Room #210

Special Report

Silver Anniversary

The West Virginia Schools for the Colored Deaf and Blind

1926 - 1951

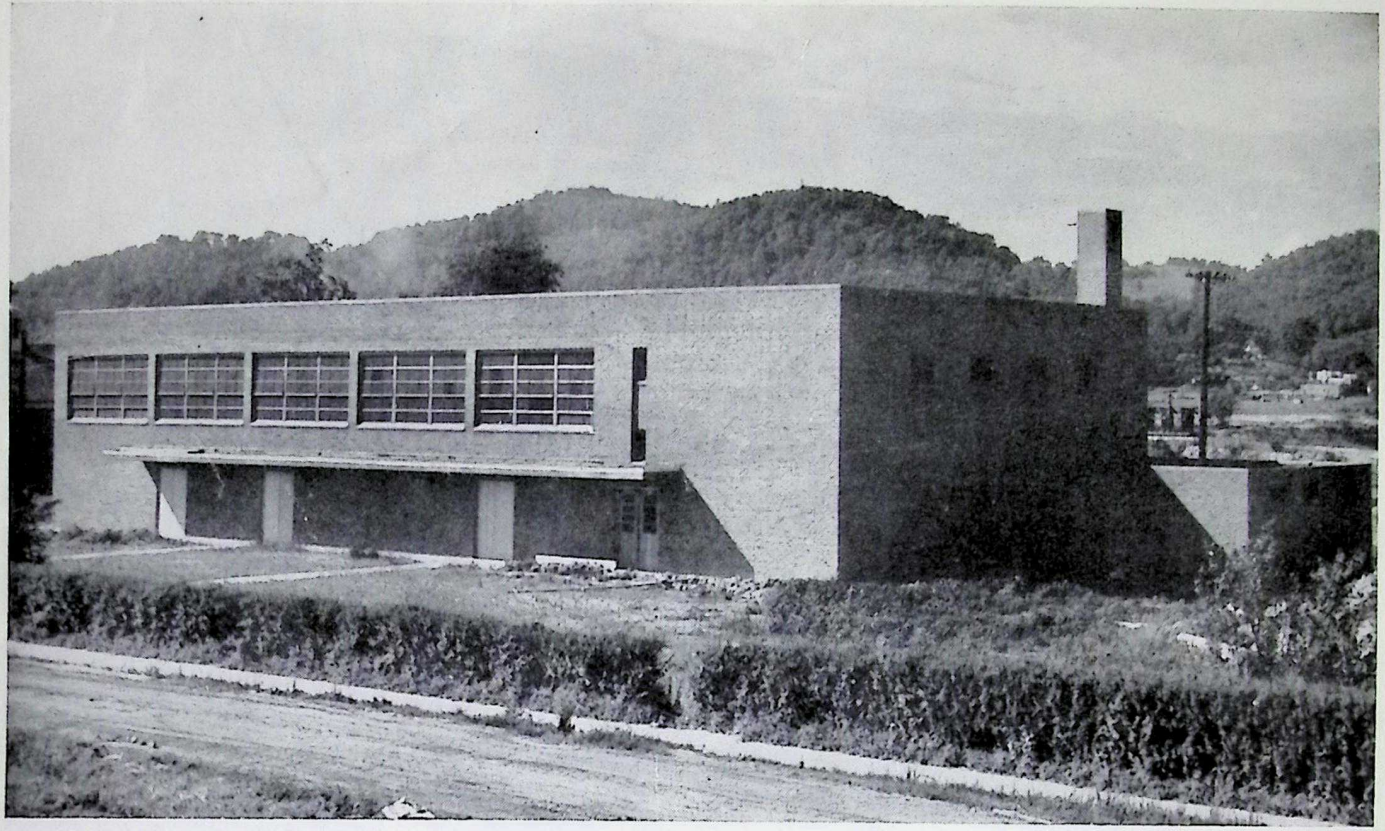
SPECIAL REPORT

Silver Anniversary

1926 -- 1951

of

The West Virginia Schools for the Colored
Deaf and Blind
Institute, West Virginia



Gymnasium and Auditorium—West Virginia School for Colored Deaf and Blind

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THE WEST VIRGINIA SCHOOLS FOR THE DEAF AND BLIND

Institute, West Virginia

June 1, 1951

To the Members of
The West Virginia Board of Education
Charleston, West Virginia

Honorable Lady and Gentlemen:

I submit herewith a special Silver Anniversary Report of the West Virginia Schools for Colored Deaf and Blind covering the period of twenty-five years from the opening in 1926 to the above date. The students, parents and citizens of the State owe you a debt of appreciation for your deep interest in and wise management of the affairs of this institution during recent years.

Respectfully yours,
E. A. Bolling

E. A. Bolling

Superintendent

EAB/kbr

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ENTIRE STAFF

Superintendent and co-workers reading from left to right: Mrs. Olivia Strader, Miss Elizabeth Hendrick, Mrs. Mamie Anderson, Miss Emily Raspberry, Mr. E. A. Bolling, Superintendent, Miss Gertrude Dunkley, Mrs. Edmonia Grider, Miss Minnie C. Holley, Principal, Mrs. Mamie Burks. Second row, Mr. Felix T. Warren, Mrs. Katherine B. Robinson, Mrs. Maggie Moore, Mr. William King, Miss Marion Williams, Mrs. W. W. Sanders, Mr. R. J. McCollum, Mr. Jerry Lee. Mr. Fred Sawyers, not on the picture.

Historical Sketch

Emerson said with his usual wise insight that "Every institution was but the lengthened shadow of a great man." One might paraphrase this statement by saying that most institutions are the shadows of many individuals. It is difficult to single out the person or persons who first comprehended the need for a special school to take care of the education of the deaf and the blind children of the Negro race in West Virginia. Behind the action of state legislatures and other governmental agencies stands the recognition of individuals first, then of groups, of the desirability and the necessity of all such enactments. These persons must exert themselves frequently for long periods of time and must meet and overcome many obstacles in order to reach the desired objective. This is true of the movement to establish this institution. Research reveals that several individuals chiefly centered around Charleston and vicinity, early felt the need for such a school and initiated the movement. One person in particular, Mrs. Elois Spillman, of Charleston, the mother of a deaf son, was active in creating sentiment favorable to the setting up of a school where her son and other handicapped children could be trained.

Few people are interested in the welfare of the handicapped children besides members of their immediate families. Mrs. Spillman was very much concerned about the future of her little deaf son. She had been sending him to the school for the deaf at Overlea, a suburb of Baltimore, Maryland for several years. A provision had been in effect by which deaf and blind children of the Negro race could be sent to the Maryland school at the expense of the State of West Virginia. However, not more than six or seven children had availed themselves of this provision. Most parents felt that Overlea was too far away and they were anxious to see a school established in West Virginia.

So, the struggle went on. At times this small group of parents became quite discouraged in their efforts to arouse public interest and channel it effectively in order to secure the required legislative enactment. However, their efforts continued until at last success came. In 1919 a bill was introduced in the legislature for the purpose of founding a school for the education of deaf and blind Negro children. The bill was sponsored by the Hon. Harry Capehart, member of the House of Delegates from McDowell County, who received able assistance in its framing and passage from Hon. T. G. Nutter, Hon. T. Edward Hill and the Hon. W. W. Sanders, then State Supervisor of Negro Schools.

One of the difficulties encountered in steering the bill through the legislature was the provision that required the head of the institution to be a member of the Negro race. There was considerable opposition to this provision on the part of some of the law makers. Their stand can be explained by the fact that such a

provision was rather unprecedented. All such institutions in the South were headed by white executives and were usually staffed by white teachers. After considerable maneuvering the bill was passed retaining this controversial provision. Thus the West Virginia Schools for Colored Deaf and Blind became the first institution of its kind in the United States to have the entire staff from superintendent down of the Negro race.

The first appropriation of $15,000.00 however, proved insufficient to cover the cost of the land and the erection of the building. Several years was spent in searching for a site. At last one was located at Institute, Kanawha County, and purchased from Col. J. M. Canty and wife consisting of 19¾ acres, more or less, and extending from the county Road to the Kanawha River for the sum of Twenty two thousand dollars $(22,000.00.) The Legislature of 1923 made an appropriation of $50,000.00 for erection of a suitable building. A lapse of time ensued and the building was not let to contract until 1925 and was completed in the early summer of 1926. The doors were opened for the admission of students on September 13, 1926, twenty-five years ago.

When the school began there were sixteen deaf students and eleven blind students. Before the end of the term the totals reached twenty deaf and seventeen blind students. Only five or six had received any formal training and several were more than twenty years of age. This made their education doubly difficult and they usually dropped out of school after struggling along for two or three years.

At the beginning the one building served all purposes—dormitory, class rooms, dining room, and offices. However, in 1928 the West Building was erected to provide space for classrooms and shops. This building is of brick construction and was fitted with sheet metal partitions equipped with folding doors between the three classrooms and thus, when opened provided classrooms for the blind, a small braille library, a home economics department and a play room. The next structure to be built on the campus was the garage containing space for three cars, a mop and broom making shop and a large store room in the attic. No other building was erected until 1950-51 when a beautiful and commodious auditorium was constructed.

The education of the handicapped requires equipment not found in schools for normal children. Some of this equipment compensates for the non-functional senses of the deaf or blind by increasing the perceptional experiences of those remaining. The blind can find effective aid in their educational development through the use of such devices as the talking-book machine, braille writers, and radios. Talking-book machines are quite similar to the victrola but designed especially to reproduce the talking voice rather than the singing voice. These machines are distributed free of cost by the United States Government and loaned to blind persons. The records called talking-books, are

available at the Library of Congress, the Carnegie Library in Pittsburgh and other distribution centers and are carried in the mails free. A constantly increasing list of books may be secured from these libraries and they cover every field of human knowledge—science, history, biography, drama, fiction, poetry, etc. Thus, a blind student may secure Stevenson's "Treasure Island" recorded on a stack of records which he places on the machine, sits back comfortably and listens to a trained reader tell this interesting story word for word as it is found in the printed book. The school has two of these machines which are used in the classrooms and also by the pupils during their leisure hours. Blind adults have been aided in securing talking-books for use in their homes.

The blind do their writing with a small instrument called a stylus which makes indentions in heavy paper guided by narrow, rectangular strip known as a braille slate. The gripping of the small stylus and the rapid punching of the braille characters become very tiresome to the muscles of the hand, wrist and arm. To relieve this strain a machine known as the braille writer has been invented. Not only does it relieve the strain but it aids the child to read and write better. It is remotely similar to the typewriter and enables the operator to make the characters in braille by striking the six long, rectangular keys. In recent years the blind department has been supplied with three of the latest type of braille writers and two older types that had been discarded were reconditioned and made available to the blind students.

Several new typewriters are also in use in both the blind and the deaf departments and the students are taught typing as an important medium of communication.

The deaf students also need some special equipment to aid in their acquisition of knowledge and understanding. Some of these students are not totally deaf, but have some residual hearing in varying degrees. To make use of this hearing some type of hearing aid should be provided. There are two types of hearing aids, group and individual. Group hearing aids have an important function in the education of the deaf and the best schools in our country usually provide one for each classroom.

In the early years of the school a hearing aid known as the Radio Ear was purchased at considerable cost. However, it was not employed to a great extent because of the lack of teachers trained in its use and it soon fell into disrepair. Later on another type called the Acoustican was obtained, but met with a similar fate. More recently two General Electric Group Hearing Aids were installed in the Deaf Department and are used regularly by trained teachers who are fully aware of their educational value. Other equipment now used in the school includes a De Vry Sound projector, a slide projector and several view masters. These visual aids find constant use in the classroom of the deaf and contribute much to their educational progress.

Personalities

A. Superintendents

Most successful institutions have received their impetus and direction from the dynamic personality of their chief executives who served in such a manner that their influence continued to be felt down through the years. Confirming his observations in this respect one finds pertinent examples in the field of educational institutions. One might cite Dr. Charles W. Elliott, of Harvard, Dr. Dwight Hadley, of Yale, Dr. Booker T. Washington of Tuskegee, Dr. Samuel Gridley Howe, of Perkins Institution for the blind, and Dr. Thomas Gallaudet of Gallaudet College for the Deaf, as examples of the indelible impressions which a great mind in conjunction with a great heart and a great purpose make upon all the subsequent history of the institutions which they headed.

The act establishing the West Virginia Schools for Colored Deaf and Blind provided that the head entitled "The Superintendent shall be a member of the Negro race, a graduate of a reputable College, and have at least six years of experienc as a teacher in the public schools of West Virginia." A brief sketch now will be presented of the several men who have filled the position of superintendent at this school.

Rev. J. W. Robinson 1926-27

The first man appointed superintendent was the Rev. J. W. Robinson, at that time pastor of a Baptist church in Clarksburg, a prominent educator and churchman. His educational preparation was adequate as he had received both the Bachelor of Arts and the Bachelor of Divinity Degrees from Shaw University. He had combined successfully the professions of teaching and preaching and had taught many years in the public schools of McDowell County. He faced heavy responsibilities in purchasing equipment, selecting the staff, organizing the program and locating and bringing in the students. He seems to have discharged these duties ably. He succeeded in finding four teachers, of whom one had experience in teaching. Two were sent away to take courses before the opening of school. In spite of difficulties the school made a favorable start. Rev. Robinson kept the superintendency only one year, then resigned to become Director of the Negro Bureau of Welfare and Statistics.

James L. Hill 1927-34

James L. Hill was appointed to the vacancy caused by the resignation of Rev. Robinson and thus became the second superintendent. Mr. Hill was an educator of excellent training, and

of broad experience. He had served as principal of Genoa High School in Bluefield and had obtained institutional experience as head of the West Virginia Colored Children's Home in Huntington. His administration saw the expansion of the physical plant by the erection of the two school buildings and the garage. An additional tract of land lying between this school and West Virginia State College was purchased thus providing an outlet to the highway through the latter's campus. Concrete sidewalks were laid around the buildings and extended through the grounds making connections with the sidewalk of the college.

The vocational program was introduced and put on a very efficient basis. Equipment was secured and courses offered in barbering, beauty culture, shoe repairing, tailoring, cleaning, and pressing, chaircaning, mop and broom making, rug weaving and leather craft. The choice of these vocations has proved sound. The students who have completed these courses have found ready employment at good wages and thus have been enabled to support themselves and their families in a creditable manner. The proximity of this school to West Virginia State College proved most advantageous, as the many hundred students there found the services of our shops most convenient and most economical. They could get their hair cut or dressed, their shoes repaired and their suits cleaned and pressed at much less cost than these services could be procured elsewhere. The school was swamped with the demands for such services and the shops were kept open at nights and on Saturdays due to the scarcity of shops in the village and transportation problems to Charleston.

The academic program also moved along commendably. The addition of Mrs. Fannie A. Harrell in 1928 as principal was a fortunate step. She was one of the few persons of our racial group who had pursued courses in the education of the deaf in an accredited college. She had received training at Prairie View College in Texas School for the Deaf after serving her apprenticeship for three years at the Oklahoma school for the Deaf. Though Mrs. Harrell had retired voluntarily from her position at the Texas School after the death of her husband and was living comfortably in California she accepted the call to come to West Virginia and help the struggling new school. Her health was still excellent, her well-trained mind vigorous and alert and her enthusiasm undiminished. She brought to her task the knowledge and judgment that was sorely needed in shaping the curriculum and in chartering the procedures of the school. She introduced the most approved methods of teaching speech and lip reading to the deaf, worked out a tenable course of study and guided her fellow teachers with patience and skill. Her services were of inestimable value and her influence is still felt in the school while her tragic end makes her a true martyr to the cause that she loved in boundless measure.

Howard Abbott 1934

After the death of Mr. Hill which occurred late in the school term and Howard Abbott of Bluefield, was named acting superintendent. Mr. Abbott was a graduate of Lincoln University, Pennsylvania, and had taught in the public schools of the State. He served for a period of four or five months, about half of which was during the summer vacation.

William C. Reid 1934-36

The Board of Education in July 1934 appointed William C. Reid as superintendent and he assumed his duties in August of that year. Mr. Reid was also a graduate of Lincoln University, Pennsylvania, and had been a successful principal of Stratton High School, Beckley, West Virginia. He retained the position only two years and returned to Raleigh County to assume the principalship of Byrd Prillerman High School.

Edward A. Bolling 1936-

Upon the resignation of Mr. Reid, the State Board of Education appointed Edward A. Bolling to the superintendency and he assumed his duties on July 1, 1936. Mr. Bolling is a graduate of West Virginia State College and of Ohio State University. He had taught in the public schools of the state serving as principal of Bramwell High School and at the time of his appointment was principal of Genoa High School, Bluefield. His administration has been marked with several evidences of improvement and of progress. He early discovered the importance of improving the professional training of the teaching staff as at the beginning of his term only one teacher had pursued courses in the education of the deaf or the blind. He urged that the teachers pursue such work in summer school. That the status of the school might be determined objectively the approval of the state Board of Education was secured to have a survey conducted by an expert in the field of special education. Dr. P. C. Potts, Assistant Director of the American Foundation for the Blind, New York City, and a former superintendent of a deaf school, came to the school in March 1939 and spent two weeks in making a thorough survey of the entire program.

Dr. Potts made a series of recommendations which have served as guideposts in planning the growth and advancement of the schools. They covered a wide range such as beautification of the grounds, adequate library space, more frequent medical examinations of the students, improved curriculum, better trained teachers and a new auditorium-gymnasium. Practically everyone of these objectives has been realized over a span of twelve years.

His recommendation relative to the training of teachers in the fields of special education of the deaf and of the blind had far-reaching results. Very few teachers in the Negro schools for the

deaf and the blind in the South had received any professional training. They were usually persons whose qualifications would not permit them to teach in the public schools of their respective states. There were only a few colleges and universities in the country which at that time offered such courses and these without exception were located in the North where the tuition and other expenses were so high as to be beyond the reach of the low salaried persons who needed the training most.

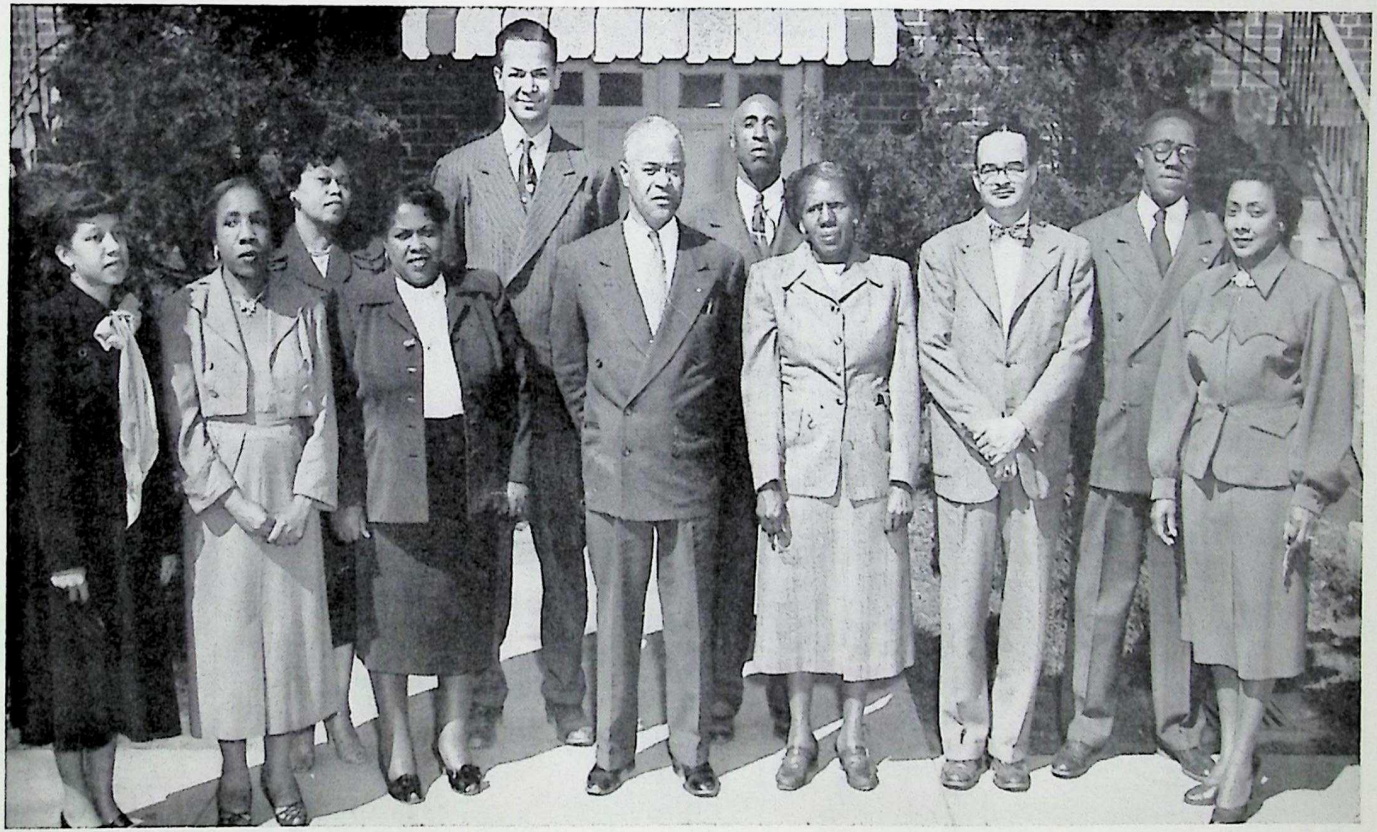
Through the willing cooperation of President John W. Davis and Dean Harrison H. Ferrell, of West Virginia State College, and the State Board of Education, courses in the education of the deaf and the blind were offered at West Virginia State College beginning with the summer term of 1939 and continued through 1940 and 1941. This was the first time that such courses had ever been offered in a Negro school in the United States. Teachers came from as far away as South Carolina and Louisiana to prepare themselves for better service to the handicapped children under their tutelage. It is not too much to say that the schools for Negro Deaf and Blind in the South entered upon a new era with the introduction of this training. Dr. Potts was assisted by Mr. Justice P. Dozier of New York City and by Miss Georgia Lee Able, Iowa School for the Blind. Beginning in 1942 these courses have been continued in the summer terms at Hampton Institute.

The improvement in the educational preparation of the teachers at the West Virginia Schools for Colored Deaf and Blind may be judged from the fact that by 1942 five out of eight members of the staff had earned the master's degree in special education. In 1936 only one had received the bachelor's degree in special education. However, three years later three of these well-trained persons had gone to better-paying positions in other states.

The reason for this rapid turn over in the teaching staff can be attributed to the low salary scale that had prevailed. This has made it necessary to employ persons whose qualifications frequently have been sub-standard. In several instances teachers were employed who had no training whatever in special education and in at least one case the teacher had never seen a deaf child. However, the salary scale has risen slowly in recent years due mainly to the wise understanding and sincere interest of the members of the West Virginia Board of Education by whose influence the school has received increased legislative appropriations.

This administration has also been marked by beautification of the grounds through the construction of a pool and fountain, the planting of hedges, shrubbery and flowers. Better equipment has been secured for the culinary department including an Electric food mixer, a deep freeze unit, a bake oven.

In the category of physical improvements the most outstanding feature since the erection of the first building has been the new auditorium-gymnasium just completed. The structure is one of the finest of its kind in the entire state. It is constructed of varicolored bricks with a basket-ball court of high school dimensions, a large stage, shower rooms, locker rooms and drying rooms for both boys and girls. The stage contains folding bleachers of the latest type that can be easily opened out for the accommodation of spectators at games. When used as an auditorium the main floor provides seating space for five hundred persons. As unusual features it contains numerous electrical plugs around the walls for individual hearing aids. The equipment includes ping-pong tables, floor mats, bars, rings, trapeze, Indian clubs, dumb bells, shuffle boards and boxing gloves.



Faculty—Reading from left to right, first row: Miss Elizabeth Hendrick, Primary Deaf; Miss Emily Raspberry, Intermediate Blind Department; Mrs. Mamie Anderson, Intermediate Deaf Department; Mr. E. A. Bolling, Superintendent; Miss Minnie C. Holley, Supervising Teacher, Principal, Beauty Culture; Mr. Felix T. Warren, Barber Instructor; Mr. Jerry Lee, Advanced Blind Department, Tailoring, Weaving, Cleaning and Pressing Departments; Mrs. Edmonia W. Grider, Home Economics Instructor. Second Row: Mrs. Katherine B. Robinson, Primary Blind and Music Instructor; Mr. Willia King, Advanced Deaf Department; Mr. R. J. McCollum, Shoe Repairing Instructor.

B. Teachers

The most difficult as well as the most important problem that confronted the superintendent when the school opened a quarter of a century ago was that of finding teachers. The Reverend Mr. Robinson literally searched the country in order to find the three persons needs to take care of classes in both the blind and the deaf departments. He employed a Mrs. Williams, who was born deaf, educated in Wisconsin School for the Deaf, and had taught in the North Carolina School for the Deaf over a period of sixteen years. The other teachers were Miss Fannie Mae Wright, who was sent to Perkins Institute for a few weeks' training and a Mrs. Dumas.

The second year Mrs. Bessie Meadows was added to the staff to teach handicrafts to the blind. These teachers remained but a short time. The second year of Superintendent Hill's administration found a complete turnover in the teaching staff. The East building had been completed and space for equipment were provided for the teaching of vocations. Mr. Reuben Siggers became the first instructor in shoe repairing and was employed on a part time basis. To teach home economics Miss Leona Ballard was appointed. She was a native of Charlotte, North Carolina, and had received her training at Hampton Institute in Virginia.

Miss Ellen Brent, of Staunton, Virginia, who had been trained in a Beauty School in Washington, D. C., was appointed teacher of beauty culture and also taught one class of the advanced blind. Since barbering was also added to the curriculum Mr. Chester Boyer, of Clarksburg, was the first teacher in that field. He held the job only a few months when he resigned and was replaced by Mr. David Scott.

STAFF OF 1929

Many changes were made in the staff at the beginning of the 1929 term. In the academic fields for the blind Miss Ruth Clark, from Meridian, Miss., taught the advanced blind and also home economics to both the deaf and the blind, and Miss Minnie A. Holley, of Tazewell, Virginia, who had been the girls' supervisor, also taught the blind and beauty culture for the deaf.

It was at this time that Mrs. Fannie H. Harrell came to the school and she taught music, weaving and basketry as well as the advanced academic classes for the deaf.

Here follows a list of the academic teachers of the blind from 1929 to 1951:

Miss Alberta Alexander, of Kansas, Miss Martha Jane Griffin of , Mrs. Margaret Dodd, of Steelton, Pa., Miss Helen Briggs, West Virginia State College, Huntsville, Ala.,

Miss Vivian Greene, Miss Emily Raspberry, Mrs. Mary English Williams, Miss Florence Ryder of Flint, Mich., and Mrs. Katherine B. Robinson, Charleston, W. Va., and Mr. J. M. Lee, Institute, W. Va.

The list of academic teachers for the deaf is now presented. In many instances these teachers taught academic subjects half of the day and vocational subjects the other half. Their names are as follows: Miss J. Marie Spotts, of St. Louis, Mo., Miss Vivian Greene, of Elkins, Mrs. Ruby Brown, of Institute, Mrs. Susie McRae, of Pittsburgh, Miss Elizabeth Hendrick, of Akron, Ohio, Miss Nannie Davison, of Institute, Mrs. Leone Waugh, of Durham, N. C., Mrs. Mamie Anderson, of Welch and Mr. William King, of Indianapolis, Ind.

In 1937 the Board of Education approved an additional teacher to teach instrumental music to the blind. The first person appointed to this position was Miss Gladys Purcell, of Bluefield, followed by Miss Thelma Drake, Miss Marcia Bohee, Miss Gladys Hargrove, and Mrs. Katherine B. Robinson. When the demand arose for expanding the music program to include instruction in band instruments a part time instructor was appointed who was usually a student in the music department at West Virginia State College. The first person to fill this position was Mr. Hundley Kline, followed by Mr. Daniel Owens, Mr. Robert Greene.

The services of Miss Minnie C. Holley, whose name has been mentioned several times deserves special comment. She began as supervisor of girls in 1928 and then became instructor in beauty culture the next year and has continued to serve in this capacity to the present. A vacancy occurred in 1930 in the deaf department and she was transferred there. Then began her long and thorough preparation for efficient service in the difficult field of educating the deaf. She studied during the summer at Ypsilanti State College, the University of Toronto, and Columbia University receiving the Master's degree at the last named in 1941. She has pursued additional work since at the University of Southern California. To this excellent training must be added her deep understanding of deaf and of blind children her genuine interest in the development of the individual student and her unlimited capacity for work. She has been the moving spirit in the organization of the Girl Scouts, the Boy Scouts and other clubs and her tireless efforts have contributed much to their continued success. She has also done fine service in guiding young, inexperienced teachers in classroom technique and procedure.

Academic Program

The law as subsequently amended provides for the education of deaf and blind children of the Negro race in the State between the ages of 6 and 21 years. All the expenses involved are paid by the State including transportation, room, board, laundry, books and tuition. These schools attempt the challenging program of educating the deaf and the blind on the elementary and secondary levels in addition to the vocational program already presented. This is in keeping with the basic tenet of American democracy that the innate possibilities of every individual be given an opportunity for the fullest development. No group has justified more convincingly the extra care and expense necessary for their education than the deaf and the blind in our state and nation. Therefore, the underlying philosophy governing the administration of these schools is to educate the students in such a manner as to make them capable of taking their places in society as self-sustaining, and contributing citizens. They are not to become educated deaf persons or educated blind persons living in a world withdrawn, but must be educated persons participating in the common interests and activities of their neighbors. These students must enter a world composed of an overwhelming majority of normal persons, must live among them, compete with them for jobs, and have their friendship and respect. This is a big undertaking and a difficult one when the students involved are deprived of one of the two most important channels to the vast sea of learning, sight or hearing.

ACADEMIC PROGRAM OF THE BLIND

Among the questions most frequently asked by parents, visitors and other interested persons are "What do you teach the blind?" and "How do you teach them?" A clear understanding of the answers to these questions constitutes the first step in the understanding of the entire academic program of the blind. Let us proceed on the assumption that a blind child enters the school at six years of age. Parents are urged to bring the new child to school, but if they are unable to do so then a staff member goes after the new pupil. Within a few days after arrival at the school the child is taken to an eye specialist in the city of Charleston for a thorough examination at the expense of the State Department of Public Assistance. The physician's findings are reported on a form provided for this purpose, and placed in the files of the school. Whatever recommendations the physician makes concerning treatment are carefully followed.

The child enters the primary grade and spends his first few weeks getting acquainted with the rudiments of reading and writing the braille characters universally used by the blind. Just as

the case is with normal pupils some blind children learn braille more readily than others. On the average in four to six weeks, the child has sufficient mastery of this special language to proceed with the same speed as a normal child in the same grade. In writing braille the child used a pointed instrument with knob-like handle called a stylus about 2½ inches long and a long rectangular device called a braille slate, 8 1/4 by 1 5/8 on hinges; one part of which is placed on the solid part of the open slate and the other half closed over it. Then with the stylus the blind child rapidly punches the paper through the cells working from right to left. At the end of each four lines the slate is opened and moved down the paper for the next four lines and so on until the bottom of the paper is reached. For reading the paper is removed from the surface of the raised characters.

The gripping of the small stylus and the rapid punching of the braille characters may become very tiresome to the muscles of the hand, wrist and arm. To relieve this strain a machine known as the braille writer has been invented. It is remotely similar to the typewriter, and enables the operator to make the characters in braille by striking the combination of the six long rectangular keys. In recent years the blind department has been supplied with three of the latest type of braille writers and two older types that had been discarded were reconditioned and made available to the blind students.

Obviously the child's skill in reading braille increases from year to year as he moves up from grade to grade. In this way the vast sum of human knowledge stored up in the printed books and translated into braille is open to the blind pupil and he can keep pace with his normal brother and sister and complete the high school course as prescribed by the State in twelve years. The subjects studied from grade to grade parallels quite closely those found in the regular public schools. The same magazines and weekly papers used in normal schools are also translated into braille such as the Readers' Digest, Current Events, and Weekly Readers, Our Times and others.

The braille text books used by the blind are embossed by the American Printing House for the Blind, Inc., of Louisville, Kentucky. Their cost is rather high, but fortunately this is paid out of an annual appropriation made by Congress to all the state schools for the blind on a proprate basis. Another useful device in the education of the blind is the talking-book machine which is a type of victrola designed specially for the reproduction of the spoken voice. These machines are distributed by the Library of Congress, Washington, D. C., through the Departments of Public Assistance of the several states where they may be secured on loan by the schools for the blind. Records for these machines called "Talking Books" may be obtained from several distribution

centers, one of which is the Carnegie Library, in Pittsburgh, Pa. These records are placed in special containers and sent back and forth through the mail without cost.

The titles of the talking books available increase daily and now number many hundreds. They include the standard works, prose and poetry of the leading English and American authors. Thus the blind student may obtain The Adventures of Robinson Crusoe by Defoe as a talking book of 21 records which he runs on the machine and listens to at his leisure. One may secure also works on art, biography, travel, history, economics, sociology, science, philosophy and psychology. The complete radio also is used in the classrooms as an educational aid. Of course not all the blind students at this school complete the twelfth grade. However, since the institution was established approximately twenty have been awarded the high school diploma. Eight entered college of whom three remained to complete the work for a bachelor's degree. One of these has already received the master's degree and the other two are now in graduate school.



Blind students using the braille-writer

Course of Study

BLIND DEPARTMENT

PRIMARY DEPARTMENT:

A. First Grade
   1. Braille Reading
   2. Braille Writing
   3. Language
   4. Number Work
   5. Health
   6. Music

B. Second Grade
   1. Braille Reading
   2. Braille Writing
   3. Spelling
   4. Number Work
   5. Language
   6. Health
   7. Music

C. Third Grade
   1. Braille Reading
   2. Braille Writing
   3. Spelling
   4. Language
   5. Arithmetic
   6. Social Studies
   7. Health

INTERMEDIATE DEPARTMENT

A. Fourth Grade
   1. Reading
   2. Writing
   3. Language
   4. Arithmetic
   5. Social Studies
   6. Health
   7. Nature Study

B. Fifth Grade
   1. Reading
   2. Writing
   3. English
   4. Arithmetic
   5. Geography
   6. History
   7. Spelling
   8. Health

C. Sixth Grade
   1. Reading
   2. Writing

3. Arithmetic
4. Spelling
5. History
6. Geography
7. English
8. Health

D. Seventh Grade
1. Reading
2. Writing
3. Spelling
4. English
5. History
6. Health
7. Geography

F. Eighth Grade
1. English
2. Spelling
3. Arithmetic
4. History
5. Health
6. Reading
7. Current Events

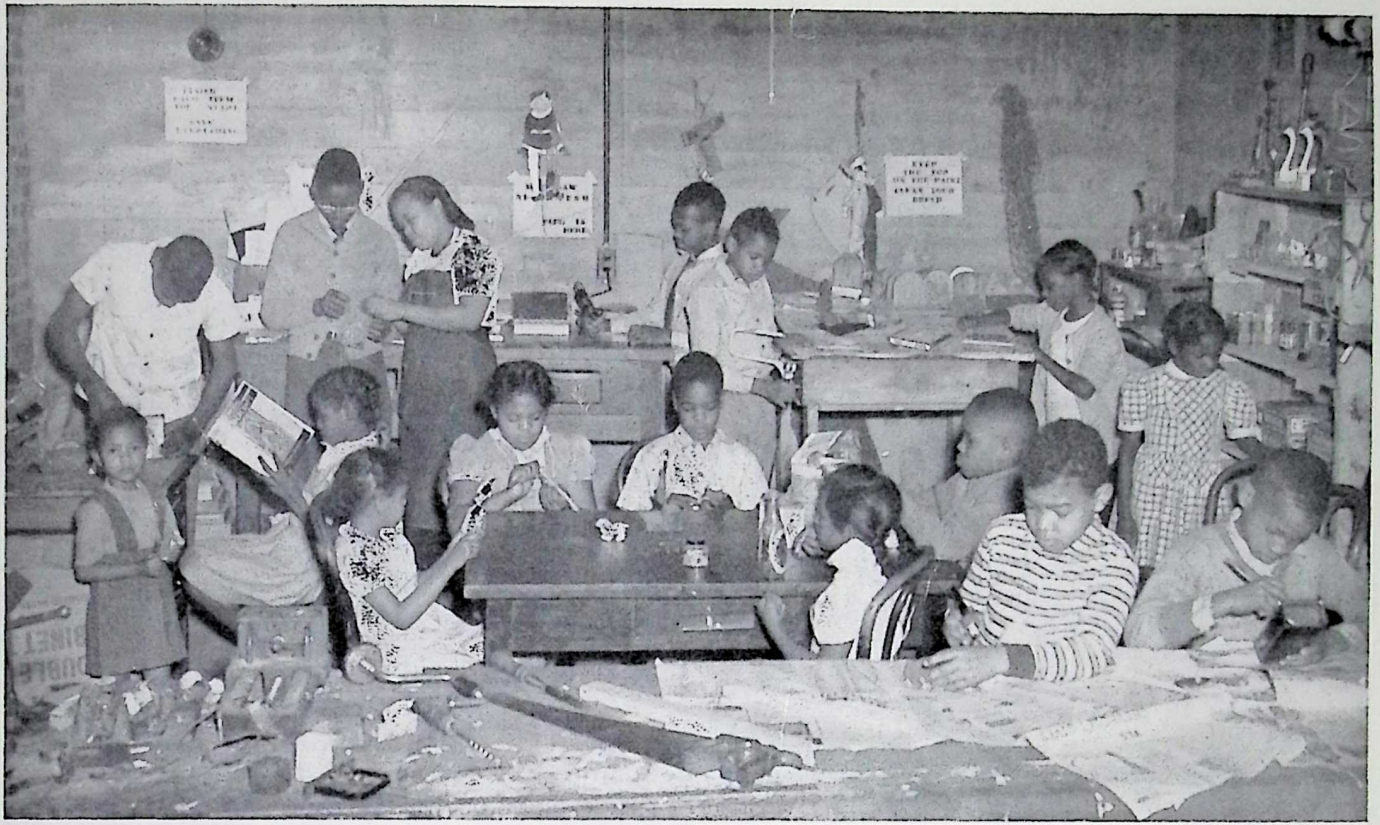
ADVANCED COURSES:

A. Ninth Grade
1. English and Literature
2. General Science
3. Mathematics
4. History

B. Tenth Grade
1. Algebra
2. English and Literature
3. Sociology
4. History
5. Current Events

C. Eleventh Grade
1. Economics
2. Sociology
3. Current Events
4. English and Literature
5. History
6. French

D. Twelfth Grade
1. English
2. Literature
3. Commercial Geography
4. French
5. Ancient History



Deaf and Blind Arts and Craft Class **Instructor—Mrs. Katherine B. Robinson**

Academic Program of the Deaf

The education of a deaf child presents much greater difficulties than that of the blind. It is the consensus of opinion that the training of a congenitally deaf child is the supreme challange to teaching skills. When such a child enters school at five (5) or six (6) years of age he is usually devoid of any concept of language. He frequently does not know his own name nor the names of any of the objects with which he has had contact. His only method of communication is by means of grunts, noises, cries and simple gestures. He looks out upon a world that he sees and touches but can not interpret to others nor have interpreted to himself through the common medium of spoken language. Soon after he enters school he is also taken to a specialist in Charleston for an examination to determine the degree of his hearing loss. The audiogram, or chart of the loss of hearing in decibels, is kept on file as a guide in the child's training. His loss may be of a slight degree and thus his hearing can be improved by the use of a mechanical aid.

Thus as the result of a lack of language caused by inability to hear the spoken word the deaf child begins his school career at great disadvantage. For two or three years the teacher labors unceasingly to give the little deaf child the rudiments of language before he can even reach the stage of the hearing child at the beginning of the first grade. This retardation of two or three years because of the language handicap can seldom be overcome. The deaf pupil throughout his educational career remains two, three or more grades behind his normal brothers and sisters of the same age.

Two basic methods have prevailed in the education of the deaf. The one is the Oral Method and the other the Normal Method. There may be combinations of the two. However, the best schools of our country employ the Oral Method exclusively, and the time is not far distant when all the schools will follow that method. In the oral method the deaf child is taught to make sounds, to speak and to understand speech by reading the movement of the lips, jaws and face. It is a long, slow, difficult process and calls for the utmost skill and patience on the part of the teacher. The manual method makes use of signs and finger spelling. This is the universal language of the deaf and has come down through the years. The one serious drawback to this method is that so few normal persons understand the sign language.

This school has sought to use a combination of the two methods with the emphasis placed upon the oral approach. The chief difficulty encountered has been the lack of teachers trained in the oral method. However, that situation has improved greatly in recent years.

Speech and language remain the important subjects for a deaf student throughout most of his school career. Therefore, fewer of the deaf than the blind have finished the high school course. The vast majority complete the eighth or ninth grades along with a vocation and are then able to make their way to success in life. The curricular offerings in the deaf department show some variations from those of the regular public schools.

An outline of the course of study in the Deaf Department follows.

Course of Study

DEAF DEPARTMENT

PREPARATORY DEPARTMENT:

A. First Year
   1. Preparatory sense training
   2. Speech
   3. Speech reading
   4. Language
   5. Handwork
   6. Number work

B. Second Year
   1. Sense training
   2. Speech
   3. Speech reading
   4. Number work
   5. Language
   6. Reading

PRIMARY DEPARTMENT

A. First Grade
   1. Speech
   2. Language
   3. Reading
   4. Number work
   5. Social work
   6. Hand work
   7. Sense training

B. Second Grade
   1. Speech
   2. Sense training
   3. Language
   4. Reading
   5. Arithmetic
   6. Hand work
   7. Speech reading

C. Third Grade

1. Speech
2. Speech reading
3. Language
4. Reading
5. Arithmetic
6. Social Studies
7. Hand work

INTERMEDIATE DEPARTMENT:

A. Fourth Grade

1. Speech
2. Reading
3. Language
4. Arithmetic
5. Geography
6. History
8. Industrial Arts

B. Fifth Grade

1. Speech reading
2. Language
3. Arithmetic
4. Health
5. Geography
6. History
7. Industrial Arts
8. Science
9. Reading

C. Sixth Grade

1. Speech Reading
2. Language
3. Arithmetic
4. Reading
5. Geography
6. History
7. Health

D. Seventh Grade

1. Speech reading
2. English
3. History
4. Geography
5. Arithmetic
6. Health
7. Reading

ADVANCED DEPARTMENT:

A. Eighth Grade

1. Speech reading
2. English
3. Civics
4. History
5. Current Events
6. Reading
7. Mathematics
8. Hygiene

B. Ninth Grade

1. Speech reading
2. English
3. General Science
4. History
5. Current Events
6. Mathematics
7. Hygiene

C. Tenth Grade

1. Speech reading
2. English and Literature
3. Algebra
4. History
5. Science

D. Eleventh Grade

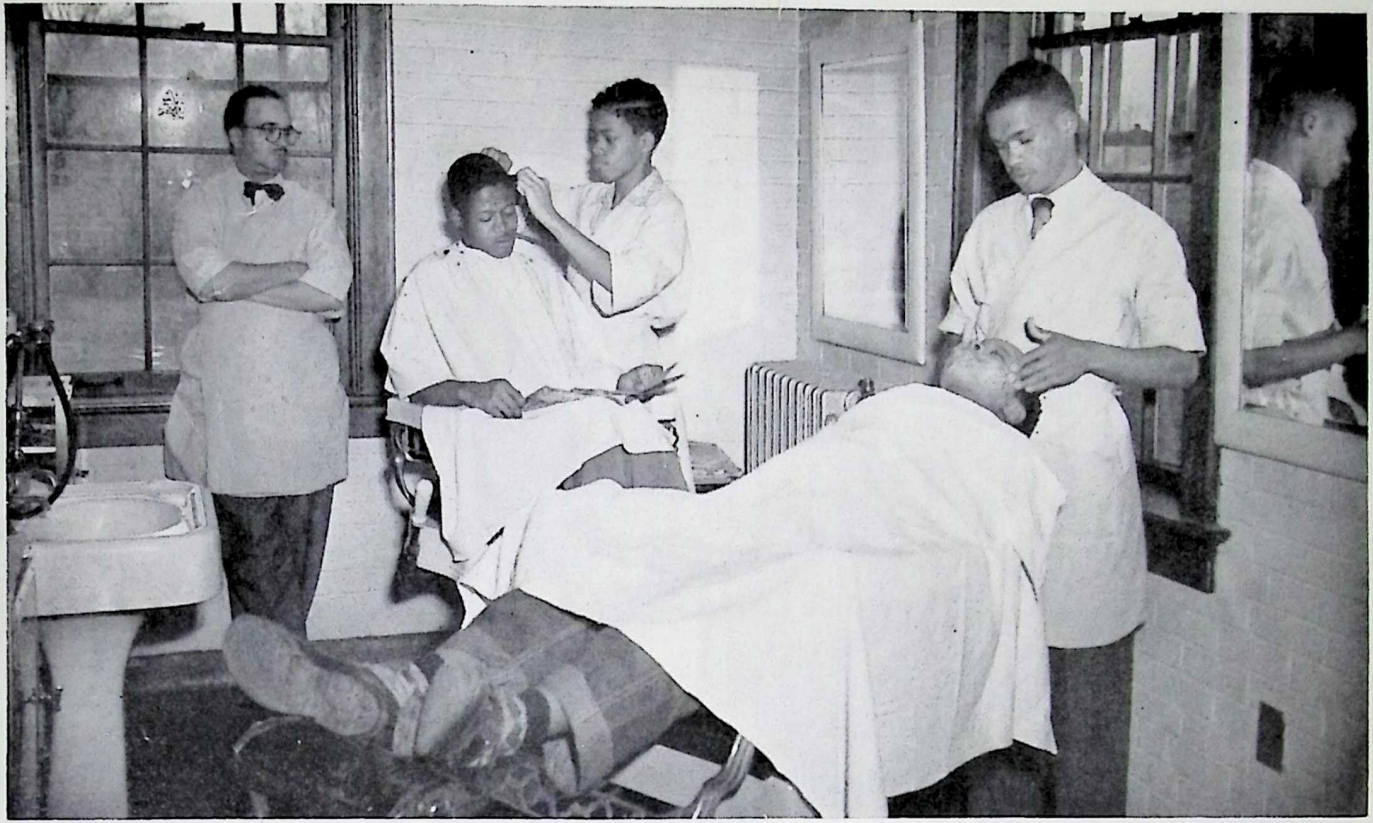
1. Speech reading
2. English and Literature
3. Biology
4. Science
5. History

E. Twelfth Grade

1. Algebra
2. English
3. History
4. Literature
5. Current Events

Music Department

"A taste for music is a taste for the finer, the better, the nobler, and the holier things of life; a taste that repulses all that is base, gross and ugly; a taste that lifts men and women up and away from the sordid, drab shadows of earth's experiences and fills the heart with the songs that rise heavenward." The purpose of our music department is to bring out a student's potentialities, train him as thoroughly as possible and stimulate him to achieve success in this field. To no group is music of more importance than to the blind. It is not only an unfailing source of leisure time enjoyment but also affords a means of full or part time employment at profitable pay. Music also aids in developing freedom of movement in blind children and in eliminating nervous habits and mannerisms. This department is equipped with four pianos for teaching and practice, one trombone, one clarinet, one trumpet, one alto saxophone and one violin. Some students have owned personally other instruments. All the blind children are members of the school's vested choir which furnishes music for chapel, Sunday school and other public assemblies. From time to time the choral groups have presented programs in churches and schools of Charleston and vicinity winning the warm approval of the audiences. Several of the graduates have earned money by playing in dance orchestras. Among these may be mentioned Oliver Dillard, saxophonist, George Cook, trap drummer, Algie Davis, pianist and Johnny Jones, bass fiddler. The teachers of piano and voice have been Miss Gladys Purcell, of Bluefield, Miss Thelma Drake, of Durham, North Carolina, Miss Emily Raspberry, of Wilsonburg, Miss Marcia Bohee, of Chester, Pennsylvania, Miss Gladys Hargrove, of Beckley and Mrs. Katherine B. Robinson, of Charleston. The instructors in band and orchestra instruments have usually been students in music department of West Virginia State College who were employed on a part time basis. Those so employed have rendered fine service and include Mr. Hundly Kline, Mr. Daniel Owens and Mr. Robert Greene. Since 1947 the school has been fortunate to have on its staff in the person of Mrs. Katherine B. Robinson, a teacher qualified to teach piano and voice as well as band instruments.



The Barber Shop—Mr. Felix T. Warren, Instructor

Barbering

Since the course in barbering was introduced the deaf boys have had an opportunity to be trained for a vocation that offers certain employment under attractive conditions and at good wages. The students for this course are carefully selected on the basis of aptitude, interest, intelligence and personal appearance. The barbering department has seen comparatively few changes in instructors since the first year. Mr. Joseph Simpson, of Bramwell, followed Mr. David Scott, and was in turn succeeded by Mr. Felix T. Warren, of Bluefield, in 1930 who has continued to this date and has rendered efficient service. All of the graduates have pased the examination of the State Board of Barbers and Beauticians and received licenses to work for one year as apprentices and then as master barbers. Among these may be mentioned Theodore Corbett, Joseph Terry, deceased, George Morris, Rudolph Valentine, Roy Redman, Dorothy Wright, Arthur Penn and Joseph Mickey. The equipment included two chairs, electric hair clippers, shampoo bowl, electric facial massage machine, razors, scissors, and complete line of cosmetics.



Beauty Culture—Miss Minnie C. Holley, Instructor

Beauty Culture

As a companion course to barbering, a course in beauty culture for the deaf girls was introduced in 1928. This also proved a wise choice. It includes thorough training in hair dressing according to the latest mode, manicuring, shampooing, massages and complete beauty treatment. One of the objectives of this course is to instill within our girl students, both deaf and the blind, the habit of careful and regular personal grooming, thus making them more presentable in social affairs and thus win for them the favor of the public. The other objective is to prepare those who complete the courses for a life's vocation which offers opportunity for pleasant and profitable employment. Those students who have received certificates in beauty culture have passed the State examination and received licenses to practice the profession. Miss Ellen Brent as mentioned heretofore was the first instructor in Beauty Culture. She remained only one year and was succeeded by Miss Minnie C. Holley, who continues in this capacity until the present, though she combines Beauty Culture work with the heavy duties of speech teacher, supervisor of instruction and interpreter and sponsor of many clubs including girl scouts. Though small, this shop is well equipped with the latest devices such as electric hair dryers, curlers, etc. Among the graduates in Beauty Culture who have made success in the vocation may be mentioned Miss Della Carter, of Fireco, W. Va.; Miss Ruth Smith of Charleston; Mrs. Lillian Webb Palmer, of Beckley; and Miss Nannie Hairston, of Detroit, Mrs. Dorothy Wright Craige, Charleston, West Virginia.



A Blind class in weaving. Mr. Jerry Lee, Instructor

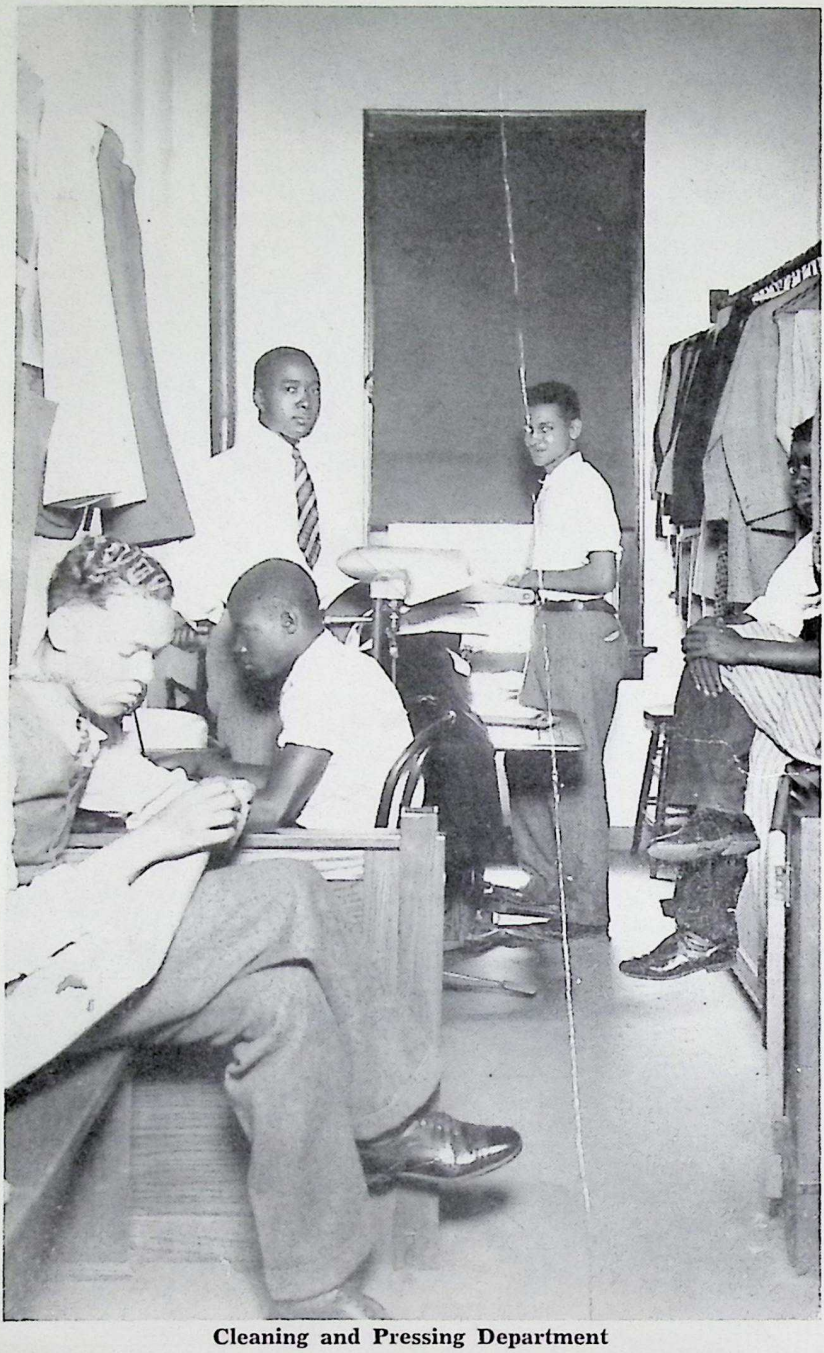
Mop and Broom Making

Vocational courses for the blind present some difficulties. The very nature of blindness itself limits the kind of vocation in which they may be trained. Even more are the limitations which the blind encounter in seeking employment on jobs for which they may be well prepared. Of the traditional courses offered to the blind may be mentioned mop and broom making and chair caning. These courses have been taught to our blind students since 1928 and are designed to prepare them for employment in factories or to operate shops of their own. While these vocations as a rule do not offer opportunities for the blind to earn a livelihood they can be used advantageously to supplement their incomes. All the mops and brooms used in our school are made in our own shops.

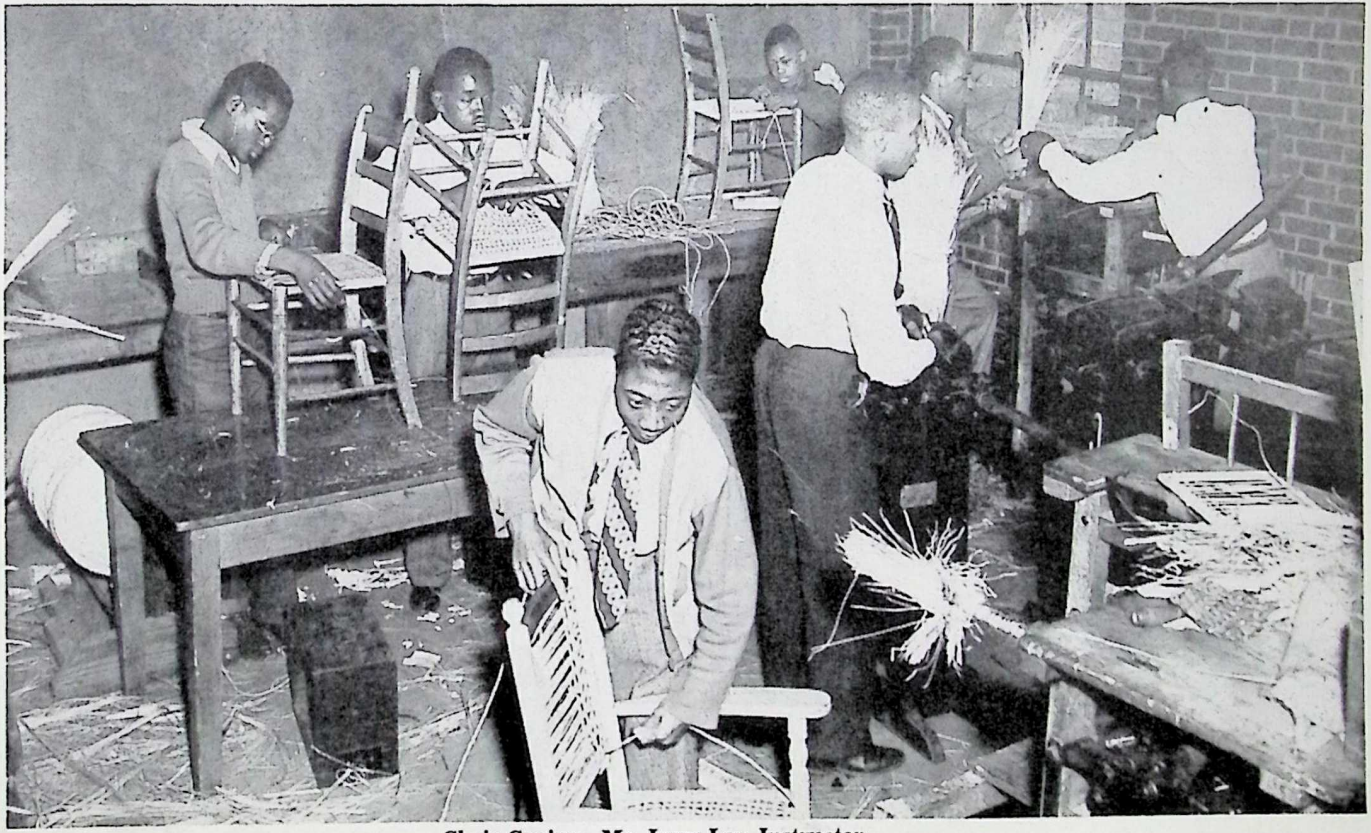
Tailoring

This course began with the opening of school in 1928. The first instructor was Mr. William B. Ellison, a graduate of St. Paul, who put the vocation on the solid basis on which it has rested through the years. The work included complete instruction in the names and uses of tools, in stitching, basting, making seams, button holes, pockets, measuring and drafting coats, vests, trousers and skirts. Special studies are also made in the qualities of goods, in matching colors and in estimation of cost; also full equipment is provided for cleaning and pressing. This vocation ranks perhaps at the top in terms of readiness of employment for graduates. Here are the names of some of our deaf graduates who are making a living in following this vocation: Solomon Jeffries, of Logan, McKinley Womack, of Charleston, Robert Obic, of Smithers, Johnny Edmonds, of Belle, James Kinzer, of Logan, and Allen Perrion, of Logan.

Mr. Lee came in 1934 to fill the vacancy caused by the tragic death of Mr. Ellison and has continued in this capacity until this time. Mr. Lee learned the trade at St. Paul Normal and Industrial Institute, and is a master tailor skilled in all phases of this work. In addition he teaches advanced braille classes and mop and broom making as already mentioned herein.



Cleaning and Pressing Department



Chair Caning—Mr. Jerry Lee, Instructor

Shoe Repairing

The choice of this vocational offering has proved very wise as it has given the deaf boys trained in it an avenue of certain employment. The first instructor in shoe repairing was Mr. Reuben Siggers, of Kentucky, who had received his training at Wilberforce University. He remained one year and was succeeded by Mr. Sherb Gilbreath who came from the Alabama Agricultural and Mechanical College. The small fee charged and the excellent work done in this department combined to draw considerable practice especially from the students at adjoining West Virginia State College. Mr. Gilbreath remained two years when he left for a better position in Huntsville, Ala. Mr. Siggers returned to the post and served until March, 1944, then secured employment in war production. Subsequently, he became a teacher of shoe repairing at Boyd Junior High School, Charleston, West Virginia. Mr. R. J. McCollum, a man who had successfully operated a shoe repair shop in Montgomery, West Virginia, was appointed to the position in 1946. Due to the demand of returned veterans for training in this vocation the course was introduced at West Virginia State College that fall of that year. Since then the deaf students from our school have received their training in this trade under Mr. McCollum at the college. There one of the finest and best equipped shops in the State has been maintained and the training is of a very high order.



A class in clothing—Mrs. Edmonia W. Grider, Instructor

Home Economics Department

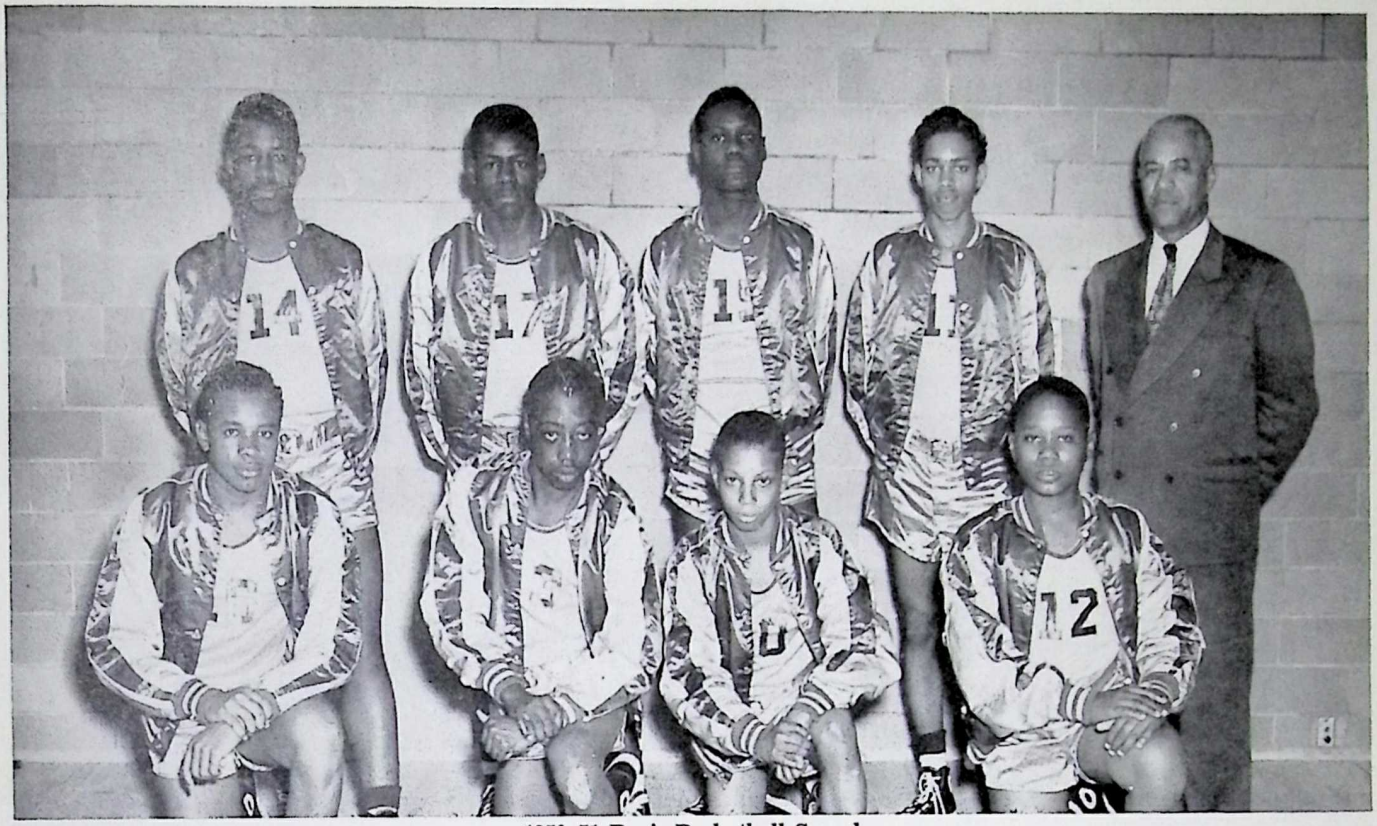
The courses in home economics are offered to both the deaf and the blind girls and this department has reached a high degree of excellency in recent years. The main objectives of the courses offered are to develop as far as possible the potential qualities of the students which might aid in home making and caring for one's self; to develop skills in the construction and care of clothing, in planning balanced meals and preparing foods, and in solving simple problems in home furnishing and decoration, and in child care.

The physical plant of this department is made up of three well-lighted classrooms; a clothing laboratory, foods laboratory, pantry and dining room. The clothing room is equipped with two large cutting tables, two electric and two mechanical sewing machines, student metal lockers; two small work tables and all the equipment necessary to simple dress-making and sewing. The foods laboratory contains the latest model electric stove which is exchanged yearly for a new one through a fine educational plan sponsored by the Appalachian Electric company, a large new Westinghouse refrigerator and a Youngstown Kitchen, recently installed composed of a custom-built working surfaces, multiple cabinet space for storage and a large sink. This equipment presents a very beautiful and inviting place for work.

The classes in home economics are small thereby enabling instructor to devote individual attention to the students. These classes are conducted daily from 1:00 P. M. until 4:00 P. M. and include both deaf and blind girls. The instructors in home economics since the opening of the school have been Miss Bernice Fields, Miss Leona Ballard, Miss Ruth Clark, Miss Helen Briggs, Miss Vivian Green, Miss Carrie Jones, Mrs. Annette Page Warren, Mrs. Marjorie Zimmerman and Mrs. Edmonia Grider, who formerly taught at West Virginia State College.



Girl's Basketball Squad
Miss Minnie C. Holley, Supervising Teacher and Principal
Mr. E. A. Bolling, Superintendent



1950-51 Boy's Basketball Squad
Superintendent E. A. Bolling

Activities

One of the critical zones in the education of the handicapped is that of character and personality development. In order that these children may be prepared for life in the normal world they must have experiences as nearly alike those of normal children as possible. This is not easy to accomplish when all the factors entering therein are considered. It is not a normal situation when a child is taken from his home environment and placed under institutional care for nine months of each year. This transition in many instances is startling to the deaf or blind child of six years. Let us take the case of the deaf child. As a baby he has lived in a world berefit of the soft sounds of his mother's voice, the soothing lullabies and warmth of laughter. He has never heard the chirping of birds, the barking of puppies, the mewing of kittens, the rattling of toys. He has never heard the rustle of garments and the sound of footsteps in the room. Even when he clapped his own hands or babbled in childish joy these sounds were lost in silence. The tone of the mother's voice in reproving his childish mistakes can never contribute to the growth of his social conscience.

He gazes with bewildered eyes upon the silent-motion picture like world of activities unfolding around him and comprehends but little of what he sees. He tries to adjust himself to these difficult situations, and frequently is over-whelmed by uncontrollable fears, and uncontrollable impulses to rebellion surge through him as he fails to understand others and others fail to understand him.

How can he be helped most in this difficult struggle for adjustment? Education is his salvation. The right kind of education—education centering around full participation in meaningful activities and as often as possible with hearing children. Thus the program of this school for many years has emphasized the frequent co-mingling of our students with normal children of the vicinity. One wholesome and stimulating approach to this type of socialization is derived through clubs and organizations.

The Girl Scout Troop No. 56, was organized in 1940 and has played a successful role ever since. The troop is composed of both the deaf and the blind girls of approved ages and holds weekly meetings. The various scout activities have been carefully planned and faithfully executed over the years under the dependable leadership of Miss Minnie Holley. The fame of this handicapped troop has spread far and wide, even across the ocean. When Lady Baden-Powell, World Chief of Girl Scouts of England, made plans to visit the United States for the Silver Jubilee in 1946. she expressed the desire to visit our Scout Troop of which she had heard



Troop 56 was visited by renowned Scout Leaders

Standing—Mrs. John W. Davis, first sponsor of Troop 56; Mrs. Samuel C. Lawrence, of Charleston, niece of Miss Juliette Lowe, founder of the Girl Scouts; Miss Minnie C. Holley, guiding spirit, leader of Troop 56.

Seated—Lady Baden-Powell, World Chief of Girl Scouts of England.

most favorable reports from Scout officials in this country. She came to Charleston to attend a huge celebration held in the Municipal Auditorium on Sunday, March 24, 1946. In spite of the fact that troops throughout our nation were clamoring for the honor of having the distinguished leader to visit them, she picked our troop as one of the very few to receive her gracious presence.

On Monday afternoon March 25, 1946, Lady Baden-Powell accompanied by Mrs. Samuel C. Lawrence, of Charleston, niece of Miss Juliette Lowe, Miss Clementine Miller, of New York, one of the Directors of Foreign Relations, Miss Marianne Hicks, Field Director of the Charleston area and others paid our Troop a visit. Our girls made a most favorable impression, clad in their spick and span uniforms. An interesting program was presented and Lady Baden-Powell spoke with charming earnestness of the purposes and work of Girl Scouts throughout the world and the part the organization is playing in the promotion of tolerance, understanding and respect among the peoples of all nations. When a photo was made of the group Lady Baden-Powell posed with one of the little blind girls on her lap.

This incident is mentioned as concrete evidence of the success of our scouting program and of the favorable recognition received by our troop. The girls carry on their activities in close cooperation with the troop in the village and with several troops both white and colored in the Charleston area. Our troop has participated in the big annual programs held at Morris Harvey College before crowds of two to three thousand people and their smart appearance and excellent performance have evoked the unstinted praise of every body. In 1950 the Negro Scouts of Kanawha County were represented by two of our girls and one girl from Charleston, at the Senior Girl Scout Conference held at Jackson's Mill.

Our Boy Scout Troop No. 165 has not been organized quite so long nor has it had so notable a history. However, the troop has made satisfactory progress and our boys have gained valuable training in character development and social understanding. Since our boys frequently meet with other troops of normal boys they widen their circle of acquaintances and form wholesome comradship.

The advanced blind students have an organization called the Helen Keller Club which meets weekly and sponsors programs, parties and other activities while the deaf students have a similar one known as the Loyal Service Club.

For fourteen years the school has had a sound projector which besides being used for classroom instruction to a great extent, also finds service for purpose of entertainment. A good feature



Troop 56 receiving slice of the 37th Birthday Cake at Kanawha Airport, sent from the National Office, California, sponsored by Jo Stafford.

picture with musical and comedy shorts is presented free every other Wednesday evening and other shows are given on holidays or special occasions.

The school carries on a well-planned program of religious instruction. Sunday school is held every Sunday morning throughout the school year. Vesper services come once a month and church services once a month conducted by ministers from the Charleston churches. The students are also privileged to attend church services in the village and chapel services at West Virginia State College. For several years a deaf Episcopal Minister from Columbus, Ohio, has preached to our deaf students on the fourth Sunday in each month. He is the Rev. George Almo, a Swede by birth, educated in Paris, France, and a master of four languages. His sermons delivered in the sign language are invariably helpful in the development of religious understanding among the deaf.

Perhaps the functions which all the children enjoy most are the parties or socials held at least once a month and on holidays such as Halloween, Thanksgiving, and Valentine Day. These parties are sponsored by members of the faculty in rotation. The pupils spend these merry hours playing games and dancing and end the evening with light refreshments. Every student's birthday that comes during the school term is remembered with cards from their friends and the whole group rises in the dining room and sings "Happy Birthday."

The younger children find wholesome recreation during good weather on the play grounds equipped with see-saws, swings, a giant stride, jungle climb, soft ball, croquet, volley ball, and wall ball. The last named is a thrilling game invented by some blind boys several years ago which bears some similarity to the great American baseball. The field of play is the space between the two school buildings whose walls serve as the two bases. The blind batter kneels on both knees and the pitcher rolls the large inflated ball on the ground which the batter tries to hit with his fist. If he drives the ball into fair territory, he springs to his feet and runs to the wall on his right before the fielder can retrieve the ball and throw it at him and hit him. If this happens, he is out. Once safely on the base (the wall) the player may range up and down as he pleases, but must keep one hand or one foot against the wall. Then the next batter kneels and the pitcher serves the ball. If he hits a fair ball, he runs to the wall on his right while the player on the base dashes across the open space to reach the other wall. If he does so without being hit by the ball thrown by a fielder, he scores a run. There are three "outs" as in baseball and five, seven or nine innings may be played. The side scoring the most runs wins the game.



Deaf students keep time in dancing by feeling the vibration of the music.

Field Trips

Each year the Loyal Service Club and the Helen Keller Club plan field trips to points of historic interest or of scenic beauty. The funds for the expenses involved are raised by the students from minstrel shows, bake sales, and other projects. These groups have gone to Hawk's Nest to enjoy the matchless beauty of the mountain scenery, to Point Pleasant to gaze on the monument, to Lakin to visit the Lakin State Hospital and the Boys' Industrial School, to Huntington to see the Orphans' Home and Girls' Industrial School. A few years ago a group of fifteen of the larger deaf students made a trip over the C. & O. Railway to Cincinnati, Ohio. They were met by the members of a Girl Scout Troop with whom they had corresponded and were carried to the zoo, the public library, several parks and the Harriet Beecher Stowe Elementary School. The civics classes invariably paid a visit to the Legislature when it was in session and were given the chance to meet personally the leaders of that important body. The blind students were thrilled in 1949 to shake the hand of the Hon. Robert L. Hunt, member of the House of Delegates from Barbour County, who is himself totally blind.

Students

Since the schools opened their doors in 1926 a total of 102 deaf students and 68 blind have been admitted. Of this number eleven deaf and fifteen blind students completed high school, and twenty-seven deaf and eight blind students received vocational certificates. Two deaf graduates went on to receive college degrees. Three blind graduates not only finished college but have won the master's degree.

Those who have gone forth from these schools since 1926 are found engaged in barbering, shoe repairing, hair-dressing, cleaning and pressing, and teaching. Many are married with families and homes of their own. A vast majority are living upright, honest lives and are respected members of the communities in which they reside.

So in twenty-five years the West Virginia Schools for Colored Deaf and Blind have made steady, substantial progress along all lines. Though it is one of the youngest schools of this type its work compares favorably with the bigger and older schools of the country. The years have been years of foundation laying and consolidation of hard earned gains. The problems have been many and difficult. The most encouraging feature is the keen interest in recent years of the governing boards and state officials in its welfare and progress. Those who shall guide its destiny in the years that lie ahead should find the path easy to follow and should advance to much higher achievement. Whoever they may be, let us hope that they will never lose faith in the latent possibilities for good that lie concealed in the souls of these unfortunate members of the human family—the deaf and the blind.