

1930

Maryland School for the Deaf, Frederick

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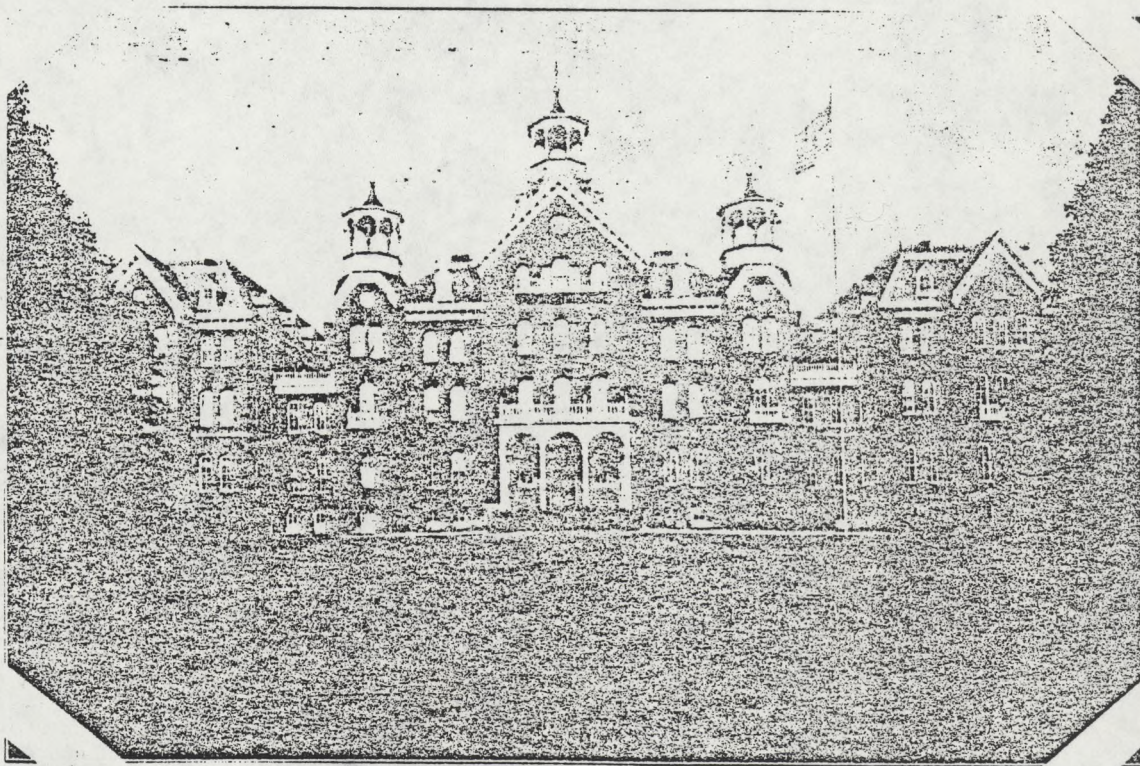
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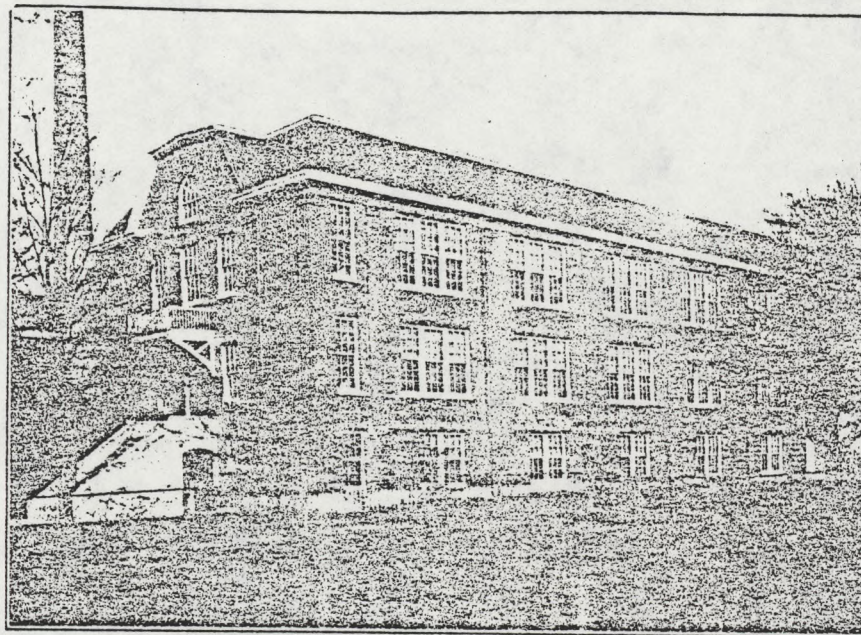
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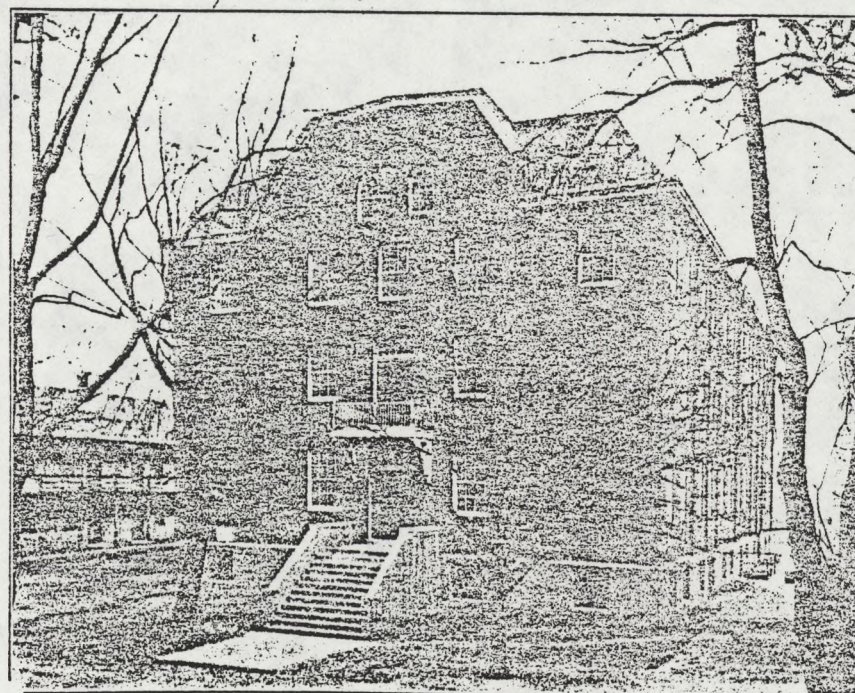
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Main Building
Maryland State School for the Deaf
Frederick, Maryland



Academic Building



Gymnasium and Trades Building

Maryland State School for the Deaf

Table VIII

State Appropriations for the Education of the Blind,
1837-1930¹

Year	Indi- gent Blind	Maryland School for the Blind	Year	Md. School for the Blind	Md. In- stitute for Deaf, Dumb, and Blind, Colored	Year	Maryland School for the Blind	Md. In- stitute for Deaf, Dumb, and Blind Colored
1837	\$1,000		1869	15,000		1901	21,000	10,000
1838	1,000		1870	30,000		1902	21,000	10,000
1839	1,000		1871	15,000		1903	21,000	10,000
1840	1,000		1872	15,000	10,000	1904	21,000	10,000
1841	1,000		1873	15,000	10,000	1905	21,000	10,000
1842	1,000		1874	25,000	10,000	1906	21,000	10,000
1843	1,000		1875	25,000	10,000	1907	21,000	10,000
1844	1,000		1876	20,000	8,500	1908	21,000	10,000
1845	1,000		1877	15,000	8,000	1909	21,000	10,000
1846	1,000		1878	11,250	6,375	1910	21,000	10,000
1847	1,000		1879	15,000	8,500	1911	21,000	10,000
1848	1,000		1880	15,000	8,500	1912	21,000	10,000
1849	2,000		1881	15,000	8,500	1913	21,000	12,000
1850	2,000		1882	15,000	8,500	1914	21,000	12,000
1851	2,000		1883	15,000	8,500	1915	33,000	12,000
1852	2,000		1884	15,000	8,500	1916	33,000	12,000
1853	2,000		1885	15,000	8,500	1917	33,000	12,000
1854	2,000		1886	15,000	8,500	1918	33,000	12,000
1855	2,000		1887	15,000	8,500	1919	33,000	12,000
1856	2,000		1888	15,000	7,000	1920	33,000	12,000
1857	2,000		1889	15,000	7,000	1921	36,000	13,000
1858	2,000		1890	15,000	7,000	1922	36,000	13,000
1859	2,000		1891	15,000	7,000	1923	47,500	13,000
1860		8,000	1892	15,000	7,000	1924	47,500	13,000
1861		8,000	1893	21,000	7,000	1925	55,000	15,000
1862		8,000	1894	21,000	7,000	1926	55,000	15,000
1863		8,000	1895	21,000	7,000	1927	55,000	15,000
1864		8,000	1896	21,000	7,000	1928	55,000	15,000
1865		8,000	1897	21,000	8,000	1929	55,000	15,000
1866		8,000	1898	21,000	8,000	1930	55,000	15,000
1867		9,000	1899	21,000	10,000	Total	1,428,250	576,375
1868		15,000	1900	21,000	10,000	Grand total	\$2,258,625	

Total \$34,000

¹ All information has been secured from the appropriation laws from 1837 to 1930.

Footnotes for Table V

- 1 All information has been secured from the general appropriation laws for the years from 1827 to 1930.
- 2 The grand total of Table V is \$2,439,591.

EDUCATION OF THE DEAF AND DUMB

State Aid before the Civil War

While the State of Maryland for many years did little for orphans, it had been consistent in helping the deaf and dumb to overcome their handicap. The earliest law passed concerning this type of children was in 1827. It pertained to the education of the indigent. The Levy Courts, the County Commissioners, and the Mayor and City Council of Baltimore were required to report annually to the Governor the number of deaf and dumb between twelve and twenty-five years in their respective counties and city. It was the duty of the State Executive to draw upon the Treasurer of the Western Shore for \$160 a year for each of these persons, in order that they might attend the Pennsylvania Institution for the Deaf and Dumb. Their traveling expenses were also to be paid, and the total sum which could be drawn in any one year was \$3,500. No pupil at the State's expense was to remain longer than five years. Each county reporting the names of deaf and dumb persons, as well as Baltimore City, was entitled to have at least one of its residents sent for instruction. In case any counties failed to report, the Governor was to make his selection from those reporting the largest number, to complete the quota of twenty. It was further the Governor's duty to include a report of the education of the deaf and dumb in his message at the

¹ Laws of Maryland, 1827, Ch. 140

opening of each session of the Legislature. Appendix I shows the first report, made by Governor Daniel Martin.

Governor George Howard in his message to the General Assembly suggested an amendment to the law for the indigent deaf and dumb.¹ He based his opinion on the fact that although there were frequent applicants, some appointed did not go and there was great delay in the sending of others. The suggested amendment proposed to specify some short time between the appointment of the pupil and his arrival at the institution. It would be feasible to have the Managers of the School send the Governor a certificate of admission. If the time for receipt of the certificate elapsed, the vacancy should be immediately filled by the appointment of some other applicant. The matter was referred to the Standing Committee on Education.² The result was the enactment the next year of a law stating that persons selected by the Governor and not sent to the Pennsylvania Institution within one year should forfeit the right.³

Almost every Governor's message pointed out the fact that not every county was availing itself of the educational opportunities for its indigent deaf-mutes. As a remedy for this neglect, a supplement to the Act of 1833 was proposed, to the effect that the Governor should have copies of all legislation relating to this group printed and sent to those responsible for reporting the deaf and dumb to him.⁴ However, no record of the passage of this supplement, either as a law

¹ Journal of Proceedings of the House of Delegates, 1832, p. 23

² Ibid, p. 31

³ Laws of Maryland, 1833, Ch. 125

⁴ Maryland House Journal, 1834, p. 359

or as a resolution, can be found.

According to the 1834 Journal of the Proceedings of the House of Delegates, the Committee on Education was directed to inquire into the expediency of again amending acts concerning the deaf and dumb. One suggestion was to change the lower age limit from twelve to nine years, and the upper from twenty-five to twenty-one. The other was to have the Governor fill the number allowed by law with those not indigent when a sufficient number of applicants¹ had not been made for the indigent. These became law, and any former conflicting acts² were repealed.

Another action in 1834 was the order by the House of Delegates and the appointment by the Speaker, of a select committee of five to study the problem of establishing a deaf and dumb asylum within the limits of the State.³ At the next Legislative session these men expressed themselves as being in sympathy with the movement. However, because of the low state of the Treasury, they considered it wise to practice the most rigid system of economy.⁴

For the next seven years the Governors simply made brief mention of the number attending the Pennsylvania Institute and the cost of maintaining them there.⁵ Governor Grason in 1841 gave a report to date. The whole number attending since the passage of the 1827 law was 44. Of these 32 had been discharged, leaving twelve at the institution. The amount expended from 1829 to 1841 had been \$28,093.

1 Maryland House Journal, 1834, p. 74

2 Laws of Maryland, 1834, Ch. 169

3 Maryland House Journal, 1834, p. 76

4 Ibid, 1836, p. 313

5 Message of the Executive to the General Assembly, 1841, p. 4

Governor Francis Thomas in his annual message referred to a communication from the Pennsylvania Institute for the Deaf and Dumb.¹ The Principal recommended that prospective pupils should not be sent to the institution until they were ten or eleven years of age, and should not be withdrawn until they had had the benefit of at least six years' instruction. This led to a change in the term of instruction² from five to seven years. As the law of 1834 was not repealed, the entrance age was left at nine. The list of beneficiaries accompanying Governor Ligon's message is interesting to show the range in age,³ from 11 to 22 years, with an average of $15\frac{1}{2}$ years.

From figures in the Maryland Gazetteer of 1850, one may conclude that the getting of the deaf and dumb to leave home to be educated was still a real problem.⁴ In that year there resided in the State 103 white male and 92 white female, 19 free colored male and 17 free colored female, and 15 bound male and 8 bound female deaf-mutes. Maryland at that time made no provision for the education of normal negroes; therefore naturally it made none for the handicapped. Yet while the 195 white deaf-mutes were neither all within the ages specified by law nor all unable to pay for an education, there must have been more whom the State could benefit than the 18 that Governor Ligon in 1856 reported as Pennsylvania Institute pupils.⁵

That Maryland was sadly behind other states in respect to the education of the deaf and dumb was a statement made by Governor Hicks

1 Annual Message of the Executive to the General Assembly of Maryland, 1844, p. 13

2 Laws of Maryland, 1846, Ch. 264

3 Message of Executive of Maryland to General Assembly, 1856, p. 23

4 Richard S. Fisher, Gazetteer of the State of Maryland, 1850, p. 29

5 Message of Executive of Maryland to General Assembly, 1856, p. 25

1
in 1860. He urged a law requiring a levy upon the counties and Baltimore for the support of this group, but the General Assembly ignored his suggestion. The action taken by that body was the repeal of the law of 1849 relating to deaf-mutes, and its re-enactment with modifications. The 1860 law allowed the Levy Courts, the County Commissioners, and the Mayor and City Council of Baltimore to certify to the Governor any bona fide citizen under 21 years, a resident of this State for two years, of any teachable age and capacity, provided that such person, his parents, or guardians were unable to pay for
2
the education of the person in question. Upon receiving the certificate, the Governor should authorize the education of the person in the Pennsylvania Institution, for a term not exceeding seven years. The sum per individual remained at \$160 a year, but the total appropriation was increased from \$3,500 to \$5,000. The Executive was to dispose of all applicants in the order in which they were received. If more applications were made than the appropriation would provide for, action should be suspended upon the excess until vacancies should occur or further provision should be made by the Legislature.

Part of this law was five years later repealed and re-enacted
3
as follows: Certified persons were authorized to be instructed in the Columbian Institution (Washington, D. C.) for the Deaf and Dumb, with a \$200 a year appropriation for each pupil. The whole sum should not exceed \$7,500 in any one year.

1 Message of the Governor of Maryland to the General Assembly, 1860, p. 15

2 Laws of Maryland, 1860, Ch. 129

3 Ibid, 1865, Ch. 103

Either the seven year term or the upper age limit was sometimes extended in the case of individuals. George Washington McAtee, a deaf-mute of Washington County for whom a special law was enacted, is an example. It had been brought to the attention of the Legislature that by a continuance of his studies he would be much benefited and would become a useful member of society. Therefore he was granted out of any unappropriated funds \$160 a year for three years to pursue further¹ his work at the Columbian Institution.

From the enactment of the first law for the deaf and dumb to the close of the Civil War, the education of this group, though outside the State, had been constantly promoted by the Governors and the Legislature. The State had provided for that purpose annual appropriations beginning with \$3,500 and increasing to \$7,500.

Development of State Aid since the Civil War

Since the Civil War four institutions within the State have afforded education for the deaf and dumb; namely, Knapp's English and German Institute, and Maryland School for the Deaf, the Maryland Institute for the Blind, Deaf, and Dumb Colored, and the St. Francis Xavier School for the Deaf. Response to inquiry having shown that more blind than deaf and dumb benefit by the third on the list, that institution (to prevent over-lapping) will be considered in Chapter V.

Knapp's English and German Institute

Knapp's English and German Institute was begun by Professor Frederick Knapp in 1853 as a private school for instruction of normal

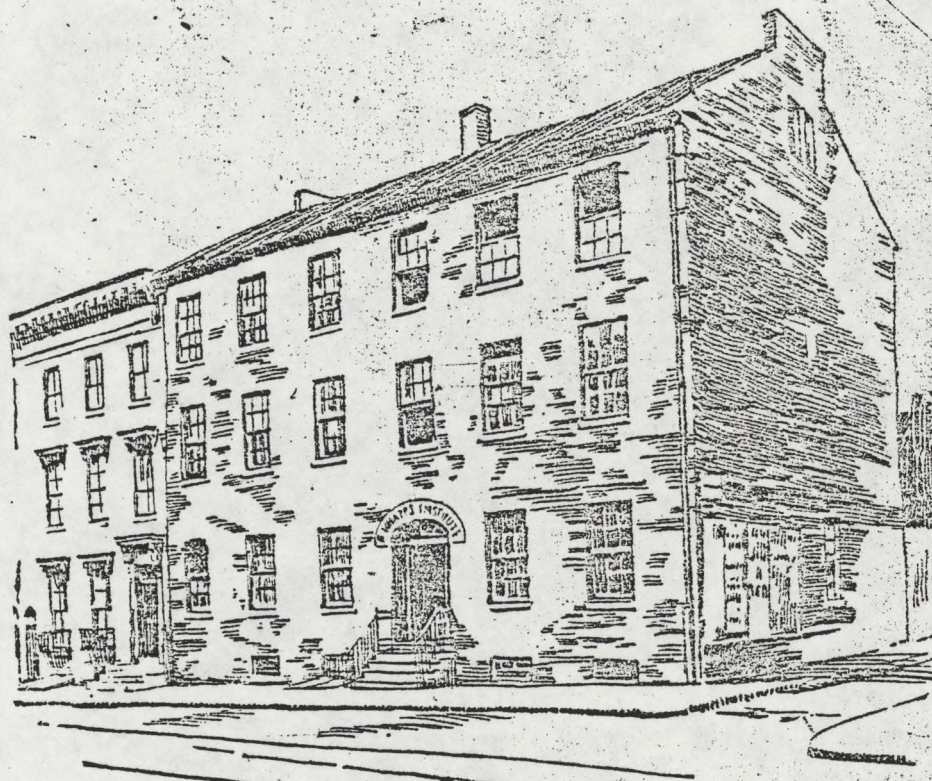
¹ Laws of Maryland, 1865, Ch. 108

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children. The Professor, who had mastered the system of lip reading at the University of Eisleben, Germany, was prevailed upon by a friend to admit his child, a deaf-mute, into the school. The remarkable progress on the part of the pupil led to the establishment of "hearing classes" which gradually took precedence over the normal ones.

These "hearing classes" opened for the deaf a new vista of education and training. The German educator denounced the current methods of teaching dactylology, the sign language. Nor did he approve of training the afflicted merely to work with their hands solely to support themselves. He believed that if the student was taught to speak correctly and read lips, he could obtain a liberal education and compete with normal persons in any occupation which appealed to him. Knapp's theory was verified when many of his graduates secured positions that had formerly been held by persons with normal hearing and speech. Several continued their education at Gallaudet College, Washington, D. C., the only institution of higher learning which confers degrees upon the deaf.

Professor Knapp aimed to teach each pupil to hear by reading the lips of the person speaking, and to talk by regulating the breath, tongue, and movements of the mouth and jaw. He believed that the pupils, after mastering these two essentials, should take academic courses and then be trained in the vocation in which they were interested.

1 Malcolm Dubois Moores, "Removing the Handicap of Deafness", The Baltimore Sun, Magazine Section, September 28, 1930, p. 28



THE OLD KNAPP INSTITUTE

Hollins Street, Baltimore

The Institute was outstanding as the first school in Maryland to teach lip reading, and one of the first in the country. The enrolment of non-paying students increased so that Knapp's friends applied to and secured from the Legislature an annual appropriation of \$1,200 to found twelve free scholarships for education, training, and maintenance of indigent deaf-mutes. The School was incorporated in 1864. It went out of existence with the death of Charles Knapp, a son of the founder, in 1918. Many of Knapp's methods are used today at the Maryland State School for the Deaf at Frederick.

The Maryland State School for the Deaf

The Maryland State School for the Deaf is the one and only State institution in Maryland exclusively for the education of the deaf and dumb, the realization of the program suggested in the General Assembly in 1834. It was incorporated in 1867. Enoch Pratt was one of the men who formed the corporation, under the name of the President and Visitors of the Asylum for Deaf and Dumb Mutes of the State of Maryland. The law called for a meeting the first Wednesday in July, 1867, at Frederick, to elect officers to serve for a term of one year or until the next election. The Board of Visitors was to fill the vacancies of the officers, and the Governor the vacancies of the Board of Visitors. The institution was to receive and educate free of charge all deaf and dumb sent there, who should present a certificate of the Orphans' Court or the County Commissioners that they, their parents, or guardians were unable to educate them. Those not

1 Laws of Maryland, 1882, Ch. 432

2 Ibid, 1864, Ch. 68

3 Personal interview with W. J. Ogden, Secretary of the Board of State Aid and Charities, Nov. 28, 1930, and letter from the office of the State Comptroller, Apr. 13, 1931

4 Laws of Maryland, 1867, Ch. 247

indigent should be charged not exceeding \$250 a year. The Armory grounds and building at Frederick, belonging to the State, were set apart for the sole use of the Institution. As the Board of Visitors failed to meet for the election of July, 1867, an amendment to the law provided for another election the following year.¹

In 1870 any deaf-mute then being educated at the expense of the State at any institution outside the state limits was ordered to be removed, at the close of that school session, to the Maryland Institute for the Education of the Deaf and Dumb at Frederick.² This transfer caused inadequate accommodations at the Frederick school, and the State Treasurer was authorized to issue bonds not exceeding \$100,000, to bear interest at 6%, redeemable in not less than ten nor more than fifteen years.³ A special tax of $\frac{1}{4}\%$ annually on each \$100 was ordered, to meet the interest and to create a sinking fund for redemption of the bonds.⁴ Another loan was created in 1874. Six years later the corporate name was changed to the President and Visitors of the Maryland School for the Deaf and Dumb.⁵ In 1916 the institution was called the Maryland State School for the Deaf.⁶ This is its present title.⁷

The St. Francis Xavier School for the Deaf

The most recently organized school for deaf-mutes, the St. Francis Xavier School for the Deaf, was incorporated in 1893 under the Institute of Mission Helpers of Baltimore City. It is located at

¹ Laws of Maryland, 1868, Ch. 409

² Ibid, 1870, Ch. 478

³ Ibid, 1870, Ch. 422

⁴ Ibid, 1874, Ch. 42

⁵ Ibid, 1880, Ch. 19

⁶ Laws of Maryland, 1919, Ch. 76

⁷ Twenty-fifth Biennial Report of the Maryland State School for the Deaf, 1928, title page

⁸ Report of St. Francis Xavier's School to the Board of State Aid and Charities, 1910, p.1

blacks
also?
X

Irvington, Baltimore City, and on a smaller scale, carries on work similar to that of the Maryland State School for the Deaf.

Compulsory Education for the Deaf

Compulsory education for the deaf became effective in 1904.¹

This law required every child between eight and sixteen years whose hearing was so defective that he or she could not attend public school, to attend some school for the deaf unless it could be shown that the child was elsewhere regularly receiving thorough instruction. The term was to be eight months, or the scholastic year of the particular institution chosen. The law excepted children whose mental or physical condition was such as to render instruction inexpedient or impracticable. Persons who failed to comply with this law were subject to fine.

An addition to the compulsory attendance law of 1904 occurred two years later.² It provided for free transportation for indigent deaf-mutes. It further required that principals of every school in the counties and truant officers in Baltimore City should, within thirty days from the beginning of the school year, furnish to the County Commissioners or the Board of Education of Baltimore City names of all deaf and dumb non-school attendants between six and sixteen years, living within the boundary of his or her school district. These agents in turn should certify the names of such children to the Maryland State School for the Deaf, in order that that institution might take the necessary measures to enroll those

¹ Laws of Maryland, 1904, Ch. 139

² Ibid, 1906, Ch. 236

individuals if possible. Figure I shows that the enrolment of pupils in that school has tripled from 1868 to 1928. It is probable that part of this growth is a result of the compulsory attendance laws of 1904 and 1906.

Further Development of State Aid since
the Civil War

With the exception of the foregoing, there is, from the administrative standpoint, nothing to be said of the development of State aid for the deaf and dumb since the Civil War. The supervisory phase of the problem is discussed in Chapter VIII.

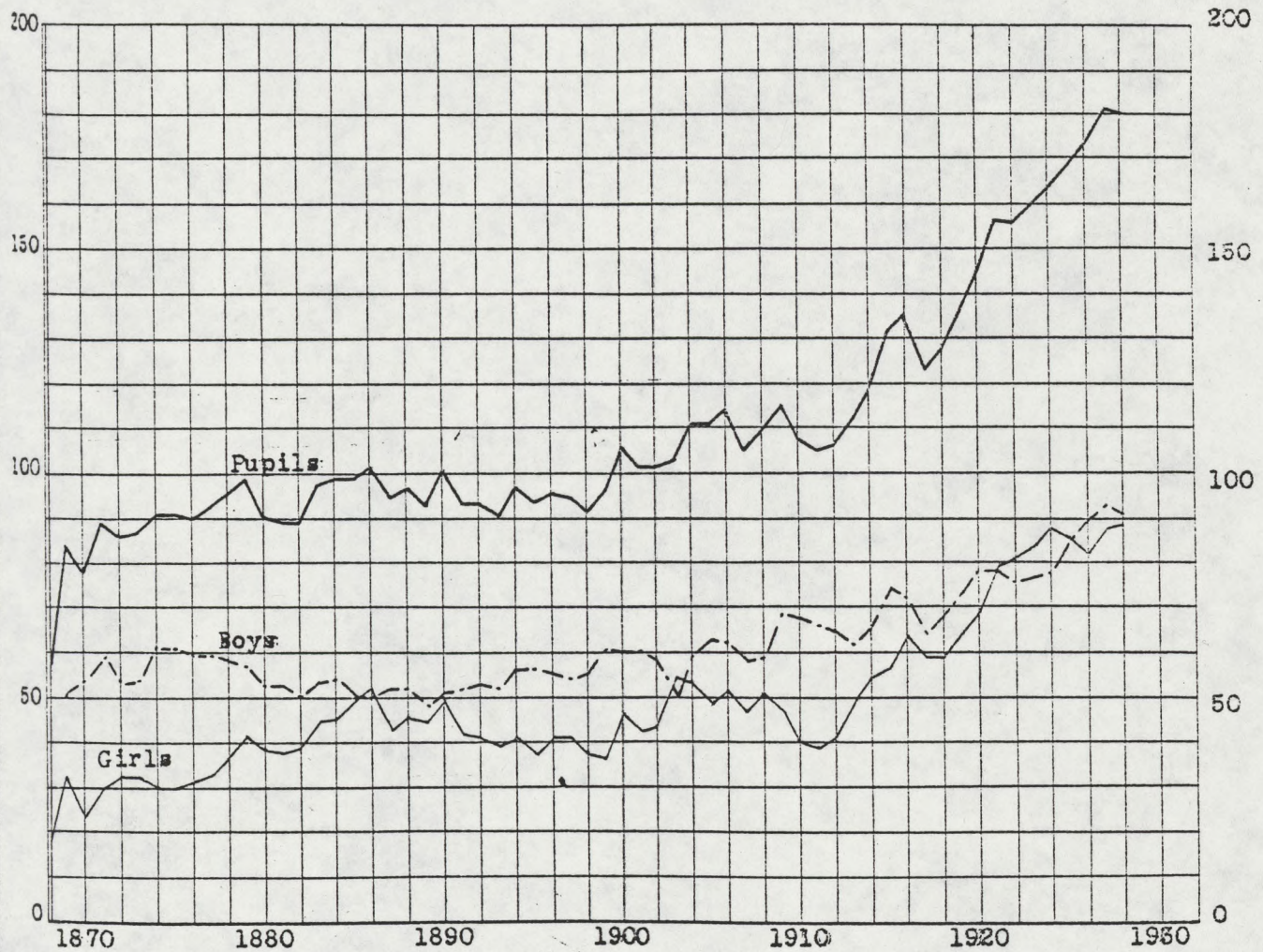
Table V sets forth the annual and total appropriations of the State for the maintenance of deaf-mutes in institutions.

Table XI shows the extent to which Maryland has from time to time helped the Maryland State School for the Deaf in its program of building and permanent improvements.

One cannot conscientiously say that the State within the past century has neglected the deaf and dumb.

Figure I

Enrolments in the Maryland State School for the Deaf,
1868-1928¹



¹ Twenty-fifth Biennial Report of the Maryland State School for the Deaf, p.26.

Table V

State Appropriations for the Education of the Deaf
and Dumb, 1827-1930 ¹

Year	Indigent Deaf and Dumb	Year	Indigent Deaf and Dumb	Md. State School for the Deaf	Knapp's English and German Institute	St. Francis Xavier's School for the Deaf	Year	Maryland State School for the Deaf	Knapp's English and German Institute	St. Francis Xavier's School for the Deaf
1827	3,500	1861	5,000				1895	\$25,000	1,200	
1828	3,500	1862	5,000				1896	25,000	1,200	
1829	3,500	1863	5,000				1897	30,000	1,200	
1830	3,500	1864	5,000				1898	25,000	1,200	
1831	3,500	1865	7,500				1899	25,000	1,200	
1832	3,500	1866	5,000				1900	25,000	1,200	
1833	3,500	1867		7,500			1901	25,000	1,200	
1834	3,500	1868		7,500			1902	25,000	1,200	
1835	3,500	1869		7,500			1903	25,000	1,200	\$ 500
1836	3,500	1870		20,000			1904	25,000	1,200	500
1837	3,500	1871		20,000			1905	30,000	1,200	1,000
1838	3,500	1872		25,000			1906	30,000	1,200	1,000
1839	3,500	1873		25,000			1907	33,500	1,200	1,000
1840	3,500	1874		30,000			1908	30,000	1,200	1,000
1841	3,500	1875		30,000			1909	35,000	1,200	1,000
1842	3,500	1876		27,000			1910	30,000	1,200	1,000
1843	3,500	1877		30,000			1911	32,000	1,200	2,000
1844	3,500	1878		18,750			1912	32,000	1,200	2,000
1845	3,500	1879		25,000			1913	32,000	1,200	2,000
1846	3,500	1880		20,000			1914	32,000	1,200	2,000
1847	3,500	1881		30,000			1915	37,500	1,200	3,000
1848	3,500	1882		25,000			1916	37,500	1,200	3,000
1849	3,500	1883		25,000	1,200		1917	37,500	1,200	2,000
1850	3,500	1884		25,000	1,200		1918	37,500	1,200	2,000
1851	3,500	1885		25,000	1,200		1919	45,965		2,000
1852	3,500	1886		25,000	1,200		1920	45,465		2,000
1853	3,500	1887		25,000	1,200		1921	48,836		2,000
1854	3,500	1888		25,000	1,200		1922	49,836		2,000
1855	3,500	1889		25,000	1,200		1923	84,894		3,000
1856	3,500	1890		25,000	1,200		1924	63,250		3,000
1857	3,500	1891		25,000	1,200		1925	73,525		3,000
1858	3,500	1892		25,000	1,200		1926	71,525		3,000
1859	3,500	1893		25,000	1,200		1927	71,525		3,000
1860	5,000	1894		25,000	1,200		1928	85,340		3,000
Total		1854,000					1929	85,340		3,000
							1930	90,140		3,000

CHAPTER V

THE EDUCATION OF THE BLIND

State Aid for the Education of Indigent Blind

It was in 1836 that the instruction of the blind was brought to the attention of the Legislature in such a way as to arouse that body to action.¹ The Committee on Education was ordered to inquire into the propriety of reporting a bill to appropriate a portion of the school fund of the several counties for the education of the sightless. The next year William Giles, a delegate from Baltimore and a member of the committee, presented a petition that an annual appropriation from any unappropriated money in the Treasury be made by the State for the education of indigent blind children.² The Giles bill³ passed the House of Delegates. The Senate returned it with the suggestion that the appropriation be made from interest from the Surplus Revenue instead of from any unappropriated money.⁴ The House having amended the bill, a law was passed that \$1,000 of the interest from the Surplus Revenue be devoted to instruction of the indigent⁵ blind.

After the money was appropriated, a second law that year specified⁶ how it was to be used. The fund should be applied under the direction of the Governor. The Trustees of the Poor of each county should recommend to him blind persons unable from their own resources to obtain instruction. Each applicant must have reached the age of seven years. The amount to any one was not to exceed \$200 a year, nor the term of instruction,

¹ Maryland, Journal of the Proceedings of the House of Delegates, 1836, p. 340

² Ibid, p. 340

³ Ibid, p. 399

⁴ Ibid, p. 434

⁵ Laws of Maryland, 1837, Ch. 308

⁶ Ibid. Ch. 173

five years. The balance of the fund not exhausted in any one year could be carried over for subsequent years. The Governor was to make an annual report of the progress of this work to the Legislature.

Far from there being any balances, apparently the \$1,000 appropriation was insufficient; for in 1839 a law was passed that any surplus annually remaining in the Treasury of the \$3,500 for the education of the indigent deaf and dumb should be applied to the blind.¹ In this same year the source of the \$1,000 was changed from interest on the Surplus Revenue to income from the Baltimore and Washington railroad.² Governor Greason's report for 1839-1841 showed that eight persons had been sent from Maryland to the Pennsylvania Institution for Instruction of the Blind, at a cost of \$2,974.³

Nine years after the passage of the first law for the blind, an amendment was made which increased the lower age limit from seven to nine years, and the term of instruction from five to seven years.⁴ In 1849 a supplement was added to extend to Margaret Basford, an indigent blind pupil then at the institution for the blind (her term having expired), the privilege of remaining there until she reached the age of sixteen.⁵ Josephine Buckler and Eliza Jane Basford are later examples of individuals for whom special laws extended their terms beyond the regular length.⁶ The extra expense for all these was to come from any unappropriated money in the Treasury. Also in 1849 the State appropriation was increased to \$2,000 and the instruction term

¹ Laws of Maryland, 1839, Ch. 28

² Ibid, Ch. 33

³ Maryland Public Documents, Annual Message of the Executive to the General Assembly, 1841, p. 4

⁴ Laws of Maryland, 1846, Ch. 44

⁵ Laws of Maryland, 1846, Ch. 108

⁶ Ibid, 1860, Ch. 92 and 1862, Ch. 91

1
to eight years.

The Maryland School for the Blind

At the middle of the nineteenth century there were 307 blind
2
persons in Maryland. Not all, however, were children. Probably the
State's discovery of this number was the cause of its incorporating,
3
in 1853, the Maryland Institute for Instruction of the Blind. As
it was a private school partly supported by the State, the State was
entitled to a certain number of free scholarships. In 1854 the
appropriation was raised from two to four thousand dollars, and the
Governor was authorized to have placed in the Maryland School such
4
indigent blind as applied to be educated at State expense. Governor
Ligon had consulted with the officers of the Pennsylvania Institute,
and deemed it advisable to let remain there the five Maryland
5
beneficiaries whose terms had not expired.

Although the 1854 law had increased the State aid, the Act was
overlooked in the General Appropriation bills for 1854, 1855, 1856,
1857, and 1859, the institution receiving only \$2,000. Therefore
additional sums were appropriated in 1860 and 1861 to take care of
6
the oversight. According to Governor Hicks, the Maryland Institute
for the Blind was having a difficult struggle at this time because
7
of large debts for building. In 1865 the annual amount for the education
8
of any one individual was raised from \$200 to \$300. Likewise an

1 Ibid, 1849, Ch. 209

2 Richard S. Fisher, op. cit., p. 29

3 Laws of Maryland, 1853, Ch. 203

4 Ibid, 1854, Ch. 224

5 Maryland Public Documents, Message of the Executive to the General Assembly of Maryland, Doc. A, 1856, p. 25

6 Laws of Maryland, 1860, Ch. 182

7 Maryland Public Documents, Message of the Governor to the General Assembly, 1860, Doc. A, p. 15

8 Laws of Maryland, 1865, Ch. 75

appropriation of \$5,000 was added to the fund already accumulated¹ (\$2,000) for education of the indigent blind. The next year the State appropriation went to \$9,000.² In 1868 it was increased to \$15,000.³ Table VIII will show further increases in appropriations. The name of the institution was changed in 1886 to the Maryland School for the Blind.⁴

The Maryland Institute for the Deaf, Dumb, and Blind Colored

In the meantime, a privately owned school for the colored blind, deaf, and dumb was incorporated.⁵ Three directors from the Maryland School for the Deaf and three from the Maryland School for the Blind were delegated to organize the new institution, calling it the Maryland Institute for the Deaf, Dumb, and Blind Colored. This institute they opened in 1872 with 18 pupils.⁶

From the standpoint of legislation (aside from appropriations) the years which followed were uneventful for both schools until the Legislature passed a compulsory school attendance law for the blind.

Compulsory School Attendance for the Blind

In 1906 a compulsory school attendance law was passed for both the white and colored blind, setting the upper age limit at sixteen years.⁷ In 1912 the compulsory age was increased from sixteen to eighteen years, and the law of 1906 was repealed.⁸ As no amendments since 1912 have been found, it is understood that the blind must still continue to attend school until they arrive at eighteen years of age.

¹ Ibid, Ch. 168

² Ibid, 1866, Ch. 74

³ Ibid, 1868, Ch. 205

⁴ Ibid, 1886, Ch. 481

⁵ Ibid, 1872, Ch. 346

⁶ John Thomas Scharf, op. cit., p. 601

⁷ Laws of Maryland, 1906, Ch. 236

Later Development

Both the school for the white and that for the colored blind, at first in the heart of the city, are at present¹ functioning successfully at Overlea, a suburb of Baltimore. These schools are now free in the sense that the families or those responsible for the pupils attending pay no tuition, but since 1924 Baltimore and the counties have been required to pay \$200 per year for the care and education of each blind minor or colored deaf minor from the city or county,² the sum being raised by tax on assessable property. As has been said, Table VIII records the annual State appropriations to these two schools.

It may be interesting to know that the total population accounted for at the Maryland School for the Blind during 1927-1928 was 88,³ with a daily average of 84. The total population at the colored institution for the same period was 62, with a daily average of 57. The report failed to designate how many of the colored were deaf and how many were blind.

¹ Personal interview with the Secretary of the Board of State

² Laws of Maryland, 1924, Ch. 376 Aid and Charities, W. J. Ogden, on Nov. 28, 1930

³ Fourteenth Biennial Report of the Board of State Aid and Charities, 1928, p. 16

Colored Deaf and Blind.

A practical illustration of the work done at the Maryland School for the Colored Blind and Deaf, at 649 West Saratoga street, was given as a part of the annual commencement exercises, which were held last evening at Metropolitan Methodist Episcopal Church, Orchard street, near Druid Hill avenue.

The exercises included vocal and instrumental music, exhibitions of the methods used in the school, reading of the Scriptures and addresses by Superintendent F. D. Morrison, Mr. John T. Morris, president of the board, Messrs. B. F. Newcomer and W. R. Barry.

No prizes were awarded, but it was announced that Thomas Jackson, who is totally blind, had written a creditable composition on "Abraham Lincoln." At the conclusion of the exercises many of those in the audience passed into the Sunday-school rooms, where, under the direction of Principal D. E. Stauffer, an exhibition was given of the various trades taught as a part of the curriculum of the school.

- Sun, Baltimore, MD
Jun 10, 1897

Colored School for Mutes.

The annual closing exercises for the Maryland School for Colored Blind and Deaf, West Saratoga street, were held last night in Sharp Street M. E. Church. Prof. D. E. Stauffer, Jr., principal of the school, made an address. The following took part in the exercises: Thomas Jackson, Annie Mundy, George Jones, Peter Figer, Maggie Lewis, Willie Somerville, Henrietta Toogood, James Palmer, Garfield Matthews.

- American, Baltimore MD
Jun 8, 1895