# POOR DOCUMENT

# the last of the little of all appropriate designation of the property of THE SEMI-WEEKLY TELEGRAPH, ST. JOHN, N. B., JANUARY 28, 1908.

who was three years in school; would expect he would know a little more arithmetic than he did? A.—I was certainly surprised that he way he

Dr. Creed as an educationalist of more than thirty years standing said that he was disposed to think that the results of the educational training the pupils re-ceived in the institution, were more than ered that the deaf and dumb pupils could display so much knowledge of the differ-ent subjects as they did, and it seemed to him that they knew just about as much of the different subjects as speaking chil-dren would. He was very pleased with their drawings, and thought that they were remarkably good, considering the disabili-ties under which the children labored.

was well pleased with the progress of the pupils, and although he was not able to institute a comparison between the attainments of the pupils of the school and those of other schools, he was well

### HARSH TREATMENT.

### Evidence Against Mrs. Woodbridge; "Striking, Slapping, Butting Head Against the

The evidence upon this branch of the nquiry was furnished almost entirely by

inquiry was furnished almost entirely by pupils, past and present, of the school. Nearly all of the witnesses spoke kindly of Mr. Woodbridge and his general treatment of them, their grievances being entirely against the matron.

A. C., who had been a supervisor of the girls, swore that she saw Mrs. Woodbridge striking and slapping A. A., who was sick and afterwards died of hasty consumption; saw her butting her head against the wall. Mrs. Woodbridge also struck this witness with a pitcher, and blackened her eye. On another occasion, Mrs. Woodbridge knocked her downthe witness says she got up and knocked the witness says she got up and knocked the matron down. This girl says she ran cruel treatment received there.

D. M. G. swore that the matron was cruel to A. A. slapped her face and kick. The charges of immorality made by The

going to their room. She said she saw M. U. pray to God that she might die, woodbridge's beatings; that she was hungry and in trouble and wanted to go to heaven. That she saw Mrs. Woodbridge strike M. U. with a stick, and

also beat the witness herself.

H. N. swore that, she saw the matron strike, kick, and whip L. H. and M. U.; saw her ill-treat H. B.—kick, strike, shake and slap her. When this witness told the matron of some immoral act of Norman Woodbridge, she was whipped by the matron, who brandished a pair of scissors and said "H., if you tell one word. I swear I will kill, you." The witness went on to state that her pape had told her, that if any evil threatened her, to pray to God, "and then," said she, "I prayed to God, as pape told me." She further swore that the matron on one occasion struck her on the eye and knocked her down, and then told her if any one asked her how her eye had become blackened to This I shall endeavor to do as succinctly. she did not follow this advice however.

A. M. said she saw Mrs. Woodbridge ill-treat M. U., whip her with a strap and slap her face, and saw her throw a broom-handle at M.

# Seized Her by Hair, Bumped Head Against

M. M.-When this witness told the matron of Powers attempting to have con-nection with her, she then being but Il years of age, she said the matron beat ther, first removing her outer garments; told Mrs. Woodbridge the second time about Powers, and was beaten with a stick and strap. For telling about Norman Woodbridge, the matron threw a broom at her and struck her on the eye, inflicting quite a severe wound. The witness ex-hibited a scar on her eye, which she said was caused by the blow from the broom. Twice the matron seized her by the hair, bumped her head against the wall and made her nose bleed.

Mrs. D., the mother of a little girl

pupil, swore that her daughter N. told her that she had been whipped once and slapped many times.

M. T. swore that L. H. told him she had

M. T. swore that L. H. told him she had been beaten by the matron.

M. B., a speaking witness, said that her sister, H. B., a pupil, told her that Mrs. Woodbridge had beaten her, kept her at hooking mats, punched her and pulled her hair. H. also complained to her sister that she did not get food enough.

A. S. said that Mrs. Woodbridge had slapped and beaten her; that she had seen the matron bump L. H.'s head against the wall and saw her beat L.

H. B., the sister of M., swore that Mrs. Woodbridge kieked her in the small of the back while she was scrubbing, and that in consequence she was laid up under the doctor's care for 10 days. This girl tells are extended stary of the bestime the mean extended stary of the bestime the mean content.

M. U. by the matron,

These are some of the statements made by witnesses sworn to the truth of what

where so much of a condemnatory charac-ter has to be set down against him. He seems to have looked up deaf children in all parts of the province; it makes no dif-ference whether they were of high or low degree, rich or poor; being deaf and in need of education were the conditions that appealed to Mr. Woodbridge; and many instances were given where poor children instances were given where poor children had been taken from their parents, their railway fares paid to and from Fredericton, clothed, fed, and provided for, without the exaction of a penny from those who were morally responsible to see to it that were morally responsible they were provided for.

## IMMORAL CONDUCT.

### Grossest Immoralities Practised in the School" and Continued in Some Cases After Pupils Had Left

so grave and serious a character, the other charges, serious also though they may be, are dwarfed into insign frame. Mr. Woodbridge and his counsel regarded the other charges as of minor importance, and I think rightly, for every one connected with the inquiry felt that, while perhaps anything in the way of financial memanagement might be corrected; the harsh treatment, if proved, overlooked with a caution; and any shortcomings in respect of the school training of the pupils remedied if the charges of immorality against the principal and the male members of his teaching staff and of his family were sustained, the usefulness of the school would be destroyed, and the institution become a thing of the past.

The evidence of many of the deaf female witnesses, if true, shows a shocking state

and fairly as I can, dealing first with Mr. Powers, who seems to have been the chief offender in this respect.

Here follow details unfit for publica

Here follows details unfit for publica Norman Woodbridge.

Here follows details unfit for publica

Howard Woodbridge comes out of

dence in any way incriminating him. Both of these witnesses swear that Howard did bad with them.

# I think I have before stated, but I

I think I have before stated, but I might here repeat it, that it was clearly established beyond any question that the words "doing bad" as used by these witnesses meant having sexual intercourse or carnal connection. The sense of modesty in many of the witnesses deterred them from using a more exact but more vulgar phrase. Others of them, when pressed to be more explicit, did not hesitate to use the common language of the day, about which there could be no doubt.

In all, 80 witnesses were called, sworn and examined, and one from abroad, by consent, filed sworn answers to interrogatories submitted to him. Forty of these were deaf and 41 speaking persons. Counsel supporting the charges called 23 deaf and 18 speaking witnesses and counsel for the management of the institution 17 deaf and 23 speaking witnesses.

# Contradictions.

the consequence she was laid up under the doctor's care for 10 days. This girl tells an extended story of the beatings she received and the harsh treatment accorded her—that she worked hard and was kept away from the school room. When she told Mrs. Woodbridge about her son Norman making improper proposals to her, Mrs. Woodbridge told her she would be taken to jail and hanged.

E. MaK. states that Mrs. Woodbridge told the states that Mrs. Woodbridge told the charges of would tend to support the charges of

they stated. A. A. and M. U. are both dead; the former died of consumption, the latter was unfortunate and became a mother, went to the alma house in Frederictor and there died. I do not think that any of the teaching staff of the institution can be chargeable with the paternity of her child. L. H., the other person, who is said to have been so badly treated by the matron, is still, or was at the close of the inquiry, a servant of the school or of the household of Mr. Woodbridge. She denied in toto the stories of ill-treatment in her case, said that Mrs. Woodbridge aways treated her well, never abused her, and declared that Mrs. Woodbridge was in every way good.

There were many witnesses called by the management, to contradict the testimony of many of them was of a megative character; they had been either the statutory declarations of the same ghereal character. Three or four speaking witnesses with the set I shall deal with generally in connection with both the charges of ill-treatment and immortality.

One Good Word for Principal Woodbridge.

There is this to be said about the principal, Mr. Woodbridge, and I am very glad to be able to say a good word when the circumstances warrant it, more especially where so much of a condemnatory character than the life of Mr. Powers and Mr. Woodbridge, and I am very glad to be able to say a good word when the circumstances warrant it, more especially where so much of a condemnatory character the volume of the working of the school of Mr. Powers and Mr. Woodbridge, and I am very glad to be able to say a good word when the circumstances warrant it, more especially where so much of a condemnatory character than the circumstances warrant it, more especially where so much of a condemnatory character than the result of Mr. Powers and Mr. Woodbridge, and I am very glad to be able to say a good word when the circumstances warrant it, more especially where so much of a condemnatory character than the result of Mr. Powers and Mr. Woodbridge, and I am very glad to be able to say a

# BELIEVED WITNESS

### DIDN'T UNDERSTAND Declaration Contradicting Charges Couched

in Language Beyond Pupil Who Made It. So far as one at least of the declarents concerned I am satisfied from having giving it, and being thus to some extent in a position to form an opinion of her mental attainments, that she had no more idea of the meaning of the language employed or of the effect of it than if an unknown language had been employed in the preparation of the declaration signed by her. And a singular feature of these declarations and written statements is that they appear to have been prepared before any formal charges were preferred against the school or its staff. Mr. Holland, one of the legal gentlemen employed, swore that it was in anticipation And in two cases where declarations were obtained Mr. Powers acted as interpreter and in the third case Mr. Woodbridge so acted. In order to show the circumstances under which the declarations were obtained it might perhaps be well to give tained it might perhaps be well to give the evidence upon that point, given at the inquiry by one of the declarents, one of the best educated of the witnesses before the commission, D. M. G.:—

Q.—What day did Mr. Woodbridge get you to sign the paper and go to the BALANCING TESTIMONY.

taining questions and answers already in evidence) was written I went to the

Q.—Did Mr. Woodbridge tell you why e wanted you to sign the paper for him Q.-When he wrote the paper what did

bridge had written, and I wrote my name. Q.—Before you signed, did the lawyer ask you any questions?

Q.-Were you alone with the lawyer when you signed the paper?

Q.—Was Mr. Woodbridge there? A.—Mr. Woodbridge was there. He was making signs to me I must keep still about

A.-I was threatened by Mr. Woodbridge Q .- Can you remember anything in the

paper that was not true?

A.—About the boys being bad, and about his sons and Mr. Powers not being bad.

That statement was not true.

# THREATS EMPLOYED.

### A Reason Why the Stories Didn't Reach the Public Ear Sooner.

The question might suggest itself, how it, if this immorality and harsh treatment had been going on so long, we never heard of it before? It was sought to be established that the management of the school, in order to guard against the noising abroad of stories of the school procedure. abroad of stories of the evil practices come-plained of, endeavored by threats and in-timidation to close the mouths of the pupils, and I think there is not wanting

M. D. exhibited a sear about an inch long on the forehead, just above the line of the hair, which she says was inflicted was spoken of as having taken place with her could have occurred; the idea upper-bridge.

J. S. complained of hard work and too much scrubbing. She said that Mrs. Woodbridge beat L. H. "all the time," which he said that first the seidence respecting the immoralities said to have been committed work about the institution, and was swilling to pay for her tuition, and was swilling to pay for her tuition, and was that if the evidence respecting the immoralities said to have been committed of work about the institution. Three wars some apparent contradictions, but no more perhaps, than might be expected to occur in any inquiry or trial where upwards of forty witnesses on each side were produced. We all know witnesses on each side were produced. We all know that it is not unusual to find witnesses hair lets of times.

Some Lell of Good Treatment. were taken from the school because their parents were not satisfied with the way Several of the called and swore to the good treatment they had received and the good quality of the food given them while in the school. Several parents of tupils also

while many of the witnesses called in support of the charges were bright, intelligent and fairly able to express themselves, of law idiots; but this presumption is

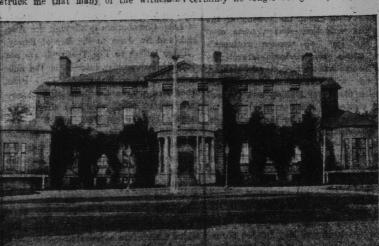
ments coincided.

Desf and Dumb Competent Witaesses

Meeting for the first time, a class of witnesses that are not often found in the courts, one has not the light of past experience to guide him in forming an opinion as to their truthfulness or credibility. Are the deaf, as a class, truthful? Is their testimony, considering their great limitations to be received the same as that of speaking and hearing witnesses? These are questions that have caused me no little concern. The findings upon the evidence, if adverse, must, as to some of the testimony of deaf witnesses, and one cannot be uumindful of the responsibility attaching to a report that may, perhaps affect the life of an institution that has for many years stood well in the estimation of the testimony of the preponle of the preponle of the preponle of the preponle of the charges, because their deafness renders it more difficult for them to learn and practice evil habits. As a rule the last of the responsibility attaching to a report that may, perhaps affect the life of an institution that has for many years stood well in the estimation of the preponle of the charges, because their deafness renders it more difficult for them to learn and practice evil habits. As a rule the same stupid, just as there are, and in quite as large a proportion, among the hearing; but comparing them individually and collectively, the deaf will not suffer by the comparison. They may not be able to acquire the facility of expressing their ideas in language as well as hearing; but the comparing them individually and collectively, the deaf will not suffer by the comparing them individually and collectively, the deaf will not suffer by the comparing them individually and collectively, the deaf are proportion, among the hearing; but comparing them individually and collectively, the deaf are proportion. They may not be able to acquire the facility of expressing their ideas in language as well as hearing; by the comparing them individually and collectively, the deaf will not suffer by t the province, and which will certainly bring humiliation and sorrow to many whom one would much prefer to see

want to be.

I think it worthy of remark here, that be now the rule of law. The judges for-



THE BUILDING WHERE THE SCHOOL WAS CONDUCTED.

### Instances Which Showed the Truth of the Pupils' Stories.

One witness who had given rather damaging testimony against the male members of the teaching staff, was recalled by Mr. A.—No.

Q.—When he wrote the paper what did he say to you?

A.—To sign.

Q.—Did he tell you why he wrote the paper for you to sign?

A.—He told me I must not tell; that the boys were not bad, and I told him I could not tell lies. Mr. Woodbridge said my name would be spoiled. He said that my name will be put in the paper.

Q.—Did you know all the words in the paper?

Q.—Did you know all the words in the paper? A.—No, I knew a few.
Q.—Did you go' to the lawyer's office with Mr. Woodbridge?
A.—Yes,
Q.—What did the lawyer do, and what did you do?

Whose lawyer do, and what did you do?

Whose lawyer cooked what Mr. Woodbridge at the institution—she retracted her second statement, and declared that all she had stated on the first examination was true. When her sister, a speaking witness, and who seemed to me to be a lady of character and refinement, stated that her sister had told her many years before of some of the things she had sworn to in the first examination, I do not think that anyone would have had any difficulty in determining which of the statements was the true one.

statements was the true one.

Of course, if, in proof of the charges deaf g rl, who, although six years in school, seemed to be sadly deficient in education, was adduced, no one would in my opinion be justified in concluding that the charges were true. But among all the witnesses, language of a good deal of it.

Q.—Was there anything said in the all events the only one Q.—Was there anything paper that was not true?

A.—Yes. I saw that there was untruth there, but I was threatened that I must keep still.

have any known anything that back or modified anything that had been said. At the urgent and earnest solicitation of Mr. Woodbridge, who stated to me that the evidence given by two two means and the solicitation of the solicitat portunity of clearing himself of the foul charges alleged against him, with the aid of the intempreter, I examined the second time each of these witnesses. It was suggested that in the first examination, they were being controlled by some malign influence, and to avoid this, if any such

Principal James Fear could be, with only the interpreter, the withess and myself present. Both the witnesses declared in the most solemn manner and with considerable warmth,

It will be remembered that she completely exonorated Mr. Woodbridge, Mr. Powers and the others from any wrong doing, yet several of the witnesses swore that they of the witnesses whose hands as the same age. They beat her with a stick and strap and made her work very hard.

Murray McMackin swore that he saw Mrs. Woodbridge striking Mr. U. with a stick and broom. She struck this witness on the back of the head with her fists, when he was lying with his arms on the back of the head with her fists, when he was lying with his arms on the back and his face on his arms, where he had been eart by the principal for some breach of discipline.

I. W. also swore to the ill-treatment of L. L., were called to show that the matter at the principal of the iteratment of the school. H. N. and D. G. both swore that Mr. Ernest E. Prince, beat her wind the school, and is are such that the same age. They seem to have less confidence in St. John, asked if she would be would tend to support the charges of trueling. It also seems that the minds of many parents and guarding the minds of the teaching the minds of the would be said to be the best educated deaf person, properly trained and the minds of both swore that Mr. Ernest E. Prince, who was a teacher in the school, and is said to be the best educated deaf person

care before he is examined, that he possesses the requisite amount of intelligence, and that he understands the nature of an oath. When the judge is satisfied on these heads, the witness may be sworn mitted to testify by means of signs. Taylor Ev. Vol. II, 1170 (8th Eng. Ed.)

as, the usual channels of communication being cut off, the education of such a person is more than usually difficult. Roscoe
N. P. Evidence, Vol. I, 160.

And that deaf persons are now admitted

usually prescribed.

The same law obtains in the United were deaf and dumb from their birth, were, in contemplation of law, idiots, but have any knowledge of, who took as a witness, if the court is satisfied that back or modified anything that to reduce his answers to writing Am. Eng. Enc. of Law, Vol. XXIX, 614.

The extracts above quoted, would seem to leave no room for doubt as to the competency of the deaf. I subjoin the opinions of several, whose opinions ought to be most valuable, as to their credi-

Principal James Fearon, of the Halifax Institution for the Deaf and Dumb, says: It must be remembered that deaf chi dren are eight, nine, ten years or even longer in the world before they come under instruction and when, at 18 or 20 years of age, they are physically men and women, intellectually and morally they are children. The question of heredity and environment is also to be considered, and these children are mostly drawn from the progre classes. My experience has and trustworthy, they are at the same time more easily influenced and more easily made to contradict themselves than

each side were produced. We all know that it is not unusual to find witnesses giving accounts of the same events or transactions, and widely differing in the transactions, and widely differing in the transactions. minor details; and yet no one would deaf are in all respects similar to hearing think of impeaching the testimony of such witnesses, if in the main, their statements coincided.

Deef and Dumb Competent Witnesses.

renders it more difficult for them to learn and practice evil habits. As a rule the deaf are very susceptible to religious influence and are much more reverent than hearing people, which is probably due to the fact that they do not hear sacred things so flippantly and familiarly spoken of as other people every day of their lives. of as other people every day of their lives. While attending school their characters are formed for good or bad; it is the training that is received there that is individually in the school of the s training that is received there that is in-delibly impressed upon their minds. If, as children, they are taught right prin-ciples, trained honestly and fairly, in their after lives they will feel grateful remem-brances of those who taught and cared for them and endeavored to lead them in the

## away at times.

And Miss Walker, the matron of the Ontario institution, says: "I have been with the deaf for 13 years and do not hesitate to say I consider them generally as reliable as speaking and hearing children. We have them of all degrees of intellireliable as speaking and hearing children. We have them of all degrees of intelligence, some with little or no home training, but after they have been here a few years and become conversant with the ways of people and have learned to understand the position of affairs, I am often surprised at the justice of their decisions. If they understand fully what you are explaining to them and are asked to tell its truthfulness? upon what they say. They are like other children—it all depends upon the training they receive, as they have the faults peculiar to all human nature." the truth, I think you can rely

children during a period of more than 30 years, as a teacher, I do not hesitate to say that I think them naturally as truthful and pure as children who are not deaf; as responsive to kindness and love as they, and as capable of receiving instruction in manners and morals."

Abel S. Clark, for 35 years a teacher in the School for the Deaf at Hartford (Conn.) says: "As to the moral responsibility of the deaf, their truthfulness, their distinctions and degree as between good

fer from other people. There are unre liable deaf persons; there are deaf per sons who will lie; and there are deaf per sons who will lie; and there are deaf persons who would die rather than lie. There are deaf persons just the same as other people, who could not be swerved from what they think is right. I have the experience which teaches me that children born deaf are not a whit inferior in moral power—in ability to be educated in moral power—than children who are able to hear for a time and then become deaf. Whether or not the deaf as a class are more easily susceptible to improper influences depends very much on their teachers. While the child is at school the teacher is in the place of father and mother to it and the child regards its teachers with fatherly or motherly affective. mother to it and the child regards its teachers with fatherly or motherly affection and trusts them; and the teachers can influence them and do inevitably influence them for right or wrong. It is what the teacher is a true man, the pupil will become true, in the main. Of course there are exceptions. We expect that where children are brought up under proper family restraint and instruction, they will turn out well, and it is so in our schools. We are led to be eve that if they are taught right and are properly

deaf are staunch in their adherence to principle and what has been taught them

Mr. Power's opinions regarding the truthfulness of the deaf as a class can be gathered from has cross-examination by Mr. Phinney, as follows:—
Q.—What do you think of them as class, are they untruthful?
A.—Yes.

Q.—When did you form that opinion?
A.—For a long time.
Q.—As a class they are more untruthful

sisters."

R. Mathison, of Bellville (Ont.) says:
"During the past 23 years I have been intimately associated with the deaf in this timately associated with A.- I have a very poor opinion of the

A .- Sixteen years Q.—Then early in your career you came to the conclusion that they were liars?

A.—I came to the conclusion that they

Q.—Then it is a feature of their failing or their deprivation of hearing that you think they would be likely to be untrutheful and that they are untruthful? A .- I know that they are, I have always regarded them as a peculiar class.
Q.—Peculiar because they cannot hear?
A.—Peculiar in their mode of thought.
Q.—Does that arise from their not hear-

Q.—What would you say as to a child that was a speaking child or hearing child until he or she was of some age, and then associating with other young children in

the family, would that change their moral principles?

A.-I think that would make a unier

Q.—As to their truthfulness—if truthful before, would they become untruthful after osing their hearing—is that your expres-A.-Well, no; I do not think the loss of their hearing at that time would make them untruthful, but if they had much association with other deaf children, I think they would acquire many of the characteristics of those children.

Q.-You think the bad ones are wose born deaf, and those that are born speak-ing are born good, and that the others will counteract the good ones?

A.-Yes. Q.-And you advance that as your sin-

A.-Yes. would be better not to associate them, or keep them separate—that is educated sing-

Q.—As a general rule you would have no confidence in the statements of the deaf

Q.-Take one of your deaf pupils, and one of those girls or boys made a state-ment to you, which, of your own personal knowledge, you and not know whether it

skillful in lying. Q.—It would not change

A.—Not in my opinion.

Q.—Do you say that, leaving out the evidence of these girls with reference to improprities with yourself and other members of Mr. Woodbridge's family—anything of an immoral character—would you accept their statements under oath as to other

A.-No sir, I would not.

Q.-Mr. Prince, nor D. G., nor H. N., A.—I would not make any distinction.

Q.—They would tell a lie more readily than they would tell the truth?

A.-Yes. Q.-Then would you, as a teacher of ex-Q.—Then would you, as a teacher of experience, say to the commissioner that, unless their evidence as to other facts outside of the immoral charges, which they have given, has been corroborated, he ought to place no confidence in them?

A.—Of course in giving evidence they would state things that were true.

Q.—Simply because it came from them, you would have no confidence in its truth?

A.—No.

Mr. Woodbridge Differs from His Assistant. Mr. Woodbridge's opinion as to the truthfulness of the deaf does not at all the pupil will become true, in the main. Of course there are exceptions. We expect that where children are brought up under proper family restraint and instruction, they will turn out well, and it is so in our schools. We are led to be eve that if they are taught right and are properly instructed they will learn to do right by example. They will be influenced by their teachers, and it is the teachers' business to instruct them that when they go out in the world they will be able to stand for themselves and be independent men and women, and that is the character of the great majority of the deaf that I have known in the New England States. They have minds of their own, are independent, labor in the community as men and women of good moral integrity. I believe that if a deaf child be properly educated, it will be so impressed by its teacher's instructions that it cannot be turned aside from what it has learned in its instruction and education. They are simply filled with disgust when they are approached by people who try to fill their minds with poison and make them believe that good is evil and evil is good. I feel that the deaf are staunch in their adherence to principle and what has been taught them

Mr. Woodbridge's opinion as to the eaf deaf does not at all coincide with Mr. Powers' views, as givent above. Mr. Woodbridge's examination on this branch of the inquiry is as follows:

Q.—Speaking of their truthfulness, as general way, have you ever had any reason to think they are untruthful?

A.—My own experience is that I have head many friends, deaf mutes, who have seem addieted to the habit of exaggeration for one thing. For instance, they will say that their homes are better than the institution; that the food they get there is better than the supply them with; that they have a large number of cows—18 or 20 cows, 40 or 50 sheep and five or six horses, when I know they have not, and they seem to delight in saying their own homes and places and farms are better than anything we have or can give them.

"They wi "Did you do that?" They will say, "I forgot." "Well," I would say, "you know you had that to do?" "Oh," they would say, "I forgot to do it." And many times they will come in and say they have done

things they have not.

Q.—Are they easily influenced for the Q.—Are they easily influenced for the time being?

A.—Yes, that has been my experience, Q.—When you are with them you usually find them tractable and easily led?

A.—I have no bother with them while I am with them, and if I am away little quarrels will occur and when I come back by a little reasoning and showing faulte on both sides, they will be amenable and it will be all right.

Q.—You do not go to the length Mr. Powers does, in his general view of them as a class?

Powers does, in his general view of them as a class?

A.—No, I don't. My sympothies have always been with the deaf and I have spent my life amongst them, and I have looked upon their shortcomings with a certain amount of favor, and I have made allowances for them. I know they have faulty which are more prominent in them than in other people. I should have more on-fidence in speaking children than I would in deaf mutes, yet I have endeavored to

(Continued on page 7, fifth e lamn.)