used entirely by the sense of touch; sight merely reads the result obtained by touch. The sense peculiar to the blind-deaf is smell, and smell as highly delicate as in the most highly trained bloodhound. You inquire, "do not these refinements of touch and smell virtually amount to new senses?" BY NO MEANS. The delicacy of touch in sighted machinists disposes of the question as far as that sense is concerned; and that every known blind-deaf person who did not lose smell and taste with the loss of sight and hearing has this extreme delicacy of sense of smell, settles the question as far as it is concerned, especially when the number of sighted-hearing persons who have manifested this extreme sense of smell are considered. As this extreme keenness of smell is but little known or taken into consideration, I shall cite several instances. When Helen Kellar was visiting me, I saw her pick up a handkerchief, put it to her nose, and drop it, know-

ing by smell that it was not hers. When Linnie went to the bath with her own towels and the maid picked those up by mistake and took them away, Linnie became very insistent for "*my* towels" and was not satisfied until all those taken away were brought back and she had selected hers by smell. When Julia Brace found the clothing of a dear friend, deceased for over a year, she burst into tears. When Leslie Oren was prowling through my pockets on an investigating expedition and found a bit of rubber eraser, he felt it carefully, but learning nothing by that, smelled it, and still not knowing what it was, handed it to Miss Lyon for information. When Katie McGirr came directly to me, in Mr. Currier's office, and I asked her how she knew I was there, she replied, "I smelled you." I then asked, "Who else is here?" and she replied, "Mr. Currier and Mr. Randall." When I handed Orris Benson Mr. Currier's knife as a gift from me, he smelled it, smiled and signed something which I suppose was, "No you don't!" (Orris dearly loves a joke.) Tom Stringer distinguishes different woods by their odor, and when a glued-up piece of two kinds of wood was given him, was all broken up. When Edgar Korte learned that there was a cake of soap on a shelf above his reach, he did it by smell. I have seen both Edith Thomas and Elizabeth Robin (Perkins Institution pupils) use their smell to distinguish by, but I forget now what the facts were. The brother of my friend, the Rev. M. B. Wynne, of England, who both saw and heard, when out rabbiting could always tell by smelling at the mouth of the burrow whether a rabbit was in it or not. It is nothing in the way of proof, but never to be forgotten by me, that had not my investigations in the sense of smell in mankind led me into acquaintance with Miss Dora Donald, it is precious little I would ever have cared for the blind-deaf as a class.

To go beyond the two senses of smell and touch in the blind-deaf,—I suppose it is the mystery of

mysteries that the blind-deaf can enjoy music by touch. Mrs. Ruth Everett, to whom I told this, when she was preparing an article on the education of the blind-deaf, remarked, "What a fairyland you have opened to me!" Yet it is the fact, within my own knowledge, that Linnie Haguewood, Eva Halliday and Cora Crocker all enjoy music boxes immensely. Linnie knows every tune her box plays, and at Northampton expressed her preference for a certain march the organist played. Eva is too new a pupil yet for her distinguishing one tune from another to be noticed, yet, from some matters Miss Boyd mentioned, I am very sure that Eva *does* know them, only her attention has not been called to the difference. Miss Davis' accounts of Cora indicate the same of her. That Helen does it is certain, although I never saw it for myself. Now, the love of music gets the same type of impressions through touch that it does through hearing. Never forget that, strictly speaking, we do not hear with our ears nor see with our eyes; those are only wheelbarrows to carry the impression to the brain centers; and that a wheelbarrow should sometimes trundle bricks to a house building, and wagons haul the next load, is as wonderful as that touch should convey to the brain center of music the impressions ordinarily brought by hearing.

Nor am I at all willing to agree to the proposition that special, normal senses are *developed* by use. Is it not more exact to say that *concentration* on those senses is greater? We do not recognize sense impressions of delicate degrees by smell, because we do not need to do so. We do not distinguish minute differences in size or shape by our touch, because we do not need to distinguish them so accurately. When we do need that accuracy, we concentrate on touch and get it. Just on this point I well remember having a discussion with a Dr. S. Millington Miller in the late *Popular Science News*, over his statement that the sense of smell, as it exists in the

lower animals, was a lost sense in man. In disproof of my statement of facts on the blind-deaf, he set forth that the brain center of smell in man was but vestigial, while in dogs, etc., it was fully developed. But of what earthly use is such a statement in the face of direct facts of proof positive? A well-established fact in science is one thing, its application to any particular case is a very different thing.

Of course, I agree with your statement, "there is no *a priori* absurdity in supposing that certain individuals may have the gift of receiving sense impressions to which the normal subject is non-sensitive." Some people have such abnormally keen hearing that ordinary sounds are very painful and they have to go around with their ears plugged. Mezzofanti, Leonardo and "The Admirable Crichton," were distinct from all other men, and their likes have not been seen since their days. But my point of objection to the "special sense developing" idea is that it does not distinguish and divide given blind-deaf persons from the class, but makes *the class* victims of the "special sense" getting-up business. That, as I understand Mrs. Barrett, is what she protests against. Say that Helen has a most wonderful gift for languages, both in use and in ease of learning them, and I will heartily agree with you; but say that those are the products of some "special sense" and I will point to Edmund Burke for the first and Mezzofanti for the last. Say that the exquisite beauty of her heart is a "special" development and I will point to St. John the Divine. The special mischief of this "special sense" business is that the crass, the feathery, the "beautiful" worshippers, are constantly affirming as facts, matters they either lack brains to comprehend, or are too feathery to take pains to learn anything about.

For myself, I cannot but hold stoutly to the position which I understand *The Colorado Index* and Mrs.

Barrett to hold—that, taken as a class, the blind-deaf are in all things like the average of the world, conditions (other than their deprivations) being equal.

THE SUGGESTION OF A NATIONAL SCHOOL FOR BLIND-DEAF CHILDREN.

[*The Silent Worker, Trenton, New Jersey, January, 1904.*]

There is probably not a school for the deaf in the land that has not had one or more applications for the admission of children who are not only deaf, but who are also blind. These applications confront most schools with a proposition that they are not at all prepared to meet. Children who are both deaf and blind require extraordinary care and attention, and when one is received it becomes almost absolutely necessary to get an especial teacher and an especial caretaker for it. In view of this fact, would it not be wise for the States to take concerted action looking toward the establishment of a school especially for such cases, where schoolrooms, chapel, everything, could be exactly adapted to their needs and where every State might send its children of this class, and be assured of their best care.

[*The Colorado Index, Colorado Springs, January 14, 1904.*]

We doubt the necessity or expediency of such a separate or special school. The education of the blind-deaf in its special character partakes more of that of the deaf than of the blind. They find no difficulty in communicating with the deaf, and their deaf schoolmates, so far as our observation goes, take pleasure and vie with each other in showing them attention. They thus acquire an education outside the classroom that would be altogether impossible in a school composed wholly of blind-deaf. Not only this: they are in themselves a valuable

asset to their schools. They awaken the noble instincts of humanity in every visitor, call forth the highest skill and patience of the teacher, and inculcate among their more fortunate fellow pupils lessons of helpfulness that would otherwise perhaps never be learned. Our three blind-deaf pupils are certainly a cause of extra expense to the school, but they give as well as take, in the manner explained, and we do not for a moment regret the pecuniary cost of their education. [Thoroughly sound and sane.—W. W.]

[*The Ohio Chronicle, Columbus, February 11, 1904.*]

The effort of one of our worthy exchanges to call the attention of the public to the necessity of having a national school for children who are deaf and blind will hardly meet with the approval of persons experienced in teaching this unfortunate class of children and who are best able to judge of what their environment should be. As far as their individual instruction is concerned, it would not matter whether they were in a national or State institution, or whether they were at home with a private teacher. But every classification only throws an additional limitation around their opportunities to learn.

It, therefore, appears that these children should have as much association as possible with persons who can see and who use the manual alphabet. In our State schools this opportunity is given and the deaf and blind not only have the valuable instruction of special teachers, but also receive much information from the children in the deaf schools; and with such information naturally comes pleasure and happiness. We, therefore, feel that it would be an unfortunate thing for such children to be classified in one school where they would be deprived of the broader companionship of the deaf who can see and talk freely.

JANE PATTERSON.

MISS JANE PATTERSON.

I had intended to confine my mention of the blind-deaf entirely to the United States and Canada, as the difficulties of getting approximately complete and accurate accounts of those abroad seem insuperable. But Miss Jane Patterson, of Clapham, London, England, has proved such an attractive personality, with so much clear common sense, and very sound — even brilliant — ideas, that I could not resist the temptation to depart from my rule to include only persons of this country. She was born in December, 1873; lost hearing at eight and sight at eleven; retains her speech; uses the double-hand alphabet, and has recently taken up the single-hand one.

The following extract from a letter of Miss Patterson is so excellent an exposition of what all the blind-deaf should think and do that I believe so admirable a contribution to true views on the blind-deaf should not be lost. That Miss Patterson does not "waste the hours as they go by" is shown by her putting into Braille print a book of about one hundred and fifty pages of fine print:

"The deaf have parties and water picnics, and I should have gone with one of them to Hampton Court, but it was such a wet day. The lady was anxious for me to go and make friends among them.

"We have got some funny people in this world. You advise me to get as much pleasure as I can; on the other hand, a friend thinks I am too much inclined that way, and has given me a lecture on the subject. But I shall take your advice, I believe. I can be good all the same. Surely there is no need for us to have a face as though we could not smile to save our lives!

"I quite agree with all you say about 'pitying' the blind. My patience has often been tried by the absurd remarks which people have made. But as I

have spoken very straight to them, they know me better now. I will not be waited upon or be helped in things that I can do myself. I decline all offers myself and wait upon others, and always find things for them. It takes my care off and makes it so much lighter. I run about, laugh and talk like anybody, though I take care not to waste the hours as they go by. Some people are really foolish with their remarks. For instance: A lady was visiting at a blind school. It happened to be tea-time, and she saw the servant preparing jam for the inmates; so she said, 'Poor things! I wonder how they know whether they are eating bread and jam, or bread and cheese!' But she did some good, for the whole school rang with laughter."

The publication of the following requires neither explanation nor apology.

[*The Silent Hoosier, Indianapolis, Indiana, February 26, 1904.*]

It is difficult for those in the full possession of their senses to believe that one bereft of two of them, and the two the most important of our five, can be a power for good, or that such a one could mingle in the concerns of the people about her. But we have seen several instances in our own land of the intense interest the doubly bereft may take in the lives of others, and we have just had the pleasure of reading a letter from a blind-deaf young woman of England which indicates that her mind and her activities are not restrained because of her sense limitations. The young woman is Miss T. Jane Patterson, of London. A part of her letter follows:

"I hope your Christmas was a perfectly happy one, as mine was. I went to attend service at Oxford street, after which there was a good dinner given to thirty very poor men, most of them out of work. I went to see all their things, and it made me so happy to think they were going to have some

JANE PATTERSON.

enjoyment for that day at least, and I hoped the New Year would bring better prosperity for them. Just before coming away I stood on the platform and addressed a few words to the men, and was much surprised to hear the roof coming down. They were cheering, and then they all came to the front of the platform to shake hands with me, and said they were so pleased, and hoped I would go again this year. There was really nothing to cause such a commotion, but enough for me to be glad of an escape. It was a thing I had not done before, and was not prepared for."

What more inspiring spectacle can be conceived? A sweet-faced young woman whose sightless eyes take in nothing of the world about her, either of its joy or its woe; whose deaf ears hear naught of the songs of gladness, the hum and whir of industry, or the sharp sounds of strife; yet she stands before a crowd of the needy, the inefficient, the unfortunate, as a personification of optimism, and speaks such words as rouse the instincts of their manhood; words which stir in them ambitions; words which inspire the discouraged to effort and the unfortunate to hope. We do not know what she said, but the mere presence among these men of one both deaf and blind but who is happy and leading a useful life in spite of it, was enough; and when she arose and addressed them, it is no wonder that they cheered, or that they moved forward as with one impulse to grasp her by the hand. It was a small incident, but an inspiring one.

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"I dedicate this volume to three classes of its readers — to those who shall read it once, to see what is in it; to those who shall read it twice, to make sure they have seen what is in it; and to those who shall read it many times, still trusting to see more in it than they have seen already, and shall be sufficiently pleased to pursue the quest. The first class shall have my good will; the second, my gratitude; the third, my love, for such, being earnest to find my best thoughts, must needs win my best love, and, with the finding and the winning, find and win my heart of hearts,— their shrine forever."

ADDITION TO LIST OF BLIND-DEAF.

Thomas Southerland, Arkansas Institution for the Deaf. Admitted November, 1904, at the age of thirteen years. Lost sight and hearing at ten years of age, and retains a fair amount of speech. Teacher, Miss Pauline B. Camp. He is rather the most advanced semi-blind-deaf pupil ever admitted to any school, and of course, has advanced the fastest. He is an object lesson on Moon print, as he could not distinguish two dots (points) from three, and wanted a bigger print. I saw at once that Moon was what he wanted, and sent him a book in that print, which he learned at once. Having thus gained the idea of reading by touch, he will soon learn Braille, a better system for a pupil than Moon.

THOMAS SOUTHERLAND (WITH MISS PAULINE B. CAMP).

AN AFTERWORD.

The following true story is so illustrative of the point I always make, that the tender heart of the woman is the greatest factor in the education of the blind-deaf, that I can not refrain from telling it:

A young lady, herself slight in physique, had a pupil of greater physical strength, stubborn, high-tempered, rebellious, and oftentimes almost uncontrollable. Once the teacher had tried long and hard to induce the pupil to obey, but all efforts were fruitless. The teacher felt that an appeal to physical force would fail to accomplish the end, which was to develop self-control and a recognition of authority, even though it did secure obedience at this particular time. Much troubled over her pupil's defiance and her slow progress toward obedience through an appeal to her better nature, the teacher left the child and went to her room. There she sat and sought relief in a flood of tears. Thus the pupil found her. Mark the triumph of love! The child, moved by a higher power than even her own stubbornness, went and did what she had so long and so stubbornly refused to do. From that time on, while the devil was not thoroughly cast out of her, it was seldom that an appeal to her love was in vain. Is not the lesson evident?

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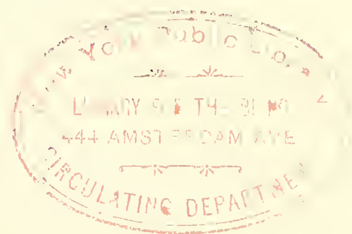

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