

The Utah State School for the Deaf, Dumb and the Blind

The Utah school for the deaf was established by an act of the Territorial Legislature in 1848, as a department of the University of Utah. In 1886 it became a separate institution, with a land

about the subject, together with comments upon the move from one or two other papers. Our own feeling in the matter is that the Utah school management has taken a long step forward in this innovation, and one moreover that will justify itself in results more and more

the speech work of a school, to no form of the English language, in symbolizing it, can the charge be laid. Spelling is constructive in all its tendencies and efforts, never destructive, and its only fault in relation to speech is, it is a too convenient substitute, and in its use it lessens practice in speech and the reading of speech. Were it not for this fault, spelling would be no worse than writing, both would be good, and properly restricted, both could be used to the same end to supplement and reinforce the oral work of the school. We await further development and testimony from Utah.

School Improvements.

Much new apparatus has been added to the schoolrooms. Each classroom has a small library. The general library now contains 203 volumes, so that the deaf have every advantage offered by books. The reading-room is fitted with paper stands, tables and chairs, and the leading magazines of the day are always to be had.

In the manual training classes splendid progress has been made. The boys studying carpentry now have the advantage of a course in mechanical drawing in connection with their training. In shoemaking, cutting and fitting are required of all learning the trade. The boys in the horticulture class have the advantage of the best instruction and are taught how to mix soils, propagate and care for plants, spray trees and all the other things pertaining to the trade. In the hospital building the domestic science classes

They found that Utah had been keeping pace with the best of them.

Some of the Graduates.

Of the eighteen pupils who have graduated from the institution, three entered Gallaudet college, one passed the college examinations with high marks, but did not avail himself of the higher education thus offered. There is not one among these graduates who is not a self-supporting and valuable citizen. Nephil Larsen is foreman of the carpentry department in the institution; Elmo Kemp, who took a two years' course in the New Haven School of Gymnastics, is supervisor of boys and teacher of physical culture in the Texas school; John Clark, who took the degree of Bachelor of Science at Gallaudet, is now head of a surveying company doing work for the Government in southern Utah. Elizabeth DeLong, graduating at the same time as John Clark, taking the degree of Bachelor of Arts, is a teacher in the manual department of the school. At present the school has one representative at college, Miss Lillian Swift. This young lady graduates in the coming June. She has made for herself a creditable record, and bids fair to graduate with all honors.

In the present high class at the school, Margie Clothworthy of Heber, Utah, is studying to take the college examinations, and hopes to enter Gallaudet in the fall.

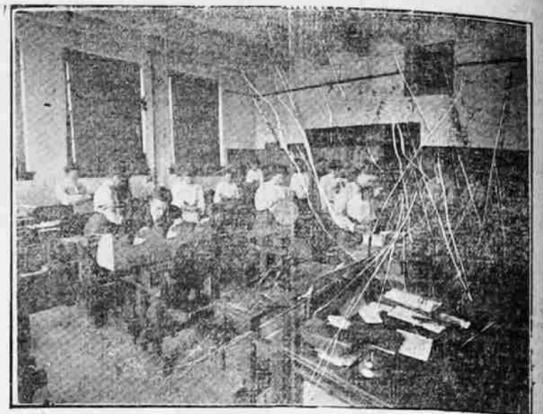
School for the Blind.

In 1902 the State established a school for the blind, but owing to the lack of funds it was not opened until 1904. Up to 1903 the blind school was conducted as a department of the School for the Deaf. In 1903 it was removed to the annex building, where commodious and comfortable quarters had been prepared for it, and became a department in itself, although governed by the same board and having the same superintendent as the School for the Deaf. The present enrollment is sixteen blind children. The methods of instruction in

State Industrial School

At no period since the establishment of the State Industrial school of Utah has the institution made more rapid progress than in the year just past. The fact is due chiefly to the liberal appropriations made by the State Legislature in the year 1903 for its growth and maintenance, and to the untiring energy of the board of trustees. The latter has endeavored with success to use all appropriations to the best possible advantage and provide a corps of competent officers and teachers. In their close attention to the wants of this institution, the board have succeeded far beyond their anticipation in raising the school to a standard on the level with Eastern institutions of earlier establishment and of longer experience in the work of formation. The plan has been to make the school a home for delinquent boys and girls and to eliminate as far as possible the idea of a penal institution. The District Judges have seemingly approved of this plan in that nearly all boys who have been received during the past few months were committed by the courts under the charge of incorrigibility, were in many cases guilty of felony. This condition of affairs is approved by all who are in-

equipment of the blacksmith shop. Everything that is necessary for the instruction of boys in this trade has been provided. Some of the work which has been turned out would be a credit



Manual Training, University of Utah.

means they might be paroled until they had reached the age of twenty-one, when a discharge was necessary by law. Such boys as had no influential parents, relatives, or friends, to plead their cause found it necessary to remain in the institution a greater length of time than was really necessary. The introduction of the merit system proved to be a remedy for this evil. The boys are now classified by the superintendent when they are received into the school according to the charges against them before the District court. Each boy or each inmate is provided with a book of rules in which he is instructed in what is required of him during his stay. He receives a merit for each week and also receives demerits for bad conduct. He is able to tell at any time exactly where he stands and the time when he will be eligible for parole with perfect conduct. The board of trustees have held closely by the rules adopted by them, and the result has been justice to each inmate of the institution.

The Departments.

Competent teachers are in charge of the school of letters, a man for the boys and a lady for the girls' school. It is arranged that one-half the inmates attend school in the morning and the other half in the shops, and vice versa in the afternoon. A portion of the building which was formerly used as an armory by the military school, is now occupied by the machinery of the carpenter shop. Great care was taken in the selection of machinery and tools necessary for instruction in carpentry, and a special instructor has been in charge throughout the year. Few schools can equal the State Industrial school in the machinery and

to older craftsmen. The building now used as a blacksmith shop and machine shop was constructed especially for blacksmithing purposes.

Under the instruction of excellent workmen the boys make all the shoes worn by the inmates of the school. The female inmates, two sewing machines have been received during the year and the girls make all of their underwear and hosiery used by the inmates.

Sewing—A competent seamstress in charge of the girls' sewing room instructs the girls in plain sewing. Articles made in the knitting factory are finished in the sewing room. There are so many garments for the use of the boys.

Gymnasium and Athletics.

A portion of the old armory building has been turned into a gymnasium and suitable equipment installed. The boys find great pleasure and amusement in the gymnasium, which is without doubt one of the sources of good discipline. Boys who are received at the school in a state of bodily weakness come out strong and vigorous, which is due to a great extent to the systematic exercise they receive in gymnastic work. An hour and a half of each day is devoted to physical exercise, which is directed by a competent instructor. Football, baseball, skating, etc., are enjoyed in season. The boys have made a very good record in their work in football, having won a silver trophy in competition with the State School for the Deaf and the High School team. The athletic portion of the daily routine is indispensable. It furnishes the boys with plenty of out-door exercise and tends to make them happy and contented.

Military Drill.

The boys are proud of the distinction they have won by their knowledge of military tactics. During the past summer a portion of the play time was spent in instructing them in the drill. They have given a number of exhibitions at different times and have always had the applause and admiration of the spectators. The drill has also been a discipline to the inmates.

Health.

A year has never passed in the history of the State Industrial school when the inmates enjoyed such good health. There have been only a few cases of sickness and these cases were in no degree dangerous.

Crops.

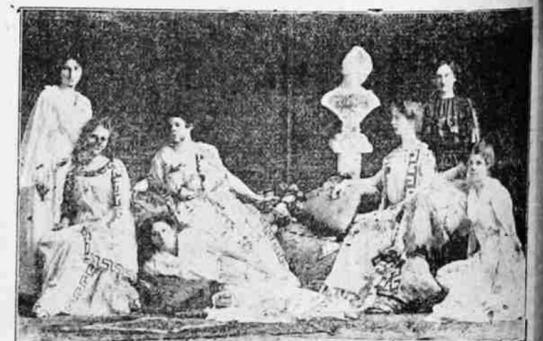
From forty-five acres of farm garden the crops have been so large as to supply the school in everything necessary in the line of vegetables and fruit.

In General.

If in the years to come it is possible to make such rapid improvements have been accomplished during the past year there will be an industrial school in Utah which the State will have reason to be proud of.

ORATORY AND PHYSICAL CULTURE

Success and Growth of Pierpont School



Mrs. Grace Della Davis and Miss Burckella Pierce, principals of the Pierpont school of oratory and physical culture, are to be congratulated upon their success and growth. Mrs. Burckella Pierce of the department of oratory and physical culture is a pupil of Mrs. Emily M. Bishop of New York and where in addition to her regular studio work she conducted a department of physical culture in the State preparatory and high school; Colorado Chautauquus for the last four years. Her success since she opened her studio in this city is sufficient proof of the merits of her work and her teaching ability. Mrs. Grace Della Davis of the department of

interested in the reformation of the youthful delinquent.

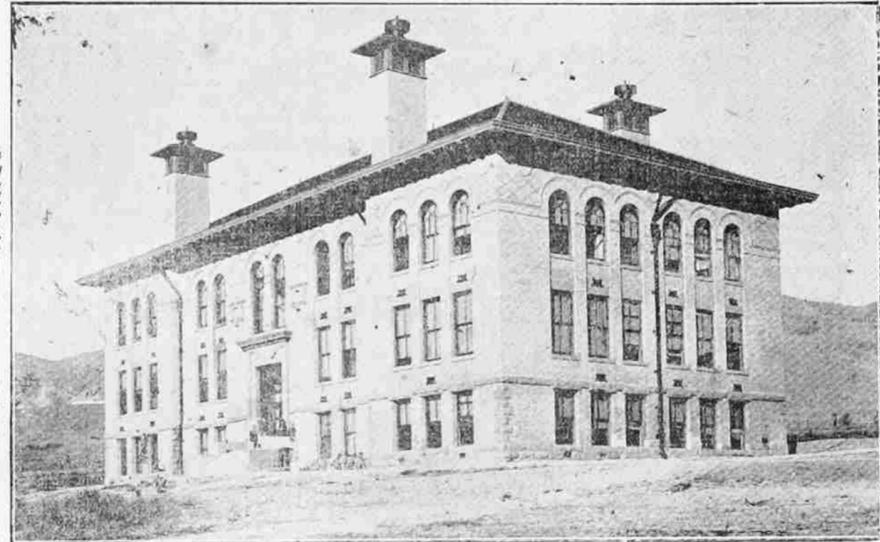
Buildings and Attendance.

During the latter part of the year 1903, a contract was let for the building of a female cottage. The structure was completed early in 1904 and was occupied by the female inmates in March of that year. This was a much-needed improvement and was successful in making the other portions of the institution more exclusively a boys' school. It became easier to enforce discipline among both male and female inmates. Because of the rapid increase in the attendance in the boys' school, the new cottage came at the right time. On the first of January, 1904, there were forty-four boys and twenty-one girls in the institution, all living in the same building. At the end of the year there were sixty boys and twenty-one girls, the boys living in what is called the main building, and the girls in the female cottage. These figures show the large increase in attendance among the boys, which is due to the new system of merits and parole which was adopted by the board of trustees in September, 1902.

During the year just past, twenty-four boys and girls have been released on parole, and of that number sixteen are reporting and are making of themselves respected citizens in the communities in which they live. Four of the number paroled have been returned to this school for having violated their agreement. The remaining four have left their places of employment and nothing has been heard from them.

Discipline and Results.

The improvement which has been most productive of good results is the



Physical Science Building, University of Utah.

have made rapid strides during the past few years. The blind girls, as well as the deaf, are taught to concoct viands fit for kings. Considerable attention has been given to the lawns, walks, drives, shrubs, flower beds and orchards. Four acres of

this school are those advocated by the foremost educators of the blind. Since they have been moved to their new quarters is their improvement most marked. Two new pianos have just been purchased for them, making four pianos for the school. Typewriting is an innovation this year. They have begun with four new typewriters. Their schoolrooms have been fitted up with desks in place of the old tables. They are working with the new Braille machines instead of the old slate and stylus, which took three or four times as long to work. They have a library consisting of 329 volumes in Braille, besides numerous books not in Braille which are read to them.

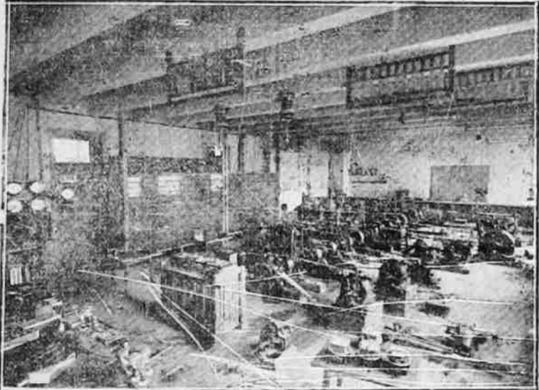
In the manual training of the blind they are taught hammock weaving, cane seating, knitting, crocheting, domestic science, piano tuning, so that they may, as far as possible, be self-supporting.

The educational standard and character of the institution are recognized by our sister States, Idaho and Wyoming, also the Territory of Arizona. Children from these localities are sent to the Ogden school yearly to be educated at the expense of the State from which they come.

ELIZABETH DE LONG,
Graduate of the School, 1897.
Trustees and Faculty.

Board of Trustees—John Watson, president; Miss Maud May Babcock, Salt Lake; M. E. Ritchie, Salt Lake; Fred W. Chambers, Ogden. Superintendent—Frank W. Briggs. Teachers of the Deaf—Frances N. Eddy, Elizabeth DeLong, Max W. Woodbury, Florence E. Bennett, John P. Bush, Katherine King, James A. Weller. Teachers of the Blind—D. J. Thurman, Jr., Joe Post, head of physical culture, Belle S. Ross, art, Max W. Woodbury, domestic science, Elizabeth Maughan, Jean Cox, music, Joseph Ballantyne, L. W. Ford, carpentry, Nephil Larsen, printing, H. M. Bond, shoemaking, David Henderson, blacksmithing, Jack Peterson, bartending, Fred Halverson, horticulture, Baren Vander Schult, cane seating, Wiley Cragan, hammock weaving, domestic work, Ida Bellamy, millinery, Household—Eliza B. Rums, majon of the

Dynamo Laboratory, University of Utah.



grant of 100,000 acres and a governing board of five trustees.

The establishment of the school was due to the efforts of William Wood and John Beck, both of Salt Lake, who were the fathers of deaf children.

The first pupil was enrolled on August 25, 1854. Since then 234 deaf children have been admitted and had the benefits offered. Of this number eighteen have completed the course and been awarded diplomas.

When first established the institution was conducted as a boarding school, expenses of indigent children being met by the respective counties. In 1858 the Territory assumed the expense of maintenance. A building costing \$50,000 was erected on the University square in Salt Lake, and was occupied by the school from December, 1859, to June, 1894, when it was removed to its present permanent quarters.

The method of instruction employed in the school for the deaf is what is commonly termed "The Combined System." This system is in vogue in most of the leading State institutions for the deaf in America. It is a combination of the manual and the oral method, and is a system that brings the greatest benefit to the greatest number. Speech and lip reading are considered very important, and are taught whenever the measure of success justifies the amount of labor and time expended. Each child is given a thorough trial under an experienced oral teacher. The mental development and the acquisition of English are, however, considered of greater importance, therefore, when a pupil fails to acquire satisfactory speech, the manual method is employed.

In the primary grades action work forms the basis of all language instruction. As the pupil advances through the grades he is taught in practically the same way as his more fortunate brother. Speech, the manual alphabet and writing are used simply as tools to further his attainments.

Since 1892 the school has been enlarged by the addition of a new shop and gymnasium building. The old quarters of the shops and gymnasium in the upper story of the annex building have been partitioned off and made into complete and comfortable quarters for the blind. The new building consists of the shops, gymnasium and dressing-rooms. In the shops electricity is used in working the machinery; the gymnasium is fitted up with modern and complete apparatus.

The growth and improvement of the school have been steady since its establishment, especially during the past three or four years. The advancement is marked in the schoolroom work, in speech, lip-reading and the acquisition of English. The improvement in the acquisition of English is due to the fact that spelling has been substituted for signs in chapel and in the schoolroom.

Praise for the School.

To better show how this improves the language of the child, an editorial comment written by Prof. Booth, editor of the Association Review, a magazine devoted to the education of the deaf, is quoted:

The recent innovation in the Utah school whereby manual spelling has been substituted for the sign-language in the con-

hoped as helpful to speech work, all things considered, as the sign language is harmful.

Not that we favor spelling in an oral school, or in an oral class, for we do not, but in a combined school, employing for a part of its pupils all of the time, and for all of its pupils part of the time—namely,

young trees have recently been set out in the front part of the grounds.

This school compares favorably with any of the State schools for the deaf in the country, as was proven by the success of the class in charge of Miss Eddy at the World's fair. This class



University Buildings, University of Utah.

duct of chapel services, has given rise to a general and we believe a not unprofitable discussion. We reproduce elsewhere in our institution press department all that the Utah school paper has to say

in chapel services—silent method of instruction, we favor the spelling method now in use in the Utah schools. For while the sign language is destructive in all its tendencies toward, and all its efforts toward,

was a surprise to many intelligent teachers of the deaf. They had expected to see Utah favoring the method to use some twenty-five years ago.