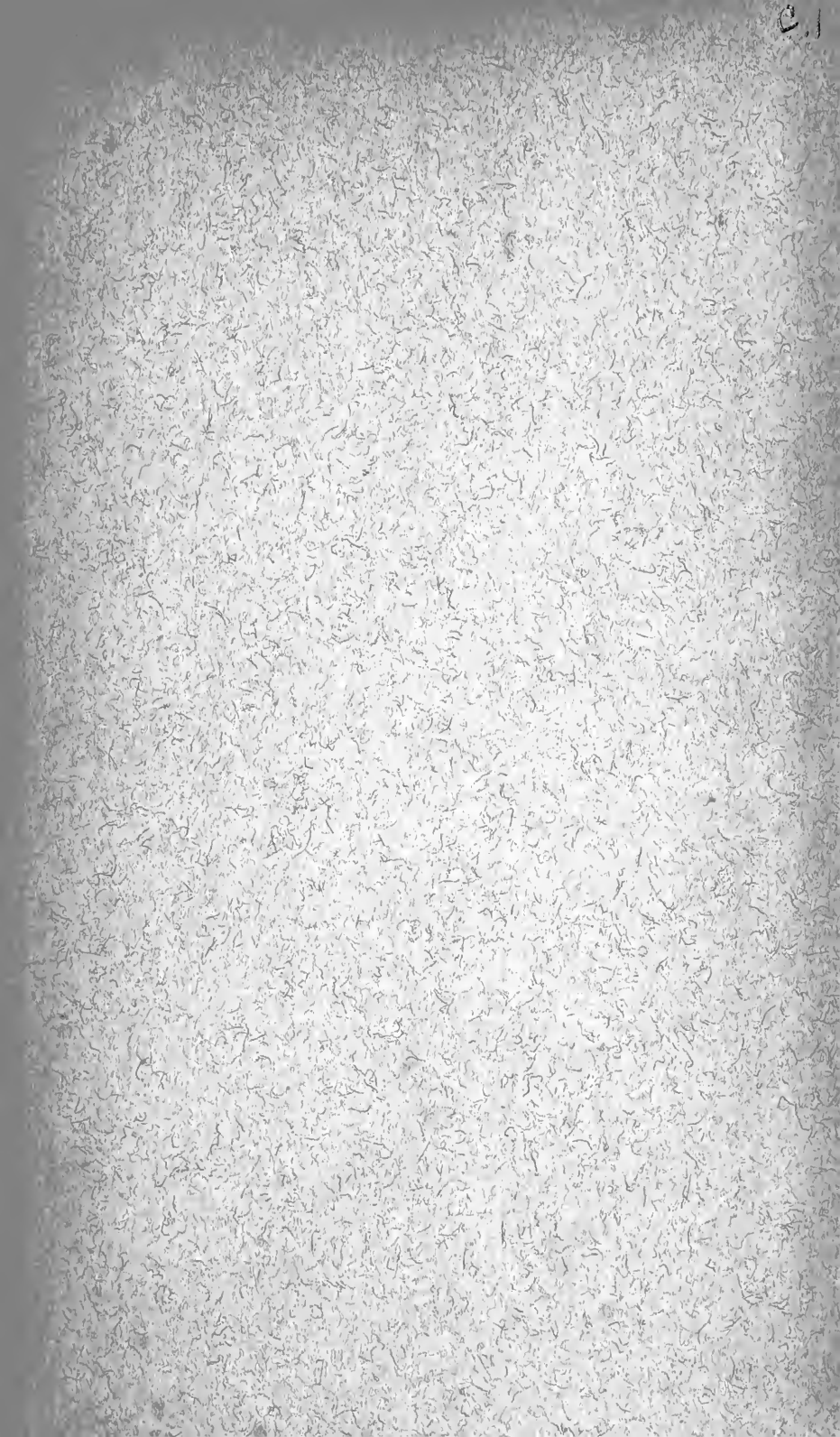






AMERICAN FOUNDATION  
FOR THE BLIND INC.



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SIXTY-SEVENTH ANNUAL REPORT

OF

THE TRUSTEES

OF THE

PERKINS INSTITUTION

AND

Massachusetts School for the Blind,

FOR THE YEAR ENDING

AUGUST 31, 1898.

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BOSTON

PRESS OF GEO. H. ELLIS, 141 FRANKLIN STREET

1899



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## Commonwealth of Massachusetts.

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PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,  
SOUTH BOSTON, October 22, 1898.

To the Hon. WM. M. OLIN, *Secretary of State*, Boston.

DEAR SIR:—I have the honor to transmit to you, for the use of the legislature, a copy of the sixty-seventh annual report of the trustees of this institution to the corporation thereof, together with that of the director and the usual accompanying documents.

Respectfully,

MICHAEL ANAGNOS,

*Secretary.*

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1898-99.

---

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AMORY A. LAWRENCE, *Vice-President.*  
EDWARD JACKSON, *Treasurer.*  
MICHAEL ANAGNOS, *Secretary.*

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N. P. HALLOWELL.	WILLIAM L. RICHARDSON, M.D.
J. THEODORE HEARD, M.D.	THOMAS F. TEMPLE.

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### Monthly Visiting Committee,

*whose duty it is to visit and inspect the Institution at least once in each month.*

1899.		1899.	
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February, . . .	CHARLES P. GARDINER.	August, . . .	EDWARD N. PERKINS.
March, . . .	JOSEPH B. GLOVER.	September, . . .	GEORGE H. RICHARDS.
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June, . . .	HENRY M. HOWE.	December, . . .	S. LOTHROP THORNDIKE.

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### House Committee.

WILLIAM L. RICHARDSON, M.D.  
CHARLES P. GARDINER.  
GEORGE H. RICHARDS.

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### Committee on Finance.

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WILLIAM ENDICOTT, JR.  
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S. LOTHROP THORNDIKE.

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MICHAEL ANAGNOS.

## MEDICAL INSPECTOR.

JOHN HOMANS, M.D.

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MISS JESSICA L. LANGWORTHY.  
GEORGE MUNROE BRETT.  
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MISS ESTELLE M. MENDUM, *Clerk.*

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MRS. MAYBEL KING SCHNEIDER, *Assistant.*

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 Nickerson, Miss Priscilla, Boston.  
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 Parker, Richard T., Boston.  
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 Peabody, Mrs. R. S., Brookline.  
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 Perkins, Edward N., Jamaica Plain.  
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 Pickman, Mrs. D. L., Boston.  
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 Potter, Isaac M., Providence.  
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 Schlesinger, Sebastian B., Boston.  
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 Shaw, Quincy A., Boston.  
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 Shepard, Mrs. T. P., Providence.  
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 Shippen, Rev. R. R., Brockton.  
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 Slafter, Rev. Edmund F., Boston.  
 Slater, H. N., Jr., Providence.  
 Slocum, Mrs. W.H., Jamaica Plain.  
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 Sohier, Miss Elizabeth, Boston.  
 Sohier, Miss Emily L., Boston.  
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 Sprague, F. P., M.D., Boston.  
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 Swan, Robert, Dorchester.  
 Swan, Mrs. Robert, Dorchester.  
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 Talbot, Mrs. Isabella W., Boston.  
 Tapley, Mrs. Amos P., Boston.  
 Tarbell, George G., M.D., Boston.  
 Temple, Thomas F., Boston.  
 Thaw, Mrs. Wm., Pittsburg, Pa.  
 Thaxter, Joseph B., Hingham.  
 Thayer, Miss Adele G., Boston.  
 Thayer, Rev. George A., Cincinnati.  
 Thayer, Prof. James B., Cambridge.  
 Thomas, Mrs. Joseph B., Boston.  
 Thorndike, Mrs. Delia D., Boston.  
 Thorndike, S. Lothrop, Boston.  
 Tilden, Miss Alice Foster, Milton.  
 Tilden, Miss Edith S., Milton.  
 Tilden, Mrs. M. Louise, Milton.  
 Tilton, Mrs. W. S., Newtonville.  
 Tingley, S. H., Providence.  
 Tolman, Joseph C., Hanover.  
 Tompkins, Eugene, Boston.  
 Torrey, Miss A. D., Boston.  
 Tower, Col. William A., Boston.  
 Tuckerman, Mrs. C. S., Boston.  
 Turner, Miss Abby W., Randolph.  
 Turner, Miss Alice M., Randolph.  
 Turner, Mrs. M. A., Providence.  
 Underwood, Herbert S., Boston.  
 Upham, Mrs. George P., Boston.

- Upton, George B., Boston.  
Villard, Mrs. Henry, New York.  
Vose, Miss Caroline C., Milton.  
Wainwright, Miss R. P., Boston.  
Wales, Mrs. George W., Boston.  
Wales, Joseph H., Boston.  
Warden, Erskine, Waltham.  
Ware, Miss C. L., Cambridge.  
Ware, Miss M. L., Boston.  
Warren, J. G., Providence.  
Warren, Mrs. Wm. W., Boston.  
Washburn, Hon. J. D., Worcester.  
Waterston, Mrs. R. C., Boston.  
Watson, Thomas A., Weymouth.  
Watson, Mrs. T. A., Weymouth.  
Weeks, A. G., Boston.  
Weld, R. H., Boston.  
Weld, Mrs. William F., Boston.  
Wells, Mrs. Elizabeth S., Boston.  
Wesson, J. L., Boston.  
Wheelock, Miss Lucy, Boston.  
Wheelwright, A. C., Boston.  
Wheelwright, John W., Boston.  
White, C. J., Cambridge.  
White, Charles T., Boston.  
White, Mrs. Charles T., Boston.  
White, G. A., Boston.  
Whitehead, Miss Mary, Somerville.  
Whitford, George W., Providence.  
Whiting, Albert T., Boston.  
Whiting, Ebenezer, Boston.  
Whitman, Mrs. Sarah W., Boston.  
Whitney, Miss Anne, Boston.  
Whitney, Henry M., Brookline.  
Whitten, Mrs. Elizabeth S.  
Whitwell, S. Horatio, Boston.  
Whitwell, Miss S. L., Boston.  
Wigglesworth, Thomas, Boston.  
Wightman, W. D., Providence.  
Williams, Mrs. H., Boston.  
Williams, Miss Louise H., Boston.  
Wilson, Mrs. Maria Gill, Boston.  
Winslow, Mrs. George, Roxbury.  
Winsor, Mrs. E., Chestnut Hill.  
Winsor, J. B., Providence.  
Winthrop, Mrs. John, Stockbridge.  
Winthrop, Mrs. Thos. L., Boston.  
Wolcott, Mrs. J. H., Boston.  
Wolcott, Hon. Roger, Boston.  
Woodruff, Thomas T., Boston.  
Woods, Henry, Boston.  
Woolf, Benjamin E., Boston.  
Young, Mrs. Benjamin L., Boston.  
Young, Charles L., Boston.

SYNOPSIS OF THE PROCEEDINGS  
OF THE  
ANNUAL MEETING OF THE CORPORATION.

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SOUTH BOSTON, October 12, 1898.

The annual meeting of the corporation, duly summoned, was held today at the institution at 3 P.M.

Mr. S. Lothrop Thorndike was called to the chair.

The proceedings of the last meeting were read by the secretary and declared approved.

The annual report of the trustees was read, accepted and ordered to be printed with the usual accompanying documents.

The report of the treasurer was read, accepted and ordered to be printed.

Suitable resolutions in memory of the late president of the corporation, Dr. Samuel Eliot, were adopted and will be printed in the following pages. It was also voted that a personal tribute, prepared by the director, be recorded.

The corporation then proceeded to ballot for officers for the ensuing year, and the following persons were unanimously elected:—

*President*— Gen. Francis H. Appleton.

*Vice-President*— Amory A. Lawrence.

*Treasurer*— Edward Jackson.

*Secretary*— Michael Anagnos.

*Trustees*— William Endicott, Jr., Charles P. Gardiner, Joseph B. Glover, J. Theodore Heard, M.D., Henry Marion Howe, Edward N. Perkins, George H. Richards, and S. Lothrop Thorndike.

The meeting was then dissolved, and all in attendance proceeded, with the invited guests, to visit the various departments of the school.

MICHAEL ANAGNOS,

*Secretary.*

**In Memory**  
OF  
**DR. SAMUEL ELIOT.**

The corporation has met with an irreparable loss in the death of Dr. Samuel Eliot, who held the office of president for twenty-six years with marked ability and distinction. He died at his summer residence in Beverly Farms, Mass., on Wednesday, September 14, 1898, at the age of seventy-seven years.

RESOLUTIONS OF THE CORPORATION.

At the annual meeting of the corporation of the Perkins Institution and Massachusetts School for the Blind, held on Wednesday, October 12, 1898, at 3 o'clock P.M., S. Lothrop Thorndike, Esq., in the chair, it was unanimously —

*Resolved,* That in recording the death of Samuel Eliot, connected with the Perkins Institution as trustee and president for more than the period of a generation, we wish to express our deep sense of the loss which has come not only to us but to the community.

Born of a stock which at many times and in many ways has had a distinguished part in the advancement and cultivation of New England, his whole life has shown him worthy of his blood.

Himself well nurtured and well educated, he has always held his acquirements in trust. Whether as the president of a college, as the instructor of a public school or of private pupils, as the teacher of classes of poor laboring men or of vagrant children, he

has shown his skill in wielding the knowledge that he had won, and has devoted the best part of a long life to sharing with others the prize that had been awarded to him.

Whatever the work before him, and whatever the social scale of those who received its benefit, he has always put into the task his most earnest thought and exertion. Added to all this was his guiding rule in every relation of life,—to do the right, what ever might be the consequences.

His service to our institution has been of the first importance. Not only has he done much for it by way of public speech and public writing, and of untiring interest, aid, and counsel in its methods of instruction, but the refining influence of his high breeding, his rare literary and æsthetic quality, his innate kindness joined with a not ungraceful air of authority, was invaluable.

We extend to his family our profound sympathy, and direct the secretary to communicate to them these resolutions as a token of all that we have enjoyed and all that we have lost in him.

#### DR. SAMUEL ELIOT.\*

Humanity has lost her stanchest friend  
Now that this noble life has reached its end.

—AARON KINGSBURY.

The corporation of the Perkins Institution and Massachusetts School for the Blind meets this year under a heavy cloud. The able and distinguished leader, who for more than a quarter of a century presided over these annual gatherings with peculiar grace and dignity, is no more with us. Dr. Samuel Eliot died at his summer residence in Beverly Farms September 14, 1898, and in the departure of this rare spirit an irreparable loss has befallen not our school alone but the community at large.

Dr. Eliot was a man of singular beauty and per-

\* Written by M. Anagnos as a personal tribute to the memory of Dr. Eliot.

fection of character. In him there was a remarkable combination of strength and gentleness, of sweetness and power, of serenity and firmness, of equanimity and fortitude. He had a very high rank among the distinguished sons of Massachusetts. Tender-hearted, fearless, spiritually minded in the true sense of the word, gifted with a fertile brain and with a persuasive eloquence, and possessed of a dauntless moral courage, he exerted a wide influence among his fellow-men. The native refinement of his disposition, enhanced by mental and spiritual culture, always showed itself in his speech. Yet he was outspoken in the expression of opinion and dignified in demeanor. He set to himself an ideal standard of duty and strove to live up to it, helped and cheered in his path by the sunny sweetness of his nature and by the inner light which did not fail him even in his last hours. As an orator he united to a notable extent the gifts of fervor, directness of appeal, trenchant aptness of phrase and sustained academic elegance of diction.

Dr. Eliot was preëminently a public spirited man. No one ever appealed to him in vain in behalf of any worthy educational or philanthropic enterprise, whether carried on in Boston or elsewhere. Nor was there another man who held the chief office of so many literary and benevolent societies and performed the duties incident thereto with more strict regularity and conscientious diligence without any cost to them. Public schools, institutions for defec-



tive or neglected children, hospitals for the sick in body or in mind, charitable and reformatory organizations, libraries, art museums,—these, as well as many periodical movements concerning the amelioration of the condition of the needy and suffering members of the human family, were steadily served by him with a disinterestedness that was proverbial, with a generosity that not infrequently was carried to the very limit of his means, with an industry that knew of no fatigue, with a straightforwardness that commanded admiration, with an instant readiness that enhanced the value of his help, with a humility that never boasted, and with an enthusiasm that was contagious.

A truer, nobler, trustier heart,  
More loving and more loyal, never beat  
Within a human breast.

In private life those who knew Dr. Eliot best felt the charm of his warm sympathy, his thoughtfulness for others, his sturdy loyalty to friendship, and his broad culture and exquisite taste. His character was rounded and complete to a remarkable degree. No side of it was scantily built. We never think of him simply as a scholar. Great and varied as were his mental abilities and intellectual attainments, we always considered them as modified and enriched by something higher and nobler,—by his ardent love for humanity. With such qualities of head and heart he could not fail to be loved and venerated in a community to the welfare of which he devoted

nearly fifty years of his life without any pecuniary remuneration.

In the cause of the education of the blind Dr. Eliot took a most profound interest, and contributed to its advancement an ample share of his time and the best of his energies. His connection with the institution lasted for thirty-three years, during seven of which he served as trustee and during twenty-six as president of the corporation. In both of these positions he was mindful of the responsibility placed upon him, and discharged his duties with absolute exactness and with conscientious adherence to the highest rules of right. He was ever ready to preside on all public occasions, to address large audiences in his clear, simple and convincing style, laying before them the needs of the school, and to render cheerfully any service required of him. He could always be relied upon to hold other interests in abeyance in order to attend our gatherings. Verily, his constancy in doing good to the blind faltered not, nor did his labors of love in their behalf fail. He has left to us an imperishable legacy in the record of a blameless and consistent life, consecrated to noble aspirations, high ideals, pure affections, and to useful and enduring public service.

A love of right, a scorn of wrong,  
 A kind, true heart; a spirit high,  
 That could not fear, and would not bow,—  
 Were written in his manly eye  
 And on his manly brow.

## REPORT OF THE TRUSTEES.

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PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,  
SOUTH BOSTON, October, 12, 1898.

*To the Members of the Corporation.*

LADIES AND GENTLEMEN:—We have the honor to present for your consideration the sixty-seventh annual report of the trustees, which contains a brief account of the work of the institution during the financial year ending August 31, 1898, and shows both its present condition and its immediate needs.

We take great pleasure in stating that the school has continued to fulfil its mission in a very satisfactory manner, and that the beneficent influence which it exerts over the blind is not confined to Massachusetts, but is extended throughout New England.

The enlargements which have been recently made in the functions and educational facilities of the institution put it in line with the best preparatory schools of Massachusetts.

At the beginning of the year which has just closed the total number of blind persons registered in the record books was 264. Since that time 28 have been received and 41 have been discharged, making the present number 251. In this account are included

all changes, additions, and subtractions which have taken place up to the first day of October, 1898.

While the general health of the school during the past year has been good, we regret to report the death of four pupils,— Charles E. Schlittler, Aura E. Leach, Andrew C. Taylor, and Eliza F. Wadsworth. The first mentioned died of spinal disease, the second of consumption, the third of injuries received in the railway accident through which he lost his sight, and the fourth of peritonitis. In the boys' department there have been four cases of diphtheria and one of typhoid fever, none of which, however, proved fatal. Four of the boys have had operations performed upon their eyes and two have been in the hospital for minor troubles. At the kindergarten measles and mumps made their appearance in the months of January and February; there were seven cases of the former among the boys and fifteen cases of the latter among the girls. Neither trouble was of a serious nature, and all the children made good recovery.

#### THE SCHOOL AND ITS WORK.

In order that the bad effects of the loss of sight may be minimized and that a reasonable approach to a fair standard of normal qualities may be secured, the education of the blind must be broader in its scope and far more wide-reaching in its aims than that of ordinary children. It cannot be confined to a prescribed and narrow circle of formal and infor-

mational studies. It requires more than this. It needs to act upon every side of the pupil's nature and to produce an all-round development,—physical, mental, moral and spiritual,—so that our graduates may be fitted to go out into the active world with such an intellectual, social and professional equipment as will enable them to meet the responsibilities of life and to discharge wisely and honorably the duties of citizenship.

For the accomplishment of this purpose the educational ground covered by the institution must of necessity be very extensive, and the field of its operations cannot but be wider and more varied in some respects than that of the public schools.

Thus, in addition to a full course of literary and scientific studies, the curriculum of our school comprises a complete system of gymnastics, educational manual training, and instruction in the principal branches of music.

Physical training has very properly become a prominent feature in the work of the school; indeed, in arranging the general plan of instruction we have made the proper physical development of the pupils the first consideration. Each scholar has been required to go through a series of bodily exercises in the gymnasium daily, and the beneficent results obtained from this practice speak eloquently in its favor and bear ample testimony to its value.

Manual training has been made a part of the prescribed course of study, and has continued to grow in

favor with the pupils and to exert a most beneficial influence upon their hands and heads. The work of adapting the sloyd system to every grade of the school and of rendering it a valuable auxiliary to our scheme of education has been carried forward without interruption and with very satisfactory results.

The course of instruction pursued in the literary department has undergone such modifications and improvements both in the subject-matter and in the manner of teaching as are calculated to promote intellectual development, give discipline, foster the spirit of activity and research, encourage application and train the mind of the pupil in the right direction. Steady progress has been noticeable in every class and in all the grades of the school from the lowest to the highest. This gratifying result has been brought about by earnest, hard and conscientious work.

Music has held its place of honor in the curriculum of the school, and its study and practice have been pursued with great eagerness and marked success. This art has special attractions for the blind, and they avail themselves earnestly of the exceptional advantages which the institution offers to them for its cultivation.

The gymnasium with its ample supply of appliances and apparatus of the newest and most approved patterns, the library filled with choice books in raised and ordinary print, the museum stocked with specimens and models of every description, the music and tuning departments thoroughly equipped with an

immense collection of instruments of all kinds, the manual training rooms provided with a variety of tools and machines,—all these add greatly to the efficiency of the work of the school and render it productive of excellent results.

For a more detailed statement of the work of the different departments of the institution and of the methods and processes employed in each of them, we refer to the report of the director, which is hereto appended.

#### FINANCES.

The report of the treasurer is herewith submitted. It gives a detailed account of the financial transactions of the institution during the past year, a condensed statement of which here follows:—

Cash on hand September 1, 1897, . . .	\$89,597 62
Total receipts during the year, . . .	167,824 42
	\$257,422 04
Total expenditures and investments, . . .	209,646 29
Balance in the treasury August 31, 1898, .	\$47,775 75

The finances of the institution are in a healthy condition.

We desire to acknowledge in this connection the valuable and very efficient service which Mr. Patrick Tracy Jackson has cheerfully rendered to the institution as treasurer *pro tempore* during the absence in Europe of Mr. Edward Jackson.

## BEQUESTS.

In our last annual report to the corporation mention was made of the generous bequest of Hon. Henry Lillie Pierce of \$20,000 to the institution. This sum has been received, and, in accordance with the conditions prescribed by the testator in his will, it is to be kept intact and only the annual income is to be used for the purposes of the school.

Through his unstinted liberality during life, as well as through the munificent legacies left to various public institutions, Mr. Pierce has won an enviable position in the ranks of the wisest, the best and the most broad-minded citizens of Boston, and his memory will be cherished and revered for generations to come.

We have received from Mr. Marion V. Putnam, executor of the will of his late mother, Mrs. Elizabeth Palmer Putnam, the amount of \$1,000, a gift which by the terms of her will is bequeathed "to the corporation of the Perkins Institution and Massachusetts School for the Blind, to be safely invested as a permanent fund, and only the income thereof to be used in aid of such of the graduates of the school as may be chosen by the authorities of said institution as worthy of assistance either to continue their education in any of the universities and colleges of New England, or to pursue a higher course in the study of music."

This legacy is a peculiarly gratifying one to us,



coming, as it does, from a bright and highly esteemed graduate of this school. It is the expression of her love and veneration for her *alma mater*, and evinces her recognition of the fact that this establishment offers to the blind of New England advantages which enable them to reach the intellectual heights that are accessible to their seeing brothers and sisters. It will be our sincere pleasure to fulfil the wishes of Mrs. Putnam, while her name will ever be cherished and blessed by the ambitious boys and girls who will profit by her generous and high-minded intent.

The late Dr. Samuel G. Howe held Mrs. Putnam's noble character and true womanliness in high esteem. In his last report but one, the forty-third annual report of this institution, he thus speaks of her:—

I will proceed to show by example how usefully and happily blind women may be employed. I know one, educated in our girls' school, who was distinguished by her good temper, general cleverness, and remarkable faculty for turning her hand to anything.

E. H., a comely, buxom maiden, formerly a pupil of mine, will excuse me for telling how she did, by her sweet voice, and soft smile, and winning ways, inveigle a respectable young mechanic, upon whom she had never laid eyes, into marriage. After which, with blind confidence in her own ability, she proceeded to take charge of a household and to do all the duties of wife, mother and housekeeper, without aid from any domestic.

She arose every morning at an hour when ordinary people need gas-light, lamps, or candles, and all in the darkness proceeded to make a fire in her cooking-stove, and to sweep the room. She then set to work getting breakfast. She mixed the materials for the indispensable buckwheat cakes. She laid out upon the pine table a nice white cloth, and put on the cups and saucers, and

table spoons, and salts, and by each plate placed knife, fork, spoon and napkin; she got out the pats of fresh butter, the cream and sugar. Then she proceeded to broil, boil, fry, or bake whatever articles were to be eaten at the meal. All was made ready at the usual hour; and Elizabeth, arranging her hair and smoothing down her white apron, without running to the looking-glass, greeted her husband, who came in hurrying from his work, and sat down to eat a breakfast smoking hot, with as good an appetite as that of his smiling and attentive wife, who had prepared it, and was ready to join and help him to dispose of it.

She was an excellent housekeeper, expert in the art of cookery, orderly, tidy, frugal and very industrious; and made an exemplary wife, mother and companion. She was indeed a person of extraordinary capacity and cleverness; and therefore I never wondered at her ability to keep house.

The institution was also generously remembered in the will of the late Mary F. Swift, who left to it a legacy of \$1,391.30. The prompt payment of this amount by the executors of the will is gratefully acknowledged.

### THE LIBRARY AND ITS USES.

Although the educational advantages of this institution are designed preëminently for the young, in order that these may be trained and enabled to take their places in the world as useful citizens, the adult blind are by no means forgotten. It is our constant endeavor to bring into the lives of the latter the blessing of good literature, and to furnish them during their hours of solitude with food for thought from the works of the greatest and noblest minds of all ages. In this direction our field is constantly broadening,

not only through the circulating library connected with the institution, which is now far-reaching in its benefits, but also through the public libraries of many New England cities. Liberal donations of our books have been sent to the libraries of Boston, Somerville, Fitchburg, Worcester, Hartford, Conn., New Haven, Conn., Providence, R. I., Newport, R. I., Portland, Me., and Concord, N. H., and also to that of Congress in Washington, where a reading-room has been appropriated for the use of the blind. The gifts have been received everywhere with expressions of gratitude and sincere appreciation by the authorities of these institutions, which are thereby enabled to supply all sightless readers residing within their jurisdictions with means to satisfy their need of mental stimulus similar to those provided for their seeing brothers and sisters. In each case the books have been placed at once within the reach of those for whom they are intended. Nor is this all. Arrangements have been made to procure for our circulating library publications printed in every form of type which is used by the blind in the countries where English is spoken. Thus no one who has moved from the shadow of his *alma mater* will be denied the pleasure of reading, but may be supplied here with books embossed in the special style to which he is accustomed. In order to obviate all difficulties and smooth the way for those who lose their sight late in life and who may find it impossible to learn to read without the assistance of a teacher, we have secured the services of the Alumnae Associ-

ation of this institution, who at their last annual meeting adopted the following vote:—

*Voted,* That the members of the Alumnae Association of the Perkins Institution and Massachusetts School for the Blind, wishing to be of practical service to every blind person who may be desirous of learning to read by means of the sense of touch, gladly undertake to canvass all parts of New England with a view of finding such persons; and to advise, teach and supply them with such reading matter as may be suitable to the tactile and mental condition of each case.

The director has been authorized by our board to defray any reasonable expense which may be incurred in the accomplishment of the purpose outlined in the above vote.

The importance of this step is unquestionable. It brings us into still closer touch with the blind throughout New England, including those who by reason of age were never placed at this institution as pupils, while it opens to them the treasury of embossed literature of all kinds, where they may find solace for the many weary hours which they are doomed to spend in total darkness. It is a gratification to us to report to you this enlargement of the scope of the institution, which is the crystallization of a long-cherished plan, and which brings us one step nearer to the goal toward which we are striving.

#### WORKSHOP FOR ADULTS.

This department has received a fair amount of work from its old patrons and has added some new

ones to the list. The balance sheet taken at the end of the year gives the following results:—

Total amount of receipts, . . . . .	\$16,530 88
Total amount of current expenses, . . . .	<u>16,530 82</u>
	\$0 06
Increase of stock and bills receivable, . .	<u>145 30</u>
	\$145 36

These figures show that there is a small balance on the right side of the sheet, which, after deducting therefrom \$141.82, the sum of several accounts that have to be charged off, as it has been found impossible to collect them, brings the gain for the year down to \$3.54.

As has been repeatedly stated in these reports, there are not a few industrious and deserving men and women who are both capable of earning their living through their own exertions, and eager to do so, but of these only as many as can be supplied with work are steadily employed. Hence, in order to be able to give regular employment to them all, we need an increase of patronage; and we beg leave to urge the friends of the institution and all fair-minded house-keepers to purchase at our salesroom such articles as are made by the blind in our workshop, assuring them that everything will be found as reasonable in price and as good in quality as can be procured elsewhere.

#### THE EDUCATION OF BLIND DEAF-MUTES.

It is a fact well-known to all who are familiar with the history of the education of the blind, that to Dr.

Howe belongs the honor of first discovering the way to pierce the veil of darkness, supposed up to his time to be impenetrable, which surrounds those unfortunate human beings who are both deaf and blind. Having once proved his theory through the remarkable attainments of his pupil, Laura Bridgman,\* the first doubly afflicted child whose mind was ever released from its imprisonment, Dr. Howe undertook to gather at the Perkins Institution as many blind and deaf children as he could find, and to apply in their cases the methods of instruction which he had devised in educating Laura. Such training was necessarily attended by considerable expense, and often this could ill be borne by the parents and friends, while the regular income of the institution did not warrant the outlay. This difficulty was brought to the attention of the legislature of Massachusetts, and, as a result, the following act was passed, May 28, 1886:—

AN ACT TO PROVIDE FOR THE CARE AND EDUCATION OF CHILDREN  
WHO ARE BOTH DEAF MUTES AND BLIND.

SECTION I. R. Section sixteen of chapter forty-one of the Public Statutes is amended by inserting after the word "prefer" in the seventh line the following:— and, with the approval of the board, he may make, at the expense of the Commonwealth, such provision for the care and education of children, who are both deaf mutes and blind, as he may deem expedient.

Section sixteen of chapter forty-one of the public statutes, to which reference is made in the above act, is as follows:—

\* The first deaf-mute and blind child ever taught the use of language.

· SECT. 16. With the approval of the board, the governor may send such deaf mutes or deaf children as he may deem fit subjects for education at the expense of the commonwealth, for a term not exceeding ten years in the case of any pupil, to the American Asylum at Hartford, or to the Clarke Institution for Deaf Mutes at Northampton, or to any other school for deaf mutes in the commonwealth, as the parents or guardians may prefer. No such pupil shall be withdrawn from such institution or school, except with the consent of the proper authorities thereof, or of the governor; and the sums necessary for the instruction and support of such pupils shall be paid by the commonwealth.

The first to profit by this act was Edith M. Thomas, who, under its provisions, was placed in the care of the late Andrew Park of South Chelmsford, Mass., at the expense of the state. When the kindergarten for the blind at Jamaica Plain was opened in May, 1887, Edith was received there as a pupil and remained under its hospitable roof until she had reached a degree of mental development and proficiency in her studies which demanded her transference to the parent institution at South Boston, where she is still a student.

Another recipient of the benefits of this act was Albert A. Nolen of Salem, Mass., who was admitted to the American Asylum for the Deaf and Dumb at Hartford, Conn., October 14, 1886. He remained there for a number of years, during which he made excellent progress along the lines already marked out for the instruction of his predecessors.

Others might be mentioned who have profited by the assistance thus granted by the state, although the number of such children in Massachusetts is fortunately small.

The fact that other states have come to recognize the beneficence of this act of our legislature gives us very great satisfaction. The lawmakers both of Ohio and Iowa have recently followed the noble example afforded by those of Massachusetts in providing for this class of hapless children, and it is earnestly hoped that other states may extend the good work and offer the means of relief to those who must otherwise live out their days in the blankness of silence and darkness, never guessing the joys of knowledge which visit their brothers and sisters, nor the capacity for such enjoyment that lies dormant within themselves.

#### COMMENCEMENT EXERCISES.

The commencement exercises of the institution took place on the afternoon of the 7th of June at the Boston Theatre. Nature added the encouragement of one of her brightest days to the keen interest which always draws a large number of friends of the school to the spacious auditorium. The occasion served to bind still more closely the ties of sympathy which hold the work of the institution and that of the kindergarten very near to the hearts of the people of New England.

A letter was received from His Excellency Governor Wolcott, expressing his sincere regret that his unusually heavy official duties at this time of national crisis would not permit him to be present, and recalling his enjoyment of the exercises of the



previous year, which he had attended and of which he spoke in terms of praise. His Excellency Governor Dyer of Rhode Island was also prevented by the pressure of his official duties from honoring the occasion with his presence.

First on the programme was a selection from *The Jewess*, which was rendered by the band of the institution with fine effect. Dr. Samuel Eliot, the life-long friend of the school, whose presence on the stage was as necessary to the completeness of the occasion as that of the pupils, then welcomed the audience in the following words: —

It is my great privilege, in the name of the director, the teachers and the pupils of the Perkins Institution in all its departments, to bid you welcome. We are glad, we who have these physical eyes, to see how many of you are here, and we are all glad, whether we have physical sight or not, to know that you are here to give by your presence more strength to this work, to enable it to be carried on with greater hopefulness from year to year. You are aware that all educational work has its discouragements, and you may well believe that educational work of this sort has special discouragements of its own, so that when we know, as we know on these days, these public days, as they may be called, that this work is followed with the interest and sympathy of so many men and so many women around us, then we feel encouraged to take it up with a new heart and a new confidence in the future.

First, I have to express in behalf of all of us who are connected with the school our grateful acknowledgment to Mr. Tompkins for placing this great house at our disposal. He not only gives us the house and the service connected with it in seating such a large audience, but he gives the printed tickets which have been sent far and wide in preparation for this afternoon. It is a very great, a very generous gift on his part, and, although we are accustomed to his generosity, every renewal of it makes us more grateful.

I am also requested by Mr. Anagnos, the director, to say that he has received from the governor of the commonwealth a very kind letter, expressing his regret that he cannot be here. We may well understand that the duties now lying upon him prevent his coming to a scene like this, but I wish, we all of us must wish, that he could have come, and that in this presence he could have received the refreshment of mind and of heart which he would be sure to find.

Another governor, the governor of Rhode Island, Governor Dyer, intended to be with us this afternoon. Rhode Island is interested in this school because of the pupils from Rhode Island who are brought here, and Governor Dyer would have been with us had he too not been called, probably by severe executive duties, to New York, and there he is engaged in wrestling with these great questions which have come so suddenly and so heavily upon all our executives. Let us unite in wishing well to them, and in most earnest and cordial aspirations that they may have such help, help not only of an earthly, but a heavenly character, as will strengthen them to carry their several commonwealths, and other portions of this great country, through all the dangers and difficulties with which we are surrounded.

We will now proceed with the exercises precisely as they are laid down in the programme; but, for the sake of those who may not be provided with a programme, I will announce the numbers.

The exercises of the kindergarten, which always form one of the most interesting parts of the programme, followed Dr. Eliot's words of greeting. A detailed account of these will be found in our special report of that department.

The older pupils began their share in the entertainment by an exercise in physics on "sound," presented by the five girls of the graduating class. In a brief but comprehensive description, illustrated by experiments upon the sonometer, siren, and tuning-fork, each girl evinced her knowledge, not only of the

cause and nature of sound, but, incidentally, of melody and harmony. The violin class, composed of seven boys and three girls, next stepped to the front on the stage and executed Eichberg's *Andante for Strings* (from manuscript) in a most artistic manner. The educational gymnastics exhibited by a class of girls and the military drill of the boys elicited warm commendation from the audience, who, knowing how difficult it is, even with the best of sight, to attain to the necessary precision and accuracy of movement, could appreciate to some extent the patience and untiring effort by which alone such tremendous disadvantages had been overcome. A waltz, entitled *A Meadow Song*, was sweetly sung by a chorus of girls, and this was followed by an exercise in literature, in which the four boys of the graduating class presented the life and work of Charles Dickens in an interesting way, which held the close attention of the audience and which showed an intimate acquaintance with their subject. They referred to his warm interest in the work of this institution, and told many anecdotes, illustrating his love of nature and of humanity and his active and ever-ready sympathies. The exercise was closed by a reading from the embossed edition of *Christmas Carol*.

Dr. Eliot then handed diplomas to the nine graduates, whose names were: Elizabeth Ellen Caulfield, Katherine Josephine Duggan, Julia Marion Bertha Roeske, Etta Rosalie Walcott, Caroline May Wilbur, Clarence Addison Jackson, John Philip O'Connell,

George Elsworth Roukey, and Willis Edwin Trask. He prefaced the presentation of these testimonials with the following earnest words:—

I am very glad, my young friends, to meet you with your teachers at the conclusion of the long process of training of which you have just given us illustrations, and we are all glad to gather here rather to wish you a happy future than to bid farewell to the past. We are gratified to see in what you have done this afternoon signs of a training worthy of the institution from which you come, not merely æsthetic or intellectual or scientific, but what we commonly call moral training; for of all the training that can be given young people, of all the objects that can be set before them in any training, moral training is the highest, and its great object, human character, is the highest of all the objects to which any of us, young or old, can possibly aspire. The power of character is just as plain as the noon-day. You have before you a life-work; no one can measure it now; you cannot even dream of it yourselves; but with the character you have acquired here you can make it as golden as though you possessed all human faculties undimmed.

The great Christian statesman who died the other day in England was consulted by the great Christian poet Tennyson as to what he should do with his son, and Gladstone replied that in a career which the father had thought of for the son there lay great danger of losing the finer moral sense. Finer moral sense was Gladstone's great principle, as it was equally Tennyson's, and the son was drawn back from the career in which he had all but entered.

That finer moral sense, that sense which is so delicate and sensitive that it bears no wrong, no stain, no evil breath upon its fair face, that moral sense, the finest sense of all, I know we must all commend to you. In the institution which you are leaving you have been taught to appreciate it. What we want among us in this country and at this hour is that same moral sense more than anything else. With it all heroism and all sacrifice are possible; without it there is nothing but dishonor to be faced, for a nation as for an individual. Think of it, cherish it, make the most of it. Let it speak through you in all your words, in all your deeds, in

all your thoughts, in all your desires, and then there is no risk whatever in assuming the prophet's rôle and foretelling a happy and useful life to every one of you.

In conclusion I urge you to be loyal to the Perkins Institution and Massachusetts School for the Blind. It is an institution of great memories and greater hopes, and to the fulfilment of its hopes we trust that every one of you will contribute.

The entertainment ended with a chorus for mixed voices, *Let All with Merry Voices Sing*, and the audience dispersed with a renewed sense of gratification in a work which places these boys and girls in a position to be judged by ordinary standards with most satisfactory results.

Mr. Eugene Tompkins, proprietor of the Boston Theatre, continues to be one of the kindest and most thoughtful friends of the blind of New England. Following in the footsteps of his father, the late Orlando Tompkins, Mr. Tompkins never fails to invite during the course of the season large numbers of our pupils to attend some of the best operas and plays given in Boston, and at the close of the theatrical season he crowns these gifts by allowing the authorities of the institution to hold its annual commencement exercises in his magnificent theatre without charging anything either for rent or for the services of his excellent corps of employés or even for the printing of the tickets. In view of the value of these favors and of the liberal spirit and courteous manner in which they are invariably granted, we desire to join the president of the corporation in his hearty acknowledgment of Mr. Tompkins' exemplary kindness and great generosity.

## In Memoriam.

### *Members of the Corporation.*

Since the presentation of our last annual report the institution has sustained a severe loss in the death of twenty valued members of the corporation. The following is a list of their names:—

FRANCIS VERQUIES BALCH died at his home in Jamaica Plain February 4, 1898. He was a man of modest and unassuming demeanor, of broad and hospitable mind, of sterling character and of wide and tender sympathies,—a thinker, an idealist and at the same time a man well versed in practical affairs. No one stood higher in his profession, which he ennobled by his spotless integrity. In the death of Mr. Balch our community has lost one of its best and most esteemed citizens, the bar one of its brightest ornaments, and the institution one of its good friends.

Miss NANCY BRACKETT died at her home in Quincy on the 15th of March, 1898. She was a most estimable woman,—quiet, modest, amiable, and unassuming. Spending only a moderate sum upon her own necessary expenses, the remainder of her income she carefully saved, devoting it to charitable objects in the hope of benefiting her fellow men.

Miss SARAH GRAY CARY died in Cambridge February 27, 1898. She was a woman of rare

grace and strength of character and of superior intelligence. She was a constant helper of every worthy enterprise, and her memory remains an ever-present inspiration to those who knew her, stimulating them to the achievement of whatever is best in life and noblest in thought.

MISS ANNE PERKINS CARY, daughter of the late William F. Cary, died at her residence, No. 34 Commonwealth avenue, January 1, 1898. Miss Cary was endowed not only with delicacy of feeling and special refinement of manpers, but also with a generous spirit and a helpful disposition. She was always eager to render service to others, and was very modest about her own talents.

SAMUEL TUCKER COBB died October 21, 1897. His natural kindness of heart and interest in the welfare of others led him to take a prominent part in many reforms. He was an active worker in the anti-slavery movement, and did most excellent work for the cause of temperance, addressing large audiences on the subject throughout the state and speaking against the manufacture and sale of intoxicating liquors most eloquently and convincingly. He manifested deep interest in the education of the blind and attended regularly the commencement exercises of our school, sitting always on the platform with the members of our board.

Mrs. CAROLINE CROFT, wife of Arthur Croft, died at Wadhurst, England, February 3, 1898. She was the daughter of the late Gardiner Brewer, and a

genial, warm-hearted and benevolent woman,—one who loved to do good and to be helpful to those who were in need of assistance.

Mrs. HELEN M. GROVER, widow of the late William O. Grover, died at her residence in Arlington street December 14, 1897. She was a high-minded and pure-hearted woman, straightforward, unassuming, sympathetic, and exceedingly fond of doing good. Those who associated with her and knew her well bear testimony to her sincerity and truthfulness, to the simplicity of her manners and to the helpfulness of her life.

Mrs. JOSEPHINE S. HALL, widow of the late Martin L. Hall, died at her residence on Commonwealth avenue December 16, 1897. She was a woman of many sterling qualities, which drew around her a wide circle of loving and appreciative friends. Her influence was felt wherever she went, and she has left in the minds of all who had to do with her a sweet and saintly memory.

Mrs. OLIVE C. HAYDEN, widow of the late Isaac Hayden, died at her home in Roxbury January 7, 1898. She was a superior woman, noted for many excellent traits of character,—one whose life was a shining example of purity, benevolence, modesty and unselfishness. She was charitably disposed and sympathized tenderly with the needy and the poor, but especially with those unfortunate members of the human family who have been cruelly touched by the hand of fate.



HON. ROWLAND HAZARD, one of the distinguished men of Rhode Island, died at Glen Springs, N. Y., August 16, 1898, at the age of sixty-nine years. Mr. Hazard took a prominent part in the issues of the day, and was conspicuous among those who minister to what is best in the social and intellectual fabric of the community. He stood for good citizenship, for purity in politics, for absolute honesty in business, for the things that make New England famous,—for all that is noblest in our common life. He was widely known as a public-spirited citizen, and he not only had the distinction of rendering eminent service to his fellow men, but met the obligations of a high position in such a way that he will be greatly missed and long remembered with respect and affection by all classes of people.

Mrs. JULIA BRADFORD HUNTINGTON JAMES, widow of the late John W. James, died November 6, 1897. A lineal descendant of Governor Bradford, whose name she bore, she seemed to possess the strong characteristics of those who lived in good old colony days. Plainness of speech, firmness of purpose, simplicity of manner, a spirit of benevolence, and an earnest desire to be helpful and just to all, these were the distinguishing elements of her character. To the cause of the education of the blind she has been always a loyal friend and a regular contributor. She left a large number of friends and acquaintances to mourn her loss and many a poor person will miss her assistance.

WILLIAM MONTGOMERY, an old and highly re-

spected resident of Boston, died at the United States hotel April 30, 1898, in the ninety-third year of his age. Thoughtful, kind and ready to lend assistance to such good causes as met the approval of his judgment, he was full of deeds as well as of years, and his sun went down without a cloud. Great as was the number of his years, his good works kept pace with them.

DAVID NEVINS died at Bad Nauheim, Germany, on the 24th of August, 1898. Mr. Nevins was a generous man,—genial, kindly and public-spirited, ever alive to every movement which tended to benefit humanity. Possessed of an ample fortune, he made good use of it in the promotion of the beautiful in art and in nature, as well as for improvement in the condition of his fellow men. His heart was large and his hand was open for many a good cause.

Mrs. CAROLINE SILSBEE PICKMAN, widow of the late William Dudley Pickman, died at her residence on Commonwealth avenue February 22, 1898. Both in her domestic relations and in her social life she was a woman of exceptional worth and of marked nobility of character. She was always true, faithful, candid and ever ready to take an active interest in whatever tended to relieve suffering and to ameliorate the condition of the poorer and dependent classes. Her years were replete with good deeds and she gained a large place in the esteem and affection of those who knew her.

Mrs. MARY LOWELL PUTNAM, the older sister of

the poet, James Russell Lowell, died June 1, 1898. Sweet and gracious in manner, she was a woman of superior character, of marked unselfishness, of wise and sympathetic judgment, and of unusual mental gifts. Her quiet, unassuming courtesy and genuine amiability have endeared her to all who knew her. She was a rare specimen of high-minded womanhood, — a lady of the old New England school, of which no finer example could be placed before the rising generation of any community. Mrs. Putnam's scholarship and poetic taste and ability had long ago won her the admiration of a large circle of friends both here and in Europe, where she resided for many years.

MISS HANNAH LOVETT RANTOUL, daughter of the late Hon. Robert Rantoul, senior, died at her home in Beverly on the 1st of September, 1898, in the seventy-seventh year of her age. She was a woman of large views, of genial disposition and of generous impulses. She was a born lady,—kindly, good-natured, fair-minded and scrupulously upright. She took a profound interest in the work of the institution, was an annual subscriber to the fund for the current expenses of the kindergarten, and had the cause of the little blind children at heart, never failing to bring their needs to the notice of wealthy friends.

Mrs. CORNELIA WALTER RICHARDS, widow of the late William B. Richards, died at her residence on Marlborough street, January 30, 1898, at the ripe age of nearly eighty-five years. She was a woman of rare virtues, of rich natural endowments, and of uncom-

mon strength and loveliness of character. She had remarkable powers of mind, the highest sense of honor, keen perception, great vigor and lucidity of expression, and withal a peculiar womanliness which gave a light and graceful touch to her trenchant and fearless pen. She died without any sensible decline of her powers, and her memory is blessed by those for whose benefit she freely used her exceptional gifts as a writer and not infrequently opened her purse.

Mrs. HARRIET L. THAYER, widow of the late Charles Lowell Thayer, died at Sugar Hill, N. H., September 16, 1898. She was a quiet and unpretentious woman, of singular gentleness and goodness. Warm-hearted, calm, earnest, and sincere, she won the esteem and appreciation of all who knew her, and leaves behind her a sweet memory which will be dearly cherished.

Mrs. ELIZABETH CABOT WARE, widow of the late Dr. Charles Eliot Ware, died at West Rindge, N. H., on the 27th of September, 1898, at the age of seventy-nine years. Mrs. Ware possessed many strong, sterling qualities of mind and heart. She was a woman of sympathetic and generous nature, a constant friend of the poor and suffering, and a willing contributor to the cause of education and philanthropy. The judicious and liberal bequests which she made to benevolent and charitable institutions were but indications of a predominant trait in her character.

Col. ROLAND WORTHINGTON died at his home in Roxbury March 20, 1898. He was a man of great

ability and of an enterprising spirit, and his name has been identified with a number of successful undertakings and with some notable improvements in journalism. Up to the last of his life he preserved his youthfulness of spirit and kindly bearing. His warm-hearted geniality and his broad humanity won for him a place in the hearts of all with whom he worked or associated. He was gentle in manner, but strong in conviction and steady in his advocacy of right and in his denunciation of wrong. In his death the community has lost a useful citizen and the institution a faithful friend.

It is impossible to read this long list of the deceased members of the corporation and not to pause, as one well-known name succeeds another, with a sense of sadness and a feeling of profound sorrow.

All which is respectfully submitted by

FRANCIS H. APPLETON,  
 WILLIAM ENDICOTT, JR.,  
 CHARLES P. GARDINER,  
 JOSEPH B. GLOVER,  
 N. P. HALLOWELL,  
 J. THEODORE HEARD,  
 HENRY MARION HOWE,  
 EDWARD N. PERKINS,  
 GEORGE H. RICHARDS,  
 WILLIAM L. RICHARDSON,  
 THOMAS F. TEMPLE,  
 S. LOTHROP THORNDIKE,

*Trustees.*



in the abounding evidence that we have not labored in vain.

While experience has helped us to make improvements from time to time both in the character of our work and in the manner of its performance, it now also enables us to survey the past with a clearer view of its imperfections and omissions, and to look forward to the future with new desires and resolutions to attain still higher and better results.

#### ENROLMENT OF BLIND PERSONS.

The city rings and numbers thither flock.

— MILTON.

At the beginning of the year which has just closed our register showed that there were 264 blind persons enrolled in the various departments of the institution as pupils, teachers, employés, and work men and women. Since then 28 have been admitted and 41 have been discharged, making the total number 251 at the present time. Of these, 171 are in the parent school at South Boston, 67 in the kindergarten and primary department at Jamaica Plain, and 13 in the industrial department for grown-up persons.

The first division includes 158 pupils, 10 teachers and other officers, and 3 domestics; the second class comprises 67 little boys and girls; and the third, 13 men and women, employed in the workshop for adults.

During the past few years we have been constantly in the receipt of petitions for the admission

of pupils from almost every section of the country. Some of the applicants had recently graduated from their state institutions, and were very urgent in their solicitations to be allowed to enter our school with a view of pursuing an advanced course in literary and scientific studies or in music. To every request of this kind we have been compelled to return a negative reply, not for lack of a spirit of friendliness or of an earnest desire to be accommodating, but because if we should keep our doors wide open to every comer we should run the risk of crowding our buildings to such an extent as to make it impossible for us to receive readily and without any loss of valuable time all children who reside within the limits of New England and who are of a suitable age for education.

### THE HEALTH RECORD.

Brutus is wise, and were he not in health,  
He would embrace the means to come by it.

— SHAKESPEARE.

During the period of time covered by this report the condition of health at the institution has been very good. In the girls' department there have been no cases of serious illness and only the usual number of ordinary ailments. In the boys' department we have not enjoyed entire immunity from sickness, for we have had four cases of diphtheria and one of typhoid fever, none of which proved to be fatal or even very severe.



Furthermore, we have been called upon to mourn the loss by death of three pupils,— Aura E. Leach of Orland, Me., Andrew Cairns Taylor of Stockbridge, Mass., and Eliza F. Wadsworth of Boston. The first mentioned died at her home, of pulmonary consumption, December 19, 1897; the second died February 19, 1898, of injuries received in the railroad accident which caused his blindness; and the third at the city hospital, of peritonitis, April 16, 1898.

Aura was a very amiable girl, but not physically robust, while the other two were persons of superior intelligence, sterling character and exceptional worth.

Andrew entered this school with a view of completing the course of study which had been so ruthlessly interrupted by the terrible accident which deprived him of his sight. In the fulness of the physical strength and vigor of his young manhood, he rejoiced in manly sports, and through this very love of exercise came the crushing blow which forever blotted out the light of day for him. He, with the other members of the foot-ball team to which he belonged, was the victim of a railway accident which occurred November 29, 1894, and in which several persons lost their lives, while Andrew received such dreadful injuries that his life was despaired of. As soon, however, as he could gather together enough of his shattered strength for the attempt, with indomitable courage and rare determi-

nation he once more, but with added burdens, took up his toilsome journey on the difficult road to learning. The year which he spent in this institution, although blessed with the companionship of cherished young friends and the overcoming of many obstacles in his path, was fraught with the cruel sufferings which never relinquished their hold upon him until they had sapped the last remnant of his strength and brought him to his early grave. Andrew's manly character and sterling qualities had marked him out as one belonging to the flower of the young manhood of the country before his powers were crippled by this sad accident. The loss of sight and physical suffering which would have given the death blow to hope, ambition, and courage in the case of many persons, served only to bring out the sweetness of his disposition and the true nobility of his nature. His brave patience and cheery acceptance of all that life still held for him endeared him to every one, and offered to the pupils of this institution an example which will be a constant inspiration to them in their own daily struggle against adverse fortune. His noble character will always be enshrined in their hearts as an ideal toward which they may strive, and the influence of the remembrance of his high-mindedness and personal purity will ever be felt by all those with whom he came in contact.

Miss Wadsworth was an unusually fine young woman, whom to know was to love and admire. Her

character presented a most remarkable combination of gentleness, firmness, sweetness, earnestness, serenity, cheerfulness and unselfishness. She was a diligent student, a tireless worker, a clear thinker, a loyal friend and a genial and helpful companion. Hers was a noble nature, and her life set before us a shining example of high-mindedness, of personal integrity, of patient effort and of devotion to duty. Her presence among our girls was for them a source of constant inspiration and a powerful incentive to pure thoughts, good deeds and womanly demeanor. She was indeed a tower of strength to her young companions, and in all her relations with them her chief endeavor was to —

Enkindle generous ardor, feed pure love,  
 Beget the smiles that have no cruelty ;  
 Be the sweet presence of a good diffused,  
 And in diffusion ever more intense.

#### DEPARTMENTS OF THE SCHOOL AND THEIR WORK.

On through the sunshine and the showers,  
 Time has his work to do and we have ours.

— EMERSON. °

As has been more than once stated in these reports, the main object of our scheme of education is to secure for the blind a harmonious and well-balanced development of their physical, intellectual, moral and spiritual powers, and to prepare our graduates for the active occupations of life. For the attainment of this aim the institution has gradually enlarged the sphere of its operations and extended the lines of its

work in various directions, so that it now occupies a wider and broader field than ever before, and exerts a steady and far-reaching influence for all that is most solid and wholesome and uplifting in the training of the blind. It keeps abreast with the times and is uncompromisingly opposed to educational fossils. It endeavors to raise the standard of its work to a higher plane, and exercises great care in the choice of methods of instruction, invariably giving decided preference to those which are rational in their character and conform with the results of the scientific investigations of modern pedagogy. While it is properly loyal to the past,—to that which has been tried and proved worthy of preservation,—it welcomes new truth and shows itself always ready to embrace whatever gives good promise of real improvement. In other words, it keeps the fires of progress burning constantly.

That the institution has continued from the date of its foundation to the present day to press onward and to lead the way in almost every improvement of unquestionable value, is mainly due to the liberal and vital spirit which its illustrious founder, Dr. Howe, breathed into the organization of the school, and which has never ceased to influence his successors and disciples and to animate and guide them in their acts. Dr. Howe was indisputably a man of genius as well as a practical reformer. He had the sagacity to plan, the wisdom to organize, the courage to stand resolutely by his convictions, and the energy and zeal

to put through his undertakings in the face of difficulties which to most men would have been appalling and insuperable. He saw far beyond the formidable obstructions that lay in his path, and knew that these were temporary, and would soon vanish like the portentous clouds that gather on a summer's day. He was inspired by a great ideal, and perceived clearly the possibility of fitting the blind for a life of usefulness and independence. He seemed to discern in the future the development of a great institution of learning, complete in its various departments, and offering to all sightless children the same educational advantages which the states of New England provide liberally for those who can see. For the fulfilment of this purpose Dr. Howe took the first and best things that came within his reach, and then he worked on perseveringly for forty-five years, confident of entire success, dignified, patient, courteous, self-poised, pushing forward steadfastly without turning to the right hand or to the left, indefatigably removing from his way all sorts of obstacles which he aptly defined as "things to be overcome," and making incessant progress in his onward movement. Although his voice was silenced twenty-two years ago, it seems but yesterday that he was stirring his associates to some new advance. Thus he laid the corner-stone of a superior school, and began to rear its superstructure and build its branches as fast as he could. He died in 1876, with his hand on the plough, before the full fruition of his labors; but the great plan which his fertile

mind originated and placed on a firm foundation is constantly growing, and thus the ideal of a splendid institution, as he saw it and outlined it, is destined to be realized. When this shall have come to pass,—as it doubtless will,—the honor and the credit for preparing the ground for it and for building not a small portion of it will be justly attributed to Dr. Samuel Gridley Howe and to no one else.

Rare spirit! still do thou our hearts inspire,  
That we behold in every human face  
Of the divine a quenchless, shining trace.

In order to give an idea of what has been accomplished in each of the departments of the school during the past year, a brief review of their respective work seems to be in order here. This will show that our teachers have been inspired by an earnest desire for better things, and that their efforts have been crowned with commensurate results.

#### DEPARTMENT OF PHYSICAL EDUCATION.

Walked boldly upright with exalted head.

— DRYDEN.

Physical training is one of the prime factors of true education. Its object is not merely to promote bodily development, but to unfold the whole human being in its threefold nature,—physical, mental, and moral or emotional. Man is an absolute unit. The material and spiritual or ethical elements of which he consists combine to make him a perfect whole. There is a fundamental conjunction or indissoluble

oneness in them. The doctrine of monism, so ably expounded and so logically supported by Spinoza and his followers,—by whom mind and matter were considered as being identical and as standing in an essential and inseparable connection,—is now generally regarded as the essence of sound philosophy, and forms one of the first and most important articles in the anthropological creed of every scientific scholar.

Modern psychology favors neither dualism nor any other partition or division of a human being. With the exception of fossilized professional theologians, no sane and enlightened student of biology and mental physiology will at the present day adopt the theory of Descartes, and maintain with him the existence of body and spirit as constituting two distinct and entirely heterogeneous substances. Views and ideas of this sort are things of the past; they have become wholly obsolete. The brilliant series of dogmatic philosophers which culminated in Leibnitz is hopelessly broken and rapidly vanishing.

Considered in the light of the results of recent investigations, the mind is found to be not a vague or far-off thing, apart from the organ through which it operates,—something intangible and abstract; it is very definite, and just like a machine. You can measure its size and ascertain its quality and variations, because it is nothing but the functional activity of the nervous tissue,—the collective function of the sensorium or brain. Mind is the sum total of all

psychic changes, actions and reactions. Under the head of psychic functions are included all operations of the nervous system. The muscles are the servants or ministers of the intellect, while the senses are its feeders and tutors.

The theory of Clavier, that the *ego* or subject is a sort of an entity, residing in the brain and playing upon the nerve cells as a musician upon the chords of a pianoforte, finds no warrant in fact. Positive science reveals to us that there is no *ego* except that which arises from co-ordination of the nucleated corpuscles. Hence it may be safely stated that the *I* or subject in man is the expression of the coworking of the processes and impulses of the brain, or of the aggregate force coördination of the elements that make up the body.

As is well known, the primary constituent of the organized human structure is the cell. By the aggregation or transformation of these nucleated corpuscles tissues are formed, and these make up the organs. It is scarcely necessary to add that the most important of all the latter is the brain, which, as Churchill depicts it, "with curious art is finely wrought," and which constitutes the seat of sensation, of consciousness, of volition, of the emotions and of the passions. Strictly speaking, the intellect itself is nothing but the function of this organ.

From what has been said in the preceding pages about the great law of the concomitance of body and mind and of the immense influence exerted by



the active relations which really subsist between psychical and somatic processes, it becomes evident that physical conditions affect the life of an individual not in separate parts or isolated divisions, but as a whole. From this fact it follows that the organic structure must be freed from all remediable flaws and put in a perfectly sound condition, in order to be able to sustain not only bodily strength and endurance or agility, but the thoughts, the conceptions, the imaginations, the aspirations and the ambitions that are going on in the brain, and the emotions, affections and feelings that play in the heart. Hence the importance, yea, the imperative necessity, of physical training for all human beings as a prime educational factor. The blessings and benefits derived from this training have been variously described by different authors as numerous and far reaching. To these may be added, according to Plato, a peculiar influence over the "spirited" element of the mind which forms the basis of courage, and which, in an unperverted state, is the servant and ally of the rationale. But the children and youth, who, on account of their feeble physical condition, require daily exercise and systematic training more imperatively than all others, are those bereft of the visual sense. A few words will suffice to prove the correctness of this statement.

For reasons which are inherent in their abnormal physical condition and the natural result of their loss of sight, the blind as a class are seldom found

to be well built, robust, healthy and free from bodily imperfections. They are lacking in stamina, in vital force, and in constitutional vigor. In many instances their infirmity is the visible effect of some inherited latent malady of an insidious character, which disturbs the organic order of the animal economy, while in a large number of cases the diseases which caused the loss of sight have left their victims so weak and puny and undeveloped that—

Nature within them seems  
In all her functions weary of herself.

Furthermore, owing to the very nature of the limitations imposed upon the blind by their defect, they are averse to energetic locomotion, timid in their movements, and painfully restricted in their sports. They shrink from vigorous and unremitting play, avoid running and romping as much as they can, delight to sit down in a corner listening to the reading of books or to the narration of stories, and indulge unduly in habits of inactivity and sedentariness, which enfeeble the frame, enervate the muscles, blunt the senses, sap the vitality of the constitution, debilitate the mind and cause the brain to deteriorate.

Under conditions of this sort the work of true education cannot possibly be carried on successfully. Therefore the first and most important duty of the managers of a school for the blind is to adopt and put into practice a system of physical training which will tend to strengthen the muscles, to restore the

nervous system to a normal condition, to overcome functional irregularities and to put the body in a sound and healthy state.

In view of these facts, physical exercise is insisted upon at this institution with unyielding persistency, and forms the corner-stone upon which the work of the school is based. The pupils are required to go regularly through a series of gymnastics, which, selected and arranged with particular care and intelligence, are calculated to correct malformations of the body; to promote health and strength; to improve respiration and digestion, and thus revitalize the blood, which in turn repairs and renews by nutrition the waste of brain and other living tissue caused by feeling, volition, and thought; to coördinate the neurological system and establish the necessary definite reactions between the sensory and motor cerebral areas; to perfect nervous control and train the muscles to respond readily to the decisions of the brain; to place the physical organism under the sway of the will, and to refine the sentiments, instil the spirit of resolution and elevate the moral tone.

The results obtained during the past twelve months from this course of physical exercise are even greater and more remarkable than those enumerated in detail in former reports, and they go to strengthen and render firmer our conviction, that the tree of life, whose leaves are for the healing of the blind, is of far greater importance than that of knowledge, and

that the proper place for it to be planted and cultivated is neither in the school-house nor in the music-rooms, but in the gymnasium and the play ground. There alone can it find congenial soil for growth, bloom and fruition, and not elsewhere.

When our gymnasium was built and made ready for use, in 1878, the physical training of the pupils was put in the charge of two of the most competent and loyal instructors of the school, Mr. John H. Wright and Miss Gazella Bennett, who proceeded at once to qualify themselves adequately for the fulfilment of the task. Both of them were thoroughly acquainted with the bodily condition and special requirements of the students, the former having been employed since 1872 as head master of the manual training or technical department for the boys, while the latter began her work in the girls' branch of the academic department in 1875.

Thus Miss Bennett has been connected with our school for twenty-three years. During three-fourths of this time she has occupied the place of principal teacher, and has discharged its duties with exemplary fidelity and unsurpassed diligence. She has been always in the van of progress and on the alert for improvement, leaving nothing undone which might increase her professional efficiency or enable her to be helpful to her pupils. Having become absolutely convinced, both by observation and experience, that in the case of all children, but most especially in that of the blind, sound health or physical well-being lies

at the foundation of a right education, and that above, all other things their corporeal organization must receive enlightened care and unremitting attention, in order that the way may be opened for their intellectual and moral development, she undertook to study educational gymnastics under the tuition of that distinguished teacher, the late Baron Nils Posse, and graduated from his gymnasium, having taken both the elementary and the advanced course. Thus equipped she entered upon the work of the physical amelioration of her pupils with unabating zest, and carried it on with perfect knowledge of its details and with an enthusiasm that has been contagious. At the same time, her interest in all literary and scientific branches of study and her desire to ascertain and adopt the best methods of instruction have been as strong as ever.

In consideration of the long and most valuable service which Miss Bennett had rendered to our school, she was granted leave of absence from her labors for one year, without loss of salary, and she is now spending that time at the Leland Stanford, Jr., University in California, where she is pursuing a special course of study. Knowing this rare woman as well as I do, I feel that a tribute is due to her beautiful character and lovely disposition, and it is with great pleasure that I seize this opportunity to pay it.

Miss Bennett occupies the place of head teacher in the girls' department of our school with peculiar fitness, and applies herself to the promotion of its

• interests and of the physical, intellectual, and moral welfare of the pupils with unsurpassed devotion and such self-abnegation as we seldom see. She is one of the most indefatigable and scrupulous persons ever employed by the institution. She possesses many excellent qualities of heart and head which win respect, confidence and love for their owner. She is the soul of candor and follows truth with a clear vision blurred by neither passion nor prejudice. Some time ago a friend, who knows her intimately, when writing to me on a matter of business, spoke of her in these words: "In trying to verify a quotation from the Apocrypha I came across this passage: 'The bee is little among such as fly; but her fruit is the chief of sweet things.' How is this for a text about Miss Bennett?" A most excellent one, was the prompt reply. Indeed, it is eminently fitting and strikingly applicable to her case, for it depicts her admirably and describes her in the most perfect manner. Serene and equable in her temper, Miss Bennett pursues her work undisturbed in the midst of the most perplexing difficulties. She is retiring and unobtrusive by nature, but she cheers everybody in our circle and keeps her heart warm with the affection gladly bestowed upon her by the pupils. To use Matthew Arnold's phrase, there is such a "sweet reasonableness,"—something so thoughtful and genuine about her,—that she is cordially appreciated and highly esteemed by those with whom she is brought into relation. Her zeal,

tact, industry, generous sympathy and patient endeavor constitute the secret of her influence over the pupils and of her ability to arouse their mental energies. She reminds one most forcibly of the following lines of Dryden:—

Of all your sex, yet never did I know  
Any that yet so actually did show  
Such rules of patience, such an easy way.

Doubtless there have been persons in our corps of instructors of intellect more soaring than hers, of deeper thought, of learning more exact, varied and profound; but a more skilful teacher, one more imbued with a pure missionary spirit, or more tireless in going about and doing good, has seldom entered our school-rooms. Miss Bennett's career is not that of the mountain torrent, leaping from cliff to cliff and enchaining by its wild and wayward beauty every eye that gazes on it,—but rather that of the forest rivulet, which steals noiselessly along its course, making its kind and gentle influence felt by every little flower that blossoms on its banks.

Not in the stately oak the fragrance dwelleth  
Which charms the general wood,  
But in the violet low whose sweetness telleth  
Its unseen neighborhood.

#### DEPARTMENT OF MANUAL TRAINING.

My hand is immediately connected with my brain.

— NAPOLEON.

While unremitting attention has been paid to the physical development and well-being of our pupils,

their manual training has not been neglected. On the contrary, it has received special care and has been placed where it belongs, namely, on an equal footing with the literary, scientific, and musical courses of study, springing from the same stem with them as an offshoot, and not being attached to them as a graft.

This branch of education is of supreme importance to the pupils of schools of all kinds, but especially to those of the primary and grammar or intermediate grades. It not only trains the body to report on external objects to the intellect, through the senses, exactly and speedily, and to execute through its muscles quickly, accurately and efficiently, the dictates of the will, but it has a direct and forcible effect upon the dormant areas of motor nerve cells in the cerebral region, awakening these to life and action. It helps one to choose the calling for which he is best adapted, and to find his real place in the world. It promotes the general development of the scholars, nurtures their creative and expressive powers, arouses their interest in the work of the human hand, teaches them the value and dignity of labor, and inculcates in them an appreciation of it.

Rousseau said: "To work is a duty indispensable to social man. Rich or poor, powerful or weak, every idle citizen is a knave. . . . It is important to learn a craft, less for the sake of knowing it than for overcoming the prejudices which despise it." These words, contained in that wonderful "gospel of child-



hood" the "*Émile*,"—which is still revolutionizing modern education,—although published one hundred and thirty-six years ago, are as timely today as they were in 1762, and should be clearly taught to and deeply impressed upon the mind of all children and youth, who must be made to realize the fact that every one has to work, not merely for the purpose of obtaining the means of subsistence, but in order to develop the divine possibilities that lie dormant within himself.

In shaping our courses of manual training, as in all other branches of our work, we should have primarily in view the development of our pupils into complete men and women. Nothing less than this should be the aim and end of our plans, and in order to be able to accomplish this purpose, we must first and above all employ such means and methods as accord strictly with the laws which govern the healthful growth of body and mind in children and youth.

Among the various forms of manual training now in use, there is not one which seems to be so peculiarly adapted to the case of our pupils and so admirably calculated to meet their special requirements in a very satisfactory manner as sloyd. Whether it is considered from a pedagogical or from a physiological and ethical standpoint, this system is in many respects superior to all others. Shooting forth as it does from the very same root from which sprang the philosophy of the kindergarten, it is based upon sound, rational principles,

and aims at educational results. Through its graded and methodical exercises the interest of the pupils is aroused, and they soon learn to concentrate their attention on the object before them. At the same time habits of observation are fostered, intensity and accuracy of perception are promoted and a liking for exactness — which is strict conformity to truth and has a final result in morality — is nourished. In addition to these, the will and the judgment are strengthened; manual dexterity is unconsciously gained; application and perseverance are stimulated; the intelligence is quickened; habits of industry, order, cleanliness, economy and concentration are engendered, and the creative, constructive and executive faculties are simultaneously cultivated. Moreover, by means of manual training, combined with a series of rational, educational gymnastics, a harmonious coöperation of the powers of thinking, judging, comparing, reasoning and doing is attained, and coördination of the mental and physical actions and reactions is secured.

One of the greatest advantages derived from this branch of education is that it affords to the pupils the means, not only of clarifying their understanding and of developing their thoughts in a logical manner, but of expressing the latter by the work of their fingers in a concrete form, as well as by oral speech and by writing.

Decided progress has been made during the past year in this department, and we have ample reason

to be well satisfied and highly pleased with what has been accomplished in both its branches, but most especially in that of the girls. Here the spirit of reform has been transmuted from a mere desideratum into a living reality, and improvements of various kinds have been effected.

Miss Anna Sophia Hanngren of Sweden has proved a valuable accession to our corps of instructors. Being thoroughly familiar with the physical effects and pedagogical features of manual training, she has entered into the innermost chambers of its philosophy, and has laid strong emphasis upon its educational significance. She has prepared with much labor a system of sewing which is based on the fundamental principles of sloyd, its main object being to impart to our girls a good knowledge of the art of using both the needle and the scissors intelligently and skilfully, and to enable them to form correctly the various stitches employed in sewing, to do the patching and darning which is needed to replace worn-out or torn parts of garments of all descriptions, and to draw patterns and cut out articles of different kinds without any assistance either from teacher or from friends. Like all forms of sloyd, this system is methodical in its arrangements and educational in its aim. A gradual advance from simple and elementary work to complex and more elaborate operations is one of its distinctive characteristics.

Miss Hanngren has thus arranged a course of manual training for our girls which will require a

period of eight years to be carried out. One-half of this time is to be devoted to progressive sewing, mending and darning. Her plan of work, although not yet fully developed in its minutest details, has already reached such a stage of forwardness that it will not be very long ere it is put in its final shape, and is made ready for use not only in schools for the blind but in those for seeing girls.

LITERARY DEPARTMENT.

*Τροφαὶ θ' αἱ παιδευόμεναι  
Μέγα φέρονσ' ἐς ἀρετάν.*

—EURIPIDES.

In order that the mental training of the pupils might receive proper care along with their physical well-being, special attention has been given to the literary or academic department of the institution, which is one of the prime and most important factors of our system of education.

During the past twelve months this department has been well managed, and both teachers and pupils have done excellent work. A high standard of scholarship has been maintained, the moral tone of the school has been elevated, while a great degree of intellectual force has been attained.

The mental training of the pupils has been conducted with great diligence and success, and the good seed faithfully sown in the hearts of our boys and girls, after lying apparently dead and useless for months or even years, has produced at last a visible

harvest in a large number of cases, and filled the souls of the laborers with hope and cheer.

Reflection and experience have led us to the conclusion that the value of the various studies included in our curriculum does not consist so much in supplying the pupils with a certain amount of information on different subjects as in the development of their powers of observing, thinking, reasoning, conceiving and doing, and in the cultivation of mental acumen. In accordance with these views we have given prominence to methods of instruction which are purely scientific, and there has been a manifest effort on the part of most of the teachers to train the pupils to exercise their active powers, to become self-directing, to seek and find, to investigate and discover, to plan and execute and to obtain clearness of thought and grasp of the subjects under consideration. In mathematics and natural sciences, exact and comprehensive knowledge has been sought by means of suitable processes and supplemented by proper apparatus; while in geography, history and literature there has been a refreshing freedom from formal verbalism and the shackles of the text-book. A rational mode of teaching has been pursued in these studies, which has created a spirit of active inquiry among the scholars, aroused their interest in various topics and drawn out their powers. Our instructors fully realize that the pernicious practice of forcing the pupils to commit to memory the contents of the printed page and to repeat them glibly whenever they

may be called upon to exhibit their learning is anything but education. They know that Montaigne's apophthegm, "*savoir par cœur n'est pas savoir*," is as true today as it was in 1580 when he wrote it.

Science, as taught in most schools by means of excessive use of the text-book, if it be harmless, possesses very little educational value or none at all. It overloads the mind with data and deductions which the latter cannot digest and assimilate. It tends to wither and dwarf rather than to nourish and fructify the youthful intellect. For this reason formal, didactic, authoritative instruction in the facts and theories of science has ceased to have a place in our school. From the very start the pupils are taught by means of experiments, and are gradually and sympathetically introduced to the order of nature, and thus are inspired with an insatiable desire to become acquainted with truth. The advantage of beginning betimes this method is that the mind, by being early accustomed to view the universe as an infinite field of information and science, simply as a method for acquiring knowledge tested and proved by experience, is placed once and forever in the right relation and attitude to all questions demanding the exercise of thought.

A school like ours, in order to fulfil its mission, must look always onward and upward, and he who is entrusted with its educational interests must be possessed of the power of leadership and the love of progress, otherwise things will go amiss. He must

keep his mind ever open to sunlight and the morning, and must feel that it is his province to go before his assistants and illumine their pathway. As the blind Tyrtaeos sang a spirit of heroism into the souls of the Spartans, so he who is charged with the task of shaping the future of sightless children and youth must fill every one of his associates with the sense of a burning and irrepressible need to make their practice conform to the pedagogic ideals of the age. They should aim high, and not allow their attention to be turned away from the goal by the delusive claims of lesser objects. They should study the works of the great writers and thinkers on education, and profit by them. The wisdom of Plato with its perennial freshness and beauty, the broad learning and penetrating spirit of Montaigne, the intuitional keenness of Comenius, the excellent sense of Locke, the originality of Rousseau, the noble ideal of Milton, the loving insight of Pestalozzi, the intellectual flashes of Richter, the philosophy of self-activity and creativeness of Froebel, and the abundant thought and suggestiveness of Herbert Spencer and of other modern writers on education should be guiding lights for them. In conformity with the admirable advice pithily given by Horace,—

*Nocturna versate manu, versate diurna,*

the writings of these authors should be read by day and studied by night, and should be searched at all times by every wide-awake teacher who is not con-

tented to become merely a task-setter and lesson-grinder.

There has occurred but one change in the corps of teachers. Mr. George Munroe Brett has taken the place of Miss Sarah L. Dinsmore, who declined a re-appointment at the close of the school year. Mr. Brett is a graduate of Bowdoin College and a diligent student, especially of the sciences. He has already had some experience in teaching and seems to be well equipped to do good work.

During Miss Bennett's absence, of which mention has already been made in another part of this report, the girls' department is in charge of the senior teacher, Miss Frances S. Marrett, who has the hearty coöperation and earnest support of Miss Sarah M. Lilley and a corps of assistants, all working harmoniously and devoting themselves faithfully to the institution and its interests. In modest reserve, in earnestness of purpose, in love for her work and in ardent desire to do it in the best possible manner, in evenness of disposition, in thoughtfulness for others and forgetfulness of self, in keen appreciation of the efforts of her associates, and in strict adherence to what is right and just and honorable and of good report, Miss Marrett is not unlike the dear friend whose place she is now occupying. In all the essential qualifications of a true teacher she certainly is a *rara avis*, and fortunate indeed is the institution which has birds of this sort nestling within its academic and Heliconean groves. The need of an addi-



tional teacher in this department was supplied by the appointment of Miss Ethel M. Stickney, who received her training at the normal school in Framingham and graduated with the class of 1896.

#### MUSIC DEPARTMENT.

There is in souls a sympathy with sounds ;  
 And as the mind is pitched, the ear is pleased  
 With melting airs or martial, brisk or grave ;  
 Some chord in unison with what we hear  
 Is touched within us, and the heart replies.

— COWPER.

Unquestionably music is one of the most fruitful elements in the education of the blind, and it continues to hold a very prominent place in our curriculum.

This art, while on the one hand it contributes liberally to the development and discipline of the mind, on the other hand appeals to the heart and affects the feelings more directly and effectively than any other branch of study, and its refining and ennobling influence is felt throughout the school.

The department devoted to this art is complete in its equipment and in all its appointments, and affords superior advantages for the study and practice of music. Its main function is to promote the intellectual, moral, and æsthetic development of the pupils. It provides them with every facility for acquiring technical proficiency in singing or in playing on several instruments, and at the same time it never loses sight of its chief objective point, which is to mould them into musicians.

With this end in view, instruction of a high order is given to the pupils by competent teachers, collateral studies are open to them, a musical atmosphere is created around them, the horizon is widened, and the students unconsciously absorb much that will eventually prove of inestimable value in their own specialty.

Mr. Edwin L. Gardiner, the principal teacher in the boys' section of the music department, has furnished the following statement concerning the work accomplished during the past year:—

The work done in this department during the past school year has been thorough and progressive. Fifty-eight pupils have received instruction in music. Of these, 51 have pursued a course in piano-playing, 19 have received either class or private lessons in singing, 7 have given special attention to the organ, 9 have studied the violin, 1 has practised the violoncello, 1 the contrabass, and 33 have played various brass and reed instruments.

The various *ensemble* classes, both vocal and instrumental, have met regularly throughout the year, and their members have received a great deal of this valuable training.

While considerable activity has been displayed in the mastering of the technical side of the art, it is a pleasure to note that great interest has been manifested in theoretical work. This most important branch of musical study is receiving thoughtful attention from an increased number of our pupils each year, and the examinations recently made have shown a marked improvement.

We have in the course of preparation an elementary history of music and a manual of harmony,—two books which are most urgently needed. It is hoped that both will be ready for use in a few months.

Unfortunately, the supply of good music, thus far printed in Braille, has been very limited. It may be seen by reference to our revised catalogue that no efforts have been spared on our part to supply this need.

There has been a hearty co-operation of pupils and teachers, and we feel that this has helped to make the year a successful one in every respect.

Miss Lena E. Hayden, who is at the head of the girls' section of the music department, has written the following account of the work which has been done under her supervision:—

During the past school year the work in this department has been faithful and conscientious on the part of every one.

Each pupil is now fully capable of reading music in the Braille characters and of writing it from dictation.

All have been trained to memorize a piece of music or a study directly from the embossed page before attempting to play it on the pianoforte. Formerly the ear was made the most important factor in memorizing. According to the method now in vogue, the inner ear is developed, correct pitch is learned, and the ability to recognize chords and to analyze forms of composition is gained. All this aids in the development of the mental power of each pupil, and the growth in this respect has been very gratifying to the instructors.

An experiment in work in harmony has been very successful. Raised lines on pine boards, with the proper clef signs, were made to form the staff. The pupils, with modelling-clay, shaped notes, rests, bar-lines and other musical characters as needed, and in this wise they worked out all the harmony exercises, which consisted of writing chords and inversions, connecting chords, harmonizing melodies and the like. In this work they have become quite expert, and have acquired very clear ideas of musical notation as used by the seeing.

Class work has been carried on as follows: In harmony there has been 26 pupils, divided into three classes, each of which has had a lesson once a week; in preparation for harmony and theory there have been 18 pupils, divided into two classes and taught once a week; in elements of music, 12 pupils, receiving instruction three times a week; in musical history and theory, 7 pupils, to whom lessons have been given twice a week during two terms. Once a week all the pupils of the musical depart-

ment, divided into three classes, have had read to them musical news items, biography of composers, or articles from musical magazines.

Private lessons have been given twice a week, in pianoforte playing, to 56 girls; in singing, to 12; and in violin playing, to 5. One pupil has studied the organ.

Concerted vocal music has engaged the attention of three chorus classes, of which the most advanced contained 22 pupils, the second grade 18 pupils, and the primary class 11 pupils.

Recitals by the students have been given once in two weeks. The total number of girls who have received instruction in music is 62.

By special arrangement three of our graduates are pursuing an advanced course of music at the New England Conservatory, from which institution two of them will graduate with the class of 1899.

The students of the violin have been exceedingly well trained, and have made marked progress under the tuition of Mr. Edwin A. Sabin, who has proved to be a very efficient and painstaking instructor.

Great attention has been given to the science of music, as well as to the allied subjects of the history of music, the biography of musicians, acoustics, æsthetics and the like. The pupils have been led to realize that the study of theory is of paramount importance to them, and they devote themselves to it with great zest. The idea is constantly impressed upon them that the more they know of harmony, counterpoint, composition, and of the physiological elements of their favorite art, the broader, more thorough and varied will be their musical culture, the wider their artistic view, the deeper their appre-

ciation of the classic works of the masters, and the greater their ability to impart to others a knowledge of the fundamental principles whereon the musical framework is based and from which the spirit of progress springs.

Even at the risk of being considered very persistent in repeating truisms, we cannot refrain from stating that a well-developed brain and thoroughly cultivated mind are very necessary to the students and lovers of all the fine arts. Indeed, these are indispensable for the achievement of success in any of them. In regard to music, there is too much talk about temperament and feeling, and the emphasis laid upon these attributes is entirely out of proportion to their real worth. It is true that these gifts of nature are very essential, and that no one who is destitute of them can hope to become a musician; but these endowments, in order to produce the desired fruit, must be accompanied by broad intelligence and directed or controlled by mental acumen and nice discrimination, otherwise they will amount to very little.

Many young people are extremely conceited on the subject of their musical accomplishments, who yet are so sadly deficient in their general education as to be unacquainted with the homely art of spelling or incapable of constructing correctly an ordinary note or letter. They can hardly understand common allusions to the masterpieces of literature, nor have they any conception of the achievements of modern

science. They travel in a narrow channel of limited knowledge, and are lamentably wanting in what has been considered true culture for centuries. Music with them is the first and last consideration, and they are ever ready to exclaim, with Verlaine,—

De la musique avant toute chose.  
De la musique encore et toujours !

They forget, or are not aware, however, that the French poet was not only a firm believer in melody in poetry but also a man of broad and varied culture. On the other hand, the throngs of musicians who are pressing for recognition everywhere may know something of counterpoint and fugue, may possess considerable manual dexterity in performing upon some instrument, may have a general or an exact idea of the styles of music for which the great composers are severally distinguished, nay, they may be able even to thrill the souls of their audiences with their playing or singing, but they cannot be called educated men and women. They lack the ordinary knowledge which is needed in the conduct of every-day life. They are ignorant of history, philosophy, poetry, natural science, sociology, and the superior thoughts of great men as these are recorded in books. In some instances they are noted for imperfect diction, for poor style and involved sentences in writing, for which no skill in digital gymnastics can atone. The opinions of musicians on subjects demanding simply clear judgment and

logical, coherent thinking are far from being so valuable and so conclusive as those of men who have devoted themselves to the learned professions. Then it is absurd to think that music alone can supply a person with so complete an equipment for the uses of daily life and good society as the regular, time-honored sort of education which is well called liberal.

The crying need of the blind musician is mental breadth and versatility, which are the direct product and legitimate fruit of good literary and scientific training. To him this is more necessary and advantageous than to one who is not bereft of the visual sense; and it will be fatal for him to cramp and stunt and impoverish his intellectual life for the sake of a little fancied augmentation of technical power, or even for a real gain in that direction, as he will have to pay fearfully for this profit. Furthermore, unless the faculties of his mind are fully developed and strengthened, he never will be able to appreciate thoroughly the best kinds of music, since he will lack the necessary intellectual training.

For these reasons, although particular attention is paid at this institution to the study of music, the general education of our pupils is not neglected or slighted in any of its details. On the contrary, academic and artistic attainments go hand in hand. On this account it is especially fortunate that our music department, constituting, as it does, a conservatory on a small scale, forms an inseparable part, or one of the chief sections, of so complete a school as ours.

In addition to the varied and valuable advantages which this institution affords for the study and practice of music, there has been no lack of effort to secure for our pupils opportunities to attend as many as possible of the best concerts given in our city, and to hear the works of the great masters interpreted by eminent artists. Through the unceasing liberality of Mr. Eugene Tompkins, proprietor of the Boston Theatre, and of several other generous helpers of the blind, not a few of these facilities for musical culture have been rendered accessible to our students. For these favors, as well as for a number of concerts, lectures, and other entertainments given in our own hall by musicians and literary people of great merit, and heartily enjoyed both by pupils and teachers, we are under lasting obligations to the kind friends whose names are gratefully recorded in another part of this report, and whose thoughtful remembrance of the members of our school is very highly appreciated.

At the opening of the school term two new pianofortes were purchased, one from George Steck & Co. of New York and the other from the Ivers & Pond Company of Boston. The latter is supplied with the new pedal attachment, which consists of a full manual of thirty notes, and is of great service to those of our students who are preparing to play the church organ. One contra-bass and one violin have also been added to our collection of instruments, which, as it now stands, includes sixty-seven pianofortes,—twelve of which belong to the tuning department,—one three-



manual pipe organ and three small organs, nine violins, one violoncello, one contra-bass, fifteen clarinets, two flutes, one piccolo, seven cornets, seventeen brass horns, one large and two smaller drums, and two pairs of cymbals.

Miss Evelyn Ashton Fletcher of Toronto, Can., a talented musician and skilful instructor, has conceived a plan which will afford to all youthful students of the art of sweet sounds great pleasure and entire freedom from stupid, mechanical drudgery. She has originated a series of songs, games, and a variety of apparatus of large and convenient size, by means of which children may gain, in the happiest and most impressive way, a basic knowledge of music in its theoretical aspects. Obviously, this system is an offspring of the philosophy of the new education, and by a careful study of its principles no one can fail to be convinced of the naturalness of its arrangements, of its inestimable value, and of the fact that it is destined to bring about a revolution in the teaching of elementary theoretical music. During the past year Miss Fletcher has given at our school a few lessons in illustration of her "simplex method" of imparting musical knowledge to children, and we have obtained from her several complete sets of the different varieties of her apparatus, some articles of which had to be modified in order to become adapted to the sense of touch.

The girls' branch of this department has sustained a great loss in the withdrawal from its service of

Miss Harriet Weed Bustin, who resigned her position at the close of the school year on account of her approaching marriage, which took place on the 29th of June. Kind-hearted, graceful in appearance and gentle in manners, a true woman in the best and noblest sense of the word, strictly conscientious in the discharge of her duties, and cordially devoted to her work and to the welfare of her pupils, Miss Bustin (or Mrs. Housh, as she now is) exerted a most healthful influence throughout the school, and has won the esteem and affection of every one connected therewith. Miss Grace L. Wilbour, a graduate of the New England Conservatory of Music and a teacher of experience and of good parts, was appointed to succeed Mrs. Housh.

#### TUNING DEPARTMENT.

And what is so rare as a day in June?  
Then heaven tries the earth if it be in tune.

—LOWELL.

While music in its manifold branches has received first and chiefest consideration, the art of tuning pianofortes, which affords useful and lucrative occupation to a large number of blind young men, has by no means been disregarded, nor has there been the slightest relaxation in the efforts to promote the efficiency and completeness of the department which is devoted to it.

Instruction of a high order both in the theory and practice of tuning, unusual facilities for the analytical study of the pianoforte and of the mechanism of its

action, tools and instruments of every description for the use of the learners, adequate accommodations for carrying on the work of the department systematically and in a thorough manner,—all these have been amply supplied, and there has been an earnest desire on the part of the students to derive the greatest possible benefit from these advantages.

Mr. George E. Hart, the manager of this department, reports as follows on its work :—

Twenty-four pupils have received instruction in tuning during the past school year. The number of hours which each one has given to this work varies from four to thirty per week.

Due attention has been paid by our advanced students to the repairing of instruments, and the old actions of grand, upright and square pianofortes, with which our workrooms are supplied, afford ample means for practice. Parts of these are broken, in order that the pupils may glue the fragments together, or fit new pieces in the place of the old. Moreover, strings are snapped or removed,—usually those which are the most difficult to restore,—and are replaced by new ones.

To a few of the older and more advanced students has been given the opportunity to learn the process of repairing cracked plates and bars. This work properly belongs to a machinist ; but, although it can hardly be expected that a tuner should become an expert in it, no one can help realizing how very important it is that he should understand thoroughly the way in which it is done, so that he may direct its execution intelligently. After some experiments the young men have been able to obtain creditable results in this line of their labors.

In addition to the regular work of the department, five pianofortes have had such repairs made upon them as are executed ordinarily in factories. Among these there was a grand pianoforte, belonging to one of the public schools, which had to be thoroughly overhauled and put in good working condition. The members of the school board of Boston manifested great confidence in the ability and skill of our tuners by sending this instru-

ment to them and directing them to restring it, to clean and regulate its action, to replace the felts that were worn out, and to voice the hammers.

The department is in excellent condition, with every facility for carrying on its operations successfully, and the sustained interest in their work shown by the recipients of its benefits is an encouraging sign of the accomplishment of its purpose.

Great praise is due to the manager of this department for the life which has been infused into it of recent years and for the order and thoroughness which have characterized its operations. Mr. Hart is a faithful worker, an able teacher, a conscientious administrator and a true man. He is heartily devoted to the proper discharge of his duties and to the advancement of his pupils, and has no ambition to step out of the sphere of his avocation nor taste to meddle with matters that do not come within the scope of his department. He attends to his business with an eagerness and regularity that are refreshing. He gives to his pupils thorough instruction in the art of tuning and a clear knowledge of its theory and practice. He teaches them to use a variety of tools and to make more than elementary repairs on a pianoforte. He shows them how to overcome the difficulties which they may encounter in the course of their work, and how to perform it in the best possible manner and to the entire satisfaction of their patrons. In brief, he spares no pains in increasing the efficiency of his department and in raising the standard of the qualifications of its graduates, and we take very great pleasure in bearing testimony to the fruition of his labors.





EDITH M. THOMAS.

## EDITH M. THOMAS.

From out the gloom she forced her way  
Into the brightness of a new-born day.

— J. M. THOMPSON.

This interesting girl during the past year has made notable progress all along the lines of her work. Spurred by an earnest desire to do the best she could in her studies and manual occupations and to stand in all things side by side with the members of the class to which she belongs and not to be left behind by them, she has labored perseveringly, and has achieved results which are highly creditable both to her own industry and pertinacity and to the wisdom, circumspection and close patience of her instructors.

Edith is a superior girl in many respects, but in some phases of her character she is unique. She is strong in body, rather small in figure, energetic of will, quiet in manner, retiring in disposition, and serious in appearance. She has an open, generous heart and a level head. With her, individuality is one of the first developed and most active intellectual organs, and self-reliance, the best weapon with which she is fighting the battles of life. She is determined to be her own helper. She believes, with Shakespeare, that—

Our remedies oft in ourselves do lie,  
Which we ascribe to heaven.

Edith's intellectual gifts are not very brilliant, but they have a firm basis of sound common sense, which helps her to grasp facts readily, to apprehend things

distinctly, to reason strongly, to judge correctly and to decide justly. The frankness of her manner and directness of her speech bespeak the singleness of her mind and the purity of her intentions. Moreover, she is possessed of a power of will that is resistless, of a perseverance that is indomitable, and of a resolution that is unconquerable. These qualities of her character, accompanied by inflexible honesty of thought and purpose, form the foundation of her achievements, and to these rather than to a profuseness of natural mental endowments are mainly due the progress which she is steadily making in her studies and the success which crowns her undertakings.

Edith's moral uprightness is without swerving. An unbending honesty and deep sincerity pervade her spirit and beautify her life. She wears no mask of hypocrisy, no veil of simulation. She hates falsehood and deception mortally, and detests everything that has the taint of guile or bears the mark of fraud. Veracity is her virtue, in words, manners and actions. She will never tell a falsehood, nor will she ever appropriate a sentence from a printed page or from another's writings and claim it as her own composition. She has no sympathy with the soft and obedient purloiners, who are easily put up to filch the fruit that others have gathered and then to throw away the basket and swear persistently that the whole thing is of their own picking. Woe to the person who, in order to arrogate to herself extraordinary



abilities and rare talents as an instructor, should dare to hint to Edith the perpetration of a mean act or of a deceitful practice of any sort! The scorn with which such an attempt would be repelled would not be easily forgotten.

Edith's love for truth and simplicity leads her to set her face like a flint against every kind of conventionality, insincerity and dishonesty. She has a stout abhorrence of all these, and a natural admiration for what is unaffected, straightforward, just and right. In reading a letter which she wrote last year to Mrs. Abner Post, expressing her warm sympathy with the poor crippled children and her gladness to dress a doll for their benefit, one cannot help being not only delighted but really thrilled by the sincerity of her feelings and the genuineness of her sentiments. Her style is concise, sturdy and simple, and there is not an empty and meaningless word in the epistle,—not one that does not come directly from the heart. Hers is an —

Ideal girlhood! Rich in tenderness  
While strong to do and bear for others' need;  
So ready all humanity to bless —  
A friend indeed!

From the time of her entrance into the school to the present day Edith has been peculiarly fortunate in being under the care of a set of teachers who,—

By justice, truth and probity of mind,

approach perfection as nearly as any in their profession, and who have taken special pains not only to

develop and train her intellectual powers, but to mould her character and to bring out what is best and noblest in her. Through their tuition, watchfulness and guidance she has become what she now is, and they deserve great credit for their achievement.

At my earnest request a full account of Edith's work during the past twelve months has been prepared by Miss Frances Marrett, who has rendered a similar service in previous years. No one is better fitted by nature or more adequately equipped by education to perform the task. This sketch, like those which came from the pen of the same author in former years, is packed full of information, given in a fresh and attractive style, and closely holds the attention of the reader from beginning to end. It is the work of a faithful and conscientious writer, who has thoroughly sifted the materials placed in her hands and has reduced them to a narrative of surpassing interest. Here follows Edith's story, as told by Miss Marrett.

At the close of another year of Edith's school life, the record of her work furnishes abundant evidence of the same cheerful spirit, and earnest, faithful endeavor in which we rejoiced last year.

A greater power of self-control is indicated by the fact that her efforts in the class-room have not often been weakened and overborne by a sense of physical discomfort or fatigue. There was no faltering before the tasks of the warm June days, and the long summer vacation came to Edith with the full delight of a well-earned rest.

Reading, arithmetic, Latin and physiology comprise the list of her studies during the past year, and, as usual, she

has received regular instruction in the gymnasium and in the department of manual training.

READING. The interested attention which Edith has given to the daily reading lessons has an important significance, as a proof of her enjoyment and appreciation of such books as would serve to enlarge her knowledge and quicken her imagination, while her desire to understand the language and thought of the authors has borne constant testimony to her intellectual development. Of the books read last year, she has shown a decided preference for two volumes of miscellaneous selections from the works of great writers and for *Stories of American Progress*. One should also add *Tom Brown's School Days at Rugby*, because Edith's pleasure in knowing that dear Dr. Arnold was a real man, and that the scenes of the story are for the most part true to his famous school, quite compensated for the struggle with many strange words and obscure paragraphs.

After reading the *Declaration of Independence*, Edith said: "I like that *very* much. I could read that kind of thing all the time and not get tired of it."

A description of the invention of the telegraph was to Edith a marvellous revelation of scientific achievement, and she expressed her wonder and her pride in it by saying: "Man can do anything; that is what God made him for."

She was so thrilled by an account of the Barbary pirates that she found it very difficult to wait from day to day to continue the narrative. One morning, as she was hastening to the reading class, she exclaimed in the exigency of the moment: "Now I am going to get at those pirates red hot!"

Although the story of Edith's choice is always one which reflects real life, she has gained the power to find strength and beauty in a tale of pure fancy.

It was easy to yield her practical self to the simple charm of Ruskin's *King of the Golden River*. When it was finished, she was quick to acknowledge its helpfulness, and, with a sense of glad surprise, she told her teacher that once she would not have cared at all for such a story.

She has also read in class many of the Greek myths and legends. She was delighted with the beautiful myth of Cupid and Psyche, and recognized much of its ethical truth. Theseus impressed her as the best of all the Greek heroes; and Hercules, by reason of his patience and magnanimity during his twelve labors, won her enthusiastic admiration.

During recreation periods Edith has continued to derive much pleasure from Irving's *Life of Washington*, as abridged by John Fiske. Her appreciation of the detailed account of the interesting personality of her favorite hero is thus indicated: "Just think," she said one morning, "how regular Washington was! He had breakfast at seven in summer, and eight in winter, dinner at two, and he went to bed at nine. I think it is so nice to find such little things in history." Edith's zeal for historical knowledge was expressed in these words: "I shall read all I can now; for I must make the best of my books."

Washington's letters have been read again and again with ever-increasing delight, and some of them have been faithfully copied in the Braille system of writing. In this form they afford an easier medium of reference, and perhaps appeal to Edith with more of the attractions of a genuine correspondence.

The desire to stand under "the Washington Elm" was the source of Edith's chief interest in a recent trip to Cambridge. It was a keen disappointment that she could not, through the sense of touch, realize the fulfilment of her wish; but she was comforted upon being told that the iron fence which prevented her from coming close to the precious tree was necessary to protect it from serious injury.

Last autumn Edith enjoyed a visit to Bunker Hill and to the Frigate Constitution. As she walked about the deck of the famous "Old Ironsides" she said, with the enthusiasm of a true patriot: "Oh, I like this brave ship, *very* much."

In November it was Edith's happy privilege to attend five of Dr. Edward E. Hale's lectures upon *Historic Boston*.

ARITHMETIC. Edith's work in arithmetic during the past

year has been a blessed continuance of well doing, and she has gained a knowledge of the following subjects :—

Least common multiple.

Addition and subtraction of fractions and mixed numbers with unlike denominators.

Multiplication of fractions (review).

Division of fractions by integers and the reverse.

Principles of square measure.

She has not yet advanced far enough to join her own class in the study of arithmetic; but with this end in view there is a constant incentive to earnest endeavor.

LATIN. Edith was delighted to begin the study of Latin, and she gave welcome expression to her pleasure in a series of excellent lessons. There was a stimulating charm in the acquisition of words from a foreign language, and an interest sufficient to gain an easy mastery over the somewhat difficult problems of syntax. Oral translation soon proved the medium of Edith's best work. In the use of the Braille slate she seemed to feel less directly the exhilarating influence of effort in association with the other members of the class, and hence her written exercises frequently betrayed a lack of accuracy. Her daily record, taken as a whole, was, however, one of successful achievement until the close of the spring term, when she became quite overwhelmed by the increasing difficulties of verb forms and idiomatic constructions.

The initial point of discouragement was an exercise for written translation from English into Latin. It had cost Edith severe and patient labor, and it contained an unusual number of mistakes. She felt keenly the disgrace of this first great failure, and, when told that the exercise must be rewritten, she said, with pathetic sadness: "Latin is all spoiled." "Who spoiled it?" her teacher asked. Edith answered: "It is getting very hard." There was, however, no sign of stubborn resistance to the waiting task, and, after Edith had tried again and yet again, success was won.

Meanwhile the other members of the class had advanced

so far that Edith could not join them in their work, and she realized at once the necessity of continued struggle to atone for the unfortunate delay. From the despair of the situation she said to a friend: "I am almost crazy with my Latin. I wish I was in Heaven!"

Happily for Edith, she was, at this juncture, released from daily practice in a writing class with the opportunity to devote that hour to the most urgent need of her school work. Without a moment's hesitation she said: "I shall use the hour for Latin; for I wish to get to the head of the Latin class."

At the close of the year she had the glad satisfaction of knowing that her place in this class had been honorably regained.

The work which Edith has thus far accomplished in the study of Latin is comprehended in thirty-six lessons of Collar and Daniell's *First Latin Book*.

PHYSIOLOGY. The study of physiology has been continued with no lack of willing effort to meet the harder tasks of more advanced work, and the enthusiastic interest with which Edith has received the lessons has made them of especial value to her. Her eagerness for a knowledge of each new subject has stimulated quickness of perception, and her earnest desire to give proof of a clear understanding of it has effected a marked improvement in accurate and logical expression.

Edith's criticism of a faltering recitation was, "I did not say it as if I exactly knew it."

During the period of a general review, when she was told that every member of the class would be required to prepare a recitation upon muscles, Edith said with a deep sigh: "Oh, that will cost us much!" However, when the crucial moment came, she was ready and even glad to meet it in the happy satisfaction of having done her best.

One significant advantage which Edith has derived from the study of physiology is the relation of her own conduct to perfect health, and, having gained this knowledge, she is thoughtful of the ways by which the greatest of nature's gifts may be preserved.

The year's work in physiology is indicated by the following outline: —

Anatomy, physiology and hygiene of organs of	}	Alimentation	}	Blood. Lymph.
		Respiration		
	}	Circulation	}	Elimination.
Organs and prod- ucts of				

General review of nervous tissue; with particular study of special sense organs.

Thorough review of entire subject of the processes of life, with illustrations of clay models made by the students.

Edith welcomed with intense interest every lesson pertaining to the special sense organs.

The fact that vibrations could be felt through the bones of the head, and that, outside of the brain, sound is only vibration, was immediately accepted by Edith as an explanation of what she has been accustomed to call "hearing," and to illustrate the personal application of this truth she said: "Then when the dinner bell rings, I *feel, feel, feel* it only in my ears."

Through the kindness of Dr. Edward M. Plummer the class has had the privilege of listening to a very instructive lecture upon the subject of hearing, and also of examining specimens of the human ear.

Their study of physiology, as a whole, has been pleasantly supplemented by Dr. John Homans in a lecture upon general health.

**MANUAL TRAINING.** In the department of manual training Edith's best work is always satisfactory. No task, if undertaken in a pleasant mood, can here prove irksome or monotonous; for success is the natural and easy result of every willing effort.

When Edith was told that one of her friends did not like to sew, she was much surprised, and said: "I find sewing to be a very useful and beautiful gift. I never get tired of it."

In delightful accord with this sentiment she has enjoyed during the past year a course of sloyd sewing. By careful

measurements she has learned to draft the pattern and to estimate the amount of cloth for every garment which she has cut and made, while from her lessons in the art of mending have come "patches" which are models of their kind.

Skill in handiwork is so truly one of nature's gifts to Edith that she likes to test it outside of the well-defined limits of the class room. A doll's wardrobe is the usual achievement of such independent moments, and an embroidered flannel skirt included in a recent outfit deserves especial mention. At the bottom of the hem was wrought the conventional scalloped edge, the symmetry of which had been ingeniously secured by placing a long strand of worsted in regular loops upon the hem, and then, with a needle, fastening it loop by loop. Over this foundation, or outline, Edith worked an even succession of stitches in clever imitation of genuine embroidery. To complete the design "roses" (single threads radiating from a tufted knot of threads) were inserted in the centre of each scallop.

Not long ago, as an especial diversion for a holiday season, Edith made "a drawing book." The leaves, cut from stiff paper, were of octavo size and bound with some of Edith's firmest stitches. She well knew that a heavy mark upon the under surface of a leaf could be plainly felt upon the upper side, and in obedience to this knowledge she committed to the paper the pictures in her mind.

The first sketch, by way of a dedication, perhaps, represents George Washington (a profile view), seated upon a horse, with a drawn sword in his hand, and just above this sketch, as if to give it a deeper historical significance, there is a gun and also a flag.

Other Revolutionary scenes are suggested by these subjects: "Lee and Washington," "Lee Whipped," and "General Montgomery."

A bit of poetical conception illustrated in this unique book is the picture of an angel giving flowers to a child. The heavens are indicated by curved lines to represent clouds.



A growth of the artistic tendency is evinced by Edith's wish to own a box of paints. Colored pencils have been suggested as a substitute better adapted for her use; but she has not yet expressed through this medium her ideas of combination of color.

In the letter given below Edith's own words tell us something of her attitude toward her school work.

SOUTH BOSTON, March 15, 1898.

DEAR MRS. MANNING: Your kind letter was received and I was very much pleased to hear from you as I always am.

The year has been a pleasant one since September and I enjoy some things more than I did. The studies I am taking this year are,—Physiology, reading, arithmetic, gymnastics, and Latin. I like Latin best.

I had a story about Cicero in Latin, and it told about one of Cicero's jokes. He said "Who has tied my son-in-law to that sword?"

In reading, I have been reading about gods and heroes. I like the people in these stories; for most of them were brave and good.

In the afternoon at four, every day except Tuesdays and Thursdays, I have sewing and sometimes cutting. I have just cut a pattern of a child's waist.

I made a doll's white skirt and feather-stitched it. I made three other things. I enjoy this sort of work. At five I knit or crochet. I am knitting a pair of mittens. I made a pair of baby mittens and am going to make more for the poor children at the Elizabeth Peabody Kindergarten.

I am reading "Washington and his Country" outside of school and I enjoy it very much.

I have a German friend who teaches a school for the blind in Germany, and we write to each other sometimes.

Thank you for your kind remembrance to me.

I remain always your friend, E. M. THOMAS.

The year's record of Edith's school life is brightened by many instances of generous thought for others. The following letter affords an illustration of a glad response to an appeal for her aid in behalf of a beautiful charity:—

NOVEMBER 7, 1897.

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

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

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

I am sincerely yours,

EDITH M. THOMAS.

Edith was recently made very happy by an invitation to visit a children's hospital.

Her garden in the school yard was her only resource for a visible expression of her loving sympathy for these children, and that morning she was much disappointed not to find more than seven pansies in bloom. These were quickly picked and she said sweetly, as she held the small bunch, "I have only seven; but I thought some little child would like them."

While visiting at the house of a dear friend, Edith made a special effort to talk to other guests whom she met there upon subjects which she believed would be of personal interest to them. There was a proof of her wish to assume her share in the entertainment of the hour when she said to her teacher in a very naïve way: "Do I make my conversation interesting?"

To close this brief sketch without speaking of Edith's warm affection for Elizabeth Robin would be to fail to recognize, where it should justly claim a place, one of the happiest associations of institution life.

Elizabeth's vivacious, imaginative temperament presents a strong contrast to Edith's quiet and sternly practical nature; and in every experience of united effort, one supplies





ELIZABETH ROBIN.

the qualities which the other lacks. No school day is wholly independent of this beautiful companionship,— a companionship so genuine and true and glad as to preclude all possibility of the influence of jealous or selfish feeling.

Thus do Edith and Elizabeth refresh and help each other, and in sweet unconsciousness they send a message of courage and cheer to the hearts of all around them.

### ELIZABETH ROBIN.

Like well-formed bud before it putteth forth  
The flower, that tells its value and its worth;  
So bud and blossom are in her complete,  
A lovely flower of beauty, fair and sweet,  
Charming alike to all who in her face  
See the embodiment of winsome grace.

— J. M. THOMPSON.

Elizabeth is a very attractive girl and a most lovable one. She is of queenly stature, symmetrical in form and perfect in body and mind. She is as remarkable for her health and physical development as for her beauty.

Tall and straight,  
How handsomely she grows!

Her beautiful face speaks of refinement, sincerity, intelligence, as well as of alertness and resolution, while the cheerfulness of her manner endears her to all she meets. She carries a strong letter of recommendation in her bright countenance. Her maidenly reserve and graceful appearance, her sympathetic and charming personality, her hatred of what is base and mean, and her appreciation of what is true and wholesome,— all these cannot fail to win the love and admiration of those who come in contact with her.

Elizabeth is a splendid little maiden, whose lovely disposition and affectionate nature, together with her intellectual ability and great originality, render her capable of being moulded to a type of high perfection. She is instinct with vital force, a girl of energy and action. Her life is full of goodness, freshness, purity, earnestness of purpose, moral strength and blessedness, and our pupils are better and more contented that she lives among them and studies and strives with them to gain an education.

Elizabeth's instruction and training have been conducted on the same plan which was adopted several years ago in Edith's case, and which has been productive of admirable results. She belongs to one of the regular divisions of the school,—the sixth,—and pursues every one of the studies assigned to it by the aid of a private teacher, who, seated close to her, conveys or interprets to her by means of the manual alphabet not only the questions asked by the instructor of the class and the essential answers given by the pupils, but everything that is said on the subject under consideration. In this wise Elizabeth is able to participate in the work of her classmates in its minutest details and to keep abreast with them in all their studies and occupations. This arrangement has proved to be admirable in every respect, for under it the heart, the imagination and the social instincts, as well as the head and the hands, have received judicious and fruitful training.

That the work accomplished by Elizabeth during

the past two years is much better and more thorough than that of any preceding period goes without saying. This is the natural outcome of the influences under which she has been placed and of the especial pains which the teachers have taken with her to make good what was wanting in her mental development and to supply what was needful in her intellectual acquirements.

Although she is always heartily welcome to spend her holidays, be they long or short, at the home of her dear friends, Mr. and Mrs. Albert T. Whiting, who treat and cherish her as their own child, Elizabeth's love for her parents and her little brothers and sisters is so strong that she was longing to return to them and be with them during the summer vacation.

On the altar of home's sacred shrine  
She keeps the fire of pure affection burning.

In order to gratify her ardent desire to visit her own people, Mr. Whiting worked assiduously to procure the means for the long journey to her native place, and ineffable indeed was Elizabeth's joy when she was told that it had been arranged for her mother to come to Boston at the close of the school term and take her home to Throckmorton, Texas. Thither she went the first week in July, and her stay there with the members of her family, the frequent calls she paid to relatives and friends, and the renewal of the associations of her early childhood, were sources of true delight to her and imparted an

exuberant gaiety to her spirits. The following extracts from a statement written by her since she came back to school give an idea of her experiences at home.

MY HAPPIEST VACATION IN TEXAS.

On the first day of July my mamma and I reached Throckmorton, Texas, and we were as happy as could be. There were a good many people at our house waiting to see us, but we all felt like strangers so we did not do very much. My sisters look as if they were twins, but they are not. When I first saw one of them I had to guess who it was, and I thought that it was Bonnie but it was Mattie. My other sister's name is Bonnie and I knew who she was because I only have two sisters. When I saw Robbie, my brother, I guessed Albert and I knew better than that because Albert does not wear trousers yet but I was too happy to do anything right.

My parents, sisters, brothers and I went visiting a great deal. One Sunday we went to the rock-house and took our lunch there. We used to live there when I was little and it has only two rooms but they were large enough for more than five people. The house is ten miles from the house that we live in now. One Friday afternoon we went twelve or thirteen miles in our wagon to a camp-meeting and stayed there till Sunday noon. Aunt Fanny went too. When it was time to go to bed my parents and Robbie slept on the ground and Aunt Fannie, Bonnie, Mattie, Albert and I slept in the wagon like gypsies.

We went to church five times, once on Friday night, three times on Saturday and once on Sunday morning. After the fifth service my papa harnessed the horse and we went home. Uncle John, Aunt Hannah, and five children were at our house and we did not expect them. Their home is fifty miles from our house and there are no trains near us so they came in their carriage. I had not seen them for eight years. My youngest cousin is a few months old and her name is Elizabeth, my namesake. Wednesday afternoon we all left the house and went fifteen miles in our wagon to Aunt Lucy's home. On Thursday morning my papa gave the children and me a ride in a little boat.

In the afternoon my mamma, Aunt Hannah, Bonnie, Essie,



Mattie and I went in bathing in the river and we wanted to stay all the afternoon but could not. That mischievous Albert cried to go with us so my mamma let him go for a short time; then Bonnie took him to the house and left him with my papa.

The weather was exceedingly warm in Texas and there was hardly a shady place. The people wear sunbonnets so that they will not be black or tanned from the sun. The little children go bare-footed all summer and they do not always dress as the older people. Little children like Albert wear only a dress.

On the morning of the tenth of September papa, mamma, my brothers and I went to see our farm, not the rock-house but another one where we moved when Bonnie was a small baby. We did not have rain for a long time so we could not have enough water to drink at the rock-house. The house at the farm has two rooms. After we looked at the house we went to the pasture where there are about eighteen horses and eight cows.

The next Monday morning my mother and little Albert and I left Throckmorton to go to Boston. The girls whom I knew came on that day to say good bye to me.

We took the train at Seymour which is thirty-six miles from our home.

The credit for the following account of Elizabeth's life and education during the past twelve months is again due to the diligence and fidelity of the clerk of the institution, Miss Anna Gardner Fish. The notes of the various occurrences of each day, kept by Elizabeth's special teacher, Miss Vina C. Badger, were placed in the hands of Miss Fish, and she has sifted these with scrupulous care and good judgment, and prepared from them a narrative which is both interesting and instructive, and is here given in full.

Elizabeth returned to school after the long summer vacation in excellent health and with a good spirit for work. In striking contrast to the previous year, when she was a

new-comer in the institution at South Boston, she evinced so little homesickness that the regular programme of daily tasks was instituted without delay. This included lessons in reading by the touch, English, botany, arithmetic, wood sloyd, sewing and gymnastics.

The hours spent in reading have been devoted to Donald G. Mitchell's *About Old Story-Tellers*. This book has held her interest from the first, and she has been careful and rapid in her work. She has not been satisfied to leave a word that was new unexplained, or, in the case of a former acquaintance, unrecalled. "I do not have to ask as many words as I did last year," she said, proud to note her own improvement.

Many of the tales have been works of the imagination. Elizabeth does not fully appreciate the beauties of stories of this sort, but she seems now to recognize their value as a factor in mental development. "Edith does not like fairy stories or Greek stories but I told her she ought to," she remarked to her teacher. "She was not born in that way and I think I was not, but I have cultivated a taste for them." On reading the introduction to *Gulliver's Travels* she said: "I think it is quite true." In response to her teacher's questioning, she explained: "I think Mr. Gulliver went sailing but I don't think he saw those little people." Her incredulity remained to the end of the story, which she put aside with the remark: "I think everybody knows that this is only a story."

It may have been the one real personage, Haroun al Raschid, which won her attention to the *Arabian Nights*, but beginning with toleration she ended with a real liking for these stories. Her understanding of the allegorical nature of *Pilgrim's Progress* shows her growth in this direction. In connection with the latter work she was asked by her teacher why Bunyan gave up the wild habits of his youth. "He was with people with great hearts," was her quick reply. A suggestion may here be found of Elizabeth's own appreciation of the value of the uplifting influences which surround her in her daily life.

The description of Goldsmith's personal appearance was very distasteful to her. It ran thus: "He was a short, thick-set man, marked with old traces of small-pox, with a quick black eye and head almost bald." She said as she finished reading it: "I don't like the looks of him very well, but I would like to speak to him." She was still unreconciled to his appearance on the following day, and said again: "I do not like the looks of him, but of course I would be glad to do what I can for him." But when she compared Goldsmith with Dean Swift, whose works formed the next subject in the book, she announced: "I like Goldsmith better."

Elizabeth often makes an application of the characteristics of her book friends to those around her. "Why are you like Pandora? You are inquisitive," she said playfully to a teacher who questioned her on her school work. After several days of continued rainy weather, she remarked: "It makes me think of Elijah. They did not have rain for three years. I hope no one has been wicked."

The suggestion that some critics thought that *Robinson Crusoe* was carelessly written made her, as in deep sympathy, born of her own experience, ask: "Did Defoe have to re-write it?"

In the record for the year Elizabeth stood above the average in reading by a system of marking founded upon the amount of effort put forth by the pupil.

The work in English began with a review of the parts of speech, their inflections and relations in sentences. That she had thus far failed to *study* these relations soon became apparent, and the work was begun anew. Inattention, which is Elizabeth's weak point where she takes no interest, proved a stumbling-block, and there is a larger record of hours of trial than of those which showed satisfactory results. "It is the habit of my mind to think," she said tearfully, when reproved for allowing her thoughts to wander from the subject before her. "I was made to think of everything, all the time. My mind has always been working. I cannot think of only one thing."

When asked by her teacher in Sunday-school what lesson she liked best, she did not hesitate to reply: "Work-school;" but her answer to the question which she liked least was even more prompt: "English grammar."

The analysis of sentences, which came later in the year, proved more interesting to Elizabeth, and, as a result of her greater care and increased attention, the hours spent in this study went by more smoothly, but no real pleasure in the subject ever made the work other than an irksome task. When the class had finished the course in English, Elizabeth was found to be so far below the required standard that it was necessary for her to continue in the work during another quarter, in order to avoid falling into a lower grade. Her efforts showed plainly that she had no intention of suffering such a disgrace, and she succeeded in obtaining an average mark by dint of the extra study.

This class took no new subject in botany, devoting their time to a review of the work of the preceding year. Elizabeth manifested a good will towards it, with the evident desire to atone for the carelessness of her former work in this direction; but the old adage concerning "lost opportunities" still holds good, as Elizabeth was forced to realize. "Oh, I wish I had paid attention last year!" was her cry. This study was satisfactorily completed in the prescribed course of nine weeks, and gave place to mythology. Under this head Elizabeth has studied a little of the geography and history of Greece and the myths connected with the principal gods and goddesses. These she has reproduced in her own language with very creditable results. She brought to this work the same care and interest which she gives to reading, and the record shows that both her recitations and her papers have ranked with the best in the class.

In arithmetic Elizabeth has studied least common multiple, reduction of fractions to a common denominator, addition and subtraction of fractions having unlike denominators, and division of fractions; she has also done some work with the table of square measure, involving the use of the principles of fractions. Her work has been slow, but careful.

She has experienced great difficulty in applying principles to concrete numbers, and, conversely, in explaining her work in general terms after the successful completion of several examples. In the first subject undertaken, a hint from her teacher that, if her sister Bonnie should ask her what she had been doing, she should surely be able to explain her work, acted as an incentive, and after some thought Elizabeth evolved this definition: "A multiple is a number that has another one contained in it, like thirty is a multiple of six."

At the end of the year Elizabeth stood third in the class, but many extra hours of work were necessary in order to produce so desirable a result.

The record of her course in gymnastics thus sums up the story of her physical training during the past year:—

She has taken the commands by means of the manual alphabet; the time elapsing between the giving of a command and her execution of it has been greatly diminished, showing a gain in coördination of mind and body and a corresponding control of body. Close attention to commands has strengthened her habit of attention. She especially delights in ball games and dancing, and they have afforded a suitable opportunity for physical contest and social graces.

Both in sewing and wood sloyd her work has been excellent. Although other pupils may have more natural aptitude for these occupations than she, Elizabeth has put her best efforts into the work, and her models when completed surpass those of any other girl.

The subject of geography was taken up near the close of the year, but the beginning which Elizabeth has made in the study assures her instructors of satisfactory progress.

Important as the accomplishment of stated amounts of work in the several subjects embraced in her curriculum has been, the steady development of her character and the unfolding of her nature may be considered as far more so, since the daily tasks form a series of stepping-stones to this end. There have been many encouraging signs of this growth, which is perhaps best illustrated by little incidents from Elizabeth's daily life.

On a cool morning in the autumn Elizabeth came to her teacher's room clad in a thick dress. "Did you think that I would put on this dress?" she asked. "I opened the window and looked out to see if it was cold, and I shall do it every morning, so I shall not have to ask you any more. I can decide myself now." Ever after that day she took pride in choosing for herself a dress which was appropriate to the weather or to the occasion at which she was to be present, if she was invited to a friend's house. This gain in decision is noteworthy, for from such a small beginning her self-reliance has grown until it has extended to her lessons, in which toward the end of the year she showed much less hesitancy in assuming the responsibility of a written, and, therefore, irrevocable answer.

Another step forward has been gained by her frank avowal, on several occasions, of her need of further explanation of a fact which she had apparently understood. Such an overcoming of her natural impulse to conceal a weakness merits special commendation.

The point which marks her highest achievement for the year is that of the power of concentration of mind, in which Elizabeth was sadly deficient at the beginning of her school work. This lack has been the greatest hindrance to the full use of her mental powers, and no more gratifying result of the careful training which she has received could be noted than the gradual change from the apathetic manner, in which she was prone to accept any opinion which was placed before her, to the awakened interest and the independent thought which now tell of a firmer intellectual grasp of the subject. A deeper power of reasoning and clearer judgment have been the natural outcome of her increased ability to follow out a train of thought logically.

Elizabeth's warm friendship with Edith Thomas is still one of the most cherished features of her life. During vacations an active correspondence exists between them, and upon their return to school the two girls seek each other out, and their flying fingers, rapidly forming the signs of the manual alphabet, testify to the loving sympathy in which

each holds the other's experiences. There are many of the pupils of the school with whom Elizabeth converses, choosing by preference the gentler girls, and with these the affairs of school and the events of their daily lives form the chief topic of discussion; but her happiest and most constant intercourse is with Edith, and from little hints contained in their remarks and from the expression of their faces it is supposed that deeper subjects often engage their attention.

Although many of her ideas have been changed by this association with Edith, Elizabeth has not learned from her to make the most of an opportunity for gaining new impressions if much investigation by means of the hands is thereby involved. On a visit to the Food Fair, Edith improved the time by examining carefully the Indian wigwam, the hunter's camp and canoe, and the stuffed animals, but Elizabeth paid them scant attention. "I do not like to feel as well as Edith does. I do not care to, thank you," was her response when urged to look more carefully.

One day Elizabeth appeared before one of the teachers to make a request for Edith, who accompanied her. The teacher asked if Edith was in a helpless condition, that she could not make her own request. "I asked to save Edith's throat," Elizabeth replied. It was discovered by further questioning that Edith's throat was in no need of preservation, but that Elizabeth had acted as mouthpiece because she did not mind talking, while Edith did.

Elizabeth is very courteous in her attentions to her teachers, insisting upon carrying packages for them and upon their preceding her through doors and in getting upon cars. She does not wish them to thank her for any acts of kindness which she may show them, and often stops them when they begin to spell "thank you" or "excuse me" by saying pleasantly, "please do not think you need to say it." She is, nevertheless, quick to note the lack of such civility, and at one time, when one of her school-mates did not respond as politely as Elizabeth thought proper, she asked: "Is she bashful? I am going to make her control it."

If any gift which Elizabeth receives be divisible, a portion of it always finds its way to her school-mates or teachers, and Elizabeth's greatest pleasure in it comes through their enjoyment. She shows a willing spirit toward those around her, and she is always ready to assist her school-mates in their household tasks when some conflict of duty and pleasure makes these onerous. On one occasion, a friend who was going away asked Elizabeth to assume her cares. "I have never done it, but I will try with pleasure," said Elizabeth, and, as the girl thanked her, she added: "I do not know if I shall sweep it clean, but I will make the best of it." During a ride upon a street car in the rain Elizabeth was obliged, by the entrance of another passenger, to move into a wet place. This circumstance proved somewhat annoying, but Elizabeth said sweetly: "I would rather get my dress wet than be selfish."

The war has proved an absorbing subject for conversation to Elizabeth, and every morning while the hostilities lasted she asked eagerly for the news. "Wouldn't it be nice if I wrote to the officers and said, *please* let us surprise the Spanish?" she asked early in the struggle. But later, the horrors of war began to impress her, and, after deep thought, she advanced this solution of the national perplexities: "Why don't we send missionaries to Spain?" In a lesson in geography, which had the expansion and contraction of air, in relation to winds, for its subject, Elizabeth learned that warm air is weaker than cold because the molecules are not so compact. "Like the Spanish think we are!" she exclaimed earnestly.

The culmination of a happy year was reached when, at the close of school, her mother came from their distant home in Throckmorton, Texas, to take Elizabeth back with her for the summer months,—the girl's first visit in six years. Of the keen joy felt by this mother and child in their reunion only those who have experienced such a separation can be sensible. During the few days that Mrs. Robin spent in the school, Elizabeth hovered near her with anxious care for her happiness, or if obliged to be absent, the eager little



hostess planned for her parent's entertainment until she could return. "She is my first guest," Elizabeth explained. To the expectant family in Texas how wonderful must have seemed the change which has been wrought in Elizabeth during this lapse of time! They saw then a little child hedged in by her double affliction, feebly essaying her first timid steps on the path to knowledge, and in her helplessness appealing most strongly to their sympathies. She returned to them a tall, strong, well-poised, interesting young girl, sunny in disposition and equable in temperament, and with an alert and receptive mind, fully capable of receiving the training and discipline fitted to a girl of her age.

Elizabeth spent the summer vacation most joyfully among her kindred in the delightful freedom of her country home in Texas, drinking in health and vigor with every breath of the air of her sunny native state, renewing old friendships and forming new associations, ever strengthening the ties which the breadth of the continent and the lapse of half a dozen years had been powerless to loose. A suggestion of the happy days which Elizabeth passed at Throckmorton may be gained from the letters which she wrote to her beloved friends, Mr. and Mrs. Albert T. Whiting. It is to be regretted that lack of space forbids the publication of these epistles in this connection.

#### ENTERTAINMENTS ON WASHINGTON'S BIRTHDAY.

Washington's a watchword such as ne'er  
Shall sink while there's an echo left to air.

—BYRON.

In spite of gloomy and threatening skies, a goodly number of interested friends gathered in our museum on the morning of the twenty-second of February to listen to the charming presentation of the *Cradle Songs from Many Lands* by the girls of the school. The lullabies of ten countries formed the foundation of this unique entertainment, each nation being repre-

sented by five girls, whose tasteful and distinctive costumes were characteristic not only of the nationality itself, but also of different classes of the same race, so that the types of dress, from those of the castle to those of the hut, were faithfully reproduced. The girls entered fully into the spirit of their parts.



ELIZABETH ROBIN, IN SWEDISH COSTUME.

Their happy faces were well set off by the picturesque dress, and the scenes were not lacking in grace which had a certain pathetic quality, it was so evidently unconscious. The sweetness of their voices and the true mother spirit in which they lulled the imaginary babes to rest were beautiful to hear and see. Elizabeth Robin, who inherits through her father the blonde hair, blue eyes and fair complexion

characteristic of the natives of Sweden, appeared among the representatives of that country, and worked diligently at her knitting while the Swedish lullaby was sung. Edith Thomas was among the American Indians, and patiently rocked the papoose to rest in its hammock, swung between two pine-trees. At the conclusion of this programme the audience went to the gymnasium and witnessed the exercises of an advanced class of boys, a performance which, in the care, precision and endurance it demanded, seemed almost marvellous. A company of young soldiers, who went through the manual drill with absolute correctness, was followed by a class of small boys, who proved themselves to be in a fair way to attain the vigor and ease of motion shown by their elder schoolmates.

In the afternoon an enthusiastic audience attended the performance of the historical play, written especially for the occasion by one of the teachers, Miss Jessica L. Langworthy, and given by the boys in the hall of the institution. *The Progress of America* was the title of this piece, which in four scenes offered a brief glance at the rapid growth of our nation from the time of its discovery to the present day. The costumes of the characters were carefully planned and well adapted to the several rôles. The full military band belonging to the institution took a leading part in the performance, and, by its fine rendering of the patriotic airs of this and other countries, contributed in no small measure to the success

of a truly admirable entertainment. At its close the audience were invited to the gymnasium, where a class of girls engaged their interest and held their close attention by feats of grace, daring and dexterity which won hearty applause from the spectators.

As the financial result of these entertainments, the amount of \$59.08 has been added by the efforts of these girls and boys, assisted by their teachers, to the endowment fund of the kindergarten for the blind, the rainy weather diminishing the profits of the day.

#### CLOSING REMARKS.

Whatsoever takest in hand, remember the end.

— ECCLUS.

The year thus reviewed has been a prosperous one and fruitful in good results, and in closing this report it is with sincere gratification that I express both my appreciative recognition of this fact and my sense of obligation to my associates in the work of the institution for the zeal and fidelity with which they have discharged their several duties. It is simply just to say, that to their intelligent efforts and hearty coöperation in the adoption of new methods, as well as in the execution of all plans relating to the improvement of our curriculum, is mainly due the success of our labors.

At the expiration of her term of service the assistant librarian, Miss Eleanor Johnson Towle, a young woman of high character and an excellent writer, declined a reappointment, from fear lest the reading

of proof in white raised letters might have an injurious effect upon her eyesight. With this exception, and those already mentioned in the literary and music departments, the staff of officers remains the same as it was at the opening of the last school year, and I take very great pleasure in being able to state that all those who at that time were quite new in the service of the institution have proved to be well fitted for the positions which they were employed to fill, and worthy of the confidence which was placed in their ability and character.

Of the uniform courtesy with which the members of the board of trustees have heeded my suggestions and recommendations, and of the generous support which they have accorded to me in the performance of the duties of my office, I beg to make grateful acknowledgment.

In entering upon the work for another period of twelve months, let us determine at the outset that ours shall be —

A record writ in silver  
Of the memories of the year.

All which is respectfully submitted by

MICHAEL ANAGNOS.

## LIST OF PUPILS.

---

Borden, Lucy.	Lambe, Caroline R.
Brodie, Mary.	Lawrence, Anna.
Brown, Grace L.	Lee, Sarah B. K.
Burke, Norah.	Lewis, Jessie.
Carr, Emma L.	Matthews, Clara.
Cobery, Margaret.	Mattimore, Augustina E.
Cole, Carrie W.	McClintock, Mary.
Coogan, Jennie.	McKenzie, Margaret.
Coyle, Mabel.	Muldoon, Sophia J.
Cross, Ida.	Murphy, Frances A.
Cushing, Annie.	Myers, Mabel.
Dolan, Ellen.	Newton, Eldora B.
Duggan, Katie J.	Nickles, Harriet E.
Ellingwood, Mary E.	Noble, Annie K.
Elmer, Edith M.	O'Neal, Katie.
Emory, Gertrude E.	Perry, Ellen.
Flaherty, Margaret.	Pike, Fanny.
Fogarty, Margaret M.	Puffer, Mildred E.
Forbush, Vinnie F.	Ramsdell, Harriet M.
Foss, Jennie.	Reed, Nellie Edna.
Gavaghan, Annie.	Rich, Lottie B.
Gavin, Ellen A.	Ricker, Annie S.
Gee, Katherine M.	Robin, W. Elizabeth.
Goggin, Mary.	Roeske, Julia M. B.
Griffin, Martha.	Root, May.
Hayes, Mary Etta.	Ryan, Margaret.
Heap, Myra.	Saunders, Emma E.
Henley, Catherine G.	Smith, Florence G.
Hilgenberg, Johanna.	Smith, Nellie J.
Howard, Lily B.	Snow, Grace Ella.
Hughes, Mattie.	Spring, Geneva S.
Ingham, Beatrice E.	Thomas, Edith M.
Keegan, Margaret M.	Thurley, Blanche M.
Kennedy, Annie M.	Tye, Gertrude.
Kennedy, Nellie A.	Veasey, Emma.
Kent, Bessie Eva.	Wagner, M. Alice.
Keyes, Teresa J.	Wagner, Grace.
Knowlton, Etta F.	Warrener, Louise.

- Aberg, George H.  
 Amadon, Charles H.  
 Baker, Frank G.  
 Barnard, Richard J. C.  
 Bartlett, Joseph.  
 Belehumeur, J. Oscar.  
 Black, Charles.  
 Bond, Samuel C.  
 Bowen, Herbert H.  
 Bradley, Edward F.  
 Brinn, Frederick C.  
 Butters, Albert W.  
 Cahoon, Joseph O.  
 Carney, Frederick.  
 Clark, J. Everett.  
 Clennan, William T.  
 Corliss, Albert F.  
 Crofton, Thomas.  
 Delude, Louis.  
 Devlin, Neil J.  
 Dewhurst, Henry.  
 Dodge, Wilbur F.  
 Drew, Francis.  
 Durette, Millard.  
 Fuller, Albert.  
 Furrow, George.  
 Gibbs, Reuel E.  
 Harmon, Everett M.  
 Harvey, Lyman K.  
 Heath, William Edward.  
 Henley, John.  
 Irving, Frederick.  
 Jackson, Clarence A.  
 Jennings, Harry M.  
 Kenyon, Harry C.  
 Kerner, Isaac.  
 L'Abbé, Henry.  
 Leonard, William.  
 Lester, James.  
 Levin, Barnard.  
 Lord, John W.  
 Lucier, George.  
 Lund, Olaf H.  
 Lynch, William.  
 Mannix, Lawrence P.  
 Matteson, Benjamin G.  
 McCarthy, Daniel.  
 McCarty, William H.  
 McKeown, Thomas.  
 Miller, Reuel E.  
 Mills, George.  
 Morris, Frank B.  
 Mozealous, Henry E.  
 Nilson, Frank.  
 O'Donnell, Isidore A.  
 O'Neil, Patrick.  
 Paige, Franklin H.  
 Parks, Edson A.  
 Peabody, Eugene.  
 Putnam, Herbert A.  
 Robinson, William E.  
 Rochford, Francis J.  
 Ryan, Edward D.  
 Sabins, Weston G.  
 Schuerer, Edward.  
 Simpson, William O.  
 Smith, Eugene H.  
 Stamp, Charles.  
 Sticher, Charles F.  
 Strout, Herbert A.  
 Stuart, Edwin.  
 Swift, William S.  
 Thompson, Robert.  
 Trask, Willis E.  
 Van Vliet, Henry.  
 Vaughn, William M.  
 Walsh, Frederick V.  
 Walsh, William.  
 Washington, Arthur.  
 Weaver, Frank V.  
 Winchell, Charles L.  
 Wrinn, Owen E.

## ACKNOWLEDGMENTS.

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Among the pleasant duties incident to the close of the year is that of expressing our heartfelt thanks and grateful acknowledgments to the following artists, *littérateurs*, societies, proprietors, managers, editors, and publishers, for concerts and various musical entertainments, for operas, oratorios, lectures, readings, and for an excellent supply of periodicals and weekly papers, books, and specimens of various kinds.

As I have said in previous reports, these favors are not only a source of pleasure and happiness to our pupils, but also a valuable means of æsthetic culture, of social intercourse, and of mental stimulus and improvement. So far as we know, there is no community in the world which does half so much for the gratification and improvement of its unfortunate members as that of Boston does for our pupils.

### *I. — Acknowledgments for Concerts, Operas, etc., in the City.*

To Mr. Eugene Tompkins, proprietor of the Boston Theatre, for a general invitation to the operas "Der Meistersinger" and "The Bride Elect" and to a concert by Sousa's band.

To the Apollo Club, through its secretary, Mr. Henry Basford, for six tickets to each of four concerts.

To the Cecilia Club, through its secretary, Mr. Francis A. Shove, for an average of thirty-three tickets to each of four concerts.

To Mr. John B. Schoeffel, for eighty tickets to "Macbeth," by the kind permission of Madame Modjeska, and for a general invitation to "The Hoosier Doctor."

To Mr. George Foxcroft, for a general invitation to two concerts in the Star Course.

To Mr. Frank W. Hale, for six tickets to a piano recital by Madame Hopekirk and for sixteen tickets to a recital at the New England Conservatory of Music.

To Mr. Henry M. Dunham, for ten tickets to an organ concert at the Shawmut Congregational Church.



To Mr. Henry C. Lahee, for eighteen tickets to a series of three recitals by pupils of the New England Conservatory of Music at Steinert Hall.

To Mr. George W. Want, for four tickets to an organ recital at the Old South Church.

To Mr. Henry G. Tucker, for fourteen tickets, and to Mrs. E. B. Wheaton, for six tickets, to a concert at Association Hall.

To Mr. Charles P. DeLano, for fifteen tickets to a concert by the "Berkeley Trio."

To Mr. Wilhelm Heinrich, for ten tickets to each of two vocal chamber concerts at Association Hall.

To Mr. John E. Pinkham, for thirty tickets to a concert at Association Hall.

To Mrs. H. H. A. Beach, for fifteen tickets to a concert of her music.

To Miss Sarah E. Gardner, for thirty tickets to a concert by the Harvard Banjo, Mandolin and Glee Clubs at Parker Memorial Hall.

To Mrs. Allen, for one hundred tickets to a concert by the Christian Endeavor Grand Chorus at People's Temple.

To Mr. A. F. Carpenter, for a general invitation to the World's Food Fair.

To Mr. Henry Rosenberg, for a general invitation to a concert by the Banda Rossa.

To St. John's Methodist Episcopal Church, through Miss Lilla Elizabeth Kelley, for twenty tickets to a recital by Mrs. Ursula Ober-Squires and her pupils.

To Miss Charlotte W. Hawes, for invitations to six pupils to attend her lecture on "Schubert," one on "Hungarian Music," one on "Music of the Bells," and one on "Beethoven and his Music;" to ten pupils to attend the course of lectures on "The Art of Earning Money Honestly."

To Miss Annie C. Muirhead, for invitations to six pupils, and, again, to ten pupils, to attend her "concert talks" at Perkins Hall.

## *II.—Acknowledgments for Concerts and Lectures given in our Hall.*

To Miss Ida Smith, Miss Pauline Woltman, Miss Mary Kidd, Miss Maud Collins, and Miss Agnes Eyre, pupils of the New England Conservatory of Music, for a concert.

To Mr. Henry G. Tucker, pianist, and Mr. Ivan Morawski, vocalist, for a concert.

To Mrs. Florence Howe Hall, for a lecture.

To Mr. William Strong, for a pianoforte recital.

To Mrs. F. A. Flanders, reader, assisted by Mr. Graydon Stetson, and to Mr. Henry Taylor, vocalist, for an entertainment.

To the Misses Clara and Sophie Wallenthin of the New England Conservatory of Music and to Miss Luella Phillips and Miss Junia Foster of the Emerson School of Oratory, for an entertainment.

To Miss E. Carrie Sweet, Miss Edith M. Root, Miss Junia Foster, Miss Frances Tobey, Mr. David Hanson, and Mr. George A. McKie, of the Emerson School of Oratory, for an entertainment.

To the pupils of Mr. J. D. Buckingham and Mr. Frank Morse, for a concert.

To Mr. Louis C. Elson, for a lecture on "Shakespeare and Music."

To Mrs. C. N. Allen, Mrs. L. B. Fenderson, Mr. George J. Parker and Mr. Ivan Morawski, vocalist, and to Mr. C. N. Allen, violinist, for a concert.

To Mr. Arlo Bates, for a lecture on "Poetry."

To Mrs. F. C. Hayward, for a lecture on "Plymouth."

To Mrs. Lillian Lord Wood, for a pianoforte recital.

To the Orpheus Ladies' Quartette of Cambridge, for a concert.

### *III.— Acknowledgments for Books, Specimens, etc.*

For various books, specimens, etc., we are indebted to the following friends:—

To Mr. Dana Estes, Mrs. Laura E. Richards, Gardiner, Me., Mr. N. Konishi, Tokyo, Japan, Miss Eleanor J. Locke, Chester, N. H., Miss Martha B. Lucas, Mrs. Sarah A. Stover, Miss Ellen B. Webster, Mrs. Maybel King Schneider, and the Society for Providing Evangelical Literature for the Blind.

### *IV.— Acknowledgments for Periodicals and Newspapers.*

The editors and publishers of the following reviews, magazines and semi-monthly and weekly papers continue to be very kind and liberal in sending us their publications gratuitously, which are always cordially welcomed and perused with interest:—

The N. E. Journal of Education, . . . . .	<i>Boston, Mass.</i>
The Atlantic, . . . . .	“ “
Boston Home Journal, . . . . .	“ “
Education, . . . . .	“ “
Youth's Companion, . . . . .	“ “
Our Dumb Animals, . . . . .	“ “
The Christian Register, . . . . .	“ “
Littell's Living Age, . . . . .	“ “
Zion's Herald, . . . . .	“ “
The Missionary Herald, . . . . .	“ “
The Well-Spring, . . . . .	“ “
Woman's Journal, . . . . .	“ “
Boston Ideas, . . . . .	“ “
The Century, . . . . .	<i>New York, N. Y.</i>
St. Nicholas, . . . . .	“ “ “
American Annals of the Deaf, . . . . .	<i>Washington, D. C.</i>
The Ladies' Home Journal, . . . . .	<i>Philadelphia, Pa.</i>
The Étude, . . . . .	<i>Philadelphia, Pa.</i>
The Inland Educator, . . . . .	<i>Terre Haute, Ind.</i>
The Mentor, . . . . .	<i>Inst. for Deaf-Mutes, Malone, N. Y.</i>
Our Little People, . . . . .	<i>Inst. for Deaf-Mutes, Rochester, N. Y.</i>
The Silent Worker, . . . . .	<i>Inst. for the Deaf-Mutes, Trenton, N. J.</i>
The Ohio Chronicle, . . . . .	<i>Inst. for the Deaf-Mutes, Columbus, O.</i>
The N. Dakota Banner, . . . . .	<i>School for the Deaf, N. Dakota.</i>
The Sign, . . . . .	<i>School for Deaf-Mutes, Salem, Ore.</i>
The Messenger, . . . . .	<i>Ala. Academy for the Blind.</i>
The Tablet, . . . . .	<i>West Va. School for Deaf-Mutes and Blind.</i>
The Institute Herald, . . . . .	<i>Florida Institute for Deaf-Mutes and Blind.</i>
The Washingtonian, . . . . .	<i>School for the Deaf, etc., Vancouver.</i>
The Colorado Index, . . . . .	<i>Colorado School for Deaf and Blind.</i>

I desire again to render the most hearty thanks, in behalf of all our pupils, to the kind friends who have thus nobly remembered them. The seeds which their friendly and generous attentions have sown have fallen on no barren ground, but will continue to bear fruit in after years; and the memory of many of these delightful and instructive occasions and valuable gifts will be retained through life.

MICHAEL ANAGNOS.

EDWARD JACKSON, TREASURER, *in account with the PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,*  
for the Year ending August 31, 1898.

RECEIPTS.		EXPENDITURES.	
Balance on hand September 1, 1897, . . . . .		Drafts for general account, . . . . .	\$78,708.18
Income from invested funds, . . . . .	\$89,597.62	Less unexpended balance, . . . . .	1,478.61
	47,177.46		\$77,229.57
<i>General Account.</i>			
From state of Massachusetts, . . . . .	\$39,000.00	Drafts for kindergarten account, . . . . .	742.22
" Connecticut, . . . . .	5,325.23	Less unexpended balance, . . . . .	\$5,605.28
" Rhode Island, . . . . .	4,901.40		203.62
" Maine, . . . . .	3,656.95		
" Vermont, . . . . .	1,433.33	Paid treasurer for clerk hire, . . . . .	5,401.66
" Vermont for year of 1897, . . . . .	1,200.00	safe rent, . . . . .	250.00
" Massachusetts for deaf pupils, . . . . .	700.00	Mrs. Mary J. Jackson on account of annuity, . . . . .	30.00
" Massachusetts for indigent pupils, . . . . .	121.47	taxes on Jackson estate, . . . . .	281.20
town of Wareham for Reuel Gibbs, . . . . .	76.46	taxes on St. Paul property, . . . . .	584.22
legacy from estate of Henry L. Pierce, . . . . .	29,000.00	for registering mortgage deed, . . . . .	1.50
" " " Mary F. Swift, . . . . .	1,391.13		
" " " Elizabeth P. Putnam, . . . . .	1,000.00		
donations, . . . . .	65.00		
amounts received from M. Anagnos, director, . . . . .	5,512.56		
	75,383.53		
<i>Printing Account.</i>			
From sale of books and appliances, . . . . .	547.49	Bought 169 shares of Fitchburg R.R. Co., . . . . .	\$16,751.13
		70 " Boston & Providence R.R., . . . . .	19,258.75
		52 " Boston & Albany R.R., . . . . .	11,321.08
		100 " New York Central & Hudson River R.R., . . . . .	11,012.50

*Kindergarten Account.*

From donations, . . . . .  
 Mrs. Helen Atkins Edmands, income only to be used, . . . . .  
 trustee of Thomas Stringer for board and tuition, . . . . .  
 towns and individuals, . . . . .  
 state of Vermont for year of 1897, . . . . .  
 " Vermont for year of 1898, . . . . .  
 " Maine, . . . . .  
 " Rhode Island, . . . . .  
 legacy from estate of Miss Edith Rotch, . . . . .  
 " " John Foster, . . . . .  
 " " A. D. Manson, . . . . .  
 " " Julia A. Whitney, . . . . .  
 " " Francis L. Pratt, . . . . .  
 " " J. W. Carter, . . . . .  
 " " Mary B. Turner, . . . . .  
 rents, Jamaica Plain, . . . . .

\$14,734.73  
 5,000.00  
 700.00  
 544.94  
 300.00  
 300.00  
 1,700.00  
 2,366.67  
 10,000.00  
 5,000.00  
 2,500.00  
 100.00  
 100.00  
 500.00  
 9.10  
 866.50

\$44,715.94  
 \$257,422.04

land on Day street, . . . . .  
 land on Byrner street, . . . . .  
 Loaned on mortgage, . . . . .  
 Balance in New England Trust Company, . . . . .

\$6,085.15  
 11,298.48  
 2,500.00  
 \$81,227.09  
 47,775.75

\$257,422.04

BOSTON, October 12, 1898.

Examined and found correct.

HENRY ENDICOTT, }  
 EDWARD C. JOHNSON, } *Auditors.*

EDWARD JACKSON, *Treasurer.*

GENERAL STATEMENT OF RECEIPTS AND DISBURSEMENTS OF THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL  
FOR THE BLIND, for the Year ending August 31, 1898.

RECEIPTS.	EXPENDITURES.	BALANCE
<i>I. Income.</i>		
From state of Massachusetts, appropriation, . . . . .	Bills paid by the treasurer:	\$30.00
" " Massachusetts, account deaf and blind, . . . . .	For rent of safe, . . . . .	250.00
" " Maine, kindergarten, . . . . . \$3,656.95	Mrs. M. J. Jackson, annuity, . . . . .	31.20
" " Maine, kindergarten, . . . . . 1,700.00	taxes on estate, Forest Hills, . . . . .	584.22
" " Vermont, two years, . . . . . \$2,633.33	taxes, St. Paul, . . . . .	250.00
" " Vermont, kindergarten, . . . . . 600.00	clerk hire, . . . . .	1.50
" " Rhode Island, . . . . . \$4,901.40	registering mortgage, . . . . .	\$1,146.92
" " Rhode Island, kindergarten, . . . . . 2,366.67		
" " Connecticut, . . . . .	<i>General Account.</i>	\$63,462.95
towns and individuals, . . . . .	Paid by the director:	
towns and individuals, kindergarten, . . . . .	For maintenance, . . . . .	
tuning, . . . . .	taxes, insurance and repairs on buildings let:	
sundry small items, . . . . .	250, 252 Purchase street, . . . . . \$1,146.32	
interest on mortgage notes, . . . . .	174-178 Congress street, . . . . . 521.20	
" " New England Trust Company, . . . . .	205, 207 Congress street, . . . . . 1,173.07	
" " Eastern R.R., . . . . .	11 Oxford street, . . . . . 114.50	
" " Chicago, Burlington & Northern R.R., . . . . .	402 Fifth street, . . . . . 76.00	
" " Kansas City, Clinton & Springfield R.R., . . . . .	412-416 Fifth street, . . . . . 313.48	
" " Fitchburg R.R., . . . . .	424-428 Fifth street, . . . . . 406.87	
" " Kansas City, St. Joseph & Council Bluffs R.R., . . . . .	430-440 Fifth and 103, 105 H street, . . . . . 923.40	
" " Boston & Lowell R.R., . . . . .	442 Fifth and 111 H street, . . . . . 476.80	
" " Chicago, Burlington & Quincy R.R., . . . . .	537, 541, 543 Fourth street, . . . . . 321.37	
" " Atchison, Topeka & Santa Fé R.R., . . . . .	555 Fourth street, . . . . . 46.63	
" " St. Paul & Manitoba R.R., . . . . .	557-559 Fourth street, . . . . . 400.23	
dividends, Boston & Maine R.R., . . . . .	583-586 Fourth street, . . . . . 488.63	
" " Chicago, Burlington & Quincy R.R., . . . . .	591-595 Fourth street, . . . . . 446.20	
" " Boston & Albany R.R., . . . . .	99 and 101 H street, . . . . . 106.99	
	extraordinary repairs, . . . . .	6,961.84
	expenses of tuning department, . . . . .	1,093.70
	expenses of work department, . . . . .	1,251.86
	bills to be refunded, . . . . .	2,711.11
	Harris beneficiaries, . . . . .	773.68
		975.00
		\$4,440.00

From dividends, Boston & Providence R.R.,	475.00
" Fitchburg R.R.,	662.00
" New York Central & Hudson River R. R.,	100.00
" United States Hotel Company,	680.00
" Ground Rent Company,	34.50
rents, 250, 252 Purchase street,	\$4,674.93
" 174-178 Congress street,	5,700.00
" 205, 207 Congress street,	5,250.00
" 11 Oxford street,	660.00
" 402 Fifth street,	220.00
" 412-416 Fifth street,	1,110.00
" 424-428 Fifth street,	1,242.00
" 430-440 Fifth and 103, 105 H street,	3,545.00
" 442 Fifth and 111 H street,	1,746.00
" 537, 547, 543 Fourth street,	1,250.00
" 555 Fourth street,	244.00
" 557, 559 Fourth street,	1,147.50
" 583-589 Fourth street,	2,063.33
" 591-595 Fourth street,	900.50
" 99, 101 H street,	404.00
" St. Paul, Minn.,	224.07

work department, men's shop,  
 sale of books and appliances,  
 rents, Jamaica Plain,

*II. Receipts exclusive of income,  
 General Account.*

From donations,	65.00
From Mrs. Helen Atkins Edmonds, endowment, other donations, endowment, donation for new building, ladies' auxiliary, current expenses, ladies' auxiliary, endowment,	\$5,000.00 6,352.88 100.00 \$6,625.75 1,656.10
<i>Amount carried forward,</i>	8,281.85
	19,734.73
	\$127,224.19

*Kindergarten Account.*

For maintenance, expense on houses let, bills to be refunded, grading and fencing, new building, moving and refitting house, Day street, furnishing new building,	3,875.50	\$17,598.82 322.95 132.58 877.94 23,402.74 289.22 2,010.80
<i>Printing.</i> For expenses of office and library,		
<i>Invested.</i> Railroad stock, Mortgage note, Land at Jamaica Plain, Cash on hand August 31, 1895,		\$8,343.46 2,580.00 20,383.03
		81,227.09 47,775.75

*Amount carried forward,*

\$257,422.04

GENERAL STATEMENT OF RECEIPTS, ETC.— *Concluded.*

Amount brought forward, . . . . .		\$127,224.19	Amount brought forward, . . . . .	
<i>Legacies.</i>				
<i>General Account.</i>				
From Henry L. Pierce, . . . . .		\$20,000.00		
Mary F. Swift, . . . . .		1,391.13		
Elizabeth P. Putnam, . . . . .		1,000.00		
			22,391.13	
<i>Kindergarten Account.</i>				
From Miss Edith Rotch, . . . . .		\$10,000.00		
John Foster, . . . . .		5,000.00		
A. D. Manson, . . . . .		2,500.00		
Julia A. Whitney, . . . . .		100.00		
J. W. Carter, . . . . .		500.00		
Francis L. Pratt, . . . . .		100.00		
Mary B. Turner, . . . . .		9.10		
			18,200.10	
Cash on hand September 1, 1897, . . . . .			89,597.62	
			\$257,422.04	\$257,422.04



## ANALYSIS OF MAINTENANCE ACCOUNT.

Meats, 38,953 pounds, . . . . .	\$3,507.39
Fish, 4,429 pounds, . . . . .	222.43
Butter, 9,442 pounds, . . . . .	1,880.59
Bread, flour, meal, etc., . . . . .	1,228.21
Potatoes and other vegetables, . . . . .	1,097.50
Fruit, fresh and dried, . . . . .	502.43
Milk, 42,171 quarts . . . . .	2,227.78
Sugar, 9,520 pounds, . . . . .	490.00
Tea and coffee, 1,689 pounds, . . . . .	511.20
Groceries, . . . . .	1,058.70
Gas and oil, . . . . .	390.43
Coal and wood, . . . . .	3,945.22
Sundry articles of consumption, . . . . .	744.52
Wages, domestic service, . . . . .	7,665.41
Salaries, superintendence and instruction, . . . . .	29,848.40
Medicines and medical aid, . . . . .	72.19
Furniture and bedding, . . . . .	1,487.92
Clothing and mending, . . . . .	51.48
Expense of stable, . . . . .	232.10
Musical instruments, . . . . .	151.89
Books, stationery, school apparatus, etc., . . . . .	1,307.93
Construction and repairs, . . . . .	3,660.58
Taxes and insurance, . . . . .	625.73
Travelling expenses, . . . . .	166.42
Sundries, . . . . .	386.50
	<hr/>
	\$63,462.95

WORK DEPARTMENT.

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*Statement for the Year ending August 31, 1898.*

Amount due Perkins Institution, . . . . .	\$45,696.37
Amount of receipts over expenditures, . . . . .	.06
	<u>\$45,696.31</u>
Cash received during the year, . . . . .	\$16,530.88
Salaries and wages paid blind people, . . . . .	\$4,374.25
Salaries and wages paid seeing people, . . . . .	3,418.93
Amount paid for rent, stock and sundries, . . . . .	8,737.64
	<u>16,530.82</u>
	\$0.06
Stock on hand August 31, 1898, . . . . .	\$3,390.62
Bills receivable August 31, 1898, . . . . .	\$2,488.60
Less charge to profit and loss, . . . . .	141.82
	<u>2,346.78</u>
	\$5,737.40
Stock and bills receivable, on hand August 31,	
1897, . . . . .	5,733.92
	<u>3.48</u>
Gain, . . . . .	\$3.54



PRINTING DEPARTMENT, STATEMENT FOR THE YEAR ENDING AUGUST 31, 1898.

RECEIPTS.		EXPENDITURES.	
From income from invested funds, . . . . .	\$6,769.26	For labor, . . . . .	\$2,760.73
sale of books and appliances, . . . . .	547.49	stock, . . . . .	621.16
		machinery, . . . . .	7.50
		electrotyping, . . . . .	719.45
		binding, . . . . .	1,087.30
		books, . . . . .	158.50
		express, postage, etc., . . . . .	47.02
		Balance, . . . . .	\$5,401.66
			1,915.09
			<b>\$7,316.75</b>
	<b>\$7,316.75</b>		

The following account exhibits the state of the property as entered upon the books of the institution September 1, 1898:—

Building 250, 252 Purchase street, . . .	\$76,800.00	
Building 172-178 Congress street, . . .	86,200.00	
Building 205-207 Congress street, . . .	65,700.00	
House 11 Oxford street, . . . . .	8,500.00	
House 402 Fifth street, . . . . .	4,300.00	
Houses 412, 414, 416 Fifth street, . . .	9,300.00	
House 424 Fifth street, . . . . .	3,700.00	
Houses 426, 428 Fifth street, . . . . .	11,600.00	
Houses 430-440 Fifth street and 103, 105 H street, . . . . .	47,200.00	
Building 442 Fifth to 111 H street, . . .	21,300.00	
House 537 Fourth street, . . . . .	4,400.00	
Houses 541, 543 Fourth street, . . . . .	8,800.00	
House 555 Fourth street, . . . . .	2,500.00	
Houses 557, 559 Fourth street, . . . . .	15,100.00	
Houses 583, 585, 587, 589 Fourth street,	19,900.00	
Houses 591, 593, 595 Fourth street, . . .	15,500.00	
House 99, 101 H street, . . . . .	3,500.00	
Real estate, St. Paul, Minn., . . . . .		\$404,300.00
Real estate at Wachusett street, Forest Hills, left to the kindergarten by the will of the late Ezra S. Jackson, subject to a life annuity to Mrs. Jackson, . . .		31,599.82
<i>Real Estate used by the Institution.</i>		
Real estate, Broadway and Fourth street,	\$322,124.00	
House 418 Fifth street, . . . . .	3,100.00	
House 422 Fifth street, . . . . .	3,700.00	
Real estate used for school purposes, Jamaica Plain, . . . . .		328,924.00
Unimproved land, South Boston, . . . .		243,872.53
Mortgage notes, . . . . .		5,196.00
		163,000.00
<i>Railroad Stock.</i>		
Boston & Providence R.R., 100 shares, value, . . . . .	\$25,048.75	
Fitchburg R.R., preferred, 250 shares, value, . . . . .	23,973.33	
Chicago, Burlington & Quincy R.R., 100 shares, value, . . . . .	13,708.04	
Boston & Maine R.R., 31 shares, value,	3,938.96	
Boston & Albany R.R., 200 shares, value,	41,254.08	
New York Central & Hudson River R.R., 100 shares, value, . . . . .	11,012.50	
		118,935.66
<i>Railroad Bonds.</i>		
Eastern R.R., one 6% bond, value, . . .	\$1,270.00	
Boston & Lowell R.R., one 5% bond, value, . . . . .	1,000.00	
<i>Amounts carried forward, . . . . .</i>	\$2,270.00	\$1,303,028.01

<i>Amounts brought forward,</i> . . . . .	\$2,270.00	\$1,303,028.01
Chicago, Burlington & Quincy R.R., 27 4s, value, . . . . .	26,190.00	
Chicago, Burlington & Northern R.R., 14 5s, value, . . . . .	14,416.88	
Kansas City, St. Joseph & Council Bluffs R.R., 5 7s, value, . . . . .	6,375.00	
St. Paul, Minnesota & Manitoba R.R., 10 4s, value, . . . . .	8,800.00	
Kansas City, Clinton & Springfield R.R., 3 5s, value, . . . . .	3,051.25	
Atchison, Topeka & Santa Fé R.R., 10 4s, . . . . .	} cost, 15,646.79	
Atchison, Topeka & Santa Fé R.R., 5 adjusted, . . . . .		
Fitchburg R.R., 25 5s, value, . . . . .		25,531.25
68 shares United States Hotel Company, One share Ground Rent Trust, . . . . .		102,281.17 10,840.50 900.00
Cash, . . . . .		47,775.75
Household furniture, South Boston, . . . . .	\$17,900.00	
Household furniture, Jamaica Plain, . . . . .	12,000.00	29,900.00
Provisions and supplies, South Boston, Provisions and supplies, Jamaica Plain, . . . . .	\$694.50 384.10	1,078.60
Coal, South Boston, . . . . .	\$2,212.00	
Coal, Jamaica Plain, . . . . .	973.00	3,185.00
<i>Work Department.</i>		
Stock, . . . . .	\$3,390.62	
Receivable bills, . . . . .	2,346.78	5,737.40
<i>Musical Department.</i>		
Sixty-three pianos, . . . . .	\$10,550.00	
One large organ, . . . . .	4,000.00	
Three small organs, . . . . .	55.00	
Band instruments, . . . . .	760.00	
Stringed instruments, . . . . .	110.00	
Musical library, . . . . .	1,150.00	16,625.00
<i>Printing Department.</i>		
Stock and machinery, . . . . .	\$2,900.00	
Books, . . . . .	12,296.00	
Electrotype and stereotype plates, . . . . .	23,687.00	38,883.00
School furniture, . . . . .		9,000.00
Library of books in common print, . . . . .	\$4,440.00	
Library of books in embossed print, . . . . .	19,258.00	23,698.00
Boys' shop, . . . . .		135.00
Stable and tools, . . . . .		868.00
		\$1,593,935.43

The foregoing property represents the following funds and balances, and is answerable for the same:—

INSTITUTION FUNDS.		
General fund of the institution, . . . . .	\$120,354.18	
Stephen Fairbanks fund, . . . . .	10,000.00	
Harris fund, . . . . .	80,000.00	
Richard Perkins fund, . . . . .	20,000.00	
Stoddard Capen fund, . . . . .	13,770.00	
LEGACIES.		
Mrs. Eleanor J. W. Baker, . . . . .	2,500.00	
T. O. H. P. Burnham, . . . . .	5,000.00	
John N. Dix, . . . . .	10,000.00	
Albert Glover, . . . . .	1,000.00	
Benjamin Humphrey, . . . . .	25,000.00	
Henry L. Pierce, . . . . .	20,000.00	
Elizabeth P. Putnam, . . . . .	1,000.00	
Mrs. Charlotte B. Richardson, . . . . .	40,507.00	
Mrs. Matilda B. Richardson, . . . . .	300.00	
Samuel E. Sawyer, . . . . .	2,098.00	
Joseph Scholfield, . . . . .	2,500.00	
Mary F. Swift, . . . . .	1,391.00	
Mrs. Ann White Vose, . . . . .	12,994.00	
Joseph K. Wait, . . . . .	3,000.00	
Thomas Wyman, . . . . .	20,000.00	
Cash in the treasury, . . . . .		\$391,414.18 24,931.53
PRINTING FUND.		
Capital, . . . . .	\$108,500.00	
Additions, . . . . .	46,219.97	
		154,719.97
KINDERGARTEN FUNDS.		
Mrs. William Appleton fund, . . . . .	\$11,700.00	
Nancy Bartlett fund, . . . . .	500.00	
Miss Helen C. Bradlee fund, . . . . .	40,000.00	
Mrs. Helen Atkins Edmands fund, . . . . .	5,000.00	
Eugenia F. Farnham fund, . . . . .	1,015.00	
Albert Glover fund, . . . . .	1,000.00	
Moses Kimball fund, . . . . .	1,000.00	
Mrs. Warren B. Potter fund, . . . . .	25,000.00	
Mrs. Benjamin S. Rotch fund, . . . . .	8,500.00	
Mary Lowell Stone fund, . . . . .	200.00	
Transcript ten-dollar fund, . . . . .	5,666.95	
Mrs. George W. Wales fund, . . . . .	10,000.00	
LEGACIES.		
Mrs. Harriet T. Andrew, . . . . .	5,000.00	
Mrs. Eleanor J. W. Baker, . . . . .	2,500.00	
Sydney Bartlett, . . . . .	10,000.00	
Samuel A. Borden, . . . . .	4,250.00	
Miss Sarah Bradford, . . . . .	100.00	
John W. Carter, . . . . .	500.00	
Benjamin P. Cheney, . . . . .	5,000.00	
<i>Amounts carried forward,</i> . . . . .	\$136,931.95	\$571,065.68

<i>Amounts brought forward,</i> . . . . .	\$136,931.95	571,065.68
George E. Downs, . . . . .	3,000.00	
Mrs. Lucy A. Dwight, . . . . .	4,000.00	
Mary B. Emmons, . . . . .	1,000.00	
John Foster, . . . . .	5,000.00	
Mrs. Elizabeth W. Gay, . . . . .	7,931.00	
Mrs. Ellen M. Gifford, . . . . .	5,000.00	
Mrs. Ann E. Lambert, . . . . .	700.00	
Elisha T. Loring, . . . . .	5,000.00	
Augustus D. Manson, . . . . .	7,500.00	
Miss Sarah L. Marsh, . . . . .	1,000.00	
Mrs. Richard Perkins, . . . . .	10,000.00	
Francis L. Pratt, . . . . .	100.00	
Miss Edith Rotch, . . . . .	10,000.00	
Miss Rebecca Salisbury, . . . . .	200.00	
Joseph Scholfield, . . . . .	3,000.00	
Mrs. Eliza B. Seymour, . . . . .	5,000.00	
Mrs. Cornelia V. R. Thayer, . . . . .	10,000.00	
Royal W. Turner, . . . . .	24,082.00	
Mrs. Mary B. Turner, . . . . .	7,574.00	
Mary H. Watson, . . . . .	100.00	
Mrs. Julia A. Whitney, . . . . .	100.00	
Miss Betsy L. Wilder, . . . . .	500.00	
Miss Mary Williams, . . . . .	5,000.00	
Funds from other donations, . . . . .	33,004.05	
Real estate subject to annuity, . . . . .		285,723.00
Cash in the treasury, . . . . .		7,200.00
Buildings, unimproved real estate, and personal property in use of the institution, South Boston, . . . . .		22,844.22
Land, buildings, and personal property in use of the kindergarten, Jamaica Plain, . . . . .		449,872.90
		257,229.63
		\$1,593,935.43
Whole amount of property belonging to the kindergarten, . . . . .		\$572,996.85
Whole amount of property belonging to the institution proper, . . . . .		1,020,938.58
		\$1,593,935.43



## LIST OF EMBOSSED BOOKS

PRINTED AT THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR  
THE BLIND, BOSTON, 1898.

TITLE OF BOOK.	No. of Vols.	Price per Set.
<b>JUVENILE BOOKS.</b>		
Alcott, Louisa M. Little Women, . . . . .	3	\$9.00
Andersen, Hans. Stories and Tales, . . . . .	1	3.00
Arabian Nights, six Selections by Samuel Eliot, . . . . .	1	3.00
Burnett, Frances H. Little Lord Fauntleroy, . . . . .	1	3.00
Child's First Book, . . . . .	1	.40
Child's Second Book, . . . . .	1	.40
Child's Third Book, . . . . .	1	.40
Child's Fourth Book, . . . . .	1	.40
Child's Fifth Book, . . . . .	1	.40
Child's Sixth Book, . . . . .	1	.40
Child's Seventh Book, . . . . .	1	.40
Children's Fairy Book, arranged by M. Anagnos, . . . . .	1	2.50
Chittenden, L. E. The Sleeping Sentinel, . . . . .	1	.40
Coolidge, Susan. What Katy Did, . . . . .	1	2.50
Cyr, Ellen M. The Interstate Primer and First Reader. (In press), . . . . .	—	—
Eclectic Primer, . . . . .	1	.40
Ewing, J. H. The Story of a Short Life, . . . . .	1	2.00
Greene, Homer. The Blind Brother, . . . . .	1	2.00
Hale, Rev. E. E. The Man without a Country, . . . . .	1	.50
Harte, Bret. The Queen of the Pirate Isle, . . . . .	1	.40
Heidi, translated from the German by Mrs. Brooks, . . . . .	2	5.00
Kingsley, Charles. Greek Heroes, . . . . .	1	2.50
“ “ Water Babies, . . . . .	1	2.50
Little Ones' Story Book, . . . . .	1	.40
Poulsson, Emilie. Bible Stories in Bible Language, . . . . .	1	3.00
“ “ In the Child's World, Part 1, . . . . .	—	.40
“ “ In the Child's World, Part 2, . . . . .	—	.50
“ “ In the Child's World, Part 3, . . . . .	—	1.50
“ “ Stories for Little Readers, . . . . .	1	.40
“ “ Through the Farmyard Gate, . . . . .	1	.50
Richards, Laura E. Captain January, and other stories, . . . . .	1	3.00
Ruskin, John. The King of the Golden River, . . . . .	1	.40
Sewell, A. Black Beauty, . . . . .	1	3.00
Standard Braille Primer, revised, . . . . .	1	.50
Turner's First Reader, . . . . .	1	.40

N. B.—The prices of the books DO NOT include postage or expressage.  
All the books are printed in the BOSTON LINE type.

TITLE OF BOOK.	No. of Vols.	Price per Set.
Twelve Popular Tales, selected by H. C. Lodge, . . . . .	I	\$2.00
Wiggin, Kate D. The Story of Patsy, . . . . .	I	.50
“ “ “ A Christmas Dinner, . . . . .	I	.40
Youth's Library, volume 1, . . . . .	I	1.25
Youth's Library, volume 2, . . . . .	I	1.25
Youth's Library, volume 3, . . . . .	I	1.25
Youth's Library, volume 4, . . . . .	I	1.25
Youth's Library, volume 5, . . . . .	I	1.25
Youth's Library, volume 6, . . . . .	I	1.25
Youth's Library, volume 7, . . . . .	I	1.25
Youth's Library, volume 8, . . . . .	I	1.25
Script and point alphabet sheets, per hundred, . . . . .	-	5.00
GENERAL LITERATURE.		
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MRS. ELIZABETH C. AGASSIZ.	MRS. THOMAS MACK.
MISS AGNES BROOKS.	MRS. W. D. K. MARRS.
MISS CAROLINE DERBY.	MRS. GEORGE HOWARD MONKS.
MRS. E. WINCHESTER DONALD.	MRS. E. PREBLE MOTLEY.
MRS. MAUD HOWE ELLIOTT.	MISS ANNIE C. WARREN.

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## OFFICERS OF THE KINDERGARTEN.

### DIRECTOR.

MICHAEL ANAGNOS.

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### ATTENDING PHYSICIAN.

HENRY W. BROUGHTON, M.D.

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### OPHTHALMIC SURGEON.

FRANCIS INGERSOLL PROCTOR, M.D.

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### Boys' Department.

MISS ISABEL GREBLEY, *Principal Matron.*  
MISS FLORA C. FOUNTAIN, *Assistant.*  
MISS GRACE W. THOMAS, *Kindergartner.*  
MISS L. HENRIETTA STRATTON, *Teacher.*  
MISS ELEANOR M. HAMILTON, *Music Teacher.*  
MISS HELEN S. CONLEY, *Teacher.*

### Girls' Department.

MRS. J. M. HILL, *Matron.*  
MISS CORNELIA M. LORING, *Assistant.*  
MISS ALICE E. SHEDD, *Kindergartner.*  
MISS ALICE M. LANE, *Teacher.*  
MISS ELFIE M. FAIRBANKS, *Music Teacher.*

MISS LAURA A. BROWN, *Teacher of Manual Training.*

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### Primary Department.

MISS MARY J. JONES, *Matron.*  
MISS BERTHA G. HOPKINS, *Teacher.*

MISS HELEN M. ABBOTT, *Music Teacher.*  
MISS MARTHA E. HALL, *Sloyd.*

## GIFTS IN LIFE AS WELL AS IN DEATH.

DEAR FRIEND:— Are you thinking of making your will and of disposing of the whole or a part of your estate for educational and benevolent purposes? If so, do not forget the Kindergarten for the Blind in Jamaica Plain. Pray bear in mind the fact that this institution is doing a holy work for the needy little sightless children, its object being to mitigate the sad effects of their affliction, to improve their condition physically, intellectually, and morally, and to free them from the fetters of helplessness and dependence.

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 FORM OF BEQUEST.

I give, devise and bequeath to the corporation of the Perkins Institution and Massachusetts School for the Blind, Boston, Mass., for the sole use and benefit of the Kindergarten for the Blind, the sum of \_\_\_\_\_ dollars.

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 FORM OF DEVISE OF REAL ESTATE.

I give, devise and bequeath to the corporation of the Perkins Institution and Massachusetts School for the Blind, Boston, Mass., for the sole use and benefit of the Kindergarten for the Blind (here describe the real estate accurately), with full power to sell, mortgage and convey the same, free of all trusts.

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*The Kindergarten for the Blind is located at the corner of Perkins and Day streets, Jamaica Plain.*

*The Jamaica Plain electric cars pass within ten rods of the buildings.*



# KINDERGARTEN FOR THE BLIND.

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## REPORT OF THE TRUSTEES.

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*To the Members of the Corporation.*

LADIES AND GENTLEMEN:— We take great pleasure in laying before you the twelfth annual report of the kindergarten for the blind, giving a brief account of its operations during the past twelve months and of its condition and needs at the present time. An examination of its records shows that the year just closed has been one of blessing and of gratifying success in every phase of the life of the kindergarten and all along the lines of its work.

Before proceeding with our statement we desire to express for ourselves and in behalf of the children entrusted to us our profound gratitude and heartfelt thanks to all the kind friends who have by contributions or in other ways aided the work of the infant institution.

### NEW BUILDING AND ADDITIONAL LAND.

As we pass in review the work of the kindergarten during the past twelve months, the mind

rests upon two events of unusual importance. The first is the completion and opening of the new building, and the second the purchase of a strip of land adjacent to the kindergarten grounds.

The third edifice on the kindergarten grounds was finished early in the spring, and the work of furnishing it and of organizing a corps of teachers and other officers went steadily on until the arrangements for its occupancy were completed. A matron and the necessary number of teachers were engaged, and have begun their work with the boys who have been advanced from the primary department already established in the original building, and thus have made room for those who were waiting patiently for that relief from the evils of never-ending darkness which education alone can give. As we have already pointed out, the expenses of the kindergarten are or will be largely increased by the opening of this third building. This is but the natural consequence of the expansion and growth of the enterprise, and we do not flinch at thus pushing forward, feeling sure of the sympathy and hearty coöperation of the hosts of friends who have been raised up everywhere for the little blind children.

The grounds of the kindergarten lacked only a strip of land, which separated them from Bynner street by five feet at one end and by ninety-two feet at the other, to make the square complete, bounded by highways on all four sides. This strip was pur-

chased in two parts, one, containing six thousand one hundred and twenty feet, from the Noone estate, in December, 1897, the other, containing forty-two thousand feet, from Col. Thomas L. Livermore, in March, 1898. Thus the property of the kindergarten now covers an area of eight and three-quarters acres. As soon as the land came into our possession it was cleared, graded, and seeded for grass, and trees were planted on it. With this valuable addition and uninterrupted control of the whole block, we have secured this estate from the danger of the close proximity of undesirable neighbors, and we are sure that our satisfaction in these new possessions will be shared by all who are interested in the cause of the blind.

#### THE GROWTH AND VALUE OF THE KINDERGARTEN.

The growth of the kindergarten during the past eleven years is most interesting and significant. Rising slowly but steadily from very humble beginnings, the little school has reached a high degree of development, and is now rendering a most important service to the cause of the education of the blind. Indeed, it has in their case inaugurated an era of pedagogical reformation, and has become a great force for good. At the same time, by its fruits in the past and by its large promise of greater achievements in the future it has proved its value to the community, and has rendered indisputable its rights

to an adequate support, in order that its work may be carried on without deterioration or hindrance.

The kindergarten has kept its onward course, and has become a nursery on a large scale, where life is unfolded on all sides under universal laws, the sense of right and wrong is awakened, gentleness is fostered, and the will, the emotions and the imagination are cultivated and trained. To deepen the nature as well as to quicken it, to multiply the resources of energy and self-reliance as well as to develop the brain and train the hands for the activities of life, to preserve the sanctity of the soul while drawing it into expression, are the results for which the friends and helpers of the little sightless children are earnestly hoping and fervently praying. The rational system of education pursued at the kindergarten makes the realization of these hopes possible.

#### EXERCISES AT THE BOSTON THEATRE.

On the day of the annual commencement exercises of the institution the little children of the kindergarten were, as usual, in the van of the ranks of pupils upon the stage and were the cynosure of the eyes of the large audience. Their part in the entertainment came first on the programme, and, upon Dr. Eliot's announcement of the exercise showing a day in their life, four little girls and an equal number of little boys hurried to the low tables near the footlights and fell to work upon the clay

which they found before them with a zest which plainly said that this was fun and no irksome task. While they were engaged in moulding the clay, Dr. Eliot introduced the speaker of the day in the following words:—

In order to save time I ask you to listen to an address in behalf of our school in all its branches, not merely the kindergarten, but in all its departments, from one whose sympathy with everything good and generous in Boston is well known to the assembly. Dr. Gordon, of the Old South, will now speak out of his warm and glowing heart to us all.

Dr. George A. Gordon addressed the audience as follows:—

ADDRESS OF REV. GEORGE A. GORDON, D.D.

DR. ELIOT, LADIES AND GENTLEMEN:— I am afraid that you will use your eyes more than your ears while I am speaking to you. I have often been placed in difficult circumstances in my life, and have had to meet a great deal of competition, but I think that this is the most severe that I ever did encounter, and I ask your sympathy; and perhaps even more than that. I have a confession to make. I believe that I am a director or a trustee or corporator of this institution, and I have not attended an exercise, either from negligence of duty or from some other reason, for the last ten years. This work was comparatively small the last time that I saw it, and it has grown into prodigious dimensions since then. I feel very much like a parent who has parted with his boy when he was a very little fellow, and who has received him back grown to such size, vigor, power and promise that the father is no longer able to recognize his own child. I suppose that this was in the mind of Mr. Anagnos when he asked me to say a few words for the kindergarten this afternoon. He rightly judged that I would be so impressed with the growth of it that I might the more vividly set its claims before you.

You are aware that a new building has been added the present

year to the institution ; that it has been in response to a call for more room for these children of misfortune and of promise ; and that, in order to meet this demand, an increase in the accommodation and in the working service of the institution has been called for, and consequently a decided advance in financial support from our loyal and warm-hearted friends. Nothing is needed, I am sure, by this audience of wise and generous and tender-hearted men and women, who have been all their lives on the outlook for a noble cause, who are ever ready to open their hearts to the appeal of a just and merciful work like this,—nothing is needed from me but the simple statement of the increased burden which has come upon the institution and of the increased strength demanded to lift and carry it. To you, therefore, this institution looks for more friendship, for more support, for more sympathy, and for a fuller disclosure of your love and faith and religious interest in it. It acknowledges its gratitude for what its friends have already done for it by attempting still larger things in their name.

Let me say a few words about the general work. One of the great comparisons of literature, the literature of the world, is Plato's comparison of men in the cave. The cave represents the world ; the persons in it represent the human race. Their backs are turned toward the light. Images are carried by some mysterious hands on a bridge between them and the light, and the images throw their reflections upon the wall over against which these persons are seated. They therefore behold not the sunlight, not realities in the sunlight, but images of images on the gloomy end of the cave. By this picture the great writer wishes to exhibit the pathetic condition and the sad limitations of our humanity. He also designs to indicate the great outside world into which education, philosophy, discipline and religious aspiration may bring men at last. The great reserved universe of God lying in light and beauty and reality outside of the cave is waiting, waiting for men to be brought to possess and enjoy it.

That old classic figure represents truly and tenderly the condition of these children,—children of sore limitation and of wondrous promise ; but I think another illustration is needed to indicate the criticalness of the case, the urgency of it, and the touch of horror that rests upon it.

We are hardly aware how much our comfort and our civilization depend upon those who work for us in the mines of the earth,

and from time to time we know that those who dig down in the darkness for our comfort, and for the comfort of our fellow-citizens everywhere, are occasionally shut in from the light, and their lives put in the very greatest danger. Those who toil for their rescue know that there is the possibility of saving them, and they know also that unless the work is done with the greatest despatch it will be too late. That illustrates the condition of the children who come to this institution. They are shut in, they are locked out from the world, and this institution knows that, unless they are taken when they are very young it is too late; unless the work is carried on with despatch it will prove unavailing, and shut out from the great world of light and life and joy they will permanently be. This is the passion that quietly works in the hearts of all the directors and of the superintendent of the institution, and of all these teachers,—the sense that human souls are shut out from the light, shut in in the darkness, and that the utmost celerity is necessary if they are to be rescued to anything like the full life and opportunity of human beings.

And then we touch the second point. Every human being in a state of isolation is in a state of helplessness and misery. Misery and helplessness are the dower of every human being that comes into this world, but we have waiting here a vast achievement of thought,—high, beautiful, sacred wisdom; we have here awaiting the new soul a whole world of sentiment—precious, inspiring, joy-giving. A whole world of intellectual, artistic, and religious achievement thus awaits every new-comer. The point of supreme importance is to establish lines of intercommunication between the intelligence, between the taste, between the conscience, between the life of the new-comer and the accumulated treasure of this Christian world of ours. Therefore it is that education stands upon so high ground. It stands guard over the helpless life, the isolated life, the life doomed to misery. Here it is in its isolation vaguely conscious of the power of this great world about it, the world of nature, the world of art, the world of wisdom, the world of religion, and the world of human beings in whom all these interests are perpetuated; and the soul in its sorrow and hope calls upon the wise and the good to put it in communion with truth and beauty and joy. That is what education means,—a share in the best thought of the world, ever growing; a share in the beauty of the world, ever extending; a share in the religion of

the world, at its best and ever deepening; and a place in the great fellowship of thinkers, believers, lovers and doers of the will of the Most High.

That is education, and shall it be denied to those who come into the world blind or deaf or dumb? Is there any way of making them sharers in this vast and precious and unspeakable and unspeakably beautiful heritage of our humanity? Surely there is. When the Master of the Christian world came, the best thing that he could say to one who questioned him about his claim of mastership was: Go and tell him this, that the blind receive their sight, and the lame walk, and the deaf hear, and the dumb speak, and the dead are raised up; and the lives of the poor and needy were flooded with a message of light and beauty from the heart of the Eternal. That miracle of the Lord is being repeated in our own time. The blind are made to see,—made to see the wisdom and the beauty of both nature and the thought of the world; the deaf are made to hear, they are made to reach that which hearing gives to us; the dumb are made to speak, and the isolation is broken up, for what are our senses but lines of intercommunication with the glory of the physical world, and the glory of the world built up by human thought and human hands, and the glory of the world of human fellowship? This line of intercommunication between the soul and the world is the supreme thing, and standing upon this, and working upon the rarer if more limited sympathies and susceptibilities of these children, their fineness, their exquisiteness, their marvellousness, the endeavor is made to bring into touch with them the world of nature, the world of thought, the world of art, the world of religion, the world of personality, the world of God.

We find that this wonderful universe is for these restricted lives, that they too may share deeply and joyfully in the possessions and hopes of our common humanity.

One word more. This is the most religious work of which I have any knowledge, in the sense, first of all, that one feels the power of soul where soul is under such tremendous restrictions and limitations. Nothing but soul could make itself felt from such a distance and through such obstructions. One comes to teach one of these little ones whose angels do always behold the face of our Father who is in heaven, one comes to look at them with a sort of awe as if in the very presence of God. Those who



in patience, in fidelity, in sympathy, in devotion set themselves to teach these dear children, and to bring them to such happiness and such efficiency in their play and in their work and in their hope, as we today witness, go in the power of a great vision. And the call comes to the friends who have gathered round this institution, who have carried it on their hearts, who believe in it, and whose gifts and tender humanity, like a great sea, have lifted and borne it onward in increasing power and in hope, to open their hearts yet more widely to this sacred appeal of pity. It has pleased God to send these children so that they should appeal to our sympathy. Let us coöperate with him in setting them free and in lifting them higher and higher into the power and joy of a full human existence.

Let us rejoice over this hour; let us thank God that in this world where there are so many things to harden us, there are so many things to melt us, to sweeten our nature, to fill it with loving kindness and with tender mercy, to inspire within us a purpose to draw the unsheltered ones within the shadow of the wings of the eternal God. Let our common sigh and aspiration for this institution be that the Eternal may be its refuge, and underneath it the Everlasting Arms.

At the conclusion of his address the little modellers arose and told the story of a walk in the country, illustrating the description with the shapes which they had fashioned and which they held up in order that the models might be seen from every part of the house. The audience accorded them hearty applause, which was redoubled when the youngest member of the little group, wishing to do his part thoroughly, clapped his tiny hands vigorously. Then all the children joined in songs and games and fluttered merrily about the stage until the audience laughed in sympathy with their joyous motion. In introducing Tommy Stringer, whose

exercise in botany came next, Dr. Eliot gave the following explanation of his work:—

I want you to see the books which have been prepared by Tommy Stringer, during the last year, all by himself. He has gathered these leaves and written these descriptions of them. You can see, I am sure, even at this distance, that the work would be creditable to children in any botany class in our public schools; in fact, I think they pass, altogether pass, beyond the sphere of most botanical exercises with which I have been familiar. Tommy will now speak for himself, but I wanted you to know what he had done, and what he was going to explain.

Tommy then recited, through the medium of the manual alphabet, some of the characteristics of the different families of trees, and exhibited his own mounted specimens in illustration of his words. Tommy's statements were faithfully interpreted to the audience by his teacher, and they left no doubt as to his thorough understanding of the subject. His performance was received with delight, and it was evident that he shared heartily in the general pleasure. His precision and nicety of touch were particularly noticeable in the deft way in which he handled his specimens, and in every respect the exercise was intensely gratifying to the many friends who watch Tom's progress with profound interest.

The kinder orchestra came last, and gave expression to the patriotic fervor of its members by playing with great energy a medley of national airs, which closed the children's part of the exercises. Then, all too soon, the little ones were spirited away and

vanished from the stage, in order that the pupils from the parent school might have sufficient room for carrying out their part of the programme.

All which is respectfully submitted by

FRANCIS H. APPLETON,  
WILLIAM ENDICOTT, JR.,  
CHARLES P. GARDINER,  
JOSEPH B. GLOVER,  
N. P. HALLOWELL,  
J. THEODORE HEARD,  
HENRY MARION HOWE,  
EDWARD N. PERKINS,  
GEORGE H. RICHARDS,  
WILLIAM L. RICHARDSON,  
THOMAS F. TEMPLE,  
S. LOTHROP THORNDIKE,

*Trustees.*

# KINDERGARTEN FOR THE BLIND.

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## TWELFTH ANNUAL REPORT OF THE DIRECTOR.

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A sensitive plant in a garden grew,  
And the young winds fed it with silver dew,  
And it opened its fan-like leaves to the light,  
And closed them beneath the kisses of night.  
And the spring arose on the garden fair,  
Like the spirit of love felt everywhere ;  
And each flower and herb on Earth's dark breast  
Rose from the dreams of its wintry rest.

— SHELLEY.

### *To the Board of Trustees.*

GENTLEMEN: — In presenting my customary report on the operations of the kindergarten for another year, it gives me sincere pleasure to state that the facts in the case enable us to congratulate ourselves upon what has been achieved during this period, and warrant our entertaining a deep sense of hopefulness for the speedy accomplishment of what remains to be done.

No untoward event has occurred to disturb the even course of the year under review, nor has there been any serious interruption in the daily exercises of the school-room, occasioned by illness or by any other cause. At the beginning of the Christmas

holidays measles broke out among the boys, and a little later in the season mumps made their appearance among the girls. There were in all seven cases of the former and fifteen of the latter, but all of them proved to be of a very mild form. Moreover, one of the little boys, Charles Eugene Schlittler of Boston, died of spinal disease. He was in a disordered condition physically when he was brought to the kindergarten, and hence he was transferred first to one then to another hospital for treatment, but all efforts to cure him were of no avail. With these exceptions the health of the two households has been exceedingly good.

Praise and grateful acknowledgments are due to the attending physician, Dr. Henry W. Broughton, for medical services promptly and faithfully rendered during a period of eleven years, without any other compensation save the satisfaction arising from the consciousness that he is doing all that lies in his power to help the cause of the little sightless children. We are also greatly indebted to our friend, Dr. Francis Ingersoll Proctor, the skilful ophthalmic surgeon, who readily responded to all calls upon his time, and examined every new-comer with a view of ascertaining the exact condition of his visual sense and the causes which have produced it, and of furnishing such a concise description of each case as is needed for our records.

Thanks to the unstinted generosity of its kind friends and liberal supporters, the kindergarten has

been made a veritable paradise, where the children live under the supreme law of love, surrounded by the healthiest formative influences, where they enjoy rare opportunities for normal development as well as for pleasure, and are provided with the best means for physical, intellectual, social, and moral training.

It is impossible to recount within the limits of an annual report all that has been accomplished in a large number of cases. In order to realize fully and appreciate adequately the value of the results obtained at the kindergarten, one would need to be perfectly familiar with the bodily and mental condition of most of the little boys and girls at the time of their admission.

#### THE MISSION OF THE KINDERGARTEN.

If I could put my words in song,  
And tell what's there enjoyed,  
All men would to my garden throng.

—EMERSON.

The kindergarten is more and more recognized as one of the most potent and uplifting instrumentalities in the education of the blind. Its mission is a holy one and its power for good far-reaching and pervasive. It is doing a splendid pedagogical and humane work, saving scores of little sightless children from distressing surroundings and corrupting influences or from weakening and demoralizing indulgence, developing them on the three sides of their nature and moulding their character before the demon of evil gains the mastery of their hearts. For their radical better-

ment and their rescue from the jaws of dependence more is to be hoped from the kindergarten plan, duly improved and judiciously administered, than from any other known agency. This is really the door by which they are to enter upon their future welfare. Nothing can cope with it in its power and adaptability for clearing the ground of the mind and soul early in the spring of life from all sorts of noxious weeds, and for planting in their stead the seed of good qualities, for ascertaining the need of each individual case and for setting in motion the wonderful machinery of self-activity.

This system of pedagogy is the product of the lifelong thought, research and experience of a keen observer and profound lover of children, a man abundantly rich in native insight and wisdom, thoroughly acquainted with schools and their workings and gifted with the power of instant perception or direct cognition which lies in the region of the intuitional, with that immediate knowledge of the spirit which from Aristotle downward seers have recognized as the higher activity of the mind. It is based on deep meditation and diligent study of the nature and requirements of children and on rare philosophic discernment, and it provides for the tender human plant the proper conditions for steady growth and harmonious development,—suitable soil and climate, careful nurture, joyful occupation for the activities of body, mind and soul, and excellent opportunities for the cultivation of those relationships which bind

man to his fellow-creatures, to mother nature and to the first cause of all things.

The fault which some scientific men are prone to find with the kindergarten system, as being destitute of psychology, shows nothing less than that the worship of the microscope and the habit of looking at things from one side only is doing incalculable harm in not a few instances by narrowing and contracting minds which evidently had the early promise and the elements of great usefulness and brilliant achievement. Nothing was farther from the thoughts and intentions of the great apostle of the new education than to pervert his magnificent pedagogical creation into a sort of psychological laboratory, where the faddists of these latter days might have an opportunity to use freely their dissecting scientific instruments on the brains and hearts of little human beings, and to carry on all kinds of intellectual and psychic analyses to their own satisfaction. He looked upon the child as a centre of free will and as an indissoluble organic unity, to be carefully studied and rationally interpreted, and not as an aggregate of physical and psychical elements to be analyzed and explained.

It is truly fortunate that Froebel was not a professional physiological psychologist or a trained biologist of the ordinary type; for, if he had been either the one or the other, a large part of the creative force of his consummate enthusiasm and of his marvellous power of penetration might have been



evaporated in the attempt to ride at a high speed some kind of scientific hobby, or in the task of recording and classifying the pedantic trivialities of some special line of child investigation, and thus the world might have been deprived of the inestimable blessings which his educational genius has conferred upon it.

Born for the universe, he could not narrow his mind  
And to hobby give up what was meant for mankind.

In regard to the kindergarten for the blind, it is peculiarly gratifying to be able to report that it has been constantly growing in every direction, and that its present state is a palpable and cogent proof both of the wise methods of development and training pursued within its walls and of the admirable work that is done there. Its influence is becoming wider and more powerful from year to year, and its progress towards the consummation of the plans laid out by its founders is uninterrupted. That there are still difficulties in the way of its advancement is not to be wondered at. Since it is most beneficent in its purposes, eminently successful in the results of its ministrations, increasing constantly both in size and power, continually winning new supporters and adherents, all because the best and most intelligent classes of the people of Massachusetts have at heart the cause of the little sightless children, the infant institution, so successfully planted and so firmly rooted in the midst of a highly civilized and proverbially generous community, is steadily

pushing onward to complete victory and cannot possibly fail to gain it.

#### CHANGES IN THE CORPS OF OFFICERS.

*Die Dinge der Welt sind in unaufhörlichen Wechsel.*

— HUMBOLDT.

The statement of the celebrated naturalist concerning the unceasing mutability of the "things of the world" may be fittingly applied to the changes which have occurred in the staff of the teachers and other officers of the kindergarten during the past year.

In the girls' department Miss Helen M. Douglas, an estimable woman and well-educated kindergartner, feeling that she did not possess the full measure of strength necessary to meet in every particular the requirements of her position, declined to accept a re-appointment at the expiration of her term of service. The vacancy thus created was filled by the appointment of Miss Alice Elizabeth Shedd, one of the well-equipped graduates of Miss Mary J. Garland's normal class, and a kindergartner of modest demeanor, superior intelligence and uncommon devotion to the improvement of her little pupils.

In the boys' department there have been three changes, both Mrs. Sarah J. Davidson, the kind-hearted kindergartner, and Miss Nettie B. Vose, the faithful and indefatigable assistant matron, having refused to renew their engagements for another year on the same terms as before, and the music

teacher, Miss Helen M. Abbott, having been transferred to the primary department. Mrs. Davidson's connection with the kindergarten began in 1888, soon after the work of the little school had been thoroughly organized by that able teacher and earnest leader, Miss Fanny L. Johnson, while the appointment of Miss Vose dates from the time of the opening of the first building in May, 1887. Both ladies have been faithful and efficient officers, and their resignations were accepted with regret.

Miss Grace W. Thomas, one of the recent graduates of Miss Lucy Wheelock's normal class, succeeded Mrs. Davidson, and Miss Flora C. Fountain was appointed in Miss Vose's place. Before taking a full course of kindergarten training under the tuition of Miss Wheelock, Miss Thomas had experience in teaching primary pupils, and in addition to this she brings to her work the energy and enthusiasm of youth, which are absolutely essential for the teacher of all children, but especially of those who are heavily handicapped in the race of life by the loss of one of the royal avenues of sense. Miss Fountain seems to be well fitted for her work, and is endued with some of the excellent qualities which characterized her worthy predecessor. Miss Eleanor Maude Hamilton, who, soon after her graduation from the New England Conservatory of Music last summer, took a regular course in Miss Fletcher's "simplex method" of leading children in a rational way to the study of music, has been employed to

fill the vacancy caused by the promotion of Miss Abbott.

#### OPENING OF THE PRIMARY BUILDING.

Friends. — Ay, say you so? the gates shall then be open'd.

— SHAKESPEARE.

The new building was furnished and made ready for occupancy during the summer, and it was opened under good auspices at the beginning of the school term in September.

Thus the field of the operations of the infant institution has again been enlarged, and another family, the third in order of formation, has been organized on its premises, consisting of a matron, Miss Mary J. Jones; a teacher of the ordinary English branches, Miss Bertha G. Hopkins; an instructor in sloyd and gymnastics, Miss Martha E. Hall; Miss Helen M. Abbott, the music teacher of whose promotion mention has already been made, and of nine pupils, who were transferred from the kindergarten department, having completed the usual course of training therein pursued.

We were exceedingly fortunate in the selection of the personnel of the new department. It would hardly be possible to gather together a set of more earnest and conscientious workers than those who compose the present group. Each and all of them are well fitted for their several tasks, and eager to discharge their duties faithfully and to the best of their abilities. Both Miss Hopkins and Miss Hall

are adequately equipped to meet the requirements of their positions, the former having graduated last summer from the State Normal School at Framingham and the latter from the Sloyd Training School in Boston, which is superintended by Mr. Gustaf Larsson. Miss Abbott's work with the kindergarten children bears testimony to her efficiency as music teacher.

The matron of the new building, Miss Jones, proves to be the right person in the right place, and shows that there was no error in the judgment of those who recommended her very highly to us. She undoubtedly is an excellent housekeeper and a prudent and alert manager of the affairs of the family over which she presides, attending diligently to every detail of her business. This is an admirable quality, one which is not very common, and the importance of which both in a financial and social point of view it is quite impossible to over-estimate.

Careful study of facts and frequent comparisons of figures have firmly convinced us that domestic economy or extravagance is a question of vigilant house-keeping rather than one of restriction or of liberality in the supply of articles of food and in their distribution. We have known more than one instance where the head of a household provided a better and more varied living for her family at a smaller cost per caput than that procured by others who were infinitely more lavish in their expenses and very clamorous for good things. The secret of all this lay in the fact that the

former was an active supervisor, made frequent visits to her kitchen, kept herself exactly informed of the contents of her pantry and store-room, decided intelligently as to what and how much was actually needed every day, giving explicit directions for the exact amount, and tried faithfully to utilize everything and to prevent unnecessary waste, which is usually the result of thoughtless recklessness; while the latter were content to sit at their desks or in their arm-chairs and issue orders therefrom, thus placing the interests of their charge at the mercy of an irresponsible and not infrequently prodigal cook. It is not too much to say that no woman is fit to be matron of a public institution who is not perfectly familiar with every detail of the art of housekeeping or who deems it to be beneath her dignity to put on her apron and be present in every part of her domain, directing the work of her assistants and subordinates, securing the blessings of cleanliness, giving out in due measure such supplies as are entrusted to her keeping, and making sure that they are properly used.

The work in the primary building is carried on in accordance with the fundamental principles of the Froebelian philosophy of pedagogy. Due attention is paid to educative self-activity, from which the pupils receive the impetus of real growth. The sweet joyousness of the kindergarten life goes on here without obstruction, and the children continue to enjoy the same social advantages and rational methods of training and to display the same energy and vivid interest

in their surroundings as in their earlier home. None of the conditions are lacking which are needful for drawing out the learners in every direction indicated by their individual tendencies, and for making them active in line with their possibilities.

The new department is entirely separate from the other buildings of the kindergarten, and has no business relations with any of them. Its management is absolutely independent from their administrative jurisdiction, and all matters relating thereto are directly referred to the proper authorities at the Perkins Institution for consideration and settlement. This plan seemed to promise better results than any other; and, by adopting it after careful thought and considerable deliberation, we have taken the first step toward a radical reorganization, which is to be effected at the close of the present school year. Thenceforth there will be no principal resident officer at the kindergarten. The three matrons will be placed on exactly the same footing in every particular, and each of them will manage the affairs of her household in accordance with the advice and instructions which she will receive directly from the headquarters at South Boston, and not through an intervening agency. Both experience and long observation have led us to the conclusion that this arrangement is the only one that can guarantee permanent peace and harmony.

## LEGACIES AND GIFTS TO THE KINDERGARTEN.

Still with each day's new birth  
 Great deeds are dawning ;  
 Still in the silent earth  
 New graves are yawning.

— FRANCIS H. TABOR.

From the day of its foundation the kindergarten has had the good fortune to find in the community a large number of loyal friends and warm-hearted sympathizers, to whom its work appealed in a forceful manner, and who have taken an active interest in its success. It has been chiefly through the liberal contributions and constant gifts which came from these benevolent men and women while they were living and through the munificent legacies which they left for it in their wills when death snatched them away that the infant institution has been provided with the substance of its existence and with the means for the extension of its possessions and for the enlargement of the field of its operations.

During the past year several bequests have been received, and on the golden roll of the generous benefactors of the little blind children the following names will be indelibly inscribed: Miss Edith Rotch, Mr. John Foster, Mr. John W. Carter of Newton, Mrs. Julia A. Whitney and Mr. Francis L. Pratt.

The sum of \$10,000, which the late Miss EDITH ROTCH bequeathed to the kindergarten, has been paid to the treasurer by the executrix of her will.



Like her beloved mother, Miss Rotch took a deep interest in the kindergarten, and of all the good causes which attracted her attention and enlisted her sympathy—and there were many—none was nearer to her heart than that of the little sightless children. She always contributed liberally to its support, rendered personal service to it as a member of the ladies' visiting committee, and exerted her influence in its favor whenever she had the opportunity of doing so. The blind and their friends will ever cherish and bless the memory of Miss Rotch and of her mother, Mrs. Benjamin S. Rotch.

In the death of Mr. JOHN FOSTER, Boston has lost one of its eminent merchants and most benevolent citizens, and the cause of the education of the blind a good friend and liberal helper. Mr. Foster had a strong character and a large nature. He was generous in thought and deed, yet prudent in the bestowal of his benefactions. Charitable enterprises and educational interests were never neglected by him. He went through the world shedding real blessings on every side of him at each step he took and sowing deeds of kindness. He showed his hearty appreciation of the ministrations of the kindergarten by a liberal gift of money sent to it several years ago, and by leaving to it at the close of his earthly career a legacy of \$5,000. This amount has been received from the executors of his will, and has been invested as a permanent fund, to be named after the testator, who will always

occupy a prominent place among those of the great benefactors of the little sightless children, and whose memory will be gratefully treasured and held in tender esteem forever.

The sum of \$500 has been received from the estate of Mr. JOHN W. CARTER of Newton, in full payment of a legacy left by him to the kindergarten. Mr. Carter took a prominent part in philanthropic movements, and was a man of sterling integrity and generous disposition. He had a high conception of his duty towards his fellow beings, and was ever ready to reach forth a helping hand. His kind remembrance of the kindergarten in the distribution of a part of his moderate fortune for educational and humane purposes bears testimony to the generosity of his heart and to his profound interest in the cause of the little sightless children, to which not a few of the reputed and real millionaires turn a cold shoulder.

From the executors of the estate of Mr. AUGUSTUS D. MANSON the kindergarten has received as one of the residuary legatees the sum of \$2,500, in addition to the bequest of \$5,000 which was paid in full during the financial year preceding the one under review, and of which due mention was made in our last annual report. Many a blind child will arise and bless for generations to come the memory of the generous philanthropist whose name is attached to this legacy.

The kindergarten was also kindly remembered in

the will of Mr. FRANCIS L. PRATT and in that of Mrs. JULIA A. WHITNEY, having received a bequest of \$100 from the estate of the former and one of the same amount from that of the latter.

It is with a feeling of deep thankfulness and heartfelt joy that I record these legacies, the thought often recurring to my mind that monuments of this sort, built without ostentation and in the spirit of genuine benevolence, are productive of lasting good, and hence more enduring than those of stone or brass.

I beg to express in this connection my sense of great obligation and profound gratitude to a host of living friends and generous benefactors, who continue to manifest a cordial and unflinching interest in the cause of the little sightless children, and who, although their numbers have been reduced by death, still constitute one of the firmest pillars of its support. In this category are included the honored names of Mrs. J. Huntington Wolcott, Mrs. Annie B. Matthews, Miss Sarah M. Fay, Mr. Francis H. Peabody, Mr. Joseph B. Glover, Mr. H. H. Hunnewell, Mrs. Frederick L. Ames, Miss Mary S. Ames, Mrs. Charles W. Amory, Mrs. Warren B. Potter, Mrs. William H. Slocum, Mrs. J. H. Thorndike, Mr. Charles A. Welch, Col. William A. Tower, Mrs. Winthrop Sargent, Mrs. William V. Kellen, the Misses Loring, Mrs. Mahlon D. Spaulding, Miss Mary L. Ware, Mr. and Mrs. Thomas A. Watson of Weymouth, Miss Ruth Williams, Mr. Charles L.

Young, Mr. John Lewis Bremer, Mr. E. R. Brown of Dover, N. H., Mrs. T. Jefferson Coolidge, Miss Cornelia Anne French, Mr. Jonathan French, Miss H. W. Kendall, Mrs. Marcus Kimball, Mrs. John E. Lodge, Mr. John Lord, the Misses Dutton, Mrs. Leopold Morse, Mrs. M. Abbie Newell, the Misses Peabody of Cambridge, Mrs. W. D. Pickman, Mrs. Knyvet W. Sears, and many others who are mentioned in the list of acknowledgments.

To one and all of these generous contributors we owe a debt of grateful appreciation that words can never express. I am sure that they would feel amply repaid for their thoughtful liberality if they could witness what is now being done for the amelioration of the condition of the little sightless children, among whom there are many whose pinched features and wan countenances tell only too sadly the story of their woes and deprivations in the past.

#### MRS. HELEN ATKINS EDMANDS FUND.

Tho' lost to sight, to mem'ry dear  
Thou ever wilt remain.

—GEORGE LINLEY.

Among the honored names, which are recorded in letters of gold on the roll of the benefactors of the blind, that of the late Mrs. Elisha Atkins stands very prominent. She was one of the truest and stanchest friends of the little sightless children, and, while her tender heart was full of sympathy for them, her generous hand was always open, giving substantial aid to

their cause. Through all the varying years, amid the lights and shades of vicissitudes, the time of good and ill report alike, her interest in the kindergarten was unflinching, and her gifts to it, bestowed on the sole condition that her name should not be attached to them, were as regular in their appearance as the northern star.

Before her death Mrs. Atkins arranged that the amount of \$5,000 should be given to some deserving institution, in memory of her deceased daughter, Mrs. HELEN ATKINS EDMANDS, and be kept intact as a permanent fund, the income only to be used.

The heirs of Mrs. Atkins, carrying out her wishes in a spirit of affectionate respect and filial reverence, have chosen the kindergarten as the recipient of the fund, being sure that, if their dear mother could speak, she would approve heartily of their selection.

Thus, by the thoughtfulness of her mother and the judicious decision of the surviving members of her family, Mrs. Edmands is worthily commemorated in the establishment of a beneficent fund, the income of which will be nearly sufficient for the maintenance and education of one child, thus, in the course of time, bringing light and life to many little ones sitting in helpless darkness. This fund, being as it is a touching token of maternal love for a departed daughter, forms a memorial which is grander and more enduring than a barren monument of granite or bronze, with little meaning and no purpose save a selfish one.

Joseph Rodrigo, a little colored boy from New

Bedford, who will in a few months be five years of age, is the first recipient of the benefit of the Edmands fund.

A VERY APPROPRIATE GIFT.

A gift I warrant. Why, this hits right.

—SHAKESPEARE.

Through the thoughtful generosity of Mrs. William C. Otis the walls of the new building at the kindergarten have been adorned by two exquisite bas-reliefs, sculptured by the American artist Bartholomew — one representing Homer and the other Belisarios, the blind general of the Byzantine empire, whose name is placed by Sir W. Temple among those of the seven generals in the history of the world who have deserved a crown without wearing it. Not only does the appropriateness of the subjects of these works of art render them eminently fitting for the place which they now occupy, but the utter lack of decorations in the various rooms of the new house make them most welcome.

By the direction and at the expense of the kind donor the pieces were carefully transferred by an expert from her residence to the kindergarten, and hung in the positions assigned to them on the walls of the parlor, and there they will stand forever as a perpetual testimonial to the liberality of the giver and to the tender interest in which she holds the cause of the little sightless children.

In acknowledging our profound obligation to Mrs.

Otis for this choice and timely gift, we are tempted to remind other friends that, as the interior of the new edifice is entirely without suitable decorations, there is still ample room for more contributions. The other two buildings when finished were readily supplied with a number of pictures and framed photographs given by two of the generous sons of Hellas, the late Photios Fisk of Hydra and Mr. John M. Rodocanachi, who filled most worthily the place of Greek consul in Boston for more than a quarter of a century. May we hope that others of the benevolent and wealthy persons in whom our city abounds will find it in their hearts to do likewise, and thus cause their honored names to be inscribed on the column of the immortal benefactors of the blind?

#### THE ENDOWMENT FUND STILL INCOMPLETE.

*The sum of \$15,286 is still needed for its consummation.*

Labor with what zeal we will,  
 Something still remains undone,  
 Something uncompleted still  
 Waits the rising of the sun.  
 Waits, and will not go away ;  
 Waits, and will not be gainsaid.

— LONGFELLOW.

Five years ago, when the second building of the kindergarten was first occupied and a new household was formed equal in size and requirements to that which was already in existence, it became evident that the enlargement of the infant institution and the extension of the field of its operations in-

volved a corresponding increase in the cost of its support. No thinking person could help foreseeing that this was inevitable. As a matter of course, the current expenses of the establishment were exactly doubled as soon as the girls' house was opened, and the number both of the children and of their teachers and caretakers grew twice as large as it was before the reorganization took place.

In the light of these facts, an additional fund of \$100,000 was deemed indispensable, for this alone could yield a sufficient income to meet all reasonable demands, and thus furnish the little school not only with the sap of vitality and the motive power of its progress, but with the mainstay of its perpetuity. Hence an earnest appeal was made to the public for the above-named amount. This plea has been persistently reiterated, and we have allowed no available opportunity to pass by without urging the matter most strenuously upon the attention of all benevolent persons, and especially upon the notice of those among them who form plans for putting their surplus where it will do the greatest possible amount of good.

This appeal has been favorably considered by some of the staunchest friends of the little blind children, and through their generous contributions the sum of \$8,009 has been added during the past year to the endowment fund. Thus the balance which remains to be raised for its completion is \$15,286.

In order to obtain this amount and to secure thereby a deep and firm financial foundation for the



kindergarten, we are again compelled to appeal to you, fair-minded men and tender-hearted women of Boston and of Massachusetts, with all the earnestness that we can command, for further contributions. We beg of you, we implore you, nay, we conjure you, for the sake of the tiny sightless boys and girls, as well as for the blessings which such generosity would bring to you and to your own children, not to allow another year to elapse without completing an undertaking the consummation of which has been so long delayed. It is hardly necessary to say how important to the stability of the institution is the immediate completion of the endowment fund, nor does it require an elaborate argument to show that the acquisition of a reliable source of income would afford an immense relief to those who hold the laboring oar, and who not only have an exact knowledge and clear understanding of the actual needs of the kindergarten, but also bear the responsibility for their supply. You can scarcely fail to realize what a great encouragement it would be to them to feel that they were entirely free from biting anxiety for the future, and that their humble efforts in behalf of the little sightless children were duly appreciated and firmly sustained.

Will you not grant this inestimable boon to them, and thus enable them to carry on their work with easy minds and with even greater zest than ever before?

## AN APPEAL FOR INCREASE OF SUBSCRIPTIONS.

Shall we whose lamps are lighted,  
 Shall we to children benighted  
 The lamp of life deny?

— BISHOP HEBER.

Once more we are called upon to rejoice over an extension of our work and to thank the loyal friends and generous supporters of the kindergarten for their unstinted liberality which has enabled us to widen our field of action. The new building, of which mention was made in our last annual report, stands before us complete, corresponding in size and appearance to the others. It was finished and furnished last summer, and a third family was established there at the opening of the present school term in September. Thus the number of our pupils and the corps of teachers and employés have been largely increased, and the expenses have been unavoidably augmented nearly fifty per cent.

We are much gratified and exceedingly glad at the growth and prosperity of the infant institution, and we feel deeply grateful to those kind friends whose generosity has raised this new and stately mansion as a home for all sightless young children who are in need of the advantages afforded by the kindergarten, and to many of whom we have been obliged in past years to refuse admission for lack of the necessary accommodations.

During the last two or three years our hearts have been saddened by the havoc made by death

among the benefactors and supporters of the little school. Fortunately many of its old and tried friends survive, and new ones are raised up from time to time to take the place of those who have gone from us. In the natural order of things it must always happen that from various causes some of the old and honored names drop from the list; hence we might become despondent over the prospects of our undertaking, were not we cheered and encouraged by the enrolment of new donors, the enlistment of whose sympathies proves that the work of the kindergarten will not be allowed to deteriorate or suffer. But it cannot be carried on in the fulness of its possibilities or in the best and most efficient manner without increase of its financial resources, especially now that it has been so greatly broadened and expanded. The occupants of the new house must be maintained, and their welfare and comfort provided for, on the same scale as those of their brothers and sisters in misfortune who live in the two older buildings. Therefore we are compelled to ask again for further assistance, for the continuance of the old subscribers, and for the enlistment of new ones. Our plea is earnestly addressed to all benevolent and tender-hearted persons; but it is directed with especial emphasis to you, fathers and mothers, whose sons and daughters not only are in full possession of their faculties, but roll in affluence and enjoy all the advantages, comforts and pleasures which opu-

lence can secure for them. Their lives are so ordered that their every conceivable physical want is instantly supplied to the full. The case of the little boys and girls for whom we bespeak your generosity is entirely different from that of all others.

These stricken lambs of the human flock are generally born in poverty and reared in the lap of misery. For them light, the "offspring of heaven," is extinct, and they live in a ceaseless night from the cradle to the grave. No human power can restore to their eyes the power of vision. The varying seasons return regularly with the rotation of the sun, but to them returns not—

Day, or the sweet approach of even and morn,  
Or sight of vernal bloom, or summer's rose,  
Or flocks, or herds, or human face divine.

They are enveloped by sullen clouds and ever-during darkness, which "cut them off from the cheerful ways of men." In a large number of cases they are neglected, unkempt, weak both in body and mind, averse to activity, and ignorant even of the simplest things that lie beyond the radius of their arms. If left to their fate they are sure to degenerate through idleness and to run the risk of falling victims to an intellectual blight, which often approaches imbecility.

This picture, though extremely painful in every particular, is neither highly colored as a whole nor exaggerated in any of its details. It is true to nature, and gives a clear idea of the exact condition of these unfortunate tiny creatures.

But who are they? To whom do they belong? What do they want, and why should their call for aid be entitled to a fair consideration on the part of the community?

These unlucky children are members of the great human family; they are ours, flesh of our flesh, blood of our blood, and bones of our bones. From the depth of their grievous affliction, the effects of which are sadly stamped on their pale and wan faces, they plead touchingly with you their claim to your active sympathy and generous help and their birth-right to a sound and broad education, which alone can save them from sinking into the pit of pauperism and distress and from being doomed to drag out their doleful existence among the hopeless wrecks of mankind or in the midst of the dregs of society.

In assisting these children to become useful, self-respecting citizens, we are helping ourselves and relieving the community of the burthen which ignorance, idleness, and their logical result, degradation, always entail upon the state. It has been the noble aim of the Perkins Institution for the Blind at South Boston ever since its foundation, nearly sixty-seven years ago, to fit its pupils to earn their own livelihood, and it has enabled many of them to do so in whole or in part.

In the public conveyances of our city the observant traveller will often notice the entrance of a blind man or woman, whose cheerful face and modest, self-reliant, dignified bearing mark him or her as one of

the great body of self-supporting and self respecting Americans, perhaps a music teacher or a tuner of pianofortes, going quietly about his business. Contrast this sight with that too frequently seen in other cities, of the blind virtually begging at street corners; compare it with the fact that elsewhere the taxpayers are called upon to support as helpless objects of charity those who are bereft of the visual sense, and ask yourself whether, by contributing to the education and training of the little sightless children, you are not doing a great thing by robbing misfortune of its sting and by the prevention of pauperism, which is so infinitely cheaper and better than the endeavor to *cure* it, after it has once become established, with all its inseparable evils, like a cancerous and rapidly spreading growth upon the body politic.

When I look upon these little blind children and think of their sad condition, it is impossible for me to keep silent or to be indifferent to their affecting entreaties. Their appeals are so pathetic and so powerful that they ring like bugle calls in my ears; and —

I cannot slight the gracious law  
That makes a next-door sorrow mine;  
Nor shun a sufferer's tears that draw  
My heart with pity's cords divine.

In the sacred name of humanity I beg of you, dear friends, to heed the plea of these hapless children and to spread over them the mantle of your benevolence. For their sake, as well as for that of your own offspring, take a little of your time to ponder over

their condition and to consider the ways and means by which it may be ameliorated. It would be monstrously selfish and merciless to shut your door to them and to turn a deaf ear to their sorrowful supplications, feeling that the picture of their sadness is entirely out of place in the gorgeous gallery of the domestic pleasures and social enjoyments which wealth supplies to you and yours. When you look with delight at your own lovely darlings and study how to enlarge their happiness and to vary their amusements, do not fail to listen to the prayers of the unfortunate little ones, who live and move in total darkness, and who have none of the joys that make your own home so cheery, so bright, so attractive and so glad. Pray do not slight the appeals made in their behalf in order that you may turn your thoughts away from them, lest by neglecting to listen to the cry of the suffering you sow seeds which may bear an ill harvest for your children. What better or more useful legacy can you leave to your descendants than a commonwealth purified and ennobled; what richer inheritance than an enlightened public spirit and love for their kind?

The "cry of the children" goes straight to the heart. I feel sure that you will hearken to it and will send something, be it great or small, to shed light upon the path of—

Those who walk in darkness.

## A TOUCHING MANIFESTATION OF FELLOW FEELING.

My heart has learned to glow  
 For others' good, and melt at others' woe.

— HOMER.

“I think the kindergarten is best for blind children,” wrote one of the little boys at the infant institution; and it was their sense of the benefits of their own happy school-home at Jamaica Plain and a desire to extend these benefits to others more needy than themselves which induced these little blind boys to work with zest in behalf of the children of the Elizabeth Peabody Free Kindergarten. Their sympathies were aroused by their teacher’s description of this charming charity; and, since with them action follows closely upon conception, they immediately began to think what they could do for the poor little children. Having obtained permission to use the hall for their purpose, they set about the preparation of an entertainment which should be given by their own unaided efforts. As a result, the play of *Cinderella* was presented, in five acts, November 22, 1897, with the following cast of characters:—

CINDERELLA . . . . .	Alfred Heroux
GODMOTHER . . . . .	John Wetherell
THE TWO SISTERS . . . . .	Frank Ransom and James Cunningham
PRINCE . . . . .	Frank Sticher
PRIEST . . . . .	Edwin Cummings
GUESTS AT THE BALL . . . . .	Tommy Stringer, Charles Nelson, Harry Rand and all the others.

Act I., *Cinderella and her two sisters.*

Act II., *Preparing for the ball.*



Act III., *The godmother's visit.*

Act IV., *The ball.*

Act V., *The wedding.*

But the dialogue defied report or repetition, even by the actors themselves. The children, who threw themselves completely into their assumed characters, spoke as they supposed the latter would speak, to the delight of the audience. In addition to this play a brief programme of recitations and musical selections was well rendered by the little folks. A number of friends was present, and each member of the school who had not been included among the entertainers climbed the stairs to the hall with five pennies from his own scanty store for the good of the cause. The sum of eight dollars, which was the financial result of this entertainment, was but a small part of what it accomplished, for of far greater value was the lesson taught unconsciously by the unselfish devotion of these little sightless children to philanthropic work for suffering humanity, and by their prompt action and instant use of their little talents for its sake.

This spontaneous effort of the boys was soon followed by an entertainment by the little girls, who, no less interested in this beautiful charity, desired to add their mite toward its beneficent work. On the evening of January 26, 1898, the audience which entered the main hall of the kindergarten found rows of eager little girls, ready and anxious to do their best for the pleasure of their friends.

That they succeeded fully in their attempt was proved by the sympathetic attention of those present and by the hearty applause accorded to each number on the programme, which is here given:—

1. SONG, *Child's American Hymn* . . . . . Chorus
2. PIANO SOLO, *Throwing Jackstones* . . . . . Mary Allen
3. SONG, *Neddie's Pets* . . . . . Kindergarten children
4. RECITATION, *The Night Wind* . . . . . Elsie Cummings
5. PIANO TRIO, *Merry Princess* . . . . . Margaret Ryan,  
Norah Burke and Mattie Hughes.
6. SONG, *The Moon and the Stars* . . . . . Kindergarten children
7. RECITATION, *Jack Frost* . . . . . Mary Curran
8. SONG, *Time to Rise* . . . . . Primary girls
9. PIANO SOLO, *In Happy Mood* . . . . . Annie Bennett
10. SONG, *Mr. Duck and Mr. Turkey* . . . . . Chorus
11. VIOLIN SOLO, *La Cinerentola* . . . . . Norah Burke
12. RECITATION, *The Wind* . . . . . Gertrude Elwell
13. SONG, *Winter* . . . . . Words written by Margaret Ryan  
Music composed by Emily Ovens.
14. RECITATION, *In the Tree-tops* . . . . . Norah Burke
15. SONG, *Where go the Boats?* . . . . . Primary girls  
*Good-Night March* . . . . . Kindergarten children
16. SONG, *At Night* . . . . . Primary girls

Each recitation and song showed the children's true appreciation of rhythm and melody and their quick response to poetic thought. The thirteenth number on the programme is of particular interest, since it is entirely the work of two of the little girls at the kindergarten. This simple and tuneful melody and the no less pleasing words which accompany it form a valuable proof of the beneficial training which fosters creativeness and through which these little girls were enabled to find ready expression for their own sweet thoughts. The sum of eleven dollars was realized by the efforts of these

little girls, who have themselves gained, through their own active interest, a still wider sympathy and deeper feeling for the little unfortunates to whom they would fain accord the same privileges as those which our children appreciate so fully.

### ANNUAL RECEPTION AT THE KINDERGARTEN.

We crown you with welcome as with flowers.

— LONGFELLOW.

The happy life at the kindergarten reaches its culmination on the day of the annual reception, which was held this year on the eighteenth of April.

The brightness of the sunny spring afternoon gave additional charm to the scene within the kindergarten buildings. Each attractive school-room held its quota of girls or boys, busily engaged in what seemed ordinary occupations to them, but marvels of dexterity and mental grasp to the visitors, who watched, with ever-increasing wonder, the little fingers that wove bright strips with unerring precision, patiently strung beads into a long chain, folded colored papers into various symmetrical figures, moulded the plastic clay into perfect forms, set tiny, even stitches, passed lightly and understandingly over the raised characters of their books as they read aloud, or wrote square hand letters with the aid of the grooved writing-board. Many lingered to watch Tommy Stringer, the greatest marvel of all, as, with a delicacy of touch that did not disturb a single grain, he pinned the name of each country and state in its place on the

continent of North America, which he had moulded in sand. The completed work, which was exhibited in each room, elicited hearty commendation from the visitors.

There were no happier or more interested guests than Edith Thomas and Elizabeth Robin, as they eagerly sought out old friends, greeted acquaintances, received impressions of all that transpired around them through their faithful companions or talked together with flying fingers.

Abundant time was given for the inspection of the pleasant rooms and spacious grounds and for social meeting, and then the audience gathered in the main hall, where the exercises of the afternoon took place. Dr. Samuel Eliot presided in his usual gracious manner, and greeted the assembled friends with these words: —

The exercises which our children have prepared for you are about to begin. I am very glad, for the sake of the ladies and their guests as well as for the sake of the children, that we have such a beautiful afternoon. It is a sort of ideal spring afternoon, and, although spring always reigns within these walls in mid-winter as well as in the season of spring itself, it is always delightful to have things in such harmony as they are today. Some of you are familiar with these exercises, and all of you I am sure will be amply repaid for your presence this afternoon.

The boys' part in the programme came first, and began with the song *Birds and Blossoms*, which was accompanied by the joyous waving of the flowers which they held. In the recitation, *The Boyless Town*, which followed, two of the tiniest of the

pupils, John Ellis and James Ryan, depicted the joylessness of a place in such a condition with an emphasis and fervor of manner that made it very real to their hearers. Mendelssohn's *Spring Song*, arranged for eight hands on two pianofortes, was rendered by four of the older boys with good expression, and then came two songs by the boy chorus, Stevenson's *A Visit from the Sea* and Tennyson's *The Brook*, in which they proved their ability to carry a melody against an intricate accompaniment. Dr. Eliot then introduced the speaker of the afternoon, the Rev. Philip S. Moxom, D.D., of Springfield, whose remarks are here given in full.

ADDRESS OF REV. PHILIP S. MOXOM, D.D.

MR. PRESIDENT, LADIES AND GENTLEMEN:—It is five years since last I stood upon this platform. At that time, while not entirely unacquainted with the work on behalf of the blind, and especially on behalf of the blind children, I had an experience which was memorable and which I can never forget, an experience that was in some sense a revelation, since it brought to me a new exaltation of mind and heart and soul. I confess that, with the memory of that experience in mind today, and with the emotions of that hour reawakened as I listen to these children and look upon their faces, it is very difficult for me to speak.

The morphologists have taught us that by the study of living forms we may get a true look backward along the process of evolution, and read the history of that evolution in the hints and suggestions which we find in living organisms. There is a truth here which is wider, perhaps, than the morphologists themselves perceived. In dealing with the child-nature, if we have the eyes to see it, we may discern an epitome of the process of human development; but we have more than the backward glance, for there is also the prophetic element. In the child-nature and the child-experience there is immense suggestion of what will be.

No genius in all the history of the world did so illuminating a thing as did the Son of Mary when he took a child and placed him in the midst of the disciples and said,— not, “Except this little child shall become as one of you, he cannot enter into the kingdom of heaven,” but, “Except *ye* become as one of these little ones, ye cannot enter into the kingdom of heaven.”

While we have in the child-nature and in the process of the child-development many an illuminating flash backward upon the history of the evolution of man, we have, as I said at the outset, a prophetic gleam of light upon what shall be. A good many people have thought of human progress as a march up an inclined plane, as a steady advance from century to century; but those who start out with that theory are continually perplexed by obstructive and apparently contradictory facts. It is not a true, it is not a just and right, symbol of human progress. There is a symbol, however, which has in it a large element of truth. We seem, as is suggested in the familiar phrase, “history repeats itself,” to go back every once in a while to a point over which the race has passed in its experience; and yet history never repeats itself, and we never do go back to the same point. It does seem, however, as if the progress of the race might be symbolized by a spiral. Again and again we swing round to the same meridian, but we are always at a higher altitude. There is a rise in the level of life, but it is attained through a devious path. The meaning of this just here is that we must go back again and again to the meridian of the child-nature which in its supreme elements will become the permanent meridian of the moral geography of humanity. The child with its docility typifies the disciplined man and woman, with their docility developed and enriched by the experience of life’s long struggle; the child, with its capacity for faith, its simple trustfulness, forecasts the disciplined man and woman, rising at length to a new capacity for faith after the battle of doubt and the passion of defeat and sorrow. We find that higher capacity shadowed forth in the experience of the child, whose nature responds to divine intimations as the flowers open to the kiss of the spring sun.

The two powers of the human soul that are at once distinctive and inclusive are the powers of *vision* and *expression*. I think that that statement practically summarizes the capacity of the human soul.

What is it to see? It is to become aware of truths, of facts, of situations, of experiences, through the medium of the various senses, and then through the higher medium of the various powers of the mind and soul,—the intellectual, æsthetic and spiritual sensibilities,—to perceive the inner significance of these. Knowledge is vision. The man who knows sees. The man who is possessed by error sees distortedly and imperfectly. The man who apprehends the truth sees clearly.

I know of no more interesting fact in the study of human life than this, that sight, that all the senses, I should say, including sight, are some modification of the sense of touch. There is in some way and from some quarter an impact upon the human organism of the thing which is apprehended. It is also true that sight in itself coördinates all the senses.

The marvellous thing in the development of painting, as has been justly pointed out by art critics, is the acquirement of what is called the tactile element, first attained, perhaps, by Giotto,—that element by which he gave (what we always unconsciously have in the exercise of our sense of sight), that apprehension of things and of relations which comes only and necessarily through touch. The painter whose art possesses the tactile element presents not mere figures on a flat surface, but real objects, living persons, images that stand out and have an integrity of their own, and the mind sweeps around them and above them and beneath them,—in a word, grasps them in their fulness.

The progress of our development in power to see includes the whole process of our progress in power to know and power to apprehend in every sphere, in the physical, in the intellectual, and in the moral. There are many people in the world who have eyes, but cannot see. Indeed, the ideal type of the human soul from this point of view is the seer, the prophet, the man who has vision. What we are all striving for, if we are striving intelligently in our moral and intellectual growth, is vision, capacity to see clearly human things and divine things,—to see the world, to see nature, and to see life.

An artist friend takes me out into a field looking upon a forest-clad hillside, and asks me how many shades of green I can see. Well, I look and use my wits and manage to make out, perhaps, seven or eight; but he with his exquisitely trained faculty, will

find one hundred and twenty in the same field of vision. He can *see*.

An artist looks upon a Norwegian sunset or sunrise, and he finds colors that the untrained eye does not perceive. He paints his picture and brings it before the people, and they look at it incredulously. They may be charmed by it; they may be even mastered by its genius; but they say, "it is impossible. No man ever saw that. It isn't so." But the artist has seen it. The difference between them and him is the difference in power of vision.

It is true in every plane of our experience, and in all the range of our possible knowledge, that the chief power of the human soul is the power of vision.

But, side by side with that, conjoined with that, is the other power of the soul, namely, the power of expression; that is, the power of bodying forth, of giving utterance to what we see, not only with the mind but also with the heart, not only with the logical reason but also with the æsthetical and spiritual sensibility. The ideal type in this sphere is the creative thinker, the poet, the artist. Just as the prophet, or the seer, is the type, the supreme type, of the other power, so these may be taken as types of this power. Expression is the re-presentation of that which we have come to see, to feel, to apprehend, and to know, or the report of all that which pours in upon us from the thousandfold influences that surround us, and which, worked up in the laboratory of our own feeling and imagination and reason, becomes a new product, so that, in some sense, we create.

Now, as it may be said that, in order to have vision, we are dependent on the power of sight, so it may be said that, in order to have expression, we are dependent either on the power of speech or on the plastic power of the hand. And yet here also, as in the other case, we see how these different powers of sense supplement each other, or one may be substituted for the other. One who has no eyes can yet see. For example, these boys and girls before you have come to see some things, perhaps, that they would not have seen so early had they possessed physical eyesight. They have acquired also the power of expression. Expression is achieved not only by the voice but also by gesture, by action, by the various ways in which the human organs have power to make manifest the sense of beauty or the apprehension of the good.



Now, it comes about that the work which is being done here in this institution is typical of all the highest and best work that we can do for humanity.

What is it to work most effectually and beneficently for our fellow beings? It is to give to them power of vision. That is what the artist is for; that is what the poet is for; that is what the preacher is for; that is what every one does who works creatively and effectively upon the human mind and heart. It is to awaken the capacity to see the things which may be or may not be objects of the physical senses, but are true objects perceivable by the soul. It is also to develop the power of expression by which the power of vision realizes itself in the activities and achievements of the soul.

Here are three stages in the process of human development. The first is *emancipation*; that is, dissolving the bonds that fetter us as we come into the world,—in the crudeness and immaturity of our various organs and faculties,—and overcoming obstructions in the form of congenital defects. From the latter most of us are free. But these children who are before us are bound, one, two, or three senses being paralyzed, destroyed, or dormant. The work on their behalf is, first, then, the work of emancipation, setting free the power that is locked up in them.

The second is *education*; that is, leading out, bringing forth into activity and fulness the faculties which they have within them by which they may attain vision and by which they may achieve expression.

The sequent of these two, the third step in the process, is *revelation*, for revelation is the disclosure, on the one hand, and the apprehension, on the other, of the spiritual and the divine.

It was Lessing who said, "Die Erziehung ist Offenbarung:" *Education is revelation*. How wonderful an illustration of this truth we have here in the work on behalf of these children, the entire enterprise of the kindergarten for the blind. Little Tommy Stringer came to this place a soul enslaved, imprisoned, locked in, with almost no point of contact with the world. Today he stands here before us with that beautiful face of his so mobile and full of expression. It tells the history of the process of emancipation, of education and of revelation which has come to the soul of that child. I am

quite ready to say that, if there were not another case like it, if there were not another child helped in this institution, this one case is sufficient to justify the expenditure of all the time and labor and money that have gone to produce the result which we see. The divinest thing human beings can do is to bring about this emancipation and education which issue in revelation.

So to these children is opened a new world,—a new world of objects, a new world of thoughts and truths, and a new world of beauty. They have been enabled to *see*. Though the physical sense is destroyed or paralyzed, the spiritual sense, of which the physical is the mere symbol and instrument, has been awakened in them. They see through their finger ends, they see through the very atmosphere which in multitudinous waves beats upon them as they sit or move; and by this awakening, and through this process of education, has come to them also, and is coming in increasing measure, the power of expression.

What a beautiful illustration is at hand in these two boys who stood here before us a moment ago and recited. I know not how you felt,—yes, I think I do, for I watched the faces of some of you,—but my own heart was so full of emotion that I could hardly suppress the tears while I listened to these sweet boy-voices articulating in the most delightful and exquisite way the message that they had to give, and making us all feel it with a novel force. I never realized before what a weary, dreary place this world would be without the boys, and I think it would be worse than the nethermost regions if they took away also the girls. A good many preachers, lawyers, politicians, people of all professions, might have sat here and taken lessons in the art of expression from these boys today. You felt every word, you got every shade of sentiment, you fully realized the situation which they described. You could see that old lady with her sour spirit towards the boys. You could see the desolation of that vacant ball ground. Here we have an example of the result of education in developing the power of expression. This summarizes the entire work of the world,—of the spiritual, the philanthropic, the awakened world. What the masses of the people still need, and, for generations to come, must need, is

the benevolent labors of their more enlightened fellows in just this line. It is the work of emancipation, setting them free from their trammels. It is the work of education, unfolding and bringing out their slumbering powers. It is the process of evolution through which bursts upon the inner vision the revelation of truth and beauty and goodness which God has for all who attain unto the capacity to receive it.

And how powerfully does such work as this appeal to us. I do not know how one can sit in this room, and see what is done here from year to year, without feeling that upon him or upon her rests the sacreddest of obligations to act and to give that such work as this may go on. It is not simply a work on behalf of a dozen or a score of boys and girls here. It is a work on behalf of humanity. We ourselves are emancipated by it and awakened to a new sense of truth. We ourselves are lifted to a higher plane of emotion and of vision. We shall certainly have higher power of expression from what we see here. What is it but a fresh token of that divine energy which is working in human life always and everywhere, working for the unfolding of life, for the lifting of this world of human beings to a higher plane of capacity and towards the realization of the perfect kingdom of God?

I am always thankful when I am permitted to come here, and I shall go home with a tenderer heart and wider sympathy because of what I have seen and heard today.

My friends, I hope you will be, as you have been in the past, generous and prompt in giving these workers all the money that they need in order that the work may go on. A new building is going up and there is a new family to be established here in the autumn. There is need of larger resources in order to care for these poor children. How vast is the number still of poor children throughout our beautiful and beloved New England who need this ministry! And as this ministry goes on, the influences from it will spread abroad, accomplishing the emancipation of human souls from darkness and human minds from ignorance, promoting the education of the human spirit with all its plastic and glorious powers, and bringing in the revelation of the glory and the beauty and the truth of God and the high aims of human life, thus hastening the fulfilment of the true human destiny.

I cannot be sufficiently thankful for this privilege, that I may stand here on behalf of these boys and girls and say this word

for them, and for those whom they represent,— the many who are still in darkness, who have neither vision nor expression, and who must attain these through the gifts and labors of men and women who, like you, are carrying on this divine enterprise.

The speaker's power of thought and eloquent language commanded the closest attention of the audience, upon whom the address made a most profound impression.

A charming exercise was next given by the girls, in which, under the generic name *Voices of Spring*, many of the season's flowers and birds were delightfully represented by dainty little maidens, ranging in age from the older primary girls to the smallest and latest arrival at the kindergarten. All entered heartily into the spirit of their parts, as if they found expression therein for their own sweet natures, which expand like the blossoms and rejoice like the birds under the sunny influences of the kindergarten. The programme ended with the selection *Lady Betty*, performed by the kinder orchestra in excellent time and good accent.

Dr. Eliot closed the exercises with the following well-chosen remarks:—

I am asked to say that if any of the audience are moved to a practical expression of the interest that they feel, the treasurer of the ladies' association, Miss Lane, is here to take their names, if not their offerings, on the spot, as members of the association or as contributors to its work.

Dr. Moxom has already stated that next autumn a new household will be organized in our freshly erected building. That is one of the signs of growth which the kindergarten gives from time

to time, and it is self-evident that a new household requires new contributions, new expressions, material expressions of the sympathy which the work has aroused here and wherever it has been known.

I asked Mr. Anagnos to tell you something of the new building, of the new household, and of the signs of progress which his work has shown, but he always shrinks from putting himself forward, from "blowing his own trumpet," as he expresses it. He uses figurative language, being born of a sunny race and given to imagination in every way.

The director and all connected with this kindergarten deserve deep recognition from every one of us. It is they more than any others who have made this place what it is. It is they who, supported by the interest and liberality of this community, reaching out to distant parts of New England, have enabled us to come here to listen to these charming performances of the children, and to feel, as Dr. Moxom expressed it most felicitously, all that this place implies of vision, of expression, of emancipation, of education and of revelation. Those are great words, and they are not abused in being applied to the work of the Kindergarten for the Blind. Far from it. I suppose no words we can use are great enough to express all that has been done here. It is not only what you see today, and what you hear from the voices of these children that has been accomplished. It is not only this, but it is the training of these children. It is the breathing of great draughts of joy into their lives. It is making this school one of the best schools on the face of the earth; and when — I think we have not heard it this afternoon — from time to time we hear a melancholy lament about these children and their privations, their faces bright with the pleasure upon them always contradict whatever is said in that line, and tell us that here, if nowhere else, we have children's happiness at the full.

What a delight it is, in times like these, what an unspeakable delight it is, to come away from newspapers and the foolish talk we hear on every side, away from the passions and the crimes of men, to come into this quiet breathing-place, where we can rest, and feel that, whatever else may go on in this country, this is one spot where the best influences are at work and the best results are obtained.

But, although the end had come with Dr. Eliot's powerful words, the friends were loath to leave until they had again conversed with the little folks and with their instructors and helpers, from whom they parted with expressions of satisfaction in results already attained and with words of earnest hope for the future success of the kindergarten.

### In Memoriam.

#### DEATH OF FRIENDS OF THE KINDERGARTEN.

Death rides in every passing breeze,  
He lurks in every flower.

— HEBER.

The kindergarten has never been in a better or more promising condition than it is at the present time, nor have its prospects of doing excellent work ever been so bright as they are now. Its horizon would be perfectly clear and its prosperity unclouded were it not for the death of a large number of steadfast friends and active supporters of the cause of the little sightless children. Prominent on the list of those who have passed away during the year stand the names of Dr. Samuel Eliot, president of the corporation, Miss Sarah Gray Cary, Miss Anne Perkins Cary, Mrs. William O. Grover, Mrs. James Guild, Mrs. Martin L. Hall, Mrs. Isaac Hayden, Mrs. Edward Motley, Mrs. William Dudley Pickman, Mrs. Mary Lowell Putnam, Mrs. William B. Richards and Mrs. Charles Eliot Ware.

The death of Dr. SAMUEL ELIOT is no less a

public calamity than an irreparable loss to the cause of the blind. It removed one of the foremost friends of the kindergarten, as well as an eminent citizen, who, by his various attainments, his intellectual and moral gifts, his sturdy character, his readiness to render service whenever he was called upon to do so, his unfailing courtesy, his conscientious discharge of the duties of the many offices which he held with distinction in numerous educational and benevolent societies, became a great power for good and deserves universal gratitude. Dr. Eliot was in an exceptional sense a man of public spirit, and this, united with great enthusiasm, superior abilities and a forceful personality, placed him in an enviable position among the distinguished men of the city and of the state. He stood for everything that was highest and best in the community. He possessed an ardent love for the beautiful in every domain of human life. His learning was profound and varied and his acquirements magnificent. History, philosophy, poetry, classical and modern literature, fiction, social science, all came as grist to his eager mind. He was admirably fitted to fill positions of public trust, honor and responsibility and to render valuable service to his fellow-men. But ample as was his knowledge and uncommon as were his intellectual endowments, his fearless character and stainless record stood above these and marked him as a worthy representative of all that is best and noblest and purest in the New England stock. His benevolence showed itself in

an unstinted devotion to the interests of others and to the public welfare. He was absolutely delivered from all the temptations to sordid and mercenary conduct which beset ordinary men, ever aspiring to what was higher and better and loathing everything that was mean, vulgar and ostentatious. It may be truly said of him that the keynote of his conduct was to be right on every question, true and honorable in all his relations and helpful to those who needed assistance. To him the following words of the poet may be applied with peculiar appropriateness: —

What courtesy and gentleness were his !  
 Our ruder lives, for years to come, will miss  
 His sweet serenity, which daily shed  
 A grace we scarcely felt, so deep inbred  
 Of nature was it. Loyalty which is  
 So loyal as his loyalty to friend  
 Is rare ; such purity is rarer still.

When the first movement for the establishment of the kindergarten was inaugurated Dr. Eliot's attitude towards it was at the beginning one of reserve. This was only for a little while, however, and his views were shortly changed. Soon the facts in the case convinced him completely of the beneficence of the new enterprise, and he espoused it most cordially and gave to its furtherance his whole heart, energy and ability. For a period of twelve years the little school found in him a most devoted friend and a tireless champion. He loved it, cherished it, contributed liberally to its funds, studied its needs, and advocated its claims upon the community with all the ardor, faith-



fulness, sincerity and concentration of effort that his richly endowed nature could command. On every public occasion in its history he was one of the ablest and most effective speakers. His rhetoric was straightforward and inexorable in its earnestness and warmth. His statements of facts were luminous and direct, and his appeals for assistance were impassioned, pungent, impressive, cogent and persuasive. No more eloquent pleas or more incisive and convincing arguments than his were ever made in behalf of the little sightless children, either at the annual receptions held by the ladies' visiting committee or at the commencement exercises in Tremont Temple and at the Boston Theatre. His audience never doubted even for a moment that he was speaking from deep conviction, as well as from a tender heart and from an amply stored mind. At the annual receptions, from which he was absent only once, and then on account of illness, he made it his practice to hand me his chèque for one hundred dollars before he entered the hall to preside over the exercises of the children, accompanying it with the remark, "I must contribute my share before asking others to do so." His certainly was —

A soul on highest mission sent.

Measured either by his labors in the field of general education and philanthropy or by his special endeavors for the promotion of the cause of the little sightless children, Dr. Eliot commands our love and

admiration and everlasting gratitude. His life affords a grand example of duty well done and of talents and acquirements ably and conscientiously used for the furtherance of lofty aims and of right measures. All honor to the city which produced him; for he was indeed a living proof of the influence of the New England spirit, teachings and institutions. His life and works form a precious inheritance to his descendants, who will have ample reason to be ever proud of it. To his fellow laborers in the cause of the little sightless children he bequeathed a beautiful memory of untiring devotion to its progress, of patient, faithful, loyal, disinterested service. The cheerful words, the cordial sympathy, the charming manners, the manly bearing and the gracious presence will be sadly missed from our circle; but with profound gratitude for his great work for the benefit of the blind we write his name reverently and affectionately on the immortal column of their great benefactors, close to that of his life-long friend and co-worker, Dr. Samuel Gridley Howe.

MISS SARAH GRAY CARY was a woman of winsome presence and of rare beauty of character. Hers was a lovely, gentle nature, of exceptional refinement and full of love for her kind. For many years she bore a series of burdens with a cheerful courage which masked the strain; yet her trials had no unfavorable influence upon the sweetness of her disposition. To the last of her life a generous sympathy with friends "beamed always in her cordial

smile and vibrated in her rich voice." To many a young person her patience under trial, her wisdom in practical affairs, and her repose and dignity of manner, suggesting the good breeding of past generations, will be an ever-present example, forming a type of the best and noblest womanhood. Miss Cary was as thoroughly public-spirited and as ready to serve the cause of the little sightless children as is her distinguished sister, Mrs. Louis Agassiz, whom she assisted most cordially in the latter's unceasing labors to obtain a large number of annual subscriptions in Cambridge for the current expenses of the kindergarten. She certainly was a person of uncommon beauty of character,—

A true and sincere woman! With open mind  
 And heart all crystal clear she faced the light.  
 For, though it pained her, still with steadfast gaze,  
 As on the sun, she dared look on the right.

MISS ANNE PERKINS CARY was dearly beloved and highly esteemed, both for her mental and moral qualities and for her grace and accomplishments, which would have formed an ample endowment for many women much more conspicuous and widely known than she. Miss Cary will be tenderly remembered by those who labored with her in the field of humanity as a person of pure heart and upright character, of lofty purpose and of noble endeavor. She always lived in the spirit of entire devotion to duty and of service to her fellow-men. Her warm active interest in the kindergarten never flagged, nor did she ever lose confidence in its future.

Bright be the place of thy soul!  
 No lovelier spirit than thine  
 E'er burst from its mortal control,  
 In the orbs of the blessed to shine.

The death of the widow of the late William O. Grover, Mrs. HELEN M. GROVER, deprived the cause of the little blind children of a helpful friend and regular contributor to the funds of the kindergarten. Mrs. Grover was a woman of large heart and of sensitive conscience, one whose liberality was unstinted and who by her unselfishness and genial disposition made many friends among those with whom she came in contact in social life or in other ways. Wherever help was deserved and obviously needed she showed a commendable readiness to bestow it. Of her it may be justly said that her heart was full of sympathy and that she was blessed with —

A happy soul that all the way  
 To heaven hath a summer's day.

It was with the keenest sorrow that we learned of the death of Mrs. JOSEPHINE S. HALL, widow of the late Martin L. Hall. Mrs. Hall took the deepest interest in the work of the kindergarten from the time of its establishment, and not only opened her own purse to it but induced others to do likewise. She was a generous, cheery, kind-hearted woman, of great intelligence and of noble traits of character. She possessed many virtues, among which self-abnegation and tact were not the least. Those who came within her influence could hardly fail to perceive how

just, discriminating, wise and sympathetic she was. With her all earthly pleasures were subordinate —

To the one joy of doing kindnesses.

We mourn the loss of another valued friend of the kindergarten, that of the widow of the late Isaac Hayden of Roxbury, Mrs. OLIVE C. HAYDEN. She was a typical New Englander of the best kind. In all her relations of life she was the same modest, unassuming, unaffected, simple-hearted woman. A generous giver and a cheerful helper, she never refused to aid any useful enterprise aiming at the alleviation of suffering. Through her contributions to the cause of the little sightless children she won the distinction of being classed among the benefactors of the blind. She crowned her gifts to the kindergarten by a legacy of \$3,000, which she left to it in her will, making it also one of the residuary legatees of her estate. Her benefactions show that she —

Never knew that aught was easier than to bless.

Mrs. CAROLINE S. GUILD, widow of the late James Guild, died August 6, 1898, leaving a great void in the hearts and lives of many who loved her. She possessed a rare nature and a highly gifted one, at once intellectual and imaginative, with a keen appreciation of the best in literature and art. Surrounded by everything that wealth and culture could supply, she gave generously with hand and heart of her abundance. Mrs. Guild was a woman of broad views

and large sympathies, and her influence was felt by a wide circle of friends, who will ever remember her most affectionately whether as loving friend or as gracious hostess. The following lines, which show how strongly her friends were attached to her, we copy from an obituary notice written soon after her death by one who was intimately acquainted with her:—

We who knew her first and best  
Last will hold and tenderest.

Mrs. ELLEN RODMAN MOTLEY, widow of the late Edward Motley, died at her residence in Commonwealth avenue April 16, 1898. She was eminently a benevolent and large-hearted woman, a worthy companion of her distinguished husband. In all the relations of life and in every phase of her character she showed that she was a true woman in the best and noblest sense of the word. By her liberality, her strong sense of right, her loving kindness and tender sympathy, she made an enviable reputation for herself, and left behind her the legacy of a fragrant memory. In the cause of the little blind children she manifested profound interest, and was both a liberal contributor to the endowment fund of the kindergarten and a regular annual subscriber for its current expenses. She believed, with Ovid, that it is a noble thing to give liberally.

*Res est ingeniosa dare.*

Another great bereavement has befallen the kindergarten in the death of the widow of the late

William Dudley Pickman, Mrs. CAROLINE SILSBEE PICKMAN. She was one of its most faithful friends, and had been in the habit of making gifts to the infant institution ever since its foundation. Mrs. Pickman belonged to the choice spirits who find their happiness in deeds of generosity and by the performance of their whole duty to their fellow human beings. We recall with thankfulness her active interest in the education of the little blind children, which she preserved undiminished to the last hours of her beneficent life. The kindergarten was ever present in her mind, and even when she was lying hopelessly ill she remembered it and caused a gift of money to be sent to it. This came to hand only a few days before we received the sad intelligence of her departure, and showed us that the dear friend, whose benefactions will keep her memory green for generations among the blind and their helpers,—

Followed with reverent steps the great example  
Of him whose holy work was "doing good."

In the death of Mrs. MARY LOWELL PUTNAM, the older sister of the poet, James Russell Lowell, and the widow of the late Samuel R. Putnam, there passed from among us a lady who was alike remarkable for her benevolence and for her intellectual gifts. From her ancestors Mrs. Putnam inherited many talents, which, like her distinguished brother, she brought to a state of blossoming and fruition by steady care and cultivation. Refined

in taste, gentle and kind in disposition, dignified in demeanor, and charming in manner, she was the centre of admiration of a wide circle of friends and the consummate flower of the culture and philanthropy for which Boston is justly celebrated. Mrs. Putnam contributed generously to various good causes, and was as highly esteemed by the promoters of educational and charitable enterprises as she was endeared to her peers in art and literature by her poetic talent and by her ripe scholarship and very wide range of knowledge. To the kindergarten she gave freely of her money and sympathy, with the expression of a cordial appreciation of its ministrations. Hers was indeed a rare soul, and to her the following words of Harriet Prescott Spofford apply with special fitness:—

Serene she went her way through grief and strife,  
 Trouble was not trouble where her presence came;  
 She bore about with her a joy of life,  
 Love burned within her breast a fragrant flame.

Another noble name, that of Mrs. CORNELIA WALTER RICHARDS, widow of the late William B. Richards, disappeared from the list of the loyal friends and active supporters of the kindergarten at the end of the first month of the present year. Mrs. Richards was a woman of admirable character, of superior intelligence, of many native gifts and of rare personal beauty. The stately figure, the handsome and attractive face, still retaining even in old age the roses on the cheeks that told of a warm



heart, the calm presence, the tranquil and high-bred manner,—all these once seen, and the soft and essentially feminine voice once heard, left such a deep impression that they could never be forgotten. Her care for the welfare and happiness of others was constant and her acts of kindness and of love were many. Mrs. Richards was an able writer, and wielded a pen which was at once dainty and forceful. This she used freely for the public good and for the benefit of her fellow-men with great judgment and with telling effect. Responding heartily to an earnest request which I took the liberty of making of her and in which I was gracefully seconded by a member of her own family, she wrote a most eloquent appeal in behalf of the kindergarten and its work, which she consented to have published over her signature in the leading newspapers of Boston, and which was productive of excellent results. From that time to the last day of her life she never ceased to befriend and help the cause of the little sightless children pecuniarily and otherwise. Alas! she is gone from us; but her charming personality remains vividly depicted in the minds of those who knew her well and loved her dearly, and her memory will live forever.

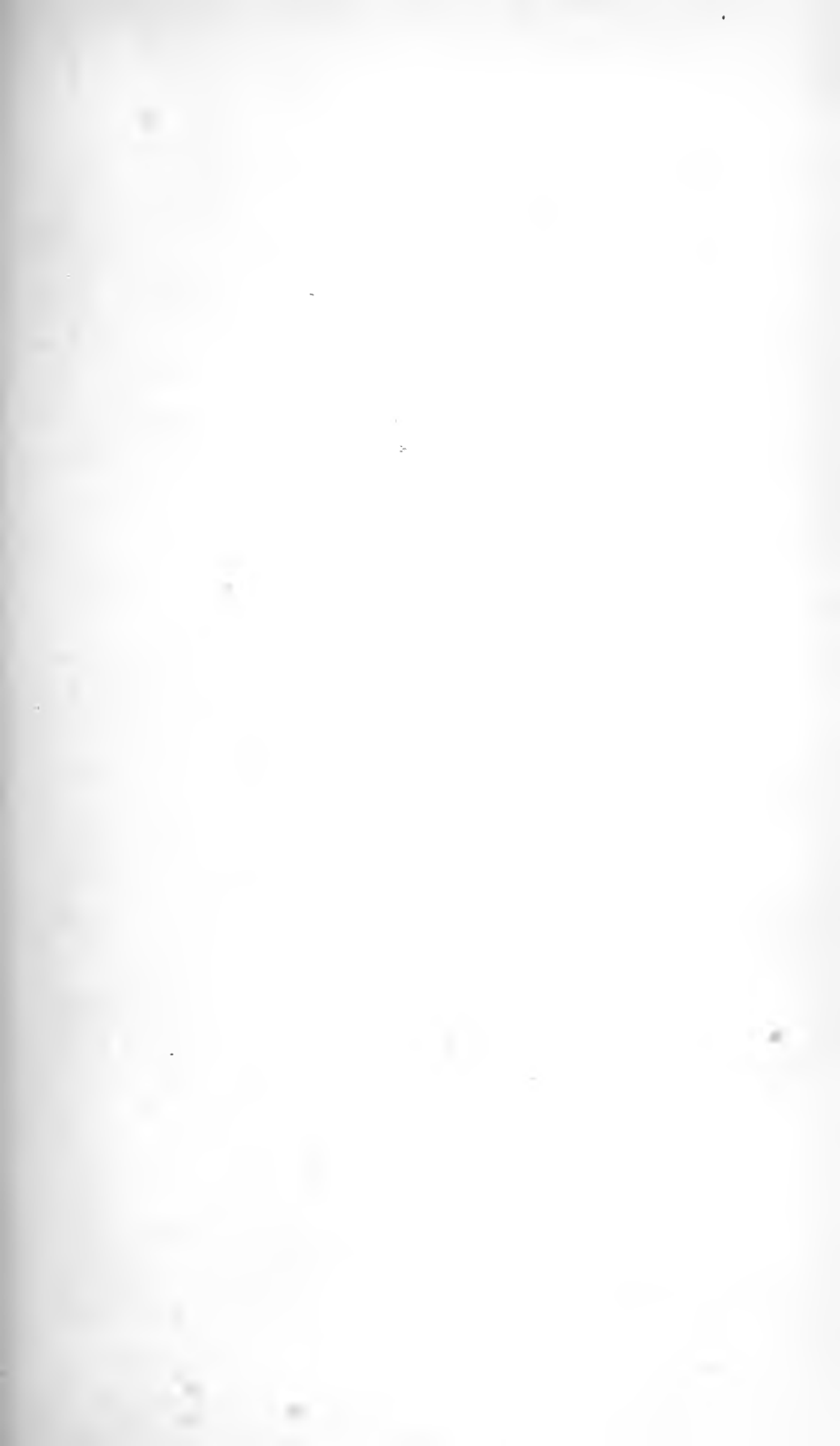
On that face shone always a white light,  
 A soft transfigured splendor, till you thought  
 Only a glory fallen from the height  
 Of heaven itself such lovely marvel wrought.

Last on the list of the departed friends of the little blind children, but foremost in the ranks of

their great benefactors, stands the name of the widow of the late Dr. Charles Eliot Ware, Mrs. ELIZABETH CABOT WARE, whose death has sent grief to many hearts. Mrs. Ware was full of public spirit and of good works. The beatitudes and the golden rule were amply illustrated in her beneficent life. Benevolence in its simplest and most genuine form was the dominant motive which animated her actions and led her to lend a helping hand to as many charitable and educational undertakings as came under her notice and were approved by her judgment. With the generous impulses of Mrs. Ware's heart there were blended those traits of character which spring from a sincere devotion to the highest ideals of truth and goodness. A legacy of \$4,000, with which she remembered the kindergarten in her will, crowned the series of gifts which she bestowed upon it with her characteristic liberality. Mrs. Ware was a noble woman, richly endowed with tender feelings and warm sympathies for the unfortunate and needy members of the human family, to whose relief she gave gladly of her means; and when she was called away from this world,—

Those she befriended spake her gentleness,  
Her kindly bearing in their dire distress,  
And felt the truth that unto her was given  
To taste on earth the sweet delights of heaven.

As we mourn the loss of this dear friend, we are thankful that she has left behind her a daughter, who is both a worthy heir of the virtues of her parents and





THOMAS STRINGER.

an admirable representative of the traditions of her family and a faithful keeper of its records, and who has already shown in many instances that she not only has an accurate conception and clear understanding of the meaning of the French saying, "*noblesse oblige*," but that she lives up to it.

### THOMAS STRINGER.

Take him to develop, if you can,  
And hew the block off, and get out the man.  
— POPE.

The progress made during the past six years in the unfolding of the physical, intellectual and moral powers of this interesting child is remarkable. Indeed, when we take into consideration all the circumstances attending his condition, we are fully justified in calling it marvellous. The records of the education of persons bereft of two of the royal avenues of sense present nothing equal to it.

In order to realize how great is the achievement, we must bear in mind the fact that Tommy started on his career of development at the kindergarten from the lowest point in the scale of intelligence. When he was brought to us by a nurse from the Allegheny hospital near Pittsburg, wrapped up in a loose garment and hardly able to stand erect and walk, he was scarcely different from a young animal, a good-natured puppy. His little face had a blank and vacant look, and his brain was in a completely dormant state. He was a dull, sluggish, drowsy,

spiritless creature, unconscious of his deprivations and unconcerned about his surroundings. He seemed like a mass of animate organic matter, fashioned in the form of a child, but lacking most of the attributes which characterize humanity.

Although Tommy appeared to be in a very unpromising condition, both physically and mentally, the doors of the kindergarten were flung open to him, and he was cordially welcomed to the circle of its happy family, and placed in the charge of a young woman who was especially employed to teach him, devoting all her time to the task. The first thing that had to be done in his training was to reverse the order of his day. He had become accustomed to sleeping soundly during the day-time and to staying wide awake from seven or eight o'clock in the evening until the next morning. This curious habit he contracted at the Allegheny hospital, where he was assigned to the care of a kind-hearted night-nurse who looked after him and fed him while she was on duty. When this anomaly was corrected, the arduous work of breaking an aperture through the double walls of the prison of Tommy's soul was fairly inaugurated with great earnestness, and it was prosecuted with unswerving faith and unflagging zeal. True, the difficulties met at every step in advance were enormous, and the obstacles, arising chiefly from his stolid indifference to what was done for his deliverance, were appalling. But Dr. Howe's grand achievement in Laura Bridgman's case stood as a

beacon light before us, showing the way and encouraging us to keep striving and to go forward hopefully. Finally, after many experiments and not a few disheartening trials, success was secured, the stone was rolled away from the entrance of the sepulchre in which Tommy's faculties were entombed, and his mind was released from the thralldom of absolute darkness and deathly stillness, and now is happily free.

No chain can bind it, and no cell enclose;  
 Swifter than light, it flies from pole to pole,  
 And, in a flash, from earth to heaven it goes.

As soon as Tommy was liberated from the bonds of his seclusion and a direct medium of communication was established between his brain and the outer world through the sense of touch, his education began in a simple, natural way, and has been carried on ever since with thoughtful care and loving solicitude. He was spared from the abominable processes of cramming and from the stultifying practice of being forced to commit to memory the contents of the printed page and to repeat them glibly, and was trained according to the rational methods of the kindergarten and the sound principles embodied in Froebel's philosophical plan of pedagogy. Under this system human intelligence has been evolved from purely animal instincts or from mere sensibility,—a property common to all living bodies,—inertness has been supplanted by energy, conscious activity has taken the place of aimless motion, rude obstinacy has been changed

into manly gentleness, and the high traits of a beautiful character have grown up from the rudimentary elements of emotional tendencies and constitutional desires, and from obscure impulses, summed up in the word *reason*, which in no case are absent in any order of life. In other words, a lump of living clay has been transformed into a fine boy, a noble human being, a sturdy, manly young fellow, whose life is full of goodness, innocence, generosity, happiness, mirth, fun, frolicsomeness, roguishness, pranks and mischief, and whose laugh rings out as frequently and as joyously as that of the merriest and healthiest child. Look at Tommy's picture as he appeared in April, 1892, and compare it with one which was taken a few years later, and then say whether a miracle was or was not performed in his case. Unquestionably the kindergarten has been much more than a pleasant home to Tommy,—it has been the emancipator of his mind and soul and the builder of his character. It is not claiming too much credit for the little school to say that this holy work could not be done so successfully and so thoroughly elsewhere, nor could the necessary pecuniary help be so readily and so generously supplied in any other place outside of Boston.

Tommy's education is still conducted in a natural way, and not in an artificial one. It aims at growth and development, and not at the acquisition of dry facts, dates and deductions. It includes such methods and processes of teaching as are calculated to





DARKNESS.

Tom Stringer the day he arrived, scarcely able to walk and totally helpless, although nearly five years old.



LIGHT.

The Tom Stringer of three years later.



unfold all sides of his being, to awaken as many nerve cells as possible in both the hemispheres of his brain, to call out his dormant powers, and to enable him to think and to express his thoughts either in talking with his fingers and writing or in a concrete form. As his mind feeds upon the substantial and the tangible, and as he has but little taste for the abstract and incomprehensible, pains have been taken to give free scope to his overmastering inclination toward "learning by doing," and special attention has been paid to the preservation of his spontaneous interest in everything that strikes his fancy and stimulates his activity.

Manual training plays a very important part in Tommy's education, and constitutes one of the best and most effective agencies in the development of his physical and intellectual powers and of his moral nature. It cultivates both his brain and his hands, and at the same time it strengthens his will and invigorates his character. As Goldsmith puts it,—

To him light labor spread her wholesome store,  
Just gave what life required, and gave no more.

Tommy has continued to take lessons in sloyd regularly from Mr. Gustaf Larsson, principal of the Sloyd Training School in North Bennet street. For this inestimable privilege he and hundreds of poor boys are indebted to that noble daughter of the illustrious Prof. Louis Agassiz, Mrs. Quincy A Shaw, at whose expense the school is well equipped and liberally supported, and whose innumerable ben-

efactions stand as striking illustrations of her splendid public spirit and munificent generosity and as a constant reproach to the meanness and illiberality of selfish and heartless millionaires.

Under the tuition of Mr. Larsson Tommy's advancement has been truly remarkable. During the past year he has made several articles, an enumeration of which will be found in the report of his teacher. He has also prepared a brief description of these in his own handwriting. From his manuscript the following extracts are copied *verbatim et literatim*:—

#### THE BREAD-BOARD.

OCTOBER 1897. The bread board is made of pine wood. The shape is an ellipse.

I used awl and turning saw and spoke shave and file and plane and sand paper.

#### THE PICTURE FRAME

The picture frame is made of maple wood. It is very hard wood. I used the saw and plane and block plane and awl and hammer and nails and sand-paper and bit. I made four holes in the four corners of a square and then sawed from hole to hole with the key-hole saw. On the back of the picture frame I nailed some thin strips of wood to hold the picture.

The picture frame hangs on the wall.

#### THE SLED.

JANUARY The sled is made of white wood. There are five pieces of wood in the sled,—the seat, two sides and two small pieces for the seat to rest on.

I used the saw, plane, awl, turning saw, bit, spoke shave, round-file, counter-sink, screw-driver, knife, sand paper. I made two holes in each side and then took the knife and made the ends of the two small round so that they would fit into the holes in the sides. I made them too small and so I had to put in wedges. The wedge spread the wood. I put in ten long screws.

## THE STOOL

MARCH The stool is made of white wood. There are five pieces of wood in the stool the top and two sides and two legs.

I used the plane block plane saw file hammer nails awl and sand paper in making the top.

In making the sides I used the saw and file and plane and block plane and hammer and nails and nail set and sand paper.

In making the legs I used the turning saw and plane and block plane and file and sand paper and nails and nail set. I measured all the wood myself with my Braille rule.

## THE PEN TRAY

APRIL 1898 In making the pen tray I used the plane and saw and block plane and gauge and scratcher and marking gauge and awl and sand paper and oil. I used gum wood for the tray. It was very hard to use the gauge. The scratcher made the wood all smooth. It is ten inches long and two inches wide. The oil fills the pores and keeps the wood from getting dirty.

## THE KNIFE AND FORK BOX

MAY The knife box is made of white wood.

It is eleven inches long and eight inches wide. It is six pieces the four sides the bottom and the middle pieces to divide the box in halves. The middle piece is the handle. I used the turning saw the back saw the splitting saw and the key hole saw the plane and block plane and round file and bit and nails and nail set and sand-paper. I broke the bottom of the box because I did not put it down far enough in the vise. I glued the two pieces together. When it was dry I planed it and then it was all right.

With the kind permission of the author, as well as with great satisfaction, I publish in this connection an exceedingly interesting letter which has been received from Mr. Larsson in response to a request of mine for a brief account of what Tommy had been

doing under his supervision and guidance, and which speaks in highly appreciative terms of the latter's progress and of the excellence of his work.

SLOYD TRAINING SCHOOL, November 3, 1898.

MY DEAR MR. ANAGNOS:— It is with pleasure that I comply with your request to make a statement about Thomas Stringer's progress in sloyd. Tom is now entering upon his third year of work at the bench, taking, as usual, two lessons each week.

We are much impressed this year by the confidence with which he handles his tools and by his ability in planning.

Originality is now the most striking and interesting feature of his work. He is full of ideas about what he wants to make and of plans for carrying out his ideas.

He is constructing a house of his own planning, for which he employs hard beech wood, and the skill he displays in nailing it together is truly remarkable.

My observation of Tom makes me deplore more deeply than ever the general neglect of the sense of touch as a developing agent. The exercise of this precious faculty alone is educating him.

His sensitive touch discovers flaws in work which most boys would fail to detect with their eyes. He will exclaim "bad, bad!" as he passes his fingers over a surface and feels that it is not perfect, and "good!" when he is satisfied with his examination. I must not overlook the matter of skill, for he has gained much in this direction.

An examination of Tommy's handiwork shows that the sloyd principle of appealing to a boy's spontaneous interests is as effective in securing skill as it is conducive to originality and self-reliance.

Tom is a delight to us all. His bench is always surrounded by an eager group of interested observers and learners, who gain invaluable truths by watching him and noting the means by which his mind is reached.

Yours sincerely,

GUSTAF LARSSON.

The special work which now absorbs Tommy's attention is the construction of a little wooden

house, which has been planned by himself and of which mention is made in the above letter. This miniature building is complete in every respect, and in it Tommy has made provision for everything relating to the comfort and convenience of its occupants. Door, window, chimney, a contrivance for a door bell, all are there. Even the management of the culinary affairs of the establishment has been seriously thought out, for, when Tommy was asked the other day who would cook the beans of which he had brought a supply in his pocket for the use of the family, he promptly replied, "Mrs. Stringer will take care of that."

During the past year Tommy's teacher, following her customary practice, has taken great pains in recording daily the studies and other occupations of her pupil, in and out of the school-rooms, with such fidelity and accuracy that her journals are models of order, truthfulness and neatness. The contents of this diary have been winnowed by Miss Conley herself with scrupulous care and commendable discretion, and have been reduced by her to a consecutive narrative of facts and incidents, which cannot fail to be as instructive and suggestive from a pedagogical point of view as they are interesting and entertaining in a general way. Here follows the story of Tommy's progress, as told by his teacher.

Another period of twelve months has passed over the little kindergarten family, and the Tommy Stringer who now proudly counts his years as twelve is the same happy

boy of a year ago, yet growing each day more sturdy, manly and self-reliant, and feeling a due sense of the importance of his increased age. "When I am a man," is now the goal of all Tom's hopes and aspirations, and frequently, when it seems especially desirable to reach man's estate, he may be seen with his little figure drawn up to its utmost height, furtively taking its measurement, in the hope that he can discover the addition of a few more inches to his stature.

As the months have gone by, those most closely associated with Tommy have watched his development anxiously, fearing lest some undesirable latent trait, some taint of heredity, should manifest itself, but such has not been the case. He has continued to grow, morally, mentally, and physically, and, so far as his physical defects permit, is a normal, healthy boy, beloved by all who know him.

As an indication of this fact, it is noticeable that Tommy's choice of friends among the boys is always of the best. That which is rude and unrefined repels him, while that which is pure and elevated and good seems to awaken a responsive chord in his own nature. Among his circle of friends last year he numbered one who was remarkable for his unvarying courtesy in word and act, and for whom Tommy felt the greatest love and admiration. Those in charge of Tommy, realizing what a power unconscious influence has in the development of character, encouraged this friendship, yet they feared that Tommy appreciated the benefits conferred by his friend rather than the character of the latter. But that Tom judged by truer standards than we knew was proved one day, when, after some little act of courtesy, performed voluntarily on his part, he remarked, in a matter-of-fact way, "very nice,—like Mr. ——" Fine and true indeed must be the nature that, with so many avenues closed to all outward impressions, can yet recognize true nobility of character. Does not Tommy, in his imitation of those around him, exemplify anew the words of the poet,—

Be noble,

And the nobleness that lies in other men, sleeping but never dead,  
Shall rise in majesty to meet thine own.



He has found out, no one knows how, that he is different from other people, that he is deprived of the senses of sight and hearing, though how great the loss is he can never know. "Will Tom read with his eyes when a man?" was his pathetic question one day. He frequently pretends to use his eyes, turning his head from side to side, as if in careful scrutiny, when some object baffles his sensitive touch. One morning when an extra nap proved too strong a temptation to be resisted, Tommy appeared at prayers somewhat late. As the boys were leaving the room, Miss Greeley stopped him with the query, "why were you so late this morning?" With the quickness of wit which usually enables the young man to find a loop-hole of escape he replied, "Tom did not hear the bell!" In the astonishment caused by this surprising excuse, further questioning or reproof was forgotten, and Tommy lost no time in taking his seat at the breakfast table.

After a brief absence from school, one of the boys returned, accompanied by his mother. Tommy had been talking of his arrival, and suddenly remarked, "Tom has no mamma," as if the recognition of this fact had for the first time dawned upon him. Very soon after this, in the course of a geography lesson, the New England states were named, and Tom assigned each to some friend who claimed it as his home. Then, very naturally, came the question as to which was "his state." For the first time he asked about his early life. "Who brought Tom to school?" "Where did Tom live when a baby?" "Who took care of Tom when a baby?" As he realized that a mother's love had cared for him in babyhood, and that he too, like all the other boys, had once owned that most precious of all possessions, a mother, yet had never known her, he at once decided that "Tom's mamma has gone to that far country now," — satisfied that she too is an inhabitant of that mystical land which is peopled with the friends who have suddenly dropped out of his life, and which Tom, of his own accord, always designates as "that far country."

Tommy's school life is a succession of days filled with

regular hours of work and play, and it would be hard to find a small boy who is busier or happier than he. His studies during the year have included reading, writing, articulation, arithmetic, history, geography, physiology, language, science work, the Braille point system and sloyd. An hour has been spent by him in the gymnasium each day, and he has devoted a half-hour to reading quietly to himself. During the half-hour before supper, stories not found in the raised print have been read to him. Like all children, he evinces a special fondness for some studies and aversion for others. Just at present, writing and articulation are the tasks which he most dislikes, but he usually accepts the inevitable with a fairly good grace when the time comes.

The study of physiology, which he began this year, has been his greatest delight, the wonderful mechanism of the human body inspiring him with admiration and awe. The hour for this weekly lesson always finds him promptly in his place, and, lest it should be forgotten that it is the day to "talk about the body," he usually takes the precaution to visit the bookcase, provide himself with the book, and lay it open upon the table. This subject has occasioned countless questions. At one time the heart was the all-absorbing topic of thought and conversation, and, to satisfy his curiosity, a visit was made to one of the large markets, and a cow's heart was purchased. Had it been a lump of gold, that parcel would not have been more tenderly carried home by Tommy, and, when once inside the house, the whole family must needs be gathered to share in the pleasure of seeing and examining the heart.

The following composition shows his interest in the subject:—

#### THE HEART.

The heart pumps the blood all over the body The spine has many bones,—twenty-six. The chest holds the lungs to breathe with There are twenty-four ribs. the face has fourteen bones the ear has four bones The head has eight bones The inside of the hand is called the palm.

His study of the bones and muscles has led Tommy to be very careful of his own anatomy, and he warns the boys not to "break the back," when a collision unexpectedly occurs. But, unfortunately, he does not always realize that the other boys are entitled to the same consideration as himself.

Tommy has now reached the point where one study can be made very helpful in the understanding of another. This is especially the case with history and geography.

Sand has continued to be used with excellent results in the geography work. A mass of damp sand will, in a few minutes, under Tom's skilful fingers, be transformed into a map of North or South America, or Massachusetts, so true in its general outline that one could hardly fail to recognize it. Then the rivers, lakes, mountains, countries and cities are located on the map by means of slips of paper which bear their names, written in Braille, and which are pinned into their proper places. Stories of the countries which he is studying in the geography lesson are read to him during the week; compositions upon them are used for writing lessons; and questions upon the same thing, written in Braille, are read and answered by Tom when the hour for that work comes.

Tom is a helpful little fellow, with "feet that run on willing errands." One of his duties is to cover the table carefully, fill his box with sand and bring it from the cellar in preparation for the geography lesson. On one occasion he was planning to provide himself rather too generously with material, when his plans were unexpectedly frustrated. Tom resented this interference, considering that his own judgment was the best guide as to the amount needed. When the map was finished he presented it for inspection, remarking apologetically as he did so: "It is a baby North America — Toad said '*no more sand.*'" "Toad," being one of the teachers, was an authority not to be defied.

In addition to the sand, maps with a pricked outline, raised maps,—in fact, every help which can be devised is used to extend Tom's knowledge of this world of ours and

arouse his interest in it. One day, when he was asked to write something about our country, this somewhat crude but amusing production was found at the end of the stipulated time:—

#### NORTH AMERICA

Our country is North America. On the east is the Atlantic ocean on the west is the pacific ocean on the north is the Arctic ocean our country has high mountains with snow and ice on the top the river is large the ocean is salt water the city is Boston.

During one hour of each week Tom has studied the history of his country, beginning with the story of the Indians and continuing with accounts of the Norsemen, the coming of Columbus and the settling of the new world by the different nations. This has been merely an outline, to be filled in as he grows older. When Thanksgiving came, Tom wrote this little story of the Pilgrims, which proved that he had at least an inkling of the real meaning of the day:—

#### THE PILGRIMS

the Pilgrims came to the new country because they were not happy in England they came across the ocean in a big ship called the Mayflower. They came in sixteen hundred and twenty December twenty one. there is not houses so the men work to build houses for people to live in log houses is all built for the pilgrims is sick. when Spring comes they planted the corn. It grew all summer and when autumn comes the corn for the food for the winter was put in the barn the pilgrims were happy and had thanksgiving.

Tom has not travelled much as yet, although it is one of his dreams to visit all lands. His greatest desire at present is to see the Pacific Ocean, and one day he announced his determination to travel across the country "in nine years,—when I am twenty." "But who will go with you?" was asked him. "Tom will go alone,—the conductor will help." (His faith in human kindness remains unshaken.) Since every opportunity to arouse his ambition to articulate is eagerly embraced, this was an occasion not to be lost.

"But," argued his teacher, "the conductor cannot spell and you cannot talk. How can you go?" But Tom's serene imperturbability was proof against the shot. "I will teach the conductor to spell," was his calm reply.

Work in articulation is still the chief stumbling-block in his path, although Tom has made some progress in the task which he so heartily dislikes. He attempts, of his own free will, to use his voice much more than he did last year, and a few phrases, such as "what time is it?" and "where did you go?" he articulates so distinctly that they may be readily understood even by one not accustomed to his voice. When oral speech is the only available means to a desired end, Tom makes no demur about using his voice. One night, when he was away from school on a brief visit, a lady unable to talk to him happened to enter the room where Tom was preparing for bed. Now Tom had been very busily and happily employed, and the hour for retiring had come so quickly that he suspected that he was being sent to bed too early. Instantly perceiving the presence of this friend in the room, and realizing that here was an opportunity to ascertain whether his suspicions were true or not, he suddenly asked, "what time is it?" Feeling that such an effort deserved a reward, yet utterly at a loss how to impart the desired information, she at length lifted his fingers to her lips, and answered "eight." "Eight," repeated Tom, understanding at once, and then he went contentedly to bed, finding that he had not been defrauded of any playtime.

He has acquired some little skill in lip-reading, but the lack of better results from the unceasing efforts made in this direction is only attributable to his aversion for it. Once arouse Tom's interest and ambition to accomplish any task, and the ability has never been found wanting.

As Tom has a methodical mind, arithmetic is one of the studies which he most enjoys. Having read the example from Braille or from the raised print, Tom will set the type, perform the examples, and pass his slate to his teacher for correction. It has cost his instructors some labor to induce him to do this independent work, and even now he is not

loath to accept assistance if it is offered. When he is not in the mood for work, his fertile brain will devise some means for relieving the task of its monotony. One day, when the other boys were in readiness for the lesson, Tom's seat remained vacant. Soon there came a knock at the door, and when it was opened the young man was discovered, with outstretched hand, saying, "how do you do?" "Why, who is this?" asked his teacher in pretended surprise. "Mr. Stringer from Philadelphia," Tom replied quickly. Receiving a cordial greeting and avowing his wish to visit the class, he entered, and, with a very clever imitation of the manner of an interested visitor, he deliberately seated himself in a chair reserved for callers, instead of in his own seat at the table. When "Mr. Stringer from Philadelphia" had sat thus for a few moments with a very prim and precise air, he was evidently relieved upon being asked if he would not like to speak to the boys. With great alacrity he shook hands with each member of the class, saying "how do you do?" and mutual introductions were given. He was then told that if he would take a seat at the table a slate would be given to him and its use would be explained. The situation began to grow less interesting, but the dignified gentleman complied, and with some reluctance changed his rôle of visitor for that of pupil. The task was made the easier for this bit of fun at its beginning.

Perhaps none of Tom's recent acquirements has been of greater value to him than the ability to use the Braille point system; for, while the compass of raised print is necessarily limited, it is now possible to convert anything which it is desirable that he should use for reference or independent study into a form easily mastered, through the medium of Braille. When the hour for this work arrived, Tom would sometimes find lying on the table slips of paper with questions written in Braille. These were usually in review of the lessons of the week in the different lines of study, written in the same system. After reading the question for himself, Tom would replace the paper in the slate and write the answer. Sometimes the

paper would contain a list of words which had occurred in the reading lesson of the previous day, the meaning of which he was required to explain, thus enlarging his vocabulary. Here is such a list, with Tom's synonyms:—

cottage means a small house  
 hurry “ very fast  
 naughty “ very bad  
 finished “ very done  
 obey “ to mind  
 replied “ answered

Sometimes he was asked to write a sentence, using a certain word. The following sentences show a few of his efforts in this direction, the given words being italicized:—

Tom must *try*.

*Do* you want to go to Wrentham?

*Return* the tools.

Tom is going *far away*.

*Did* you take the letters into the post-office?

To see Fred I am very *glad*.

Sometimes a story is given to him with many of the words omitted and spaces left blank which he is required to fill. One of these stories is here given, showing in italics the words of Tom's choosing.

One *pleasant* day when the *sun* was *warm* and *bright*, a little boy went to *walk*. In his *hand* he carried a *basket*. In the park he picked some *flowers*. The name of the flower was a *daisy*. He *went* to the pond and when he looked into the water he saw some *fish* swimming around. When he went *home* he said to his mamma: Oh, I have *had* such a *pleasant* walk.

Tom's fondness for all things, animate and inanimate, in the realm of nature, has been the source of some very happy hours in the school-room. With the help of his teacher he has made a systematic study of our common trees, classifying them by families, collecting, pressing and mounting specimens of each family, and

writing a description of each tree on the page opposite the mounted specimen. In this way he has become familiar with all of our most common trees, and can identify them instantly by bark, wood, leaf or fruit. This work has been a great delight to Tom, and the inquiry "do you want to go to walk?" usually elicited the eager response: "To see the trees?—Yes!" So, from month to month, he has studied nature with growing interest and admiration, and from actual observation knows the changes which the varying seasons bring.

With the aim of giving Tom some knowledge of the best literature, and arousing in him a love for the English classics, several beautiful and simple poems have been taught to him, and something has been told him of the life and home of each poet. Thus he has learned Helen Hunt's *September*; Alice Cary's *November*; Stevenson's *Where go the boats*; Longfellow's *Village Blacksmith*; and selections from Whittier's *Barefoot Boy*.

Tom's lack of interest in reading has no doubt been due, in the past, to his failure to understand much of what he read. To help him to acquire the habit of reading, a book was given to him to keep in his room, and he was told that he must read in it every day. One cold, frosty morning, after he had put his room in order for the day and when he was supposed to be out of doors, he was found seated very near the radiator, industriously reading. He was reminded that this was the time for play, and bidden to put his book away. Tom did not wish to leave the warm room, and so reasoned virtuously: "No—not go out, must read; Fly said read." But he reluctantly closed his book when convinced that there was a time and season for all things.

Through the great kindness of Mr. Larsson, Tom has continued his sloyd lessons on two afternoons during each week, and these have indeed been red-letter days to him. Under the instruction of Mr. Larsson and Mr. Sandberg this work has been made not only a pleasure to Tom but a source of help and permanent benefit in many ways. So great is his



confidence in these friends and teachers that he will not accept the dictum of any other person regarding the method of procedure, when a difficulty presents itself. He receives all advice politely, but remarking, "ask Mr. Larsson," he waits patiently until some one comes whom he considers competent to direct. There has been no stint of time, effort or patience in the careful training which these two good friends have given to Tom, and he rewards their interest with a fulness of admiration and devotion which he bestows upon but few people. It was significant that they were the only ones whom he was known to urge to come to Wrentham during the summer. With their common interest in sloyd, he evidently felt that he could find no more congenial guests.

Tom's largest piece of work this year has been a sled, and it is indeed a creditable production, large enough for actual use if it were allowed to be so desecrated. Several other models, including a picture frame, bread board, pen tray, foot-stool and knife-and-fork box, have also been completed.

It is gratifying to see the practical results of this training in Tom's interest in all things mechanical and in his manual dexterity. Is a window-cord broken? Tom will remove it, replace it with a new one, carefully adjusting the length of the rope to the size of the weight, and then put the sash back in place. Does a lock refuse to perform its function? Tom is delighted to take it apart, examine its intricate mechanism, and, discovering the cause of the trouble, remedy it with quick and skilful fingers. It is needless to say that all such knowledge as this Tom has gained for himself, and in the kindergarten household such talents are often called into requisition.

This is Tom at his work; but there is another side of his life, which perhaps reveals his character even more strongly, and that is, Tom at his play. Never is he known to ask, "what can I do now?" Indeed, the days are not long enough for him to carry out all his little schemes and plans. Working with his tools, investigating, inventing, treasuring

his string and nails and rusty iron as though they were priceless valuables, and from them constructing articles of singular pattern and extraordinary shape,— these are some of the ways in which Tom amuses himself when released from the school-room.

A visit to a hardware store which he made just previous to vacation revealed his intention to renovate the house at Wrentham during the summer. He had planned to weight the windows, substitute a lock and handles for the latch upon the door of his own room, and arrange an “elevator” or dumb waiter “to carry the food from the kitchen to the pantry,” as he explained, “it is too far for poor Mrs. Brown to walk.” He knew just what was needed in order to make these improvements.

One very clever device of Tom’s was a top, a combination of a marble and a piece of iron. One day, when it was too stormy for him to play out of doors, he interested himself for hours in his room with his Braille tablet, making the ground-plan of a house. He had outlined the various rooms, indicating doors and windows, with a general symmetry and an idea of proper arrangement which was really remarkable, in consideration of the fact that he had never seen a plan or even heard of one. The building of the new house at the kindergarten has been followed, step by step, with eager interest on Tom’s part, and after only a day’s absence he would inquire anxiously: “What are the men doing now?” fearful lest he might have lost some important part of the construction.

As a mark of high favor and a reward of merit for being a very good boy during the day, Tom is invited to the parlor after supper. A favorite way of spending the hour before bedtime is in playing the “guessing game,” so familiar to all children. The first letter of a word, denoting some object in the room, is given him, and he will then guess all the articles, the names of which begin with that letter, which occur to him, until, to his great glee, the right one is found, and then it is his turn to give a letter. One night he gave “o.” One word after another was suggested without avail,

until at last all were forced to "give it up," when he triumphantly announced that it was "oven," his name for the grate. The intimate knowledge of the belongings of a room which Tom has revealed in this way has been a surprise to all.

One of Tom's most lovable characteristics is his loyalty to his friends, and both time and distance are powerless to change his affection for any one whom he has known and loved. An amusing little instance of this trait occurred in connection with one of the teachers who had been a member of the kindergarten family for two years, but had gone away. Tom had been deeply attached to her, and mourned her absence sincerely. At Christmas time he was made supremely happy by receiving a bottle of perfume from her. He guarded it with jealous care, never allowing himself the indulgence of using it upon his handkerchief,—only the end of the cork would be moistened and rubbed upon his face, that thus he might enjoy it the longer. But alas! a violent movement of the drawer in which it was kept upset the bottle, and nothing was left but an overpowering odor and an empty vial. One evening, when bidding the family "good-night," he remarked, casually, "must say 'good-night' to Miss —." Wondering what this ceremony might be, his teacher watched his movements without his knowledge, and he was seen to produce the empty bottle from its resting-place, put it upon the bureau, and, addressing it as if it were alive, he said, "good-night, Miss —." Then bestowing a kiss upon it, he returned it to its original place.

The readiness with which Tom grasps the meaning of a new word or phrase and reproduces it is often surprising. He had been guilty of some slight misdemeanor one day, and his reproving conscience led him to seek his teacher with all manner of fair promises: "I will be good—I will be good." Then, as if fearful that silence on her part might betoken some doubt of the sincerity of his intentions, he pleaded: "Fly, please say 'I

hope so.'” Evidently this phrase had been used frequently enough not only to make an impression upon Tom, but also to enable him to use it correctly, although, as in the case of many words, a direct explanation would have been difficult to give him.

Deceit is utterly foreign to Tom's nature, and when once a command is laid upon him he can be trusted implicitly to follow it. This is particularly gratifying, since he is naturally curious and possesses a spirit of investigation, so that the temptations to be conquered are many. One day, when in Wrentham, Miss Brown proposed that he should do some trifling thing which had been prohibited at the kindergarten. In grave surprise, Tom refused to comply, saying, in a tone of earnest remonstrance: “No, no. Fly said ‘must not do it.’” In vain Miss Brown argued that circumstances would sometimes alter cases; she could not convince him it would be right to do it when “Fly said ‘no.’” So, wisely deciding that it was of far more importance to keep Tom's standard of honor high than to carry her point, she let the matter drop.

But Tom, with all his admirable qualities, is yet a very human little boy, with his good days and his bad days mixed in just about the same proportion as they are in the lives of other twelve-year-old boys. The strong obstinacy of the past has, however, through his increased power to reason and his confidence in the judgment of those in authority over him, developed into a firm will, valuable indeed as a factor in overcoming obstacles and in standing steadfastly for right and truth.

With a loving heart and a nature which yields far more readily to a request than to a command, with a knowledge of right and wrong and a clear mind and firm will to enable him to decide between the two, with a strong foundation of good principles, and above all with a soul “unspotted from the world,” Tom seems well equipped for the journey of life.

There will doubtless be hills of difficulty which he must

climb, and lions in the way to be fought and overcome, and often will he find his feet held fast in the slough of despond before he reaches his celestial city,—that golden future which is to him the goal of all his efforts and his aspirations.

Loving hearts and generous hands have never failed him in the past. Surely, when the need arises, in the time to come, he will meet a "Great Heart" who will help him on his way, and Tom will one day be the man he now so fondly dreams of being, because he too has learned that "obstacles are but things to be overcome."

Next to the kindergarten, the most attractive place for Tommy is Wrentham, and whenever he has an opportunity of making a visit there, either long or short, his heart is filled with joy. He seems to take it for granted that the house of his dear friend, the Rev. William L. Brown, is his home, and he uses everything belonging thereto as if he were "to the manor born." The following account of how Tommy spent his time in Wrentham during the summer vacation has been compiled from the notes which were kept by Miss Laura A. Brown, who was his special teacher before she was placed in charge of the manual training department at the kindergarten.

**TOM AT WRENTHAM.** The summer vacation was spent, as in former years, among familiar haunts in Wrentham, where Tom feels himself to be truly at home. With his usual love of fun and of out-door freedom, most of the time passed rapidly in simple, healthful play, with just enough labor for others to remind him that all his thoughts and efforts must not be solely for himself.

He is a willing and trusty little helper, and, far from shirking any task, he often wishes to undertake those which

it is impossible for him to accomplish. One of his cares was to bring in the wood for the kitchen stove. In an excess of zeal he would pile the sticks up to the mantel shelf, and he would then exhibit the pile with glee, expatiating upon how high and big it was. In this manner he would earn a respite from the task for several days, nor did he care to renew the supply until it was quite exhausted, in order that he might bring in many baskets full. The door between the shed and the kitchen is held by a spring. Tom found it hard to keep the door open while he lifted the basket full of heavy wood up the two steps, so he devised a bell with which to call for assistance. It consisted of a strip of board, four feet long, fastened upright to the door-post, at the lower end by a hinge and at the upper end by a string run through a staple on the post. A tongueless bell was nailed to the post, where the board would strike it when the string was pulled. This produced a noise more like a thump than a ring, but it was quite as effective in calling aid as if it had been more musical.

Another of Tom's contrivances, which he called a gun, was made by fastening a block of wood to one end of a short, narrow board by a few inches of strong elastic. He screwed the free end of the board to a step of the shed stairs, and then, drawing the block back, held it in place with a rivet until he wished to shoot, when he pulled out the rivet and the released block would fly as far as the elastic would allow.

Playing rain has lost none of its charms for Tom. Many a pan and pail has been filled at the pump for this purpose, and bottles of all sizes were in great demand. For these, tin cans or pails with holes punched in the bottoms were finally substituted, thus following out the idea which had given rise, during a thunder-storm, to his question how big the holes in the clouds were through which the rain came. Tom's clouds emptied themselves so quickly that he tired of filling them, so he procured an old galvanized-iron pail, hung it on the grape-vine trellis, and, with a rivet to check the shower when he chose, could sit with his hand under the

stream and enjoy the deluge without the effort of holding up the cloud.

The barn was as usual the favorite play-house. When the new hay had filled the lofts to the level of the window sills in the gable of the roof, Tom would climb up to this "nest," as he called it, and, sitting in the fragrant hay, he would play with ropes and weights through the window. Always cautious, he asked to have slats nailed across the opening, "so *people* will not fall out," he explained, adding, "Tom will not fall because Tom is careful." He seemed relieved, however, when the protection was made, and was often seen behind the bars with his arms stretched through, holding the end of a dangling cord to which a weight was attached. With this the height could be measured and by swinging it against the side of the barn he could cause a vibration which he could feel up in his perch.

From an office at the edge of an empty loft, with a hinged shelf in front of it, Tom sold tickets at a penny apiece, each of which entitled the purchaser to a *long* ride in his swing, which hung beside his elevator from the central beam, both swing and elevator being of his own construction. The latter, however, was not a public conveyance, since no one except Tom cared to attempt the ascent, but all were frequently invited to enjoy an imaginary ride in a little entry way which Tom called an elevator.

The garden and trees were not forgotten, and the boat and pond claimed a share of his attention. After one morning which Tom had spent in the boat, playing in the water with bared arms, the latter were badly sunburned. On the following Sunday it was decided that Tom should go to church, but, upon being told this, he quickly pushed up his sleeves, and, exhibiting his arms from which the skin was peeling but of which he had said nothing, he protested: "No, Tom cannot go to church; it [the arms] is too bad; the people would look."

Sunday means little to Tom excepting that at school he has freedom from lessons, and during vacation he sometimes has to go to church, which he seldom cares to do. Upon

the approach of his twelfth birthday, however, he offered to postpone the celebration until Monday, and it was found by questioning that Tom had decided that the cake ought not to be made on Sunday. He was delighted when it was suggested that this might be done on Saturday, and thus the cake would be ready to eat upon his birthday. Such a solution had not occurred to him.

Several times Tom started off with the announcement that he was going for a long walk. Bareheaded, as usual, with a stick for a staff, off he would trudge around the orchard, away from walls or fences, until, satisfied at last, he would return and state that he had walked two, three or more miles.

A few days were happily spent in Providence, where a trip down the river, with the privilege of wading in the salt water, afforded opportunity for observing many new things and for asking countless questions. His fingers were scarcely still an instant when he was with any one who could talk with him.

Aside from play, Tom had his book to read, examples to do on his type-slate, in order to keep up practice in number work, and letters to write. The reading was done every day, but, as the time for school to reopen drew near, Tom read assiduously, counting the unread pages and allotting a certain number to each day, saying: "Fly said to read. Miss Greeley said to read every day." He had obeyed the letter of the command, but he evidently felt that he had not done his full duty since he had not finished the book. He undoubtedly would have done so had he not turned back to the beginning so many times in order to reread favorite stories.

Several days before the end of vacation, Tom's preparations for his return to school were completed; his playthings were sorted and packed or put away in his closet to be left behind; things which he deemed precious were in readiness for the boys; there was a gift of candy for "Fly" and a bag of apples "for the hungry teachers." So the twelve happy weeks in Wrentham came to an end.



The facts and incidents described in the above account are deeply significant and of the utmost interest. They speak eloquently of Tommy's symmetrical development, and at the same time bear convincing testimony to the value and efficacy of the methods pursued in his training. But they do more than this; they present the case in its true light, and constitute the strongest and most impressive appeal that can possibly be made for the continuance of a noble work, which is eminently honorable to our humanity and which has already produced remarkable results.

For Tommy's deliverance from the captivity of ever-enduring darkness and stillness and for his restoration to his human estate, of which he seemed to be irrevocably disinherited, great credit is due to the subscribers of the fund which has supplied the means for his maintenance and education. Prominent among those who have taken a very active part in the matter are three persons:—a silent donor, who has from time to time paid such large sums of money as were required to make up deficits in the yearly accounts, without allowing her name to appear in connection therewith; Mrs. George W. Wales, whose active interest has been manifested in various ways; and Mr. Joseph Beal Glover, who, guided by his practical wisdom, has led the way in laying the foundation of a permanent fund for the benefit of the unfortunate child. By the generous hand of this modest and unassuming man the chains of sorrow are in many

instances broken, the pain caused by affliction is often mitigated and the sting of woe and suffering dulled.

It is deeply regretted that death has of recent years carried off some of Tommy's best friends and benefactors, Miss Emily M. Everett of Cleveland, O., whose contributions were both liberal and unfailing, being one of this number; but it is fervently desired and earnestly hoped that new ones may be raised up to take the places of those who have departed this life. There stands before us a beautiful child, a fine specimen of humanity, who by a cruel decree of fate has been robbed of the direct means of communication with the world around him, and has been "cut off from the cheerful ways of men." Painfully limited as his physical powers are in many directions, he is bravely striving to rise above the murky clouds of his misfortune and to counteract the depressing effects of his deprivations. Obviously his onward course is beset with enormous difficulties and discouraging hardships, and in order to overcome these he must be liberally aided and freely supplied with adequate advantages. Mutely but most pathetically he appeals for assistance to every fair-minded and tender-hearted man, woman and child. We have reason to believe that his plea will meet with a favorable response, and thus he will be made to feel that his implicit faith in the goodness of his fellow-men is not misplaced. A helping hand kindly extended to him would be no less an everlasting blessing to the giver of aid than it would be to the recipient; and, though

no words of acknowledgment may fall from the lips of the latter, nor be indited by his pencil, songs of praise and of gratitude will ascend from his pure heart and innocent soul, and reach the white throne more quickly and more surely than any formal prayers sent up by those possessed of all their senses.

### SUCCESS CROWNS ALL EARNEST EFFORTS.

Though the difficulties throng,  
And the struggle may be long,  
And the power of delay strong,

Hope on.

For to patient, brave endeavor  
Cometh utter failure never,  
And the crown at last forever  
Shall be won.

The story of the operations of the kindergarten during the past year, told at considerable length, must end here. It gives a detailed account of what has been accomplished for the benefit of the little sightless children, and at the same time shows that the field of their education is very wide and full of promise in every part.

This field is of the utmost importance to the blind, and all that it now needs to produce the desired results is careful husbanding and thorough cultivation. If we plough it in earnestness and sow it in love, we shall reap a rich harvest. This will surely come to pass, provided those who are entrusted with the management of the undertaking and with the advancement of its interests are entirely free from the taint of selfishness, and prompted in their actions by

a strong sense of duty toward their fellow-men. The spirit of self-consecration and readiness to make cheerfully needful personal sacrifices constitute the seed and soul of progress. This spirit is no less indispensable to success than unflagging zeal and unremitting industry, and without it we cannot prove worthy of the cause which we are enlisted to serve, nor of the stirring times in which our lot has been cast.

MICHAEL ANAGNOS.

## REPORT OF THE MATRON.

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To Mr. M. ANAGNOS, *Director.*

SIR:—I offer herewith for your consideration the twelfth annual report of the kindergarten for the year ending September 30, 1898:—

The community has become familiar during the past eleven years with the work of the kindergarten. The shout of happy blind children at their play is no uncommon sound to the passer-by in Jamaica Plain, while the place itself has in reality become a centre of busy life and occupation. Here, among conditions altogether favorable, in an atmosphere pure, bracing and gladdening, these children gain their first experience of school life; and it would be hard to find a more contented colony of little people than that which the kindergarten shelters. These conditions are such as to rouse all the sweeter and nobler impulses of those who dwell within their influence, and as one year follows another, abundant evidence of good results gives assurance that the ends sought in the installation of this work are being realized.

I love to testify to the absorbing interest which these children invariably manifest in their new life, their unquestioning faith and confidence in those personally devoted to them, the pure love and attachment of each for his little companions, and their whole unconscious wakening to a sense of their own share and privilege in life's great aims.

One of the most potent influences of the place is the combination it affords of the home element with that of the school. The occasional evening in the parlor for

games and conversation, the familiar intercourse between teachers and pupils, the permissible spirit of self-assertion, fostered and directed—all are secret forces for good, ever at work. The following letter from “James, a new James,” was only a simple spontaneous action on his part, but it shows the prevailing spirit of responsiveness to the higher self:—

MY DEAR MISS GREELEY I am going to try and be the quietest boy in the whole school. I have only been punished once this year. I am trying to be a better boy this year I have not written this letter good because Johnny keeps talking to me. I expect a letter from Mrs. Strudwick soon. I will now end my letter.

from James, a new James.

There have been in attendance during the past year 74 children,—36 girls and 38 boys,—with a larger number than usual of very helpless little ones, painfully backward and deficient in physical and mental activity.

Some there were who would go hungry rather than attempt to feed themselves, who lacked the courage to walk without assistance, whose flabby hands would instantly drop any article given to them to hold, and who showed a very positive dislike and avoidance of out-door air and exercise. To overcome such extreme apathy and dependence on others is a task of much difficulty, and can be accomplished only through persistent effort, combined with unlimited patience and intelligent love.

In marked contrast is the glad responsiveness of other more fortunately endowed children, alert, eager, and restless for employment, ready to help the weaker ones, and, as in all well-ordered homes, becoming responsible for their safety. As one uncommonly bright child expressed himself: “R— never picked dandelions and buttercups like I have, till I taught him.”

Only one death has occurred,—that of Charles Eugene Schlittler, nine years of age. He was a bright, intelligent boy, but an invalid from infancy. He entered at the begin-

ning of the previous school year, but was unable to remain; and in December, 1896, he was removed to the Children's Hospital, and later to the Carney Hospital, where, after a lingering illness, he died October 23, 1897.

The schedule of class-room work has followed nearly the same lines as in previous years, with a more decided preference for objective methods and all kinds of manual occupations, adapted to the abilities and future needs of the children. So-called drudgery is robbed of its distasteful aspect, and it becomes a welcome task to participate in the household work, to sweep and dust, to lay the tables, to wash and wipe the dishes, and, weekly, with pail and cloth, on bended knee, to assist in the house-cleaning.

The finger plays have been in constant and effective use, and the little fingers that begin so awkwardly their handling of ball and block grow strong and steady, and, step by step through the beautiful nomenclature of kindergarten pursuits, forgetting himself in his absorbing occupations, the child comes into a new and growing acquaintance with things, their use and their beauty, until work seems a delight and idleness a burden.

Elementary geography, history and natural science follow, and the modelling begun in the kindergarten classes develops along natural lines into more conventional and exact forms, and is of great value in every department of school work.

Sloyd in knitting and sewing, mending and patching, and a taste for the knife and saw for both girls and boys, is an essential part of our training, and has fully justified all that has been claimed for its educational value. During the past year 375 articles were made by our pupils, among the more difficult pieces being mittens, slippers, edgings and baby-sacks. A few pupils learned to knit with four needles.

Physical exercise, inculcated by precept and example, in season and out of season, regardless of set hours, is an ever-present necessity among a class of children predisposed to physical weakness and handicapped at the beginning of life's race; and it is here that the ounce of prevention in the

shape of corrective exercises and movements, given with care and intelligence and with no stinted hand, is absolutely indispensable. We believe that the unusual degree of good health enjoyed by our children during the past twelve years is due to such measures; and Dr. Broughton, the devoted friend of the school, as well as its physician, attributes the rarity of a demand upon his professional services to this constant vigilance and oversight.

The following table gives the average measurements of two classes which have had gymnastic practice for one or more years:—

In a class of 14 girls:—

Average age, . . . . .	13 years.
Average weight, . . . . .	70 pounds.
Average size of head, . . . . .	20 inches.
Average chest girth, . . . . .	25 inches.
Average height, . . . . .	54 inches.

In a class of 14 boys:—

Average age, . . . . .	12 years.
Average weight, . . . . .	64 pounds.
Average size of head, . . . . .	21 inches.
Average chest girth, . . . . .	27 inches.
Average height, . . . . .	52 inches.

Tommy Stringer was a member of the class of boys, and his measurements show the same normal condition of physical development as that which is proved by the mental tests which have been applied. They are as follows:—Age, 12 years. Weight, 74 pounds. Size of head, 20½ inches. Chest girth, 28 inches. Height, 54 inches.

Regular instruction in music has been given throughout the year. All the pupils have participated in the daily singing lessons. Fourteen girls and 17 boys have had lessons in playing on the pianoforte, and 3 pupils have been studying violin playing with Mr. Vincent Akeroyd. In October, 1897, a class of thirteen boys and girls assisted at a concert which was given by Mr. Akeroyd's pupils, in



the Dudley Street Opera House, in behalf of the kindergarten, by which the sum of \$134.85 was realized.

In addition to the regular course in music, Miss Evelyn Ashton Fletcher, the originator of the "musical simplex method," has had three classes each week for three months, and has been most successful in adapting her work to the requirements of our children. Systematic training in this line has since been introduced into the school.

Home entertainments help to fashion tastes, ideas and affections, and are a powerful incentive to good conduct. The Christmas and Thanksgiving programmes, the St. Valentine party, the annual observance of Washington's birthday, as well as the visit to the Public Library, one to Crescent Beach, and trips through the subway, have furnished enthusiastic topics for narration and composition work.

On November 22, 1897, the primary boys presented an original adaptation of *Cinderella*, in five acts, for the benefit of the Elizabeth Peabody Home, and, as a result, the sum of \$8 was sent by the boys to the Home, with the request that it be used for the purchase of flour. In January, 1898, through the efforts of the kindergarten girls, who gave a very interesting programme of songs and recitations, the amount of \$11 was forwarded for the purposes of the same beneficent charity.

On Saturday, January 22, 1898, Dr. and Mrs. George H. Monks came to the kindergarten to meet the club composed of our boys and those of the Perkins Institution who had once been pupils here. Mrs. Monks is the honorary president, and Mrs. Davidson the secretary, of this organization, which was formed for mutual help in the interests of good morals and high rank in deportment.

The timely gift of \$25 from Mr. Nelson Curtis of Jamaica Plain, to be expended for a "good time," enabled us, on the 18th of June, to give a lawn party and to invite all the former pupils of the kindergarten. Sixty-five of these were present, making over one hundred and fifty in attendance.

It is worthy of mention that the first kindergarten pupil



He has his "hobbies" in true boy-fashion, and his pockets are overflowing with strings, screws, bits of wood and iron, and always some tool, ready for use. With the high spirits of perfect health and the boyish love for investigation, he is ever busy, asking questions which often demand more than a superficial answer, and amusing himself in all kinds of ingenious ways, never at a loss for employment, and never idle.

He uses his Braille slate for the original purpose of making upon it designs of houses and patterns for rugs and for picture frames, in which the true proportions are always admirably kept. In his drawings of buildings he does not disregard ornamental effects, and he will suggest to you the prettiness of an object when describing it. The interior of the barn in Wrentham, the house which he intends to build for himself, and the train house of the Park Square station were among his recent attempts, and were very cleverly conceived.

The work in sloyd, under the master hand and direction of Mr. Gustaf Larsson, has been the most effective agent in arousing Tom's interest in other directions; and, although the sight of a forest will never gladden his eyes or the song of a bird delight his ear, he loves the trees and the birds, the brook and all animate things, and feels their power and beauty, while it is a constant pleasure to his methodical mind to find the law and order which exist in nature.

Although we might select from his regular lessons many topics of interest, nothing is so significant of progress as the simple daily unfolding of the boy's life, pure and sweet and free from guile. Standing at the threshold of a world of knowledge, in the happiest and most natural way, without over-straining or over-reaching, even without his realization of the fact, he is, in common phrase, "being educated."

He has won, in the seven years of his residence here, the love and sympathy of scores of children's hearts, and many letters from far and near are constantly coming, always expressing the wish to do something for "dear Tommy Stringer."

Respectfully submitted by

ISABEL GREELEY.

## ACKNOWLEDGMENTS.

The kindergarten has been the recipient of many kindly attentions and valued gifts from generous friends, to whom we are profoundly grateful, and whose names we record with sincere thanks.

Dr. Henry W. Broughton, Dr. Francis Ingersoll Proctor, Dr. Clarence J. Blake and Dr. E. G. Brackett have all given their valuable services in the treatment of our pupils free of charge.

Christmas and Easter remembrances have been received from Mrs. George H. Monks and Mrs. E. Preble Motley.

Miss Atwood's class of the Central Congregational Church of Chelsea supplied one little girl with clothing and furnished the means for her spending a week at the seashore during the hot days of the summer.

Gifts of clothing have also been received from Miss C. L. Ware, Mrs. Caleb Stevens, Miss Elise Johnson, Mrs. W. B. Trowbridge, and Miss Manson's Kindergarten Bee, held in Cambridge. The Young Ladies' Missionary Society continues to provide clothing for one girl.

We are indebted to Mrs. Quincy A. Shaw and to Mrs. Charles F. Sprague for contributions of flowers; and to Mrs. W. H. Slocum, Mrs. F. B. Allen, Mrs. J. M. Viles, Mrs. Ladd of Lynn, and Mrs. Scott of Chelsea for generous supplies of fruit.

Mr. John M. Rodocanachi has again given the amount of ten dollars for the purchase of musical instruments for the use of the kinder orchestra. This sum has been annually sent by Mr. Rodocanachi since the organization of the little band. Together with this comes regularly every year a supply of dates and Smyrna figs for the use of the children.

The girls' building has been adorned by a framed reproduction of the *Sistina Madonna*, a welcome gift from Mrs. F. B.

Allen of Longmeadow, Mass., and Mrs. R. E. Goodwin of Augusta, Me.

A lamp was provided by Mrs. Thomas Mack, who has also treated the children to a very enjoyable sleigh-ride.

Toys have been donated by Mrs. Webber of Jamaica Plain; a mounted gray squirrel, by the children of the Gove Street Kindergarten, East Cambridge, through Miss Berthold; a jigsaw, by Miss May Fitch; also a swing by Mr. and Mrs. Albert T. Whiting.

Miss Helen D. Orvis has again kindly remembered our older pupils by sending tickets to them for her series of young people's concerts. Tickets have also been received for the vocal chamber concerts of Mr. Wilhelm Heinrich; for the pianoforte recitals of Mrs. Mary C. Downs; and for a concert by the Harvard Glee, Banjo and Mandolin Clubs, from Miss Mary Gill.

*The Youth's Companion*, *The Junior Christian Endeavor World*, *Forward*, and *The Jamaica Plain News* have been sent regularly to the kindergarten by their publishers.

*Captains Courageous*, *Torpeanut the Tomboy*, and *Philip's Toinette* have been added to the library through the kindness of Mrs. Monks, while Mrs. Samuel M. Standing has presented an embossed copy of the *Book of Psalms* and *Isaiah*.

## LIST OF THE CHILDREN.

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Abbott, Edna May.	Casey, Frank A.
Allen, Mary K.	Cotton, Chesley L.
Anderson, Elizabeth.	Crandall, Daniel L.
Bennett, Annie F.	Cummings, Edwin.
Brayman, Edith I.	Cunningham, James H.
Brisbois, Edith.	Curran, Edward.
Burns, Nellie.	Curran, John.
Clark, Helen F.	Ellis, John W.
Cummings, Elsie.	Gibson, Leon S.
Curran, Mary I.	Goyette, Arthur.
Dart, Marion F.	Graham, William.
Elwell, Gertrude.	Hamlett, Clarence S.
Finnegan, Alice.	Heroux, Alfred N.
Gilbert, Gertrude M.	Jordan, John W.
Gilman, Lura.	Kettlewell, Gabriel.
Goodale, Elcina A.	Kirshen, Morris.
Gray, Nettie C.	McQueeney, William.
Hamlet, Ethel.	Muldoon, Henry M.
Jesmore, Eva Rose.	Muldoon, Robert D.
Langdon, Margarita.	Musante, Anthony.
Leach, Alice E.	Nelson, Charles S.
Miller, Gladys.	Nelson, John F.
Minahan, Annie E.	Rand, Henry.
Noonan, Marion L.	Ransom, Francis.
Ovens, Emily A.	Rawson, Willey.
Perella, Julia.	Rodrigo, Joseph L.
Randall, Helen I.	Ryan, Michael J.
Viles, Alison P.	Sacco, Nicola.
Walsh, Annie.	Sticher, Frank W.
Watts, Kate.	Stringer, Thomas.
Wilde, Agnes.	Tyner, Edward T.
	Wetherell, John.
Bardsley, William E.	White, Thomas E.
Blood, Howard W.	Williams, Albert L.

# FINANCIAL STATEMENT OF THE KINDERGARTEN

FOR THE YEAR ENDING AUGUST 31, 1898.

## *Receipts.*

Cash on hand September 1, 1897, . . . . .	\$48,841.43	
LEGACIES:—		
Miss Edith Rotch, . . . . .	10,000.00	
John Foster, . . . . .	5,000.00	
Augustus D. Manson, . . . . .	2,500.00	
Mrs. Julia A. Whitney, . . . . .	100.00	
John W. Carter, . . . . .	500.00	
Francis L Pratt, . . . . .	100.00	
Mrs. Mary B. Turner, . . . . .	9.10	
Endowment fund, . . . . .	\$6,352.88	}
Endowment fund, through Ladies' Auxiliary Society, . . . . .	1,656.10	
Annual subscriptions, through Ladies' Auxiliary Society, . . . . .	6,625.75	
Gift: Mrs. Helen Atkins Edmands fund, . . . . .	5,000.00	
Donation for new building, . . . . .	100.00	
Board and tuition, . . . . .	5,911.61	
Rents, . . . . .	860.50	
Income from investments, . . . . .	13,315.73	
	\$106,873.10	

## *Expenses.*

Maintenance, . . . . .	\$17,598.82	
Expenses on houses let, . . . . .	322.95	
Bills to be refunded, . . . . .	132.58	
Grading and fencing, . . . . .	877.94	
New building, . . . . .	23,402.74	
Furnishing new building, . . . . .	2,016.80	
Refitting house on Day street, . . . . .	289.22	
Land, . . . . .	20,383.63	
Taxes and annuity, Jackson estate, . . . . .	281.20	
Invested, . . . . .	18,723.00	
	\$84,028.88	
Balance September 1, 1898, . . . . .	22,844.22	
	\$106,873.10	

PROPERTY BELONGING TO THE KINDERGARTEN.

Mrs. William Appleton fund, . . . . .	\$11,700.00
Nancy Bartlett fund, . . . . .	500.00
Miss Helen C. Bradlee fund, . . . . .	40,000.00
Mrs. Helen Atkins Edmands fund, . . . . .	5,000.00
Eugenia F. Farnham fund, . . . . .	1,015.00
Albert Glover fund, . . . . .	1,000.00
Moses Kimball fund, . . . . .	1,000.00
Mrs. Warren B. Potter fund, . . . . .	25,000.00
Mrs. Benjamin S. Rotch fund, . . . . .	8,500.00
Mary Lowell Stone fund, . . . . .	200.00
Mrs. George W. Wales fund, . . . . .	10,000.00

LEGACIES:—

Mrs. Harriet T. Andrew, . . . . .	5,000.00
Mrs. Eleanor J. W. Baker, . . . . .	2,500.00
Sydney Bartlett, . . . . .	10,000.00
Samuel A. Borden, . . . . .	4,250.00
Miss Sarah Bradford, . . . . .	100.00
John W. Carter, . . . . .	500.00
Benjamin P. Cheney, . . . . .	5,000.00
George E. Downs, . . . . .	3,000.00
Mrs. Lucy A. Dwight, . . . . .	4,000.00
Mary B. Emmons, . . . . .	1,000.00
John Foster, . . . . .	5,000.00
Mrs. Elizabeth W. Gay, . . . . .	7,931.00
Mrs. Ellen M. Gifford, . . . . .	5,000.00
Mrs. Ann E. Lambert, . . . . .	700.00
Elisha T. Loring, . . . . .	5,000.00
Augustus D. Manson, . . . . .	7,500.00
Miss Sarah L. Marsh, . . . . .	1,000.00
Mrs. Richard Perkins, . . . . .	10,000.00
Francis L. Pratt, . . . . .	100.00
Miss Edith Rotch, . . . . .	10,000.00
Miss Rebecca Salisbury, . . . . .	200.00
Joseph Scholfield, . . . . .	3,000.00
Mrs. Eliza B. Seymour, . . . . .	5,000.00
Mrs. Cornelia V. R. Thayer, . . . . .	10,000.00
Royal W. Turner, . . . . .	24,082.00
Mrs. Mary B. Turner, . . . . .	7,574.00
Mary H. Watson, . . . . .	100.00
Mrs. Julia A. Whitney, . . . . .	100.00
Miss Betsy S. Wilder, . . . . .	500.00
Miss Mary Williams, . . . . .	5,000.00
Transcript ten-dollar fund, . . . . .	5,666.95
Funds from other donations, . . . . .	33,004.05
	\$285,723.00
Real estate subject to annuity, . . . . .	7,200.00
Cash in the treasury, . . . . .	22,844.22
Land, buildings, and personal property in use of the kindergarten, at Jamaica Plain, . . . . .	257,229.63
Total amount of property belonging to the kindergarten, . . . . .	<u>\$572,996.85</u>



## KINDERGARTEN ENDOWMENT FUND.

### LIST OF CONTRIBUTORS

From August 31, 1897, to September 1, 1898.

Alden, Miss Priscilla, . . . . .	\$2.78
Alexander, Miss Marian, Chelsea, . . . . .	5.00
Andrew, Mrs. John A., . . . . .	20.00
"Aunt Mary," . . . . .	50.00
Balfour, Miss Mary Devens, . . . . .	10.00
Ballou, Mr. and Mrs. A. A., Detroit, Mich., . . . . .	20.00
Batt, Mrs. C. R., . . . . .	5.00
Belmont Unitarian Society, through Rev. Hilary Bygrave, . . . . .	15.73
Bemis, Mr. J. M., . . . . .	10.00
Billings, Mrs. Elizabeth, Canton, . . . . .	1.00
Blacker, Ruth and Emily, Allston, . . . . .	5.00
Blodgett, Mrs. Edward Everett, Brookline, . . . . .	3.00
Bradshaw, Mrs. Martha A., Washington, . . . . .	5.00
Bremer, Mr. John Lewis, . . . . .	50.00
Brett, Mrs. Anna K., . . . . .	10.00
Brewster, Miss Sarah C., . . . . .	5.00
Brown, Miss Elizabeth B., . . . . .	5.00
Brown, Mr. E. R., Dover, N. H., . . . . .	50.00
B. R. S., . . . . .	5.00
Cabot, Mrs. Francis, . . . . .	10.00
Calvert, Mrs., . . . . .	2.00
Chapin, Mrs. Adeline N., . . . . .	5.00
Children of Miss Mary Clark's private kindergarten, . . . . .	3.00
Children of Florence Kindergarten, . . . . .	7.00
Children of Netherwood Kindergarten, Plainfield, N. J., . . . . .	1.90
Children of the Cabot Kindergarten, Brookline, . . . . .	3.29
Children of the First Parish Sunday-school, West Roxbury, . . . . .	10.00
Children of Chestnut Hill, . . . . .	50.00
Children of Miss Seeger's school, Jamaica Plain, . . . . .	14.00
<i>Amount carried forward,</i> . . . . .	\$383.70

<i>Amount brought forward,</i> . . . . .	\$383.70
Class in First Congregational Church of Rockport,	
Miss Mary F. Tarr's, . . . . .	10.00
Coolidge, Mrs. John T., . . . . .	10.00
Coolidge, Mrs. T. Jefferson, . . . . .	50.00
Curtis, Miss Isabella P., . . . . .	3.00
Dabney, Miss Roxana L., Milton, . . . . .	3.00
Dewey, Miss Mary E., . . . . .	10.00
Drew, Mr. Frank, Worcester. . . . .	1.00
Eliot, Dr. Samuel, . . . . .	100.00
Elkins, Rev. W. P., . . . . .	1.00
Ellis, Geo. H., . . . . .	75.00
Employés of Boston Ice Company, . . . . .	50.00
Fairbanks, Miss C. L., . . . . .	10.00
Farnham, The Misses, . . . . .	5.00
Fay, Miss Sarah M., . . . . .	1,000.00
Field, Miss D. W., . . . . .	5.00
For the little blind children. . . . .	.25
French, Miss Cornelia Anne, . . . . .	50.00
French, Jonathan, . . . . .	100.00
Harrington, Mrs. M. S., . . . . .	1.00
Hemenway, Miss Clara, . . . . .	10.00
Hersey, Charles H., . . . . .	20.00
Hodsdon, Mrs. A. Herman, . . . . .	10.00
Howe, Miss Fanny R., . . . . .	.75
Hutchins, Constantine F., . . . . .	15.00
Hyde, Mrs. J. C., . . . . .	3.00
Iasigi, Miss Mary V., . . . . .	10.00
In memory of Miss Alice M. C. Matthews, . . . . .	100.00
In memory of little Amy and Edward, . . . . .	10.00
Jamaica Plain Club, . . . . .	50.00
Kendall, Miss H. W., . . . . .	55.00
Kimball, Mrs. Marcus, . . . . .	50.00
Knapp, George B., . . . . .	50.00
Learned, Miss Mollie, New London, Conn., . . . . .	10.00
Lee, Mr. Elliot C., . . . . .	15.00
Lend a Hand Club of the First Unitarian Church, Worcester, . . . . .	5.00
<i>Amount carried forward,</i> . . . . .	\$2,281.70

<i>Amount brought forward,</i>	\$2,281.70
Lodge, Mrs. John E.,	50.00
Lord, John, Lawrence,	50.00
Lowe, Mrs. Martha P., Somerville,	5.00
L. W. D. and M. M. D.,	100.00
Lyman, Mrs. Joseph,	20.00
Matthews, Mrs. Annie B.,	1,000.00
M. C.,	3.00
Melvin, Miss Rebecca S.,	15.00
Montgomery, William,	15.00
Morison, Mrs. Frank,	10.00
Morse, Mrs. Leopold,	100.00
Motley, Mrs. E. P.,	25.00
Moulton, Mrs. Louise Chandler,	25.00
Moulton, Miss Maria C.,	25.00
Newell, Mrs. George A.,	25.00
Newell, Mrs. M. Abbie,	50.00
Newton children, proceeds flower sale,	6.00
Nichols, Miss Sarah H.,	10.00
Otis, Mrs. William C.,	20.00
Peabody, The Misses, Cambridge,	50.00
Peabody, F. H.,	100.00
Perry, Miss C. N.,	2.00
Pickman, Mrs. W. D.,	50.00
Plumer, Charles A.,	2.00
Pomeroy, Mrs. J. B., Newport, N. Y.,	3.00
Potter, Mrs. Warren B. (for new building),	100.00
Primary class of a public school,	2.00
Primary class of same at a later period,	1.56
Primary department, Harvard Sunday-school, Brook- line,	5.00
Proceeds of entertainments, February 22, by pupils of Perkins Institution,	59.08
Proceeds of a subscription party given at Beacons- field Casino, Brookline, by Mrs. Frederick White, Mrs. Clarence Whitney, Mrs. Forrest Smith, Mrs. Edward Rogers, Mrs. Charles Stearns, and Mrs. Albert Wiley,	118.50
<i>Amount carried forward,</i>	<u>\$4,328.84</u>

<i>Amount brought forward,</i> . . . . .	\$4,328.84
Proceeds of fair held in Mr. J. Henry Russell's cottage, Hingham, by Misses Adelaide Gay, Elsie Bird, Helena Burnham, Fanny Russell, and Mildred W. Russell, . . . . .	220.00
Proceeds of concert given by pupils of Mr. Vincent Akeroyd, . . . . .	134.85
Raymond, Fairfield Eager, . . . . .	5.00
Riley, Mrs. D., Charlestown, . . . . .	7.00
Rogers, Miss Catherine L., . . . . .	15.00
Rogers, Mrs. William B., . . . . .	10.00
Rose, Mrs. Mary L., . . . . .	1.00
Schmidt, Mr. Arthur P., . . . . .	5.00
Seabury, The Misses, New Bedford, . . . . .	25.00
Sears, Mrs. F. R., Jr., . . . . .	20.00
Sears, Mrs. Knyvet W., . . . . .	100.00
Shepard, Mrs. Otis, Brookline, . . . . .	8.00
Slocum, Mrs. William H., . . . . .	50.00
Smith, Joseph, Worcester, . . . . .	5.00
Sohier, Miss E. D., . . . . .	25.00
Sohier, Miss E. M., . . . . .	25.00
St. Agnes Guild of the Trinity Parish, Melrose, . . . . .	5.00
Stevens, Miss Julia R., Randolph, Me., . . . . .	2.00
Stevens, Mrs. Harriet Lyman, Newport, R.I., . . . . .	20.00
Story, Mrs. George O., . . . . .	1.00
Sunday-school of the First Church, Boston, . . . . .	82.09
Sunday-school class, Miss Anna Hunkler's, Highland Church, Roxbury, . . . . .	3.06
Sunday-school of Union Church, Weymouth and Braintree, . . . . .	15.00
Sunday-school of Shepard Church, Cambridge, through Mr. Henry T. Burrage, treasurer, . . . . .	19.04
"The Cranford Ladies," through Miss Mary C. Thornton, . . . . .	60.00
The Saint Helena Circle of King's Daughters, . . . . .	240.00
Thorndike, Mrs. J. H. (\$10 annual), . . . . .	110.00
Tower, Col. William A., . . . . .	100.00
Upham, Mrs. Eveline, Canton, . . . . .	1.00
<i>Amount carried forward,</i> . . . . .	<u>\$5,642.88</u>

<i>Amount brought forward,</i> . . . . .	\$5,642.88
Vose, Miss C. C., . . . . .	20.00
Wallace, Mrs. William, Allegheny, Pa., . . . . .	10.00
Walnut Avenue Y. P. S. C. E., . . . . .	3.00
Waterston, Mrs. R. C., . . . . .	10.00
Welch, Charles A., . . . . .	50.00
Weld, Mrs. Moses W., . . . . .	20.00
White, Prof. C. J., . . . . .	25.00
Whitehead, Miss Mary W., Somerville, . . . . .	10.00
Whitney, Miss Elizabeth J., . . . . .	5.00
Whitney, Miss Kate A., . . . . .	5.00
Wolcott, Mrs. J. Huntington, . . . . .	500.00
Young, Calvin, Dorchester, . . . . .	2.00
Young, Charles L., . . . . .	50.00
	<hr/>
	\$6,352.88

#### CONTRIBUTIONS FOR CURRENT EXPENSES.

Annual subscriptions through the Ladies' Auxiliary Society, Miss S. E. Lane, treasurer, . . . . .	\$5,296.50
Cambridge Branch, through Mrs. E. C. Agassiz, treasurer, . . . . .	577.00
Dorchester Branch, through Mrs. J. Henry Bean, treasurer, . . . . .	211.50
Lynn Branch, through Mrs. Lucy B. Haven, treasurer, . . . . .	178.50
Milton Branch, through Mrs. William Wood, treasurer, . . . . .	136.00
Worcester Branch, through Mrs. J. H. Robinson, treasurer, . . . . .	226.25
	<hr/>
	\$6,625.75

*All contributors to the funds are respectfully requested to peruse the above list, and to report either to EDWARD JACKSON, Treasurer, No. 53 State Street, Boston, or to the Director, M. ANAGNOS, South Boston, any omissions or inaccuracies which they may find in it.*

EDWARD JACKSON, *Treasurer.*

## DONATIONS AND SUBSCRIPTIONS FOR TOMMY STRINGER

FROM AUGUST 31, 1897, TO SEPTEMBER 1, 1898.

"A boy," . . . . .	\$3.00
"A few little girls who gave their pennies," South Lin- coln, Mass., . . . . .	1.40
"A friend," through Mr. Robert D. McGonnigle, Pitts- burg, Pa. (twice), . . . . .	2.00
Base Ball Club, Wyncote, Pa., . . . . .	1.25
Beaumont, Mademoiselle, . . . . .	1.00
Birthday offerings of children in the primary depart- ment of the Immanuel Sunday-school, Roxbury, through Miss Antoinette Clapp, . . . . .	10.00
Boys' Club of First Parish, Walpole, Mass., . . . . .	5.00
Boys of the Y. M. C. A., Plattsburg, N.Y., through Mr. Eckersley, . . . . .	5.00
Brown, Mrs. J. Conklin, Greensborough, Ga., . . . . .	10.00
Brown, Master Warner, Greensborough, Ga., . . . . .	2.50
Buxton, Dr. B. H., New York, . . . . .	10.00
Children of Buffalo free kindergartens (Froebel's birth- day contributions), . . . . .	3.75
Children of Chestnut Hill, . . . . .	45.00
Children of the first grade of Winthrop School, Brookline, . . . . .	1.00
Children in the kindergarten of Sunday-school of Church of the Unity, Worcester, . . . . .	7.50
Children of Mrs. Andrews' primary class in Walnut Avenue Sunday-school, Roxbury, . . . . .	5.00
Children of Miss Mary F. Tarr's class in First Con- gregational Church of Rockport, Me., . . . . .	10.00
Children of Mrs. William J. Bicknell, . . . . .	1.00
Children's Aid Society of Washington County, Pa., through Miss Madeleine LeMoyne, secretary, . . . . .	15.00
Conant, Miss Grace W., Wellesley Hills, . . . . .	1.00
<i>Amount carried forward,</i> . . . . .	\$140.40

<i>Amount brought forward,</i> . . . . .	5140.40
Curtis, Mrs. Cyrus, Philadelphia, . . . . .	5.00
Danforth, Mr. James H., . . . . .	10.00
Dow, Miss Jane F., Milton, . . . . .	25.00
Dow, Miss Lucia A., Milton, . . . . .	10.00
Eckersley, Mr. James, and friends, . . . . .	16.00
Edward Everett Hale Club, Walpole, Mass., . . . . .	3.00
Elder, Miss Ella C., . . . . .	1.00
Everett, Miss Emily M., Cleveland, O., . . . . .	25.00
Fay, Miss Sarah M., . . . . .	25.00
First Boston Company, Boys' Brigade, Capt. F. E. Smith, . . . . .	5.00
First Parish Lend a Hand Club, Medfield, Mass., . . . . .	5.00
Friend C., . . . . .	100.00
Friend D., . . . . .	10.00
George, Master Robert Hudson, Brookline, . . . . .	1.00
Glover, Mr. Joseph B., . . . . .	40.00
Heath, Mrs. Sarah A., . . . . .	5.00
Helpful Band of Mercy, Greenfield, Mass., . . . . .	5.00
Hodsdon, Master Martin Hays, . . . . .	10.00
Hudson, Miss Mary R., . . . . .	1.00
Infant class, Lend a Hand Club of Bulfinch Place Church, . . . . .	4.30
In memory of Bishop Brooks, . . . . .	5.00
Jackson, Mrs. Mary J., Jamaica Plain, . . . . .	2.00
Junior Children's Aid Society of Washington County, Pa., through Miss Madeleine LeMoyné, secretary, . . . . .	5.00
Junior Society of Christian Endeavor of the Taber- nacle Church, Salem, Mass., . . . . .	10.00
Kindergarten at Florence, through Miss Frances H. Look, . . . . .	7.00
Kindergarten at Ithaca, N.Y., through Miss Eleanor Jones, . . . . .	1.50
Kindergarten department of Washington Street Bap- tist Church, Lynn, Mass., . . . . .	5.00
Kirkpatrick, Mr. E. A., Fitchburg, . . . . .	5.00
Knapp, Miss Almira S., . . . . .	1.00
Matthews, Mrs. Annie B., . . . . .	50.00
<i>Amount carried forward,</i> . . . . .	<u>5538.20</u>

<i>Amount brought forward.</i> . . . . .	\$538.20
May, Miss Eleanor G., trustee of Lydia Maria Child fund, . . . . .	35.00
Morse, Mrs. E. Rollins, . . . . .	5.00
Newell, Mrs. M. Abbie, . . . . .	25.00
Nightingale, Miss Mary E., . . . . .	8.26
Peyraud, Mademoiselle Rosalie J. (annual), . . . . .	1.00
Pope, Col. Albert A., . . . . .	10.00
Proceeds of cake and candy sale by Lilly Tobey, May Richardson, Carrie Phippen, Margaret Estabrook, Dorothea Whorf, Margaret Mendell, Marion Manson, Eliza Macquarrie, Sadie Frost, and Ethel Spencer, all of Hartford street, Dorchester, . . . . .	36.00
Putnam, Master George, Jr., . . . . .	5.00
Putnam, Miss Katherine L., . . . . .	10.00
Putnam, Master Roger L., . . . . .	5.00
Robin Club of State College, Pa., . . . . .	2.00
Rogers, Miss Flora E., New York, . . . . .	50.00
Second Congregational Sunday-school of Bennington, Vt., through Mr. Eckersley, . . . . .	15.00
Slocum, Mrs. William H., . . . . .	50.00
Sohier, Miss Mary D., . . . . .	25.00
S. S. R., Miss, Milton, . . . . .	25.00
Students and teachers of State Normal School, Terre Haute, Ind., . . . . .	10.65
Sunday-school of Baptist Church, Needham, Mass., . . . . .	16.31
Sunday-school of First Methodist Protestant Church of Pittsburg, Pa. :	
Armstrong, Miss, . . . . .	\$1.00
Junior Society of King's Daughters, through Miss Hathaway, . . . . .	.63
McGonnigle, Mr. Robert D., . . . . .	5.80
Primary department, through Miss McCracken, . . . . .	2.57
	<hr/> 10.00
Sunday-school of Unitarian Church, Lexington, Mass., . . . . .	10.00
Union Sunday-school in Harmon, Ill., . . . . .	3.00
Wales, Mrs. George W., . . . . .	50.00
<i>Amount carried forward.</i> . . . . .	<hr/> \$945.42



<i>Amount brought forward,</i> . . . . .	£945.42
Whitwell, Miss S. L., . . . . .	10.00
Young, Mrs. B. L., . . . . .	10.00
Young Ladies at Woman's College, Richmond, Va., through Miss Helen Keller, . . . . .	7.50
Zakrzewska, Dr. Marie, . . . . .	5.00
	<u>5.00</u>
	\$977.92
A friend to make up deficit in the account of the pre- vious year, . . . . .	302.00

Further contributions will be thankfully received and gratefully acknowledged by

MICHAEL ANAGNOS, *Trustee.*

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#### DONATIONS THROUGH THE LADIES' AUXILIARY.

Adams, Mrs. Charles H., Jamaica Plain, . . . . .	\$20.00
A friend, . . . . .	1.00
A friend, . . . . .	2.00
Allan, Mrs. Bryce J., . . . . .	20.00
Ames, Mrs. F. L., . . . . .	50.00
Anonymous, . . . . .	.10
Arklay, Mrs. Julia C., New York City, . . . . .	5.00
Bailey, Miss Elizabeth H., Peterborough, N.H., . . . . .	5.00
Ballard, Miss Elizabeth, . . . . .	5.00
Bartlett, Miss Fannie, . . . . .	25.00
Bartlett, The Misses, Roxbury, . . . . .	5.00
Baylies, Mrs. Walter C., . . . . .	10.00
Benedict, Mrs. William L., Brookline, . . . . .	5.00
Bigelow, Miss Mary A., . . . . .	10.00
Black, Mrs. George N., . . . . .	25.00
Blanchard, Mrs. W. G., Roxbury, . . . . .	1.00
Bowditch, Mr. William I., Brookline, . . . . .	5.00
Boyden, Mrs. Charles, . . . . .	5.00
Butler, Mr. E. K., Jamaica Plain, . . . . .	9.00
	<u>9.00</u>
<i>Amount carried forward,</i> . . . . .	\$208.10

<i>Amount brought forward,</i> . . . . .	\$208.10
Carpenter, Mrs. George O., . . . . .	5.00
Carruth, Mr. Frank H., Roxbury, . . . . .	5.00
Cary, Miss Georgiana S., . . . . .	4.00
Cary, Mrs. Richard, . . . . .	4.00
Chester, Mrs. H. C., Brookline, . . . . .	2.00
Codman, Mrs. C. R., . . . . .	10.00
Collar, Mr. W. C., Roxbury, . . . . .	2.00
Cotting, Mrs. C. E., . . . . .	5.00
Crane, Mrs. James B., Dalton, . . . . .	10.00
Crane, Hon. W. Murray, Dalton, . . . . .	25.00
Crane, Mrs. Z. Marshal, Dalton, . . . . .	30.00
Crocker, Mrs., Roxbury, . . . . .	1.00
Crocker, Mrs. Uriel H., . . . . .	10.00
Cross, Dr. H. B., Jamaica Plain, . . . . .	5.00
Curtis, Mrs. Charles P., Jr., . . . . .	10.00
Cushing, Mrs. J. W., Brookline, . . . . .	1.00
Dabney, Mrs. Walter, . . . . .	2.00
Day, Mr. William F., Roxbury, . . . . .	2.00
DeSilver, Mrs. R. P., . . . . .	5.00
Devlin, Mr. John E., . . . . .	10.00
Drummond, Mrs. James, . . . . .	5.00
Eaton, Miss Mary E., . . . . .	10.00
Eaton, Mr. William S., . . . . .	20.00
Evans, Mrs. Glendower, . . . . .	10.00
Farnam, Mrs. Henry, New Haven, Conn., . . . . .	25.00
Fay, Mrs. Dudley B., . . . . .	10.00
Galloupe, Mr. C. W., . . . . .	25.00
Glover, Mr. Joseph B., . . . . .	100.00
Gray, Mrs. Russell, . . . . .	10.00
Green, Mr. Charles G., North Cambridge, . . . . .	10.00
Greene, Miss Emily, . . . . .	5.00
Guild, Mrs. S. Eliot, . . . . .	10.00
H., Mrs. L. C., . . . . .	5.00
Hall, Miss Laura E., Hanover, . . . . .	5.00
Hallowell, Miss Henrietta T., Milton, . . . . .	1.00
Haskell, Mrs. Edwin B., Auburndale, . . . . .	10.00
Hollings, Mrs. H., Roxbury, . . . . .	2.00
<i>Amount carried forward,</i> . . . . .	<u>\$619.10</u>

<i>Amount brought forward,</i>	\$619.10
Hood, Mrs. A. N.,	1.00
Hooper, Mrs. Robert C., Jr.,	25.00
Hopkinson, Mr. Charles S.,	1.00
Howe, Mrs. J. H.,	5.00
Howe, The Misses, Brookline,	10.00
Hunneman, Miss Elizabeth, Roxbury,	1.00
Hunnewell, Mr. Francis W.,	25.00
Hunt, Mrs. William D.,	5.00
Hutchins, Mrs. H. G.,	5.00
Jenks, Miss C. E.,	10.00
Jones, Mrs. Francis B.,	2.00
Kelly, Mrs. E. A.,	10.00
Leavitt, Mr. Frank M., Roxbury,	5.00
Lee, Mrs. James, Jamaica Plain,	1.00
Lee, Mrs. T. J.,	3.00
Lewis, Mrs. Albert, Jamaica Plain,	5.00
Lincoln, Mr. A. L., Jr., Brookline,	5.00
Linzee, Miss Susan I.,	5.00
Loring, Mrs. Augustus P.,	10.00
Loring, The Misses,	35.00
Lowell, Mrs. A. Lawrence,	10.00
Lowell, Mrs. George G.,	10.00
McCleary, Mr. Samuel F., Brookline,	3.00
Metcalf, Mr. R. C., Dorchester,	2.00
Morrill, Miss Amelia,	10.00
Morrill, Miss Annie W.,	5.00
Newell, Mrs. M. A. M., Roxbury,	10.00
Peabody, Mr. F. H.,	90.00
Pickering, Mrs. Edward,	5.00
Porteous, Mr. John,	5.00
Roberts, Miss Elizabeth, Roxbury,	10.00
Rogers, Mrs. Anne B., Chicago, Ill.,	5.00
Ross, Mrs. Waldo O.,	5.00
Schlesinger, Mr. Barthold, Brookline,	20.00
Shaw, Mrs. G. Howland,	2.00
Sherwin, Mr. Edward, Jamaica Plain,	10.00
Skinner, Mrs. Francis (since died),	10.00
<i>Amount carried forward,</i>	<u>\$1,000.10</u>

<i>Amount brought forward,</i> . . . . .	\$1,000.10
Spaulding, Mrs. Mahlon D., . . . . .	100.00
Sprague, Mrs. Charles F., Brookline, . . . . .	15.00
Stetson, Mr. Amos W., . . . . .	20.00
Stevenson, Miss Annie B., Brookline, . . . . .	3.00
Strong, Mrs. Alex., . . . . .	10.00
Swan, Mrs. Robert, Dorchester, . . . . .	10.00
Swift, Mrs. E. C., . . . . .	20.00
Symons, Mr. W. J., . . . . .	1.00
Taggard, Mrs. B. W., . . . . .	5.00
Talbot, Mrs. Thomas H., Brookline, . . . . .	3.00
Tapley, Mrs. Anna S., . . . . .	10.00
Thayer, Mr. Byron T., . . . . .	10.00
Wadsworth, Mrs. C. S., . . . . .	10.00
Ware, Miss Mary L., . . . . .	100.00
Watson, Mr. Thomas A., Weymouth, . . . . .	40.00
Watson, Mrs. Thomas A., Weymouth, . . . . .	15.00
Webster, Mrs. F. G., . . . . .	5.00
Wells, Mrs. Elizabeth S., . . . . .	5.00
Wesson, Miss Isabel, . . . . .	5.00
Whelden, Mrs. Alice M., Campello, . . . . .	10.00
White, Miss Eliza Orne, . . . . .	5.00
Whitman, Mr. James H., Charlestown, . . . . .	10.00
Whitman, Mrs. James H., Charlestown, . . . . .	10.00
Whitney, Miss M. D., . . . . .	4.00
Whittemore, Mrs. A., Longwood, . . . . .	5.00
Williams, Miss Louise H., . . . . .	15.00
Williams, The Misses, . . . . .	5.00
Williams, Miss Ruth, . . . . .	100.00
Windram, Mrs. Westwood T., . . . . .	10.00
Winslow, Miss Lucy W., . . . . .	10.00
Winthrop, Mrs. Thomas Lindall, . . . . .	25.00
Wood, Mrs. R. W., Jamaica Plain, . . . . .	5.00
Woodman, Mr. Stephen F., Jamaica Plain, . . . . .	5.00
Young, Mr. Charles L., . . . . .	50.00
Total, . . . . .	<u>\$1,656.10</u>

## ANNUAL SUBSCRIPTIONS.

Through the Ladies' Auxiliary Society, Miss S. E. LANE, *Treasurer.*

Abbot, Miss A. F., . . . . .	\$1.00
Abbot, Miss G. E., . . . . .	1.00
Abbot, Mrs. H. E., Brookline, . . . . .	1.00
Abbot, Mrs. J., . . . . .	5.00
Abel, Mrs. S. C., Roxbury, . . . . .	1.00
Achorn, The Misses, . . . . .	1.00
Adams, Mrs. Charles H., Jamaica Plain, . . . . .	5.00
Adams, Mr. George, Roxbury, . . . . .	1.00
Adams, Mrs. Hannah P., . . . . .	5.00
Adams, Mrs. Waldo, . . . . .	5.00
Adams, Mr. Walter B., . . . . .	10.00
Alden, Miss Rachel, Dorchester, . . . . .	1.00
Alden, Miss S. B., Randolph (since died), . . . . .	10.00
Alford, Mrs. O. H., Longwood, . . . . .	5.00
Allen, Mrs. A. H., . . . . .	1.00
Allen, Mrs. C. H., . . . . .	1.00
Allen, Mrs. F. R., . . . . .	5.00
Allen, Mrs. Thomas, . . . . .	5.00
Allen, Mrs. W. H., . . . . .	5.00
Allen, Mrs. W. L., Chestnut Hill, . . . . .	2.00
Alley, Mrs. John R., Jamaica Plain, . . . . .	10.00
Ames, Rev. Charles G., . . . . .	10.00
Ames, Mrs. Frederick L., . . . . .	50.00
Ames, Miss Mary S., . . . . .	50.00
Ames, Mrs. F. M., . . . . .	1.00
Amory, Miss Anna Sears, . . . . .	15.00
Amory, Mrs. C. W., . . . . .	50.00
Amory, Mrs. William, . . . . .	5.00
Anderson, Miss Anna F., Lowell, . . . . .	1.00
Anderson, Mrs. J. F., . . . . .	5.00
Anderson, Mrs. William, Brookline, . . . . .	2.00
Anthony, Mrs. S. Reed, . . . . .	5.00
Appleton, Miss Fanny C., . . . . .	1.00
<i>Amount carried forward,</i> . . . . .	\$276.00

<i>Amount brought forward,</i> . . . . .	\$276.00
Appleton, Mrs. William, . . . . .	5.00
Archer, Mrs. Ellen M. H., Charlestown, . . . . .	1.00
Armstrong, Mr. George W., Brookline, . . . . .	10.00
Arnold, Mrs. Richard, . . . . .	2.00
Atkinson, Mrs. Edward, Brookline, . . . . .	10.00
Austin, Mrs. Walter, . . . . .	1.00
Ayer, Mrs. James B., . . . . .	5.00
Ayer, Mrs. Monroe, . . . . .	2.00
Bacon, Miss Ellen S., Jamaica Plain, . . . . .	5.00
Bacon, Miss Julia, Jamaica Plain, . . . . .	5.00
Bailey, Mrs. Hollis R., Cambridge. . . . .	2.00
Balch, Miss Elizabeth A., . . . . .	1.00
Balch, Mrs. F. G., . . . . .	5.00
Baldwin, Mr. E. L., . . . . .	1.00
Bancroft, Mrs. J. C., . . . . .	5.00
Bangs, Miss Edith, . . . . .	10.00
Barnard, Mrs. Mary C. E., Dorchester, . . . . .	2.00
Barnes, Mrs. Amos, . . . . .	1.00
Barnes, Mrs. Charles B., . . . . .	10.00
Barstow, Miss K. A., . . . . .	5.00
Bartlett, Miss Mary F., . . . . .	20.00
Bartlett, Miss Mary H., . . . . .	5.00
Bartol, Rev. Cyrus A., D.D., . . . . .	10.00
Bass, Mrs. Emma M., Newtonville, . . . . .	10.00
Basto, Mrs. Mary A., Roxbury, . . . . .	3.00
Batcheller, Mrs. A. H., . . . . .	5.00
Batcheller, Mr. Robert, . . . . .	2.00
Bates, Messrs. W. and S. W., . . . . .	2.00
Bayley, Mrs. E. B., . . . . .	2.00
Beebe, Mrs. J. Arthur, . . . . .	25.00
Belknap, Mrs. George E., Brookline, . . . . .	2.00
Bemis, Mr. J. M., . . . . .	10.00
Berlin, Dr. Fanny, . . . . .	1.00
Berwin, Mrs. Jacob, . . . . .	5.00
Bigelow, Mrs. Alanson, Chestnut Hill, . . . . .	2.00
Bigelow, Mrs. A. O., . . . . .	5.00
Bigelow, Mrs. G. T., . . . . .	5.00
<i>Amount carried forward,</i> . . . . .	<u>\$478.00</u>

<i>Amount brought forward,</i> . . . . .	\$478.00
Bigelow, Miss Hannah E., Marlborough (since died), .	5.00
Bigelow, Miss Helen O., . . . . .	5.00
Bigelow, Mrs. J. S., . . . . .	10.00
Bigelow, Mrs. Prescott, Brookline, . . . . .	10.00
Bigelow, Mrs. Prescott, Jr., Brookline, . . . . .	5.00
Billings, Mrs. J. B., . . . . .	2.00
Blacker, Miss Eliza F., Allston, . . . . .	5.00
Blackmar, Mrs. W. W., . . . . .	5.00
Blake, Mrs. Charles, . . . . .	5.00
Blake, Mrs. George B., . . . . .	10.00
Blake, Mrs. S. P., . . . . .	5.00
Blake, Mr. William P., . . . . .	5.00
Boardman, Mrs. T. Dennie, . . . . .	2.00
Boit, Mr. Robert A., Longwood, . . . . .	3.00
Boland, Dr. E. S., South Boston, . . . . .	5.00
Bolster, Mrs. Wilfred, Roxbury, . . . . .	1.00
Bond, Mrs. Charles H., . . . . .	10.00
Bowditch, Dr. Vincent Y., . . . . .	2.00
Bradford, Mrs. C. F., . . . . .	10.00
Bradstreet, Mrs. C. A., . . . . .	10.00
Bray, Mrs. S. M., South Boston, . . . . .	2.00
Bremer, Mrs. J. L., . . . . .	5.00
Brewer, Mr. Edward M., . . . . .	5.00
Brewer, Miss Lucy S., . . . . .	10.00
Bridge, Mrs. J. G., . . . . .	1.00
Brown, Miss Abby C., . . . . .	5.00
Brown, Miss Augusta M., . . . . .	5.00
Brown, Mrs. Atherton T., Roxbury, . . . . .	10.00
Brown, Mr. C. H. C., Roxbury, . . . . .	5.00
Brown, Mrs. G. Frank, . . . . .	2.00
Brown, Mrs. J. Conklin, Greensborough, Ga., . . . .	2.00
Brown, Miss Rebecca Warren, . . . . .	5.00
Brown, Mrs. Samuel N., . . . . .	2.00
Brown, Mrs. T. C., Brookline, . . . . .	5.00
Browne, Miss Harriet T., . . . . .	10.00
Bruerton, Mrs. James, Malden, . . . . .	10.00
Bryant, Mrs. E. B., . . . . .	5.00
<i>Amount carried forward,</i> . . . . .	\$682.00

<i>Amount brought forward,</i>	\$682.00
Bryant, Mrs. J. D.,	2.00
Bullard, Mrs. William S.,	10.00
Bullens, Miss Charlotte L., Newton,	1.00
Bullens, Mr. George S., Newton,	1.00
Bullens, Mrs. George S., Newton,	1.00
Bumstead, Mrs. Freeman, Cambridge,	10.00
Bunker, Mr. Alfred, Roxbury,	2.00
Burgess, Mrs. Sophia K., Brookline,	10.00
Burkhardt, Mrs. P. W., Brookline,	10.00
Burnett, Mrs. Joseph,	5.00
Burnham, Mrs. H. D.,	5.00
Burnham, Mrs. John A.,	10.00
Burnham, Mrs. John A., Jr.,	5.00
Burr, Mrs. E. J.,	1.00
Butler, Mrs. Charles S.,	2.00
Butler, Mr. Charles S.,	2.00
Butler, Mrs. William S.,	2.00
Byam, Mrs. E. G. (since died),	5.00
Cabot, Dr. A. T.,	5.00
Cabot, Mr. John H., Brookline,	5.00
Cabot, Miss Mary E., Brookline,	5.00
Cabot, Mrs. Walter C., Brookline,	10.00
Caldwell, Mr. J. A., Roxbury,	2.00
Calkins, Miss Mary W.,	2.00
Callender, Mr. Walter, Providence, R.I.,	5.00
Capen, Mr. Samuel B., Jamaica Plain,	3.00
Carlton, Mrs. John, Roxbury,	2.00
Carter, Mrs. C. M.,	10.00
Carter, Mrs. George E.,	5.00
Carter, Mrs. John W., West Newton,	5.00
Carter, Mrs. William S., Jamaica Plain,	2.00
Cary, Miss A. P. (since died),	10.00
Cary, Miss E. G.,	10.00
Cary, Miss Georgiana S.,	1.00
Cary, Mrs. Richard,	1.00
Caryl, Miss Harriet E.,	2.00
Case, Mrs. James B.,	5.00
<i>Amount carried forward,</i>	<u>\$856.00</u>



<i>Amount brought forward,</i>	\$856.00
Cate, Mr. Martin L., Roxbury,	2.00
Cate, Mrs. Martin L., Roxbury,	5.00
Center, Mr. Joseph H., Roxbury,	5.00
Chadbourne, Mrs. William,	5.00
Chamberlain, Mrs. M. L.,	5.00
Chandler, Mrs. Frank W.,	5.00
Channing, Miss Blanche M., Brookline,	1.00
Channing, Mrs. Walter, Brookline,	5.00
Chapin, Mrs. H. B., Jamaica Plain,	5.00
Chapman, Miss Anna B., Cambridge,	1.00
Chapman, Miss E. D., Cambridge,	1.00
Chapman, Miss J., Cambridge,	1.00
Chase, Dr. H. Lincoln, Brookline,	2.00
Cheney, Mrs. Arthur,	1.00
Chick, Mrs. I. W.,	2.00
Choate, Mrs. Charles F.,	10.00
Clapp, Miss Antoinette, Roxbury,	1.00
Clapp, Miss Helen,	2.00
Clark, Mrs. B. C.,	5.00
Clark, Miss Eleanor J.,	10.00
Clark, Mrs. Frederick S.,	10.00
Clark, Mrs. J. J.,	2.00
Clark, Mrs. John T., Jamaica Plain,	10.00
Clark, Miss Mary,	1.00
Clark, Miss Sarah W., Beverly,	10.00
Clerk, Mrs. W. F., Roxbury,	3.00
Cobb, Mrs. Charles K., Chestnut Hill,	5.00
Cobb, Mrs. Francis D.,	1.00
Coburn, Mrs. George W.,	25.00
Codman, Mrs. C. R.,	10.00
Codman, Mrs. J. Amory,	5.00
Codman, Mr. Robert,	5.00
Coffin, Mrs. C. C.,	4.00
Coffin, Mrs. G. R., Brookline,	2.00
Colburn, Mrs. C. H.,	5.00
Collamore, The Misses,	5.00
Conant, Mrs. William M.,	1.00
<i>Amount carried forward,</i>	\$1,034.00

<i>Amount brought forward.</i> . . . . .	\$1,034.00
Conrad, Mrs. David, Brookline. . . . .	2.00
Converse, Mrs. C. C., . . . . .	5.00
Converse, Mrs. E. S., . . . . .	5.00
Coolidge, Mrs. Algernon, . . . . .	5.00
Coolidge, Mrs. J. Randolph. . . . .	10.00
Coolidge, Mrs. John T., . . . . .	10.00
Corey, Mrs. H. D., Newton, . . . . .	2.00
Cotting, Mr. Charles U., Brookline. . . . .	2.00
Covel, Mrs. A. S., . . . . .	2.00
Cowing, Mrs. Martha W., West Roxbury, . . . . .	25.00
Cox, Mrs. William E., Chestnut Hill, . . . . .	10.00
Crafts, Mrs. James M., . . . . .	25.00
Craig, Mrs. D. R., . . . . .	5.00
Craigin, Dr. G. A., . . . . .	5.00
Crane, Mrs. Aaron M., . . . . .	5.00
Crane, Mrs. Joshua, Brookline. . . . .	1.00
Crane, Mr. Zenas, Dalton. . . . .	25.00
Crocker, Miss Sarah H., . . . . .	5.00
Crosby, Miss S. T., . . . . .	1.00
Crosby, Mrs. S. V. R., . . . . .	5.00
Cross, Mrs. Frank B., Cincinnati, O., . . . . .	5.00
Cummings, Mrs. Charles A., . . . . .	5.00
Cummings, Mr. George W., Brookline, . . . . .	2.00
Cumnock, Mrs. Victor S., Lowell, . . . . .	25.00
Cumston, Mrs. J. S., . . . . .	1.00
Curtis, Mrs. Charles P., . . . . .	20.00
Curtis, Mr. George W., Roxbury, . . . . .	5.00
Curtis, Mrs. H. G., . . . . .	5.00
Curtis, Mrs. J. F., . . . . .	5.00
Curtis, Mrs. M. P., Roxbury, . . . . .	10.00
Curtis, Mr. William O., Roxbury, . . . . .	5.00
Curtis, The Misses, Roxbury. . . . .	2.00
Cushing, Mrs. H. W., . . . . .	5.00
Cushing, Miss Sarah P., . . . . .	5.00
Cutler, Mrs. E. G., . . . . .	2.00
Cutter, Master Edward L., Dorchester, . . . . .	1.00
Cutter, Mrs. Ellen M., . . . . .	1.00
<i>Amount carried forward.</i> . . . .	\$1,293.00

<i>Amount brought forward,</i>	\$1,293.00
Cutter, Mrs. Frank W., Dorchester,	1.00
Cutts, Mrs. H. M., Brookline,	1.00
Dabney, Mrs. L. S.,	10.00
Dale, Mrs. Eben,	5.00
Dana, Mr. Samuel B.,	10.00
Dane, Mrs. E. S., Longwood,	2.00
Danforth, Mr. James H.,	10.00
Daniell, Mrs. Henry W.,	5.00
Daniels, Mrs. George F.,	1.00
Davenport, Mrs. F. H., Jamaica Plain,	5.00
Davis, Mrs. James H., North Andover Depot,	5.00
Davis, Mrs. Joseph E.,	5.00
Davis, Mrs. Simon,	3.00
Day, Mrs. Lewis, Norwood,	2.00
Dean, Mr. Charles A., Roxbury,	10.00
Demmon, Mrs. R. E., Longwood,	5.00
Dennison, Mrs. E. W., Brookline,	5.00
Dennison, Mr. Henry B., Roxbury,	10.00
Denny, Mrs. Arthur B., Chestnut Hill,	5.00
Denny, Mrs. W. C., Swampscott,	2.00
Derby, Miss Caroline,	5.00
Derby, Mrs. Hasket,	5.00
Dewey, Miss Mary E.,	2.00
Dexter, Miss Elsie,	2.00
Dexter, Miss Rose L.,	5.00
Dexter, Miss Sarah V.,	10.00
Dickinson, Mrs. M. L., Dorchester,	2.00
Dillaway, Mrs. Charles K., Roxbury,	1.00
Ditson, Mrs. Oliver,	5.00
Dixon, Mrs. L. S.,	2.00
Doe, Miss N. L.,	5.00
Doliber, Mrs. Thomas, Brookline,	5.00
Dow, Mrs. R. S.,	2.00
Downes, Miss Carrie T. (since died),	5.00
Downes, Mrs. Lilla A., Roxbury,	2.00
Dowse, Mrs. Charles F.,	1.00
Draper, Dr. F. W.,	2.00
<i>Amount carried forward,</i>	\$1,456.00

<i>Amount brought forward,</i>	\$1,456.00
Drew, Mrs. E. C.,	5.00
Driscoll, Mrs. Dennis, Brookline,	2.00
Drost, Mrs. C. A., Brookline,	2.00
Drury, Mrs. H. W.,	1.00
Dunbar, Mrs. James R., Brookline,	5.00
Dunn, Mrs. E. H.,	2.00
Dwight, Mr. Edmund,	5.00
Dwight, Mrs. James,	1.00
Dwight, Mrs. Thomas,	1.00
Dwight, Mrs. Thomas, Jr.,	1.00
Eager, Mrs. G. H.,	2.00
Eaton, Mrs. James, Roxbury (for 1897-98),	2.00
Edmands, Mr. H. H. W., Roxbury,	2.00
Edmands, Mrs. M. G., Brookline,	10.00
Edmond, Mrs. Emma H., Brookline,	1.00
Edwards, Miss Hannah M., Roxbury,	5.00
Edwards, Mr. John C., Brookline,	5.00
Eichberg, Mrs. Julius,	2.00
Eldredge, Mrs. J. T.,	10.00
Eliot, Mrs. Amory,	2.00
Ellis, Mrs. Caleb,	1.00
Elms, Mrs. Edward C., Newton,	2.00
Elms, Miss Florence G., Newton,	1.00
Elms, Mr. James C., Newton,	2.00
Elms, Mrs. James C., Newton,	2.00
Elms, Mrs. James C., Jr., Newton,	1.00
Ely, Mrs. Harriet E.,	5.00
Emerson, Miss Elizabeth, Brookline,	1.00
Emerson, Dr. Nathaniel W.,	5.00
Emerson, Mrs. Susan, Brookline,	1.00
Emerson, Mrs. William P., Brookline,	3.00
Emery, Mrs. Mark, North Anson, Me.,	1.00
Emmons, Mrs. R. W., 2d,	5.00
Endicott, Mrs. Henry,	5.00
Endicott, Miss Mary E., Beverly,	25.00
Ernst, Mrs. C. W.,	2.00
Estabrook, Mrs. Arthur F.,	5.00
<i>Amount carried forward,</i>	\$1,589.00

<i>Amount brought forward,</i>	\$1,589.00
Eustis, Mrs. H. H., Brookline,	5.00
Eustis, Mrs. W. T., Brookline,	2.00
Everett, Miss Caroline F., Roxbury,	5.00
Fairbanks, Mrs. Horace, St. Johnsbury, Vt.,	10.00
Farwell, Mrs. Susan W.,	5.00
Faulkner, Mrs. Charles,	10.00
Faulkner, Miss Fannie M.,	10.00
Fay, Mrs. Dudley B.,	10.00
Fay, Mrs. Henry H.,	10.00
Fay, Mrs. Joseph S.,	5.00
Fay, Miss Sarah B.,	10.00
Fay, Miss Sarah M.,	10.00
Ferguson, Mrs. Robert,	2.00
Ferrin, Mrs. M. T. B., Newton,	5.00
Ferris, Mrs. Mortimer C., Brookline,	5.00
Ferris, Miss M. E., Brookline,	5.00
Fessenden, Mrs. Sewell H.,	2.00
Fisher, Mrs. James T., Jamaica Plain,	2.00
Fisk, Mr. Lyman B., Cambridge,	10.00
Fiske, Miss Elizabeth S.,	10.00
Fiske, Mrs. Joseph N.,	5.00
Fitch, Miss Carrie T.,	10.00
Fitz, Mrs. Sarah J.,	2.00
Fitz, Mrs. Walter Scott,	25.00
FitzGerald, Mr. Desmond, Brookline,	5.00
Flagg, Mrs. Augustus,	6.00
Flint, Mrs. D. B.,	2.00
Foote, Mr. Arthur,	2.00
Forster, Mrs. Henry, Jamaica Plain,	5.00
Foss, Mrs. Eugene N., Jamaica Plain,	10.00
Foster, Mrs. Hatherly, Brookline,	2.00
Frank, Mrs. Daniel,	1.00
Freeman, Mrs. A. F.,	2.00
Freeman, Mrs. Louisa A.,	2.00
French, Mrs. E. A.,	5.00
French, Mrs. John J.,	5.00
French, Mrs. L. H., Roxbury,	1.00
<i>Amount carried forward,</i>	\$1,812.00

<i>Amount brought forward,</i>	\$1,812.00
Friedman, Mrs. Jacob, Roxbury,	5.00
Friedman, Mrs. M., Roxbury,	5.00
Frothingham, Miss Anne G.,	5.00
Frothingham, Miss Ellen,	10.00
Frothingham, Mrs. E. L.,	1.00
Frothingham, Mrs. L. F.,	2.00
Frothingham, Mrs. O. B.,	5.00
Fry, Mrs. Charles,	10.00
Gaffield, Mr. Thomas,	5.00
Gardiner, Mrs. Robert H., Chestnut Hill,	2.00
Gardner, Mrs. John L.,	5.00
Gaston, Mrs. W.,	5.00
Gay, Mrs. Albert, Brookline,	1.00
Gay, Dr. Warren F.,	5.00
Gill, Mr. Abbott D., Roxbury,	2.00
Gill, Mrs. George F.,	1.00
Gillett, Mr. S. Lewis, Roxbury,	3.00
Gilmore, Mrs. K. M., Lexington,	5.00
Gleason, Mrs. Cora L., South Boston,	2.00
Glover, Mrs. Irene C., Roxbury,	1.00
Goddard, Miss Matilda,	2.00
Goldthwait, Mr. John,	10.00
Goodhue, Mrs. George H., Chestnut Hill,	1.00
Goodwin, Mr. Frank,	1.00
Goodwin, Mrs. J. C.,	2.00
Gorham, Mrs. W. H.,	7.00
Græff, Miss Virginia E., Philadelphia,	1.00
Graham, Mr. Edward, Roxbury,	5.00
Grandgent, Prof. Charles H., Cambridge,	5.00
Grant, Mrs. Robert,	2.00
Gray, Mrs. John Chipman,	10.00
Gray, Mrs. J. II.,	5.00
Gray, Mrs. Morris, Chestnut Hill,	5.00
Gray, Mrs. Reginald, Chestnut Hill,	5.00
Greeley, Mrs. R. F.,	5.00
Greene, Mrs. J. S. Copley,	2.00
Greenleaf, Mrs. L. B.,	5.00
<i>Amount carried forward,</i>	\$1,965.00

<i>Amount brought forward,</i>	\$1,965.00
Greenough, Mrs. A. A., Jamaica Plain,	5.00
Grew, Mrs. H. S.,	10.00
Griggs, Mr. B. F., Roxbury,	1.00
Guild, Mrs. J. Anson, Brookline,	1.00
Guild, Mrs. James, Roxbury (since died),	10.00
Gunnison, Miss Mary E., Roxbury,	3.00
Hall, Mrs. Anthony D.,	2.00
Hall, Mrs. E. R.,	2.00
Hall, Mr. G. G.,	2.00
Hall, Mrs. Jacob,	2.00
Hall, Mrs. Solomon, Dorchester,	10.00
Hall, Mr. William F., Brookline,	5.00
Hall, Rev. E. H., Brookline,	5.00
Hammond, Miss E., Cambridge,	5.00
Hapgood, Mr. T. B., Allston,	1.00
Harding, Mrs. E.,	10.00
Hardy, Mrs. A. H.,	3.00
Harrington, Mrs. F. B.,	5.00
Harrington, Dr. Harriet L., Dorchester,	2.00
Harris, Mrs. G. R., Brookline,	10.00
Hart, Mr. Maurice, Roxbury,	1.00
Hart, Mrs. Thomas N.,	2.00
Hartwell, Mrs. Edward M.,	5.00
Harwood, Mrs. George S., Newton,	5.00
Haskell, Mrs. C. A., Newton,	2.00
Hastings, Master Arthur E., Brookline,	1.00
Hastings, Miss Emily A., Brookline,	1.00
Hastings, Mrs. L. W., Brookline,	1.00
Hayden, Mrs. C. R.,	5.00
Hayes, Mrs. J. A.,	1.00
Head, Mrs. Charles,	25.00
Healy, Miss Helen,	1.00
Heard, Mrs. J. Theodore,	5.00
Heath, Mrs. Sarah A.,	2.00
Hecht, Mrs. J. H.,	5.00
Hemenway, Mrs. C. P.,	10.00
Henshaw, Mrs. Harriet A.,	10.00
<i>Amount carried forward,</i>	\$2,141.00

<i>Amount brought forward,</i>	\$2,141.00
Herrick, Miss A. J.,	1.00
Herman, Mrs. Joseph M.,	2.00
Hicks, Mrs. Mary Dana,	2.00
Higginson, Miss E. C., Brookline,	5.00
Higginson, Mrs. Henry L.,	15.00
Hill, Mrs. S. A., Brookline.	1.00
Hills, Mrs. E. A.,	5.00
Hills, Mrs. S. E., Jamaica Plain,	2.00
Hoadley, Mrs. John C., Roxbury,	2.00
Hobbs, Mrs. Warren D.,	2.00
Hogg, Mr. John,	25.00
Holbrook, Mrs. Walter, Newton,	1.00
Holden, Miss H. F., Dorchester,	1.00
Hollander, Mrs. Louis P.,	5.00
Hood, Mrs. George H.	5.00
Hooper, Mrs. F. T.,	5.00
Hooper, Mrs. J. R.,	10.00
Hooper, Mrs. R. C., Sr.,	10.00
Horton, Mrs. E. A.,	2.00
Houghton, Miss Elizabeth G.,	10.00
Howe, Mrs. Arabella,	2.00
Howe, Mrs. George D.,	5.00
Howe, Mr. George E.,	2.00
Howe, Mrs. J. S., Brookline,	5.00
Howes, Mrs. Osborn,	2.00
Hoyt, Mrs. J. C.,	5.00
Hubbard, Mrs. Eliot,	10.00
Hudson, Mrs. John E.,	5.00
Hunneman, Miss Elizabeth A., Roxbury,	2.00
Hunneman, Mrs. S. W., Roxbury,	2.00
Hunnewell, Mrs. Arthur,	5.00
Hunnewell, Mr. H. H.,	50.00
Hunnewell, Mr. Walter,	10.00
Hutchins, Mrs. Constantine F.,	5.00
Iasigi, Mrs. Oscar,	10.00
Ireson, Mrs. S. E.,	5.00
Jackson, Mrs. J. B. S.,	20.00
<i>Amount carried forward,</i>	\$2,397.00



<i>Amount brought forward,</i>	\$2,397.00
Jaynes, Mrs. C. P.,	5.00
Jelly, Dr. George F.,	10.00
Jenkins, Mr. Charles,	2.00
Jenney, Mrs. A. S., Brookline,	1.00
Jewett, Miss Sarah Orne, South Berwick, Me.,	5.00
Johnson, Mrs. Edward,	2.00
Johnson, Mr. E. C.,	10.00
Johnson, Miss,	5.00
Johnson, Miss Fanny L., Wollaston,	1.00
Jolliffe, Mrs. T. H., Brookline,	5.00
Jones, Mrs. B. M.,	5.00
Jones, Miss Ellen M.,	10.00
Jones, Mrs. Frank W.,	10.00
Jones, Mrs. Jerome, Brookline,	10.00
Jones, Mr. Rollin, Roxbury,	10.00
Jordan, Mrs. Eben D.,	5.00
Josselyn, Mrs. A. S.,	5.00
Joy, Mrs. Charles H.,	10.00
Kellen, Mrs. William V. (for 1897-98),	100.00
Kenerson, Mr. Austin H., Roxbury,	1.00
Kent, Mr. Prentiss M.,	5.00
Kettle, Mrs. C. L.,	1.00
Kidder, Mrs. Henry P., Milton,	5.00
Kidner, Mrs. Reuben,	2.00
Kimball, Mrs. D. P.,	25.00
Kimball, Mr. Edward P., Malden,	10.00
Kimball, The Misses, Longwood,	10.00
Kimball, Mrs. M. D.,	5.00
Kimball, Miss Susan Day,	2.00
King, Mrs. D. Webster,	2.00
Kingsbury, Miss Mary E., Brookline,	1.00
Knight, Mr. J. M., Jamaica Plain,	5.00
Koshland, Mrs. Joseph,	10.00
Kuhn, Mrs. Grace M.,	5.00
Lamb, Mrs. S. T., Brookline,	1.00
Lamson, Mrs. J. A.,	1.00
Lancaster, Mrs. W. B.,	5.00
<i>Amount carried forward,</i>	\$2,704.00

<i>Amount brought forward,</i>	\$2,704.00
Larkin, The Misses,	2.00
Lavalle, Mrs. John,	5.00
Lawrence, Mr. Charles R., Brookline,	5.00
Lee, Mr. Elliot C.,	10.00
Lee, Mrs. George C.,	10.00
Lee, Mrs. Henry, Brookline,	20.00
Lewis, Mrs. C. W., Brookline,	1.00
Lins, Mrs. Ferdinand, Jamaica Plain,	2.00
Livermore, Mr. Thomas L., Jamaica Plain,	10.00
Lonsdale, Mrs. E.,	1.00
Loring, The Misses,	15.00
Loring, Mrs. W. C.,	25.00
Lothrop, Miss Mary B.,	5.00
Lothrop, Mrs. Thornton K.,	25.00
Loud, Miss Sarah P.,	2.00
Lovering, Mrs. C. T.,	10.00
Lovett, Mr. A. S., Brookline,	5.00
Lowell, Mrs. Charles,	5.00
Lowell, Mrs. Edward J.,	5.00
Lowell, Miss Georgiana,	2.00
Lowell, Mrs. John, Chestnut Hill,	5.00
Lowell, Mrs. John, Jr., Chestnut Hill,	5.00
Lyman, Mr. John Pickering,	10.00
Lyman, Mrs. Theodore, Brookline,	15.00
Mack, Mrs. Thomas,	5.00
Mackinnon, Mrs. T. A.,	5.00
Mackintosh, Mrs. W. H., Roxbury,	2.00
Magee, Mr. J. L., Chelsea,	10.00
Mallory, Mrs. F. B.,	2.00
Mandell, Mrs. S. P.,	5.00
Mansfield, Mrs. George S., Malden,	5.00
March, Mrs. Delano, Watertown (since died),	10.00
Marrs, Mrs. Kingsmill, Saxonville,	10.00
Marshall, Mrs. J. P. C.,	10.00
Martin, Mrs. Alex.,	1.00
Matthews, Mrs. A. B.,	1.00
Maynard, Mr. Charles H., Longwood,	5.00
<i>Amount carried forward,</i>	\$2,975.00

<i>Amount brought forward,</i> . . . . .	\$2,975.00
Mead, Mrs. S. R., . . . . .	10.00
Melville, Mrs. H. H., . . . . .	10.00
Meredith, Mrs. J. H., . . . . .	5.00
Merriam, Mrs. Charles, . . . . .	5.00
Merrill, Mrs. J. Warren, . . . . .	10.00
Merritt, Mrs. George W., . . . . .	5.00
Merritt, Mrs. Mary E., . . . . .	1.00
Meyer, Mrs. George A., . . . . .	10.00
Miles, Dr. C. Edwin, Roxbury, . . . . .	1.00
Minot, Dr. Francis, . . . . .	10.00
Minot, Miss, . . . . .	1.00
Mixter, Miss M., . . . . .	1.00
Mixter, Mrs. William, . . . . .	1.00
Mock, Mrs. Jacob H., Jamaica Plain, . . . . .	2.00
Monks, Mrs. George H., . . . . .	5.00
Monroè, Mrs. George H., Brookline, . . . . .	5.00
Morison, Mr. George B., . . . . .	3.00
Morison, Mrs. J. H., . . . . .	2.00
Morison, Mrs. John H., . . . . .	5.00
Morrill, Miss Annie W., . . . . .	5.00
Morrill, Mrs. Ellen A., Roxbury, . . . . .	5.00
Morrill, Miss Fannie E., . . . . .	5.00
Morrill, Mrs. F. Gordon, . . . . .	2.00
Morris, Mrs. Frances Isabel, Westchester, N.Y. City, . . . . .	5.00
Morse, Mrs. Henry D., Jamaica Plain, . . . . .	5.00
Morse, Mrs. Jacob, . . . . .	5.00
Morse, Miss Margaret F., Jamaica Plain, . . . . .	5.00
Morse, Mr. J. T., . . . . .	5.00
Moseley, Miss Ellen F., . . . . .	5.00
Motley, Mrs. Edward (since died), . . . . .	25.00
Murphy, Mrs. Frank S., . . . . .	1.00
Nazro, Mr. Fred H., Roxbury, . . . . .	2.00
Nazro, Miss Mary W., Roxbury, . . . . .	2.00
Neal, Miss Caro F., Charlestown, . . . . .	5.00
Newell, Mrs. James W., Brookline, . . . . .	1.00
Newell, Mrs. M. A. M., Roxbury, . . . . .	5.00
Newton, Mrs. E. Bertram, . . . . .	1.00
<i>Amount carried forward,</i> . . . . .	<u>\$3,156.00</u>

<i>Amount brought forward,</i>	\$3,156.00
Nichols, Mrs. Fred S.,	5.00
Nichols, Mrs. E. H.,	1.00
Nickerson, Mr. Andrew,	10.00
Nickerson, Miss Florence S.,	1.00
Nickerson, Miss Grace E.,	1.00
Nickerson, Miss Isabel G.,	1.00
Nickerson, Mrs. J. S.,	1.00
Nickerson, Mrs. Thomas S., Jr.,	10.00
Norcross, Miss Edith C., Roxbury,	1.00
Norcross, Mrs. J. W., Roxbury,	1.00
Norcross, Mrs. Otis,	5.00
Norcross, Mrs. Otis, Jr.,	5.00
Norton, Mrs. Frank L.,	5.00
Noye, Mrs. W. F.,	1.00
Noyes, Mrs. D. W.,	2.00
Oliver, Miss Martha C., Roxbury,	1.00
Osborn, Mrs. Anna F., Pittsfield, Me.,	1.00
Osborn, Mrs. John B.,	2.00
Page, Mrs. Calvin G.,	1.00
Page, Rev. Charles L., Roxbury,	1.00
Page, Mrs. Cyrus A.,	5.00
Paige, Mrs. J. H.,	1.00
Parker, Mrs. Charles W.,	5.00
Parker, Mrs. Elizabeth P.,	5.00
Parker, Mrs. Susan E., Roxbury,	2.00
Parker, Mrs. T. K., Winchendon,	1.00
Parker, Mrs. William L.,	5.00
Parkinson, Mrs. John,	20.00
Parsons, The Misses, Roxbury,	5.00
Parsons, Mrs. William and Miss,	5.00
Payne, Mrs. S. A., Jamaica Plain,	5.00
Peabody, Mrs. Anna P.,	5.00
Peabody, Mr. F. H.,	10.00
Peabody, Mrs. Oliver W., Milton,	5.00
Peabody, Mrs. S. E.,	10.00
Peirce, Mr. Silas (since died),	10.00
Peirson, Mrs. Charles L.,	10.00
<i>Amount carried forward,</i>	<u>\$3,321.00</u>

<i>Amount brought forward,</i>	\$3,321.00
Penfield, Mrs. James A.,	2.00
Perry, Mrs. C. N., Roxbury,	5.00
Peters, Mr. Edward D.,	10.00
Pfaff, Mrs. Jacob,	10.00
Philbrick, Mrs. E. S., Brookline,	3.00
Phillips, Mrs. Anna T.,	25.00
Phipps, Mrs. Mary J.,	25.00
Pickman, Mrs. W. D. (since died),	10.00
Pierce, Mrs. N. W.,	2.00
Pierce, Mr. Phineas,	5.00
Pierce, Mrs. Wallace L.,	15.00
Pitkin, Mrs. C. L., Brookline,	2.00
Pond, Mrs. Helen M.,	2.00
Poor, Mrs. Charles C.,	2.00
Pope, Mrs. Albert A.,	25.00
Pope, Drs. C. A. and E. F.,	2.00
Porter, Mrs. A. S.,	1.00
Porter, Miss Nellie E., North Anson, Me.,	1.00
Porter, Mrs. P. G., Cambridgeport,	1.00
Porteous, Mrs. John,	4.00
Porteous, Miss M. F.,	1.00
Potter, Mrs. Jennie L., Roxbury,	3.00
Potter, Mrs. Warren B.,	100.00
Poulsson, Miss Emilie,	1.00
Poulsson, Miss Laura E.,	1.00
Powars, Miss Mary A.,	1.00
Prang, Mr. Louis,	10.00
Pratt, Mrs. Elliott W.,	3.00
Prendergast, Mr. James M.,	10.00
Prescott, Dr. W. H.,	2.00
Preston, Mrs. G. H.,	2.00
Pride, Mrs. Edwin L., Roxbury,	1.00
Proctor, Miss E. O.,	10.00
Proctor, Mrs. H. H.,	2.00
Putnam, Mrs. George,	5.00
Putnam, Mrs. J. Pickering,	5.00
Putnam, Mrs. S. R. (since died),	10.00
<i>Amount carried forward,</i>	\$3,640.00

<i>Amount brought forward,</i>	\$3,640.00
Quincy, Mrs. C. F., Chicago, Ill.,	2.00
Quincy, Mrs. George H.,	10.00
Quincy, Mrs. H. P.,	5.00
Ramsdell, Mrs. E. A.,	1.00
Ranney, Mr. Fletcher, Brookline,	5.00
Rantoul, Miss H. L., Beverly (since died),	2.00
Raymond, Mrs. Henry E., Brookline,	5.00
Raymond, Mrs. T. C., Cambridge,	5.00
Reed, Mrs. H. M.,	1.00
Reed, Mrs. William H.,	5.00
Revere, Mrs. Paul J.,	1.00
Reynolds, Mr. Walter H.,	5.00
Rhodes, Miss Florence R.,	1.00
Rhodes, Mr. James F.,	5.00
Rhodes, Mrs. S. H.,	5.00
Rice, Mr. David, Jamaica Plain.	10.00
Rice, Mrs. David, Jamaica Plain,	15.00
Rice Mrs. David Hall, Brookline,	2.00
Rice, Mrs. Henry A.,	5.00
Rice, Mrs. N. W.,	5.00
Rice, Mrs. W. B., Quincy,	2.00
Richards, Miss Annie Louise,	20.00
Richards, Miss C.,	5.00
Richards, Mrs. Dexter N., Brookline,	10.00
Richardson, Mrs. F. A., Burlington, Vt.,	5.00
Richardson, Mr. Spencer W.,	5.00
Richardson, Mrs. Thomas O., Newport, R.I.,	5.00
Ridgway, Miss H. B.,	1.00
Riley, Mr. C. E., Newton.	10.00
Robbins, Mrs. Royal,	5.00
Robeson, Mrs. Andrew,	5.00
Robinson, Mrs. F. M.,	1.00
Robinson, Mrs. Henry H., Brookline.	2.00
Robinson, Miss H. M.,	20.00
Robinson, Mrs. J. C., Jamaica Plain,	5.00
Rochford, Master Francis J.,	1.00
Rodman, Mr. S. W.,	10.00
<i>Amount carried forward,</i>	\$3,847.00

<i>Amount brought forward,</i>	\$3,847.00
Roeth, Mrs. A. G.,	1.00
Rogers, Miss Anna P.,	10.00
Rogers, Miss Catherine L.,	1.00
Rogers, Mrs. Henry M.,	5.00
Rogers, Mrs. J. F.,	2.00
Rogers, Mrs. Jacob C.,	5.00
Rogers, Mrs. J. P.,	5.00
Rogers, Miss Susan S., Milton,	5.00
Rogers, Mrs. William B.,	3.00
Rotch, Mrs. C. M., New Bedford,	10.00
Rotch, Miss Mary B., New Bedford,	5.00
Rotch, Mrs. T. M.,	2.00
Rothwell, Mrs. W. H., Longwood,	5.00
Russell, Mrs. Eliot,	2.00
Russell, Mrs. Henry G., Providence, R.I.,	25.00
Rust, Mrs. Nathaniel J.,	2.00
Rust, Mrs. W. A., Cambridge,	5.00
Sabine, Miss Catherine, Brookline,	2.00
Sabine, Mrs. G. K., Brookline,	2.00
Sacker, Miss Amy M.,	5.00
Sacker, Mrs. H. H.,	2.00
Saltonstall, Mrs. Henry,	10.00
Saltonstall, Mrs. Leverett, Chestnut Hill,	10.00
Sampson, Mrs. Edwin H., Roxbury,	1.00
Sampson, Miss H. H.,	1.00
Sampson, Mrs. O. H.,	5.00
Sargent, Mrs. Charles S., Brookline,	5.00
Sargent, Mrs. Winthrop,	50.00
Sawyer, Mrs. T. T.,	2.00
Scaife, Miss Helen,	2.00
Schouler, Mrs. James,	5.00
Scott, Mrs. W. M.,	2.00
Sears, Mrs. A. P., Brookline,	1.00
Sears, Mr. Frederick R.,	25.00
Sears, Mrs. Herbert M.,	25.00
Sears, Mrs. Knyvet W.,	10.00
Sears, Mrs. P. H.,	10.00
<i>Amount carried forward,</i>	\$4,115.00

<i>Amount brought forward,</i> . . . . .	\$4,115.00
Sears, Mrs. Willard T., . . . . .	5.00
Seamans, Mr. James M., Brookline, . . . . .	10.00
Shattuck, Mrs. G. B., . . . . .	5.00
Shaw, Mrs. Benjamin S, . . . . .	5.00
Shaw, Mrs. G. Howland, . . . . .	10.00
Shaw, Mrs. George R., . . . . .	1.00
Shaw, Mrs. Henry Lyman, . . . . .	5.00
Shaw, Mrs. Henry Russell, . . . . .	10.00
Shaw, Mr. John Oakes, Jr., . . . . .	5.00
Shaw, Mrs. Robert G., . . . . .	5.00
Shepard, Mrs. L. H., Brookline, . . . . .	5.00
Shepard, Mr. O. A., Brookline, . . . . .	3.00
Shepard, Mrs. T. P., Providence, R.I., . . . . .	25.00
Sherry, Mr. W. A., Roxbury, . . . . .	2.00
Sigourney, Mr. Henry, . . . . .	10.00
Simpkins, Miss Mary W., Jamaica Plain. . . . .	5.00
Skinner, Mrs. William, Holyoke, . . . . .	5.00
Slatery, Mrs. William, . . . . .	1.00
Slocum, Mrs. William H., Jamaica Plain. . . . .	10.00
Smith, Miss Anne E., Roxbury, . . . . .	2.00
Smith, Mr. Azariah, Roxbury, . . . . .	2.00
Smith, Mr. B. F., . . . . .	5.00
Smith, Mrs. Samuel, . . . . .	5.00
Smith, Mrs. Thomas P., Brookline, . . . . .	1.00
Smyser, Mrs. C. F., Brookline, . . . . .	1.00
Somes, Miss A. E., New York City, . . . . .	1.00
Soren, Mr. John H., Roxbury, . . . . .	2.00
Sowden, Mr. A. J. C., . . . . .	10.00
Spencer, Miss Edith Louise, Jamaica Plain. . . . .	2.00
Stack, Mrs. James H., Brookline, . . . . .	1.00
Stackpole, Miss Roxanna, . . . . .	5.00
Stackpole, Mr. William, . . . . .	5.00
Stadtmiller, Mrs. F., Jamaica Plain, . . . . .	5.00
Stearns, Mr. and Mrs. Charles H., Brookline, . . . . .	30.00
Stearns, Mrs. R. H., . . . . .	10.00
Stearns, Mrs. R. S., Jamaica Plain, . . . . .	10.00
Steese, Mrs. Edward, Brookline, . . . . .	5.00
<i>Amount carried forward,</i> . . . . .	\$4,344.00



<i>Amount brought forward,</i> . . . . .	\$4,344.00
Steinert, Mrs. Alex., . . . . .	3.00
Stetson, Miss Sarah M., . . . . .	3.00
Stevens, Mrs. H. H., . . . . .	5.00
Stevens, Mr. John J., Roxbury, . . . . .	5.00
Stewart, Mrs. P. B., Jamaica Plain, . . . . .	5.00
Stockwell, Mr. Ira, . . . . .	2.50
Stone, Mrs. Edwin P., . . . . .	5.00
Stone, Mrs. Frederick, . . . . .	20.00
Stone, Mrs. J. S., . . . . .	5.00
Storer, The Misses, . . . . .	4.00
Story, Mrs. George O., . . . . .	1.00
Stowell, Mrs. H. B., . . . . .	3.00
Stratton, Mrs. Solomon P., . . . . .	5.00
Strauss, Mrs. J. W., Jamaica Plain, . . . . .	2.00
Strong, Mrs. Alex., . . . . .	10.00
Sturgis, Mrs. John H., . . . . .	5.00
Swain Mrs. George F., . . . . .	2.00
Swan, Miss E. B., Dorchester, . . . . .	5.00
Swan, Mr. Charles H., . . . . .	5.00
Swan, Mrs. Robert, Dorchester, . . . . .	10.00
Swann, Mrs. John, Stockbridge, . . . . .	5.00
Sweet, Mrs. B. D., . . . . .	1.00
Sweetser, Mrs. A. L., . . . . .	10.00
Sweetser, Mr. Frank E., . . . . .	5.00
Sweetser, Mrs. Frank E., . . . . .	5.00
Sweetser, Miss Ida E., . . . . .	10.00
Sweetser, Mr. I. Homer, . . . . .	10.00
Swett, Mrs. J. H., Brookline, . . . . .	1.00
Symonds, Miss Lucy Harris, . . . . .	5.00
Talbot, Miss Marjorie, Brookline, . . . . .	1.00
Talbot, Mrs. Thomas, North Billerica, . . . . .	25.00
Talbot, Mrs. T. P., Brookline, . . . . .	1.00
Tappan, Miss Mary A., . . . . .	15.00
Tarbell, Mrs. J. P., . . . . .	5.00
Taylor, Miss C. A. (since died), . . . . .	5.00
Taylor, Mrs. E. B., . . . . .	5.00
Thacher, Mrs. Lydia W., Peabody, . . . . .	10.00
<i>Amount carried forward,</i> . . . . .	\$4,568.50

<i>Amount brought forward,</i>	\$4,568.50
Thacher, Mrs. H. C.,	10.00
Thayer, Miss Adela G.,	10.00
Thayer, Mrs. Charles E.,	3.00
Thayer, Miss Harriet L.,	5.00
Thayer, Mrs. Harriet L. (since died),	3.00
Thayer, Mrs. William G., Southborough,	10.00
Thomas, Miss Catherine C.,	2.00
Thomson, Mrs. A. C., Brookline,	5.00
Thorndike, Mrs. A.,	5.00
Tilton, Mrs. Joseph B.,	5.00
Tilton, Mrs. William S., Newtonville,	5.00
Townsend, Mrs. Thomas D.,	2.00
Tucker, Mrs. J. Alfred, Newton,	1.00
Tucker, Mrs. James.	1.00
Tucker, Mrs. W. A.,	2.00
Tuckerman, Mrs. C. S., Salem,	2.00
Turner, Miss Abby W., Randolph,	10.00
Tyler, Mr. Edward Royall,	5.00
Tyler, Mrs. J. H.,	5.00
Upton, Mrs. George B., Milton,	2.00
Vaughan, Mrs. W. W.,	5.00
Velasco, Miss Gertrude, Jamaica Plain,	1.00
Vickery, Mrs. Herman F.,	5.00
Vose, Miss Florence P., Brookline,	2.00
Vose, Mr. Frank T., Jamaica Plain,	5.00
Wadsworth, Mrs. A. F.,	5.00
Wadsworth, Mrs. O. F.,	5.00
Wainwright, Miss R. P.,	10.00
Waldo, Mr. Clarence H.,	1.00
Wales, Mrs. George W.,	5.00
Walker, Mrs. J. Albert,	2.00
Walker, Mrs. Nathaniel U., Brookline,	1.00
Walsh, Master Fred V.,	1.00
Ward, Mrs. Henry V.,	5.00
Ward, The Misses,	5.00
Ware, Mrs. Charles E. (since died),	25.00
Ware, Miss Charlotte L., Cambridge,	10.00
<i>Amount carried forward,</i>	\$4,754.50

<i>Amount brought forward,</i>	\$4,754.50
Ware, Miss Harriot, Brooklyn, N.Y.,	2.00
Warren, Mrs. Frederick,	5.00
Warren, Mrs. Frederick, Jr.,	10.00
Warren, Mrs. Susan C.,	10.00
Warren, Mrs. William W.,	25.00
Wason, Mrs. E., Brookline,	5.00
Washburn, Mrs. Rufus A.,	1.00
Watson, Mrs. H. H.,	2.00
Watson, Mr. Thomas A., Weymouth,	10.00
Watson, Mrs. Thomas A., Weymouth,	10.00
Watts, Mrs. Samuel,	2.00
Wead, Mrs. Leslie C., Brookline,	2.00
Webster, Mrs. E. S., Chestnut Hill,	1.00
Webster, Mrs. F. G.,	5.00
Weeks, Mrs. A. G.,	5.00
Weeks, Miss Emily,	2.00
Weil, Mrs. Charles,	1.00
Weld, Miss Alice B., Jamaica Plain,	10.00
Weld, Mrs. A. Davis, Jamaica Plain,	5.00
Weld, Mrs. A. W., Chestnut Hill,	2.00
Weld, Mrs. William F.,	20.00
Weston, Mrs. H. C.,	10.00
Wetherbee, Miss Helen F.,	1.00
Whalen, Mrs. J. E., Melrose Highlands,	1.00
Wheeler, Mrs. G. H., Brookline,	1.00
Wheelwright, Mrs. E.,	5.00
Wheelwright, Mrs. G. W., Jamaica Plain,	10.00
Wheelwright, Mrs. J. W.,	10.00
Wheelwright, The Misses,	2.00
Whidden, Miss Georgia M.,	10.00
Whipple, Mrs. J. Reed,	10.00
Whitcomb, Mrs. Austin F., Jamaica Plain,	2.00
White, Mrs. C. T. and the Misses,	3.00
White, Miss Eliza Orne, Brookline,	5.00
White, Mrs. Joseph H., Brookline,	2.00
White, Mrs. Jonathan H., Brookline,	10.00
White, Mrs. W. H., Brookline,	20.00
<i>Amount carried forward,</i>	\$4,991.50

<i>Amount brought forward,</i>	\$4.99	1.50
Whiteside, Mrs. A.,	3.00	
Whiting, Mrs. Irving O.,	5.00	
Whiting, Miss Susan A., Newton,	5.00	
Whiting, Mrs. W. S., Brookline,	5.00	
Whitman, Mrs. Sarah W.,	25.00	
Whitney, Mr. Edward F.,	10.00	
Whitney, Mrs. George,	2.00	
Whitney, Mr. George M., Winchendon,	1.00	
Whitney, Mrs. H. A.,	5.00	
Whitney, Mrs. Henry M., Brookline,	5.00	
Whitney, Miss Mary,	1.00	
Whitney, The Misses,	2.00	
Whitwell, Mrs. Frederick A.,	5.00	
Whitwell, Miss Mary H.,	2.00	
Whitwell, Miss S. L.,	10.00	
Wilder, Mr. H. A., Newton,	5.00	
Willard, Mrs. A. R.,	5.00	
Willard, Miss Edith G.,	1.00	
Willcomb, Mrs. George,	5.00	
Willcutt, Mr. Levi L., Longwood,	10.00	
Williams, Miss Adelia C., Roxbury,	10.00	
Williams, Miss C. E., Jamaica Plain,	1.00	
Williams, Mrs. Harriet C.,	25.00	
Williams, Mrs. Jeremiah,	2.00	
Williams, The Misses,	2.00	
Williams, Mr. Moses, Brookline,	5.00	
Williams, Mrs. Moses, Brookline,	10.00	
Williams, Mrs. T. B.,	5.00	
Wilson, Miss A. E., Brookline,	5.00	
Wilson, Mrs. Edward C., Brookline,	5.00	
Wilson, Miss L. U., Brookline,	5.00	
Winkley, Mrs. J. W.,	5.00	
Winkley, Mrs. Samuel H.,	25.00	
Winslow, Mrs. George M.,	2.00	
Winslow, Miss Helen M.,	1.00	
Winsor, Mrs. Ernest, Chestnut Hill,	1.00	
Withington, Mrs. Joseph, Brookline,	1.00	
<i>Amount carried forward,</i>	\$5.21	3.50

<i>Amount brought forward,</i>	\$5,213.50
Wolcott, Mrs. J. Huntington,	10.00
Wolcott, Mrs. Roger,	5.00
Wood, Mrs. E. S.,	2.00
Wood, Mr. Henry, Roxbury,	5.00
Woodbury, Mrs. John P.,	5.00
Woodworth, Mrs. A. S.,	10.00
Worthington, Mr. Roland, Roxbury (since died),	5.00
Wright, Miss M. A.,	3.00
Wright, Mrs. M. E.,	5.00
Wyman, Mr. A. E., Newtonville,	15.00
Young, Mrs. Benjamin L., Auburndale,	10.00
Young, Mr. Calvin, Dorchester,	2.00
Young, Miss Lucy F., Groton,	1.00
Young, The Misses, Brookline,	5.00
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	\$5,296.50

## CAMBRIDGE BRANCH.

Through Mrs. E. C. AGASSIZ.

Abbot, Miss Anne,	\$10.00
Abbot, Mrs. E. H.,	10.00
Abbot, Mr. F. E.,	10.00
Abbott, Mrs. Edward,	3.00
Agassiz, Mrs. E. C.,	10.00
Ames, Mrs. J. B.,	5.00
Anonymous,	1.00
Anonymous,	1.00
Anonymous,	2.00
Bancroft, Mrs. W. A.,	2.00
Bartlett, Mrs. John,	2.00
Batchelder, Mrs. J. M.,	1.00
Beard, Mrs. Edward L.,	1.00
Bemis, Mrs. J. W.,	10.00
Bradford, Miss Edith,	5.00
Brewster, Mrs. William,	5.00
Brooks, Miss M. W.,	5.00
Buttrick, Miss Anna,	1.00
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<i>Amount carried forward,</i>	\$84.00

<i>Amount brought forward,</i>	\$84.00
Cary, The Misses,	5.00
Chapman, Mrs. L. A.,	5.00
Child, Mrs. and Miss,	3.00
Cooke, Mrs. J. P.,	10.00
Coolidge, Mrs. J. I. T.,	1.00
Cushman, Miss Edith,	1.00
Dana, Mrs. R. H., Jr.,	5.00
Davis, Mrs. W. M.,	2.00
Deane, Mrs. Charles,	2.00
Dixwell, Mr. E. S.,	50.00
Dodge, Mrs. J. C.,	10.00
Driver, Mrs. S. W.,	2.00
Emery, Miss Octavia B.,	2.00
Eustis, Mrs. Frank I.,	1.00
Everett, Mrs.,	10.00
Everett, Mrs. E.,	10.00
Fisk, Mrs. J. C.,	5.00
Folsom, Mrs. Norton,	1.00
Foote, Miss M. B.,	5.00
Foster, Mrs. Francis C.,	100.00
Goodwin, Miss A. M.,	5.00
Goodwin, Mrs. Hersey,	5.00
Greenleaf, Mrs. James,	25.00
Greenough, Mrs. H.,	1.00
Harris, Miss Charlotte M.,	1.00
Hayward, Mrs. James W.,	2.00
Hedge, Miss Charlotte A.,	5.00
Henchman, Miss A. P.,	5.00
Hodges, Dr. George,	5.00
Holmes, Mr. John,	5.00
Hooper, Mr. E. W.,	25.00
Hopkinson, Mrs. J. P.,	5.00
Horsford, Miss,	5.00
Houghton, The Misses,	10.00
"In His Name,"	5.00
Kettell, Mrs. C. W.,	2.00
Lamb, Mrs. George,	5.00
<i>Amount carried forward,</i>	\$430.00

<i>Amount brought forward,</i> . . . . .	\$430.00
Lawrence, Mrs. William, . . . . .	5.00
Longfellow, Miss, . . . . .	10.00
Lyon, Mrs. D. G., . . . . .	1.00
Monroe, Miss L. S., . . . . .	2.00
Moore, Mrs. L. T., . . . . .	1.00
Norton, Prof. Charles Eliot, . . . . .	5.00
Page, The Misses, . . . . .	2.00
Paine, Miss J., . . . . .	2.00
Perrin, Mr. F., . . . . .	1.00
Pickering, Mrs. E. C., . . . . .	5.00
Read, Mrs. William, . . . . .	1.00
Richards, Mrs. J. R., . . . . .	2.00
Riddle, Miss C., . . . . .	1.00
Scudder, Mr. S. H., . . . . .	1.00
Sedgwick, Miss Theodora, . . . . .	5.00
Sharples, Mrs. S. P., . . . . .	1.00
Simmons, Mrs. G., . . . . .	1.00
Smith, Mrs. H. S., . . . . .	2.00
Spelman, Mrs. I. M., . . . . .	5.00
Stark, Mrs. W. F., . . . . .	1.00
Swan, Mrs. S. H., . . . . .	5.00
Thayer, Mrs. J. B., . . . . .	1.00
Thayer, Mrs. J. H., . . . . .	2.00
Thorp, Mrs. J. G., . . . . .	10.00
Toffey, Mrs. A. S., . . . . .	10.00
Toppan, Mrs. R. N., . . . . .	5.00
Tower, Miss A., . . . . .	1.00
Vaughan, Mrs. Benjamin, . . . . .	10.00
Wesselhoeft, Mrs. W., . . . . .	2.00
White, Mrs. J. Gardner, . . . . .	5.00
White, Mrs. M. P., . . . . .	5.00
Whitney, Mrs. A. A., . . . . .	1.00
Whittemore, Mrs. F. W., . . . . .	10.00
Whittemore, Mrs. G. W., . . . . .	1.00
Willson, Mrs. R. W., . . . . .	5.00
Interest, . . . . .	20.00
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	\$577.00

## DORCHESTER BRANCH.

Through Mrs. J. HENRY BEAN.

Atherton, Mrs. Samuel, . . . . .	\$1.00
Atwood, Mr. J. M., . . . . .	1.00
Badlam, Mrs. W. H., . . . . .	1.00
Barker, Mr. John P., . . . . .	1.00
Barnard, Mrs. C. F., . . . . .	1.00
Bartlett, Mrs. S. E., Boston, . . . . .	1.00
Bassett, Mr. I. Austin, . . . . .	2.00
Bates, Mrs. Henry L., . . . . .	1.00
Bean, Mrs. J. Henry, . . . . .	1.00
Bennett, Miss M. M., Wellesley, . . . . .	1.00
Bird, Mrs. John L., . . . . .	1.00
Bockus, Mrs. Charles E., . . . . .	1.00
Bradford, Mrs. Martin L., . . . . .	2.00
Brigham, Mrs. Frank E. (for 1897-98), . . . . .	2.00
Bullard, Mrs. R. L., . . . . .	1.00
Burdett, Mrs. Charles A., . . . . .	5.00
Callender, Mrs. Henry, . . . . .	1.00
Callender, Miss, . . . . .	1.00
Capen, Mrs. E. A., . . . . .	1.00
Carruth, Mrs. Nathan, . . . . .	1.00
Churchill, Mrs. J. R., . . . . .	1.00
Clark, Mrs. A. C., . . . . .	1.00
Clark, Mrs. W. R., Jr., . . . . .	1.00
Conant, Mrs. James S., . . . . .	1.00
Copeland, Mrs. W. A., . . . . .	1.00
Cushing, Mrs. Benjamin, . . . . .	1.00
Cushing, Miss Susan T., . . . . .	1.00
Cutter, Mrs. D. J., . . . . .	1.00
Davis, Miss Katherine, . . . . .	1.00
Dillaway, Mrs. C. O. L., . . . . .	1.00
Dolan, Miss, . . . . .	1.00
Downer, Mrs. Samuel, . . . . .	5.00
Eaton, Mrs. Albert (for 1897-98), . . . . .	3.00
Eddy, Mrs. Otis (for 1897-98), . . . . .	3.00
Eliot, Mrs. Christopher R., Boston, . . . . .	1.00
<i>Amount carried forward,</i> . . . . .	\$50.00



<i>Amount brought forward,</i> . . . . .	\$50.00
Estabrooks, Miss, . . . . .	1.00
Everett, Mrs. William B., . . . . .	1.00
Faunce, Mrs. Sewall A., . . . . .	1.00
Fay, Mrs. M. C. Talbot, Milton, . . . . .	2.00
Flusk, Miss Elizabeth A., . . . . .	1.00
Forrest, Mrs. R. M., . . . . .	1.00
Foster, Mr. Lucius, . . . . .	1.00
Frothingham, Miss, Cambridge, . . . . .	1.00
Frothingham, Miss Sarah E., Cambridge, . . . . .	1.00
Galvin, Mrs. John Mitchell, . . . . .	2.00
Gray, Mrs. W. H., . . . . .	2.00
Hall, Miss Adelaide, . . . . .	1.00
Hall, Mrs. Henry, . . . . .	1.00
Harriman, Mrs. H. P., . . . . .	1.00
Hawkes, Mrs. S. L., . . . . .	1.00
Hearsey, Miss Sarah E., . . . . .	1.00
Hemenway, Mrs. Edward A., . . . . .	1.00
Hoag, Mrs. Louisa P. (donation), . . . . .	.50
Howland, Mrs. J. F., . . . . .	5.00
Humphreys, Mrs. R. C., . . . . .	2.00
Jackson, Mr. Edward Payson, . . . . .	1.00
Jordan, Mrs. H. G., . . . . .	1.00
Joylin, Mrs. L. B., . . . . .	1.00
King, Miss S. Frank, . . . . .	1.00
Knight, Mr. Clarence H., . . . . .	1.00
Knox, Mrs. Frank, Brookline, . . . . .	2.00
Lanning, Mr. Charles D., . . . . .	5.00
Lee, Mrs. L. M., . . . . .	1.00
Lindsey, Mrs. W. H., . . . . .	1.00
Lowney, Mrs. W. M., . . . . .	1.00
Mansfield, Mrs. Frederick H., . . . . .	1.00
Martin, Mrs. A. P., . . . . .	1.00
Miller, Dr., . . . . .	2.00
Mills, Mr. F. H., . . . . .	5.00
Moore, Mrs. Frank, . . . . .	1.00
Moseley, Mrs. F. C., . . . . .	1.00
Moseley, Master Frederick Russell, . . . . .	1.00
<i>Amount carried forward,</i> . . . . .	<hr/> \$104.50

<i>Amount brought forward,</i>	\$104.50
Murdock, Mrs. Harold,	5.00
Nash, Mrs. Edward, Boston,	1.00
Nichols, Mrs. Smith W.,	2.00
Nightingale, Mrs. C.,	1.00
North, Mrs. F. O.,	1.00
Noyes, Miss Mary E.,	1.00
Orcutt, Mrs. Hiram,	1.00
Peabody, Mrs. Charles K.,	1.00
Phillips, Mrs. John G.,	1.00
Phillips, Miss Mary H.,	1.00
Pierce, Miss Henrietta M.,	1.00
Pratt, Mrs. Laban,	2.00
Preston, Mrs. John,	1.00
Rhodes, Mrs. T. M.,	1.00
Robinson, Miss Anna B.,	1.00
Sawyer, Dr. W. H.,	2.00
Sayward, Mrs. W. H.,	2.00
Sharp, Mr. Everett H.,	2.00
Shaw, Mrs. Wm.,	1.00
Shepard, Mrs. John, Jr., Providence, "Sisters Two,"	1.00 2.00
Smith, Mrs. Bryant G.,	1.00
Smith, Miss H. J.,	1.00
Smith, Mrs. W. H. L.,	1.00
Smith, Mrs. Walter E. C.,	1.00
Soule, Mrs. Elizabeth P.,	5.00
Stearns, Mrs. Albert H.,	1.00
Stearns, Master A. Maynard,	1.00
Stearns, Master A. T., 2d,	1.00
Stearns, Master Henry D.,	1.00
Stearns, Miss Katherine,	1.00
Stearns, Mrs. Fred. P.,	2.00
Streeter, Mrs. C. H.,	1.00
Swan, Mr. Joseph W.,	3.00
Swan, Miss M. E.,	1.00
Tanner, Mrs. J. A.,	1.00
Thacher, Mrs. A. C.,	1.00
<i>Amount carried forward,</i>	\$158.50

<i>Amount brought forward,</i> . . . . .	\$158.50
Thacher, Mrs. Charles A., . . . . .	2.00
Thacher, Miss E. M., . . . . .	1.00
Thacher, Miss M. H., . . . . .	1.00
Tileston, Mrs. Thomas, . . . . .	2.00
Torrey, Mrs. Elbridge, . . . . .	10 00
Vinson, Miss Charlotte, . . . . .	1.00
Waite, Mrs. Wm. Gay, . . . . .	1.00
Wales, Mr. B. Read, . . . . .	1.00
Warner, Mrs. F. H., . . . . .	2.00
Whiton, Mrs. Royal, . . . . .	1.00
Whittemore, Rev. C. T., . . . . .	5.00
Whitten, Mrs. C. V. (for 1897-98), . . . . .	3.00
Wilder, Miss Grace S., . . . . .	2.00
Willard, Miss Ellen E., . . . . .	1.00
Willard, Mrs. L. P., . . . . .	1.00
Wood, Mr. Frank, . . . . .	5.00
Wood, Mrs. Frank, . . . . .	5.00
Wood, Mrs. William A., . . . . .	1.00
Woodbury, Miss Mary, . . . . .	1.00
Woodman, Mrs. George, . . . . .	1.00
Wright, Mr. C. P., . . . . .	5.00
Young, Mrs. Frank L., . . . . .	1.00
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	\$211.50

### LYNN BRANCH.

Through Mrs. LUCY B. HAVEN.

Averill, Miss, . . . . .	\$1.00
Bancroft, Mrs. Thomas, . . . . .	1.00
Bancroft, Mrs. William, . . . . .	1.00
Bates, Mrs. Wallace, . . . . .	2.00
Berry, Mrs. B. J., and son, . . . . .	2.00
Blood, Mrs., . . . . .	1.00
Blood, Mr. E. H., . . . . .	5.00
Blood, Mr. L. K., . . . . .	5.00
Breed, Mrs. A. B., . . . . .	1.00
Breed, Mr. Joseph B., . . . . .	5.00
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<i>Amount carried forward,</i> . . . . .	\$24.00

<i>Amount brought forward,</i> . . . . .	\$24.00
Caldwell, Mrs. Ellen F., Bradford, . . . . .	1.00
Campbell, Mrs. Viola H., . . . . .	5.00
Cash, . . . . .	3.00
Chase, Mrs. Alice B., . . . . .	5.00
Chase, Mr. Philip A., . . . . .	5.00
Chase, Mrs. P. A., . . . . .	1.00
Coffin, Miss Addie, . . . . .	1.00
Dearborn, Mrs. Edward, . . . . .	1.00
Earp, Miss, . . . . .	1.00
Frazier, Mrs. Maria B., . . . . .	1.00
French, Mrs. B. V., . . . . .	5.00
Haddock, Miss Emily, . . . . .	1.00
Harmon, Mr. Roland E., . . . . .	5.00
Harmon, Mrs. Maria, . . . . .	1.00
Harwood, Mr. Charles E., . . . . .	5.00
Heath, Mrs. Caroline, . . . . .	1.00
Hollis, Mrs. S. J., . . . . .	5.00
Hudson, Mrs. Charles, . . . . .	1.00
Ireson, Misses Isabel and Kate, Boston, . . . . .	2.00
Jepson, Mrs. H. O., . . . . .	5.00
Johnson, Mrs. Luther, . . . . .	1.00
Johnson, Mr. Luther S., . . . . .	2.00
Jones, Mrs. Cyrus, . . . . .	1.00
Kimball, Mr. Nelson W., . . . . .	5.00
Lee, Mrs. Nehemiah, . . . . .	1.00
LeRow, Mrs. M. H., . . . . .	1.00
Little, Mrs. Dr., . . . . .	1.00
Lovejoy, Mrs. Elbridge, . . . . .	1.00
Lovejoy, Mrs. Dr., . . . . .	1.00
Magrane, Mr. P. B., . . . . .	5.00
Martin, Mr. Augustus B., . . . . .	5.00
McArthur, Mrs. Dr., . . . . .	1.00
Melcher, Mrs. Angie O., . . . . .	1.00
Moore, Mrs. Hattie, Boston, . . . . .	1.00
Morgan, Mrs. Wm. F., . . . . .	1.00
Newhall, Mr. Charles, . . . . .	10.00
Newhall, Mrs. Dr., . . . . .	1.00
<i>Amount carried forward,</i> . . . . .	<u>\$118.00</u>

<i>Amount brought forward,</i> . . . . .	\$118.00
Newhall, Mrs. James S., . . . . .	1.00
Newhall, Mrs. Lucian, . . . . .	1.00
Newhall, Miss Lilla, . . . . .	1.00
Osborne, Mrs. Wallace, . . . . .	1.00
Osborne, Mrs. Wellman, . . . . .	1.00
Page, Mrs., . . . . .	1.00
Pevear, Mr. Henry A., . . . . .	5.00
Pickford, Mrs. Annie M., . . . . .	5.00
Pope, Mrs., . . . . .	1.00
Purinton, Mrs., . . . . .	1.00
Sheldon, Mrs. Dr., . . . . .	1.00
Shorey, Mrs., Boston, . . . . .	1.00
Smith, Mr. Joseph N., . . . . .	5.00
Smith, Mrs. Sarah F., . . . . .	5.00
Souther, Mrs. Elbridge, . . . . .	1.00
Spaulding, Mr. Roland A., . . . . .	2.50
Spinney, Mr. B. F., . . . . .	5.00
Sweetser, Mrs. D. H., . . . . .	1.00
Sweetzer, Mr. Charles S. (donation), . . . . .	5.00
Symond, Mr. Walter E., . . . . .	5.00
Tapley, Mr. and Mrs. Henry F., . . . . .	2.00
Tebbetts, Mrs. Charles, . . . . .	2.00
Usher, Mrs. Roland, . . . . .	1.00
Valpey, Mrs. Henry, Cambridge, . . . . .	1.00
Walch, Mr. and Mrs., . . . . .	2.00
Walden, Mrs. Edwin, . . . . .	1.00
Whiton, Mrs. Mary Ashcroft, . . . . .	2.00
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	\$178.50

MILTON BRANCH.

Through Mrs. WILLIAM WOOD.

Baldwin, Miss Alice W., . . . . .	\$1.00
Barnard, Mrs. James M., . . . . .	1.00
Barry, Mrs. Martha, . . . . .	1.00
Beck, Mrs. Gideon, . . . . .	1.00
Breck, Mrs. C. E. C., . . . . .	1.00
<i>Amount carried forward,</i> . . . . .	\$5.00

<i>Amount brought forward,</i> . . . . .	\$5.00
Brewer, Mrs. Joseph, . . . . .	1.00
Briggs, Miss S. E., . . . . .	1.00
Brooks, Mrs. Edward, Hyde Park, . . . . .	1.00
Channing, Miss, . . . . .	1.00
Clarke, Mrs. D. O., East Milton, . . . . .	1.00
Clum, Mrs. Alison B., . . . . .	1.00
Dow, Miss J. F., . . . . .	2.00
Dow, Miss Lucia A., . . . . .	2.00
Emerson, Mrs. W. R., . . . . .	1.00
Forbes, Mrs. J. Murray, . . . . .	5.00
Gilbert, Mrs. H. J., . . . . .	1.00
Gilmore, Miss Mary E., North Easton, . . . . .	1.00
Glover, Mrs. T. R., . . . . .	1.00
Greene, Mrs. J. S., . . . . .	1.00
Hemenway, Mrs. Augustus, Readville, . . . . .	25.00
Hicks, Miss Josephine, . . . . .	1.00
Hinckley, Miss Mary, Mattapan, . . . . .	1.00
Hollingsworth, Mrs. Amor, . . . . .	3.00
Hollingsworth, Mrs. P. R., Mattapan (\$5 for 1897), . . . . .	10.00
Jacques, Mrs. Francis, . . . . .	5.00
Jacques, Miss Helen L., . . . . .	10.00
Klous, Mrs. Henry D., . . . . .	1.00
Ladd, Mrs. W. J., . . . . .	2.00
Loring, Mrs. Elisha, . . . . .	2.00
Loring, Miss Edith, . . . . .	1.00
Mackintosh, Mrs., . . . . .	1.00
Morse, Mrs. Samuel, . . . . .	1.00
Perkins, Mrs. C. E., . . . . .	5.00
Pierce, Mrs. M. V., . . . . .	1.00
Pierce, Mr. Walworth, . . . . .	1.00
Pierce, Mrs. W. L., . . . . .	1.00
Richardson, Miss S. H., . . . . .	1.00
Richardson, Miss N., . . . . .	1.00
Rivers, Mrs. George R. R., . . . . .	5.00
Roberts, Miss Rachel, . . . . .	1.00
Roberts, Mrs. R. H., . . . . .	1.00
Rotch, Miss Joanna, . . . . .	1.00
<i>Amount carried forward,</i> . . . . .	<u>\$106.00</u>

<i>Amount brought forward,</i>	\$106.00
Safford, Mrs. N. F.,	1.00
Safford, Mr. and Mrs. N. M.,	1.00
Tilden, Mrs. George,	2.00
Tilden, Mrs. William P.,	1.00
Tileston, Mrs. John B., Mattapan,	5.00
Tileston, Miss Edith, Mattapan,	1.00
Tileston, Miss Eleanor, Mattapan,	1.00
Tucker, Miss Sarah, Hyde Park,	1.00
Tucker, Mrs. Stephen A., Hyde Park,	1.00
Tuell, Mrs. Hiram,	1.00
Vose, Miss Caroline C.,	2.00
Wadsworth, Mrs. E. D.,	1.00
Ware, Mrs. A. L.,	2.00
Weston, Mr. William B.,	1.00
Weston, Mrs. William B.,	1.00
Whitney, Mrs. A. D. T.,	1.00
White, Mrs. F. B.,	1.00
Wood, Mr. William,	1.00
Wood, Mrs. William,	5.00
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	\$136.00

### WORCESTER BRANCH.

Through Mrs. J. H. ROBINSON.

Allen, Miss Katherine,	\$5.00
Allen, Mrs. Lamson,	1.00
Baldwin, Mrs. John S.,	1.00
Bigelow, Mrs. A. A.,	1.00
Bigelow, Mrs. C. F.,	1.00
Blake, Miss Ellen,	1.00
Blake, Miss Louisa,	1.00
Brady, Mr. John G.,	1.00
Brigham, Mrs. John S.,	1.00
Brown, Mrs. Henry W.,	2.00
Brown, Mrs. Sarah Theo,	1.00
Butler, Mrs. A. M. S.,	1.00
Clark, Miss Harriet E.,	5.00
	<hr/>
<i>Amount carried forward,</i>	\$22.00

<i>Amount brought forward,</i> . . . . .	\$22.00
Clark, Mrs. Henry, . . . . .	50.00
Comins, Mrs. E. I., . . . . .	1.00
Day, Mrs. John E., . . . . .	1.00
Gage, Mrs. T. H., . . . . .	1.00
Gates, Mrs. Charles L., . . . . .	1.00
Gould, Mrs. George H., . . . . .	1.00
Gray, Miss Sybil M., . . . . .	1.00
Harrington, Mrs. C. G., . . . . .	2.00
Harris, Mrs. Henry F., . . . . .	1.00
Harris, Mrs. Mary C., . . . . .	1.00
Hoar, Miss Mary, . . . . .	5.00
Johnson, Mrs. W. W., . . . . .	1.00
Kent, Mrs. G. W., . . . . .	1.00
Knowles, Mrs. Hester A., . . . . .	5.00
Lathrop, Mrs. F. D., . . . . .	1.00
Leland, Mrs. L. K., . . . . .	1.00
Lincoln, Mrs. Winslow S., . . . . .	1.00
MacMurray, Mrs. J. C., . . . . .	1.00
Marble, Mrs. John O., . . . . .	10.00
Mirick, Mrs. A. H., . . . . .	1.00
Morgan, Mrs. F. Henry, . . . . .	1.00
Morse, Mrs. E. D. F., . . . . .	1.00
Morse, Miss Frances C., . . . . .	1.00
Murdock, Mrs. Julia T., . . . . .	1.00
Norcross, Mrs. O. W., . . . . .	10.00
Pratt, Mrs. Henry S., . . . . .	10.00
Putnam, Mrs. Otis E., . . . . .	2.00
Reeves, Mrs. N. F., . . . . .	1.00
Rice, Mrs. W. W., . . . . .	5.00
Rice, Mrs. William E., . . . . .	5.00
Robinson, Mrs. J. H., . . . . .	3.00
Rogers, Mrs. Nellie F., . . . . .	1.00
Russell, Mrs. Herbert J., . . . . .	1.00
Salisbury, Hon. Stephen, . . . . .	10.00
Schmidt, Mrs. H. F. A., . . . . .	1.00
Scofield, Mrs. J. M., . . . . .	5.00
Stone, Mrs. James B., . . . . .	2.00
<i>Amount carried forward,</i> . . . . .	<u>\$169.00</u>



<i>Amount brought forward.</i> . . . . .	\$169.00
Thayer, Mrs. Adin, . . . . .	5.00
Thayer, Mrs. Edward D., . . . . .	10.00
Washburn, Mrs. Charles G., . . . . .	25.00
Wesson, Mrs. James E., . . . . .	2.00
Wheeler, Mrs. Leonard, . . . . .	1.00
Whipple, Mrs. W. F., . . . . .	1.00
Witter, Mrs. H. M., . . . . .	1.00
Wood, Mrs. E. M., . . . . .	10.00
Wyman, Miss Florence W., . . . . .	1.00
Interest on deposits, . . . . .	1.25
	<hr/>
	\$226.25

Subscriptions amounting to \$4.00 came too late to be included in the accounts for this year,—Mrs. Archibald McCullagh, Mrs. J. E. Sinclair, Mrs. Celia E. Fobes, and Mrs. George L. Newton.

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SIXTY-EIGHTH ANNUAL REPORT

OF

THE TRUSTEES

OF THE

PERKINS INSTITUTION

AND

Massachusetts School for the Blind,

FOR THE YEAR ENDING

AUGUST 31, 1899.

---

BOSTON

PRESS OF GEORGE H. ELLIS, 272 CONGRESS STREET

1900



# Commonwealth of Massachusetts.

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PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,  
SOUTH BOSTON, October 17, 1899.

To the Hon. WM. M. OLIN, *Secretary of State*, Boston.

DEAR SIR:— I have the honor to transmit to you, for the use of the legislature, a copy of the sixty-eighth annual report of the trustees of this institution to the corporation thereof, together with that of the director and the usual accompanying documents.

Respectfully,

MICHAEL ANAGNOS,

*Secretary.*

# OFFICERS OF THE CORPORATION.

1899-1900.

---

FRANCIS H. APPLETON, *President.*  
AMORY A. LAWRENCE, *Vice-President.*  
EDWARD JACKSON, *Treasurer.*  
MICHAEL ANAGNOS, *Secretary.*

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## BOARD OF TRUSTEES.

S. LOTHROP THORNDIKE, <i>Chairman.</i>	J. THEODORE HEARD, M.D.
WILLIAM ENDICOTT.	HENRY MARION HOWE.
CHARLES P. GARDINER.	FRANCIS W. HUNNEWELL.
ROBERT H. GARDINER.	GEORGE H. RICHARDS.
JOSEPH B. GLOVER.	WILLIAM L. RICHARDSON, M.D.
N. P. HALLOWELL.	RICHARD M. SALTONSTALL.

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## STANDING COMMITTEES.

### Monthly Visiting Committee,

*whose duty it is to visit and inspect the Institution at least once in each month.*

1900.	1900.
January, . . . WILLIAM ENDICOTT.	July, . . . HENRY M. HOWE.
February, . . . CHARLES P. GARDINER.	August, . . . FRANCIS W. HUNNEWELL.
March, . . . ROBERT H. GARDINER.	September, . . . GEORGE H. RICHARDS.
April, . . . JOSEPH B. GLOVER.	October, . . . WILLIAM L. RICHARDSON.
May, . . . N. P. HALLOWELL.	November, . . . RICHARD M. SALTONSTALL.
June, . . . J. THEODORE HEARD.	December, . . . S. LOTHROP THORNDIKE.

---

### Committee on Education.

CHARLES P. GARDINER.  
GEORGE H. RICHARDS.  
FRANCIS W. HUNNEWELL.

### House Committee.

WILLIAM L. RICHARDSON, M.D.  
CHARLES P. GARDINER.  
GEORGE H. RICHARDS.

---

### Committee on Finance.

S. LOTHROP THORNDIKE.  
WILLIAM ENDICOTT.  
JOSEPH B. GLOVER.  
N. P. HALLOWELL.

### Committee on Health.

J. THEODORE HEARD, M.D.  
WILLIAM L. RICHARDSON, M.D.  
RICHARD M. SALTONSTALL.

---

### Auditors of Accounts.

J. THEODORE HEARD, M.D.  
S. LOTHROP THORNDIKE.

# OFFICERS OF THE INSTITUTION.

## DIRECTOR.

MICHAEL ANAGNOS.

## LITERARY DEPARTMENT.

### Boys' Section.

ALBERT MARSHALL JONES.  
Miss CAROLINE E. McMASTER.  
Miss JULIA A. BOYLAN.  
Miss JESSICA L. LANGWORTHY.  
EUGENE C. VINING.  
Miss EDITH A. FLAGG.  
Miss ELLEN B. EWELL.

### Girls' Section.

Miss GAZELLA BENNETT.  
Miss SARAH M. LILLEY.  
Miss FRANCES S. MARRETT.  
Miss ALICE B. DEARBORN.  
Miss ELLA J. SPOONER.  
Miss JULIA E. BURNHAM.  
Miss ETHEL M. STICKNEY.  
Miss EDITH M. THURSTON.  
Miss VINA C. BADGER.

Miss SARAH ELIZABETH LANE, *Librarian.*  
Miss LAURA M. SAWYER, *Assistant.*  
Miss ANNA GARDNER FISH, *Clerk.*

## DEPARTMENT OF MUSIC.

### Boys' Section.

EDWIN L. GARDINER.  
Miss FREDA A. BLACK.  
Miss HELEN M. ABBOTT.  
Miss MARY E. BURBECK.

W. LUTHER STOVER.  
WILLIAM A. TAYLOR.  
WILLIAM T. HERRICK.  
LORENZO WHITE.

### Girls' Section.

Miss LENA E. HAYDEN.  
Miss MARY E. RILEY.  
Miss HERMINE BOPP.

Miss GRACE L. WILBOUR.  
Miss BLANCHE ATWOOD BARDIN.

GEORGE W. WANT.  
EDWIN A. SABIN.

## TUNING DEPARTMENT.

GEORGE E. HART, *Instructor and Manager.*

## DEPARTMENT OF MANUAL TRAINING.

JOHN H. WRIGHT.  
JULIAN H. MABEY.  
ELWYN C. SMITH.  
Miss MARY B. KNOWLTON, *Sloyd.*

Miss MARY L. SANFORD.  
Miss ANNA S. HANNGREN, *Sloyd.*  
Miss FRANCES M. LANGWORTHY.  
Miss FLORA J. McNABB.

## DOMESTIC DEPARTMENT.

ELISHA S. BOLAND, M.D.,  
*Attending Physician.*

FREDERICK A. FLÄNDERS, *Steward.*  
Mrs. FRANCES E. CARLTON, *Matron.*  
Mrs. EMMA W. FALLS, *Assistant.*

### Housekeepers in the Cottages.

MRS. M. A. KNOWLTON.  
MRS. CORA L. GLEASON.  
Miss JESSIE BENTLEY.  
MRS. SOPHIA C. HOPKINS.  
MRS. L. ADA MIXER.

## PRINTING DEPARTMENT.

DENNIS A. REARDON, *Manager.*  
Mrs. ELIZABETH L. BOWDEN, *Printer.*

Miss LOUISE CHISHOLM, *Printer.*  
Miss ISABELLA G. MEALEY, *Printer.*

## WORKSHOP FOR ADULTS.

EUGENE C. HOWARD, *Manager.*  
Miss M. E. PHILLIPS, *Forewoman.*

Miss ESTELLE M. MENDUM, *Clerk.*

Miss ELLEN B. WEBSTER, *Book-keeper.*  
Mrs. MAYBEL KING SCHNEIDER, *Assistant.*

## MEMBERS OF THE CORPORATION.

---

- Abbott, Mrs. M. T., Cambridge.  
Adams, John A., Pawtucket, R.I.  
Agassiz, Mrs. E. C., Cambridge.  
Ahl, Mrs. Daniel, Boston.  
Alger, Rev. William R., Boston.  
Amory, C. W., Boston.  
Anagnos, Michael, Boston.  
Anderson, Mrs. John F., Boston.  
Appleton, Gen. Francis H., Boston.  
Appleton, Mrs. R. M., New York.  
Appleton, Dr. William, Boston.  
Appleton, Mrs. William, Boston.  
Apthorp, William F., Boston.  
Atkinson, Edward, Boston.  
Bacon, Edwin M., Boston.  
Baker, Mrs. Ezra H., Boston.  
Baker, Miss M. K., Boston.  
Baldwin, S. E., New Haven, Conn.  
Baldwin, William H., Boston.  
Balfour, Miss M. D., Charlestown.  
Ballard, Miss E., Boston.  
Barbour, E. D., Boston.  
Barrett, William E., Boston.  
Barrows, Hon. S. J., Dorchester.  
Barrows, Mrs. S. J., Dorchester.  
Bartlett, Miss Elvira, Boston.  
Bartlett, Francis, Boston.  
Bartlett, Miss F., Boston.  
Bartlett, Mrs. John, Cambridge.  
Bartlett, Mrs. Mary E., Boston.  
Bartlett, Miss Mary F., Boston.  
Bartol, Rev. Cyrus A., Boston.  
Bartol, Miss Mary, Boston.  
Bates, Arlo, Boston.  
Baylies, Mrs. Charlotte A., Boston.  
Beach, Rev. D. N., Minnesota.  
Beal, James H., Boston.  
Beard, Hon. Alanson W., Boston.  
Beebe, E. Pierson, Boston.  
Beebe, J. Arthur, Boston.  
Beebe, Mrs. J. Arthur, Boston.  
Bigelow, Mrs. Prescott, Boston.  
Binney, William, Providence.  
Black, George N., Boston.  
Blake, Mrs. George B., Boston.  
Blanchard, G. D. B., Malden.  
Bourn, Hon. A. O., Providence.  
Bowditch, Alfred, Boston.  
Bowditch, Dr. H. P., Jamaica Plain.  
Boyden, Mrs. Charles, Boston.  
Brackett, Mrs. Henry, Boston.  
Brimmer, Mrs. Martin, Boston.  
Brooke, Rev. Stopford W., Boston.  
Brooks, Edward, Hyde Park.  
Brooks, Rev. G. W., Dorchester.  
Brooks, Peter C., Boston.  
Brooks, Mrs. Peter C., Boston.  
Brooks, Shepherd, Boston.  
Brown, B. F., Boston.  
Brown, Mrs. John C., Providence.  
Browne, A. Parker, Boston.  
Browne, Miss H. T., Boston.  
Bryant, Mrs. A. B. M., New York.  
Bullard, Mrs. William S., Boston.  
Bullock, George A., Worcester.  
Bumstead, Mrs. F. J., Cambridge.  
Bundy, James J., Providence.  
Burgess, Mrs. S. K., Brookline.



- Burnham, Miss Julia E., Lowell.  
 Burnham, William A., Boston.  
 Burton, Dr. J. W., Flushing, N.Y.  
 Cabot, Mrs. Joseph S., Boston.  
 Cabot, Mrs. S., Boston.  
 Cabot, Walter C., Boston.  
 Callahan, Miss Mary G., Boston.  
 Callender, Walter, Providence.  
 Carpenter, Charles E., Providence.  
 Carter, Mrs. J. W., West Newton.  
 Cary, Miss E. F., Cambridge.  
 Cary, Miss Ellen G., Boston.  
 Cary, Mrs. Richard, Boston.  
 Case, Mrs. Laura L., Boston.  
 Center, Joseph H., Boston.  
 Chace, James H., Valley Falls, R.I.  
 Chace, Hon. J., Valley Falls, R.I.  
 Chadwick, Mrs. C. C., Boston.  
 Chamberlin, E. D., Boston.  
 Chamberlin, Joseph Edgar, Boston.  
 Chapin, E. P., Providence.  
 Cheever, Miss A. M., Boston.  
 Cheever, Dr. David W., Boston.  
 Cheever, Miss M. E., Boston.  
 Chickering, George H., Boston.  
 Clafin, Hon. William, Boston.  
 Clark, Miss S. W., Beverly.  
 Clarke, James W., New York.  
 Clement, Edward H., Boston.  
 Coates, James, Providence.  
 Cobb, Mrs. Freeman, Boston.  
 Cochrane, Alexander, Boston.  
 Coffin, Mrs. W. E., Boston.  
 Colt, Samuel P., Bristol, R.I.  
 Cook, Charles T., Detroit, Mich.  
 Cook, Mrs. C. T., Detroit, Mich.  
 Coolidge, Dr. A., Boston.  
 Coolidge, J. Randolph, Boston.  
 Coolidge, Mrs. J. R., Boston.  
 Coolidge, John T., Boston.  
 Coolidge, T. Jefferson, Boston.  
 Cotting, C. U., Boston.  
 Cowing, Miss Grace G., Roxbury.  
 Cowing, Mrs. M. W., Roxbury.  
 Crafts, Mrs. J. M., Boston.  
 Crane, Mrs. Zenas M., Dalton.  
 Crocker, U. H., Boston.  
 Crosby, Joseph B., Boston.  
 Crosby, Sumner, Brookline.  
 Crosby, William S., Brookline.  
 Cross, Mrs. F. B., Cincinnati, Ohio.  
 Cruft, Miss Harriet O., Boston.  
 Cummings, Mrs. A. L., Portland, Me.  
 Cummings, Charles A., Boston.  
 Cunniff, Hon. M. M., Boston.  
 Curtis, C. A., Boston.  
 Curtis, Mrs. Charles P., Boston.  
 Curtis, Mrs. Greeley S., Boston.  
 Curtis, Mrs. Mary S., Boston.  
 Dalton, C. H., Boston.  
 Dalton, Mrs. C. H., Boston.  
 Darling, Cortes A., Providence.  
 Davis, Miss A. W., Boston.  
 Davis, Mrs. Edward L., Boston.  
 Dexter, Mrs. F. G., Boston.  
 Dillaway, W. E. L., Boston.  
 Dinsmoor, George R., Keene, N.H.  
 Doliber, Thomas, Boston.  
 Dow, Miss Jane F., Milton.  
 Dow, Mrs. Moses A., Brookline.  
 Draper, Eben S., Boston.  
 Draper, George A., Boston.  
 Dunklee, Mrs. John W., Boston.  
 Durant, William, Boston.  
 Duryea, Mrs. Herman, New York.  
 Dutton, Miss Mary M., Boston.  
 Earle, Mrs. T. K., Boston.  
 Eaton, W. S., Boston.  
 Eliot, Rev. Christopher R., Boston.  
 Elliott, Mrs. Maude Howe, Boston.  
 Ellis, George H., Boston.  
 Endicott, Miss Clara T., Boston.  
 Endicott, Henry, Boston.  
 Endicott, Miss Mary E., Beverly.  
 Endicott, William, Boston.  
 Endicott, William C., Jr., Boston.

- Ernst, C. W., Boston.  
 Evans, Mrs. Glendower, Boston.  
 Everett, Mrs. Emily, Cambridge.  
 Fairbanks, Miss C. L., Boston.  
 Farlow, George A., Boston.  
 Farnam, Mrs. Ann S., New Haven.  
 Faulkner, Mrs. Charles, Boston.  
 Faulkner, Miss Fannie M., Boston.  
 Fay, Mrs. Dudley B., Boston.  
 Fay, H. H., Boston.  
 Fay, Mrs. H. H., Boston.  
 Fay, Mrs. Joseph S., Boston.  
 Fay, Miss Sarah B., Boston.  
 Fay, Miss S. M., Boston.  
 Fenno, Mrs. L. C., Boston.  
 Ferguson, Mrs. C. H., Dorchester.  
 Ferris, Mrs. M. E., Brookline.  
 Ferris, Miss Mary E., Brookline.  
 Fields, Mrs. James T., Boston.  
 Fiske, Mrs. Joseph N., Boston.  
 Fitz, Mrs. W. Scott, Boston.  
 Folsom, Charles F., M.D., Boston.  
 Foote, Miss M. B., Cambridge.  
 Foster, Miss C. P., Cambridge.  
 Foster, Mrs. E. W., Hartford, Conn.  
 Foster, Francis C., Cambridge.  
 Foster, Mrs. Francis C., Cambridge.  
 Freeman, Miss Harriet E., Boston.  
 French, Jonathan, Boston.  
 Frothingham, Miss Ellen, Boston.  
 Fry, Mrs. Charles, Boston.  
 Fuller, Mrs. C. A., West Hingham.  
 Fuller, Mrs. Samuel R., Boston.  
 Gaffield, Thomas, Boston.  
 Galloupe, C. W., Boston.  
 Gammans, Hon. George H.  
 Gardiner, Charles P., Boston.  
 Gardiner, Robert H., Boston.  
 Gardner, George A., Boston.  
 Gardner, Mrs. John L., Boston.  
 George, Charles H., Providence.  
 Gill, Mrs. Francis A., Boston.  
 Glidden, W. T., Boston.  
 Glover, Joseph B., Boston.  
 Goddard, Miss Matilda, Boston.  
 Goddard, William, Providence.  
 Goff, Darius L., Pawtucket, R.I.  
 Goff, Lyman B., Pawtucket, R.I.  
 Goldthwait, Mrs. John, Boston.  
 Gooding, Rev. A., Portsmouth, N.H.  
 Goodnow, Mrs. L. M., Cambridge.  
 Goodwin, Miss A. M., Cambridge.  
 Gordon, Rev. G. A., D.D., Boston.  
 Gray, Mrs. Ellen, New York City.  
 Green, Charles G., Boston.  
 Greenleaf, Mrs. James, Cambridge.  
 Grew, Edward, W., Boston.  
 Griffin, S. B., Springfield.  
 Hale, Rev. Edward E., Boston.  
 Hall, Mrs. F. Howe, Plainfield, N.J.  
 Hall, Miss L. E., Boston.  
 Hall, Miss Minna B., Longwood.  
 Hallowell, Col. N. P., Boston.  
 Hammond, Mrs. G. G., Jr., Boston.  
 Hammond, Mrs. G. W., Boston.  
 Hanscom, Dr. Sanford, Somerville.  
 Haskell, Edwin B., Auburndale.  
 Haskell, Mrs. E. B., Auburndale.  
 Hayward, William S., Providence.  
 Head, Charles, Boston.  
 Head, Mrs. Charles, Boston.  
 Heard, J. T., M.D., Boston.  
 Hearst, Mrs. Phebe A.  
 Hemenway, Mrs. Augustus, Boston.  
 Hemenway, Mrs. Chas. P., Boston.  
 Henshaw, Mrs. Harriet A., Boston.  
 Herford, Rev. Brooke, England.  
 Hersey, Charles H., Boston.  
 Higginson, Frederick, Brookline.  
 Higginson, Henry Lee, Boston.  
 Higginson, Mrs. Henry L., Boston.  
 Hill, Dr. A. S., Somerville.  
 Hill, J. E. R., Boston.  
 Hill, Mrs. T. J., Providence.  
 Hoar, Gen. Rockwood, Worcester.  
 Hodgkins, Frank E., Somerville.  
 Hodgkins, William H., Somerville.  
 Hogg, John, Boston.

- Hollis, Mrs. S. J., Lynn.  
 Holmes, Charles W., Canada.  
 Holmes, John H., Boston.  
 Hooper, E. W., Boston.  
 Hooper, Mrs. R. C., Boston.  
 Horton, Mrs. William H., Boston.  
 Hovey, William A., Boston.  
 Howard, Hon. A. C., Boston.  
 Howard, Hon. Henry, Providence.  
 Howe, Henry Marion, Boston.  
 Howe, Mrs. Julia Ward, Boston.  
 Howe, Mrs. Virginia A., Boston.  
 Howland, Mrs. O. O., Boston.  
 Hunnewell, Francis W., Boston.  
 Hunnewell, H. H., Boston.  
 Hunnewell, Mrs. H. S., Boston.  
 Hutchins, Mrs. C. F., Boston.  
 Iasigi, Miss Mary V., Boston.  
 Ingraham, Mrs. E. T., Wellesley.  
 Jackson, Charles C., Boston.  
 Jackson, Edward, Boston.  
 Jackson, Mrs. Dr. J. A.  
 Jackson, Mrs. J. B. S., Boston.  
 Jackson, Patrick T., Cambridge.  
 James, Mrs. C. D., Brookline.  
 Jenks, Miss C. E., Boston.  
 Johnson, Edward C., Boston.  
 Jones, Mrs. E. C., New Bedford.  
 Jones, Miss Ellen M., Boston.  
 Joy, Mrs. Charles H., Boston.  
 Kasson, Rev. F. H., Boston.  
 Kellogg, Mrs. Eva D., Boston.  
 Kendall, Miss H. W., Boston.  
 Kennard, Martin P., Brookline.  
 Kent, Mrs. Helena M., Boston.  
 Kidder, Mrs. Henry P., Milton.  
 Kilmer, Frederick M., Somerville.  
 Kimball, Mrs. David P., Boston.  
 Kimball, Edward P., Malden.  
 Kimball, Mrs. M. Day, Boston.  
 Knapp, George B., Boston.  
 Knowlton, Daniel S., Boston.  
 Kramer, Henry C., Boston.  
 Lamb, Mrs. Annie L., Boston.  
 Lamson, Miss C. W., England.  
 Lang, B. J., Boston.  
 Lang, Mrs. B. J., Boston.  
 Lawrence, Amory A., Boston.  
 Lawrence, James, Groton.  
 Lawrence, Mrs. James, Groton.  
 Lawrence, Rt. Rev. Wm., Boston.  
 Lee, George C., Boston.  
 Lee, Mrs. George C., Boston.  
 Lillie, Mrs. A. H., Richmond, Eng.  
 Lincoln, L. J. B., Hingham.  
 Linzee, J. T., Boston.  
 Littell, Miss S. G., Boston.  
 Livermore, Thomas L., Boston.  
 Lodge, Mrs. Anna C., Boston.  
 Lodge, Hon. Henry C., Boston.  
 Longfellow, Miss Alice M.  
 Lord, Rev. A. M., Providence, R I.  
 Loring, Mrs. W. Caleb, Boston.  
 Lothrop, John, Auburndale.  
 Lothrop, Mrs. T. K., Boston.  
 Lovering, Mrs. Charles T., Boston.  
 Lowell, Abbott Lawrence, Boston.  
 Lowell, Miss Amy, Boston.  
 Lowell, Augustus, Boston.  
 Lowell, Charles, Boston.  
 Lowell, Francis C., Boston.  
 Lowell, Mrs. George G., Boston.  
 Lowell, Miss Georgiana, Boston.  
 Lowell, Mrs. John, Boston.  
 Lowell, Miss Lucy, Boston.  
 Luce, Matthew, Boston.  
 Lyman, Arthur T., Boston.  
 Lyman, J. P., Boston.  
 Manning, Mrs. M. W., Brooklyn.  
 Marrett, Miss H. M., Standish, Me.  
 Marrs, Mrs. Kingsmill, Saxonville.  
 Marvin, Mrs. E. C., Boston.  
 Mason, Miss E. F., Boston.  
 Mason, Miss Ida M., Boston.  
 Mason, I. B., Providence.  
 Matchett, Mrs. W. F., Boston.

- Matthews, Mrs. A. B., Boston.  
 May, F. W. G., Dorchester.  
 Merriam, Charles, Boston.  
 Merriam, Mrs. Charles, Boston.  
 Merriman, Mrs. D., Worcester.  
 Merritt, Edward P., Boston.  
 Metcalf, Jesse, Providence.  
 Meyer, Mrs. George von L., Boston.  
 Minot, J. Grafton, Boston.  
 Minot, The Misses, Boston.  
 Mixer, Miss Madeleine C., Boston.  
 Morgan, Eustis P., Saco, Me.  
 Morgan, Mrs. Eustis P., Saco, Me.  
 Morison, John H., Boston.  
 Morison, Mrs. John H., Boston.  
 Morse, Mrs. Leopold, Boston.  
 Morse, Miss M. F., Jamaica Plain.  
 Morss, A. S., Charlestown.  
 Morton, Edwin, Boston.  
 Moseley, Charles H., Boston.  
 Motley, Mrs. E. Preble, Boston.  
 Moulton, Miss Maria C., Boston.  
 Neal, George B., Charlestown.  
 Newell, Mrs. M. Abbie, Boston.  
 Nichols, Mrs. Frederick S., Boston.  
 Nichols, J. Howard, Boston.  
 Nickerson, Andrew, Boston.  
 Nickerson, George, Jamaica Plain.  
 Nickerson, Miss Priscilla, Boston.  
 Nickerson, S. D., Boston.  
 Norcross, Grenville H., Boston.  
 Norcross, Mrs. Otis, Jr., Boston.  
 Noyes, Hon. Charles J., Boston.  
 Ober, Louis P., Boston.  
 Oliver, Dr. Henry K., Boston.  
 Paine, Mrs. Julia B., Boston.  
 Paine, Robert Treat, Boston.  
 Palfrey, J. C., Boston.  
 Palmer, John S., Providence.  
 Parker, Richard T., Boston.  
 Parkinson, John, Boston.  
 Parkinson, Mrs. John, Boston.  
 Parkman, George F., Boston.  
 Peabody, Rev. Endicott, Groton.  
 Peabody, F. H., Boston.  
 Peabody, Frederick W., Boston.  
 Peabody, Mrs. R. S., Brookline.  
 Peabody, S. E., Boston.  
 Perkins, Charles Bruen, Boston.  
 Perkins, Mrs. C. E., Boston.  
 Peters, Edward D., Boston.  
 Phillips, Mrs. John C., Boston.  
 Phipps, Mrs. John A., Boston.  
 Pickering, Mrs. Edward, Boston.  
 Pickman, D. L., Boston.  
 Pickman, Mrs. D. L., Boston.  
 Pierce, Mrs. M. G., Milton.  
 Pope, Mrs. A. A., Boston.  
 Porter, Charles H., Quincy.  
 Potter, Isaac M., Providence.  
 Potter, Mrs. Warren B., Boston.  
 Powars, Miss Mary A., Boston.  
 Pratt, Elliott W., Boston.  
 Pratt, Mrs. Sarah M., Boston.  
 Prendergast, J. M., Boston.  
 Proctor, James H., Boston.  
 Proctor, Mrs. T. E., Boston.  
 Rand, Arnold A., Boston.  
 Rantoul, Robert S., Salem.  
 Reardon, Dennis A., Boston.  
 Reed, Mrs. Wm. Homer, Boston.  
 Reynolds, Walter H., Boston.  
 Rice, Mrs. Henry A., Boston.  
 Richards, Miss Elise, Boston.  
 Richards, George H., Boston.  
 Richards, Mrs. H., Gardiner, Me.  
 Richardson, John, Boston.  
 Richardson, Miss M. G., New York.  
 Richardson, Mrs. M. R., Boston.  
 Richardson, W. L., M.D., Boston.  
 Robbins, Royal E., Boston.  
 Roberts, Mrs. A. W., Boston.  
 Robertson, Mrs. A. K., Boston.  
 Robinson, Henry, Reading.  
 Rodman, S. W., Boston.  
 Rodocanachi, J. M., Boston.

- Rogers, Miss Clara B., Boston.  
 Rogers, Miss Flora E., New York.  
 Rogers, Henry M., Boston.  
 Rogers, Jacob C., Boston.  
 Rogers, Mrs. William B., Boston.  
 Ropes, John C., Boston.  
 Ropes, Mrs. Joseph A., Boston.  
 Ropes, Joseph S., Boston.  
 Russell, Henry G., Providence.  
 Russell, Mrs. Henry G., Providence.  
 Russell, Henry S., Boston.  
 Russell, Miss Marian, Boston.  
 Russell, Mrs. Robert S., Boston.  
 Russell, Mrs. William A., Boston.  
 Sabine, Mrs. G. K., Brookline.  
 Saltonstall, Mrs. Henry, Boston.  
 Saltonstall, Mrs. Leverett, Newton.  
 Saltonstall, Richard M., Newton.  
 Sanborn, Frank B., Concord.  
 Sayles, F. C., Pawtucket, R.I.  
 Schaff, Capt. Morris, Pittsfield.  
 Schlesinger, Barthold, Boston.  
 Schlesinger, Sebastian B., Boston.  
 Sears, David, Boston.  
 Sears, Frederick R., Boston.  
 Sears, Mrs. Fred. R., Jr., Boston.  
 Sears, Mrs. Knyvet W., Boston.  
 Sears, Mrs. P. H., Boston.  
 Sears, Willard T., Boston.  
 Sharpe, L., Providence.  
 Shaw, Mrs. G. Howland, Boston.  
 Shaw, Henry S., Boston.  
 Shaw, Quincy A., Boston.  
 Shepard, Harvey N., Boston.  
 Shepard, Mrs. T. P., Providence.  
 Sherwood, W. H., Boston.  
 Shippen, Rev. R. R., Brockton.  
 Sigourney, Mr. Henry, Boston.  
 Slafter, Rev. Edmund F., Boston.  
 Slater, Mrs. H. N., Boston.  
 Slater, H. N., Jr., Providence.  
 Slocum, Mrs. W.H., Jamaica Plain.  
 Snelling, Samuel G., Boston.  
 Sohier, Miss E. D., Boston.  
 Sohier, Miss Elizabeth, Boston.  
 Sohier, Miss Emily L., Boston.  
 Sorchan, Mrs. Victor, New York.  
 Spaulding, Mrs. Mahlon D., Boston.  
 Spencer, Henry F., Boston.  
 Sprague, F. P., M.D., Boston.  
 Stanwood, Edward, Brookline.  
 Stearns, Charles H., Brookline.  
 Stearns, Mrs. Charles H., Brookline.  
 Stevens, Miss C. Augusta, N.Y.  
 Stewart, Mrs. C. B., Boston.  
 Sturgis, Francis S., Boston.  
 Sullivan, Richard, Boston.  
 Swan, Robert, Dorchester.  
 Swan, Mrs. Sarah H., Cambridge.  
 Taggard, Mrs. B. W., Boston.  
 Talbot, Mrs. Isabella W., Boston.  
 Tapley, Mrs. Amos P., Boston.  
 Tarbell, George G., M.D., Boston.  
 Temple, Thomas F., Boston.  
 Thaw, Mrs. Wm., Pittsburg, Pa.  
 Thaxter, Joseph B., Hingham.  
 Thayer, Miss Adele G., Boston.  
 Thayer, E. V. R., Boston.  
 Thayer, Rev. George A., Cincinnati.  
 Thayer, Prof. James B., Cambridge.  
 Thayer, Mrs. Nathaniel, Boston.  
 Thomas, Mrs. Joseph B., Boston.  
 Thorndike, Mrs. Delia D., Boston.  
 Thorndike, S. Lothrop, Boston.  
 Tilden, Miss Alice Foster, Milton.  
 Tilden, Miss Edith S., Milton.  
 Tilden, Mrs. M. Louise, Milton.  
 Tilton, Mrs. W. S., Newtonville.  
 Tingley, S. H., Providence.  
 Tolman, Joseph C., Hanover.  
 Tompkins, Eugene, Boston.  
 Torrey, Miss A. D., Boston.  
 Tower, Col. William A., Boston.  
 Tuckerman, Mrs. C. S., Boston.  
 Turner, Miss Abby W., Randolph.  
 Turner, Miss Alice M., Randolph.

- Turner, Mrs. M. A., Providence.  
 Underwood, Herbert S., Boston.  
 Upham, Mrs. George P., Boston.  
 Upton, George B., Boston.  
 Villard, Mrs. Henry, New York.  
 Vose, Miss Caroline C., Milton.  
 Wainwright, Miss R. P., Boston.  
 Wales, Mrs. George W., Boston.  
 Wales, Joseph H., Boston.  
 Warden, Erskine, Waltham.  
 Ware, Miss C. L., Cambridge.  
 Ware, Miss M. L., Boston.  
 Warren, J. G., Providence.  
 Warren, Mrs. Wm. W., Boston.  
 Washburn, Hon. J. D., Worcester.  
 Watson, Thomas A., Weymouth.  
 Watson, Mrs. T. A., Weymouth.  
 Weeks, A. G., Boston.  
 Weld, R. H., Boston.  
 Weld, Mrs. William F., Boston.  
 Wells, Mrs. Elizabeth S., Boston.  
 Wesson, J. L., Boston.  
 Wheelock, Miss Lucy, Boston.  
 Wheelwright, A. C., Boston.  
 Wheelwright, John W., Boston.  
 White, C. J., Cambridge.  
 White, Charles T., Boston.  
 White, Mrs. Charles T., Boston.  
 White, G. A., Boston.  
 Whitehead, Miss Mary, Roxbury.  
 Whitford, George W., Providence.  
 Whiting, Albert T., Boston.  
 Whiting, Ebenezer, Boston.  
 Whitman, Mrs. Sarah W., Boston.  
 Whitney, Miss Anne, Boston.  
 Whitney, Henry M., Brookline.  
 Whitten, Mrs. Elizabeth S.  
 Whitwell, S. Horatio, Boston.  
 Whitwell, Miss S. L., Boston.  
 Wigglesworth, Thomas, Boston.  
 Wightman, W. D., Providence.  
 Williams, Mrs. H., Boston.  
 Williams, Miss Louise H., Boston.  
 Wilson, Mrs. Maria Gill, Boston.  
 Winslow, Mrs. George, Roxbury.  
 Winsor, Mrs. E., Chestnut Hill.  
 Winsor, J. B., Providence.  
 Winthrop, Mrs. John, Stockbridge.  
 Winthrop, Mrs. Thos. L., Boston.  
 Wolcott, Hon. Roger, Boston.  
 Woodruff, Thomas T., Boston.  
 Woods, Henry, Boston.  
 Woolf, Benjamin E., Boston.  
 Young, Mrs. Benjamin L., Boston.  
 Young, Charles L., Boston.

# SYNOPSIS OF THE PROCEEDINGS

OF THE

## ANNUAL MEETING OF THE CORPORATION.

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SOUTH BOSTON, October 11, 1899.

The annual meeting of the corporation, duly summoned, was held today at the institution, and was called to order by the president, Gen. Francis H. Appleton, at 3 P.M.

The proceedings of the last meeting were read by the secretary and declared approved.

The annual report of the trustees was read, accepted and ordered to be printed with the usual accompanying documents.

The report of the treasurer was read, accepted and ordered to be printed.

The corporation then proceeded to ballot for officers for the ensuing year, and the following persons were unanimously elected : —

*President* — Gen. Francis H. Appleton.

*Vice-President* — Amory A. Lawrence.

*Treasurer* — Edward Jackson.

*Secretary* — Michael Anagnos.

*Trustees* — William Endicott, Charles P. Gardiner, Joseph B. Glover, J. Theodore Heard, M.D., Henry Marion Howe, George H. Richards, Richard M. Saltonstall, and S. Lothrop Thorndike.

Mr. Henry Endicott and Mr. Edward Wigglesworth Grew were elected auditors of the treasurer's accounts.

The following persons were elected members of the corporation by a unanimous vote : —

Alfred Bowditch, George Augustus Bullock, Worcester, Mrs. Joseph S. Cabot, Mrs. Charles P. Curtis, Eben S. Draper, George A. Draper, William C. Endicott, Jr., Edward Wigglesworth Grew, Mrs. Augustus Hemenway, Gen. Rockwood Hoar, Worcester, Mrs. Daniel Merriman, Worcester, Dudley L. Pickman, James H. Proctor, Mrs. Thomas E. Proctor, Mrs. Robert S. Russell, Mrs. G. K. Sabine, Brookline, Mrs. Henry Saltonstall, Mrs. Horatio Nelson Slater, E. V. R. Thayer and Mrs. Nathaniel Thayer.

The meeting was then dissolved, and all in attendance proceeded, with the invited guests, to visit the various departments of the school.

MICHAEL ANAGNOS,

*Secretary.*

## REPORT OF THE TRUSTEES.

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PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,  
SOUTH BOSTON, October 11, 1899.

*To the Members of the Corporation.*

LADIES AND GENTLEMEN:— August 31, 1899, closes another period of earnest work with commensurate results, and it becomes our duty to lay before you our annual report,— the sixty-eighth in the series of these yearly communications,— giving a brief account of the operations of the institution during the past twelve months and of its condition and needs at the present time.

The year under review has been a prosperous one in all affairs pertaining to our trust. It has witnessed steady progress in the work of the school and a constant effort on the part of those engaged in it to make improvements and keep abreast of the times.

The total number of blind persons registered in the record books at the beginning of the past year was 251. Since then 27 have been admitted and 26 have been discharged, making the present number 252. In this account are included all changes, additions and subtractions which have taken place up to the first day of October, 1899.

The general health of the pupils has been good. One of the best scholars of the post-graduate course, Reuel Eugene Miller of Pawtucket, R.I., who would have entered Harvard College this autumn had he lived, died of pneumonia on the 21st of March last.



A brighter, manlier, nobler and more promising young man has seldom graced the ranks of the blind, and his untimely loss is deeply lamented by every one connected with the school. In the boys' department of the parent school there has been more than the usual amount of sickness. In addition to the ordinary ailments, such as colds, sore throats and headaches, there have been several cases of grippe and eight of chicken pox. In the girls' department the ordinary ailments have been as numerous as in that of the boys, but there has been entire immunity from maladies of a severe character. A new comer was taken ill with measles at the Eliot cottage during the second day after her arrival from Vermont. Shortly before the opening of the school term one of the promising pupils, Grace Wagner of Gloucester, died at her home of quick consumption. In the girls' building at the kindergarten in Jamaica Plain there have been five cases of diphtheria, none of which proved fatal, however.

In all matters concerning the welfare of the blind and the enlargement of the work of their education we rely upon the active sympathy and generous support of the friends of the institution, no less than upon the assistance of the commonwealth, and we feel confident that our efforts to further the interests of those of our fellow beings who are so seriously handicapped in the race of life will receive due encouragement and liberal help.

#### GENERAL VIEW OF THE WORK OF THE SCHOOL.

Since the completion and occupancy of the Samuel Eliot cottage the doors of the institution have been

kept wide open to all suitable applicants. Every child and youth of average intelligence and of good moral character, who could not profit by the educational advantages of the common schools by reason of total lack or of serious impairment of the visual sense, has been promptly admitted.

Sufficient means and facilities have been provided for the development and training of the physical powers, the mental faculties and the moral character of the scholars. The gymnasium, the quarters assigned to manual training, the school and music rooms, the tuning department, all have been well supplied with such appliances and apparatus as were deemed necessary for carrying on the work of the institution under the most favorable conditions.

Physical exercise has continued to form one of the prime factors of our system of education and has received all the attention which its importance demands. Those who are interested in the bodily well-being of the blind will learn with great satisfaction that excellent results have been attained in this direction.

Manual training has been made one of the educational corner-stones upon which the three-fold development of the pupils rests, and it has been carried on in a systematic and progressive manner, which is calculated to bear wholesome fruit.

In the literary department appropriate ways and means have been employed for the development of the intellectual faculties and for the cultivation of the mental powers of the learners, and a good amount of thorough work has been done. Improvements have been promptly made wherever there was

an evident need for them, and no effort has been spared to enlarge the scope of the school and to complete its equipment in such a way as to promote the use of purely scientific methods of instruction and training.

Visitors to the institution cannot fail to be impressed both with the extent of the admirable facilities which it offers to the blind of New England for the study and practice of music, and with the earnest desire shown by the majority of the pupils to profit by these advantages. To our students music has peculiar attractions which cannot be surpassed by those afforded by any other branch of study and they manifest an absorbing interest in it.

It will be seen from this statement, that the curriculum of the school covers an extensive ground and that it is calculated to develop and cultivate with equal care the body, the mind, the heart and the æsthetic nature of the pupils.

#### FINANCES.

The report of the treasurer, which is hereto appended, gives a detailed account of the income and expenditures, and shows that the finances of the institution are in a satisfactory condition.

For the sake of convenience the items of receipts and disbursements contained in this document may be condensed as follows:—

Cash on hand September 1, 1898, . . .	\$47,775.75
Total receipts during the year, . . .	249,254.41
	<u>\$297,030.16</u>
Total expenditures and investments, . .	275,747.88
Balance in the treasury August 31, 1899, .	<u>\$21,282.28</u>

A thorough examination of the report of the treasurer and of the detailed statements which accompany it will show that the financial concerns of the institution have been wisely managed and economically administered and that the expenses have been kept within proper limits.

#### BEQUESTS.

It is with a sense of profound gratitude that we acknowledge the receipt of a legacy of \$25,000 from the estate of the late J. Putnam Bradlee. This amount was paid to the institution by the trustees of the estate in strict conformity with the wishes expressed by the sister of Mr. Bradlee, the late Miss Helen Curtis Bradlee, who survived her brother and at whose disposal his possessions were placed by the terms of his will. By far the greatest part of the large income of the estate Miss Bradlee gave in the most liberal manner, yet without the smallest ostentation, to various benevolent, educational and humane institutions and societies, and at her death these received, in accordance with her directions, about a quarter of a million dollars. For many years of her noble and unselfish life she was a stanch friend of the blind and a most generous contributor to the cause of their education. The legacies paid at her request both to the parent institution and to the kindergarten, added to the gifts which she made to the latter while she was living, constitute the largest sum of money ever received from a single source, amounting to \$100,000. To the trustees of the estate, Messrs. William L. Strong and William H. Hodg-

kings, we are greatly indebted for the faithful performance of their duty and for the friendly interest which they have manifested in the welfare of the blind.

We record also with grateful appreciation the receipt of a legacy of \$5,000 which was left to the institution by the will of the late Mrs. Ann Eliza Colburn of Brookline, and was paid to our treasurer by her executors, Messrs. Henry C. Short of Boston and Oscar B. Mowry of Brookline. A generous, liberal-minded, intelligent woman of kindly nature and philanthropic instincts, Mrs. Colburn bestowed a large amount of money upon deserving objects, and the blind and their helpers, together with the other recipients of her gifts, will bless her name and cherish her memory for generations to come.

The late Joseph Lyman of Brookline was an intimate friend of Dr. Samuel G. Howe and an efficient trustee of the institution for sixteen years, namely from 1854 to 1870. His widow, Mrs. Susan Bulfinch Lyman, shared her husband's high regard for the work of Dr. Howe, and was ever eager to lend a helping hand to its furtherance. At her death, which occurred December 22, 1898, she bequeathed to the school \$5,000. Of this sum, we have received on account \$3,000 from the executor of her will, Mr. Frank Lyman, a nephew of the testatrix. Mrs. Lyman's life was a long one and fruitful in good works; she has left behind her a sweet memory which will always be associated with high aspirations and kindly deeds.

The institution has been also generously remembered in the will of the late Mrs. Mary Ann P. Weld, who has left to it a legacy of \$2,000. The

amount received by our treasurer from this bequest is \$1,600, the balance of \$400 having been paid to the government of the United States for war taxes.

These legacies we welcome most heartily, not merely as substantial additions to the funds of the institution but also as bearing testimony to the value and excellence of its work and as affording moral encouragement to the laborers in this particular field of humanity.

### THE HOWE MEMORIAL PRESS.

The year just closed has been a busy one in the printing department of the institution, and the following books have been issued by the Howe memorial press: Green's *Short History of the English People*, of which three volumes have been printed and the remaining three will soon be published, Goodwin's *Greek Grammar*, Pope's *The Iliad of Homer*, Ellen Cyr's *Interstate Primer and First Reader* and Mary Burt's *Odysseus*.

In addition to these, fifty-four pieces of music (comprising 440 pages), for the pianoforte, voice, violin and the military band, have been issued, together with the second part of Norris's *Practical Harmony*, the second part of Loeschorn's *Progressive Studies for the Pianoforte*, and the first book of Cole's *New England Conservatory Course on Sight Singing*.

Our efforts to add to our collections a large number of books in raised characters of every kind and to render them more accessible and useful than ever before to all classes of readers have met with a great measure of success. Our library is open, free and without charge, to those who desire to derive benefit

or comfort from the contents of its capacious shelves. No negative reply is ever given to blind persons who apply to us for reading matter in embossed print. We earnestly hope that the congress of the United States will follow the example recently set by the parliament of the Dominion of Canada and pass a law similar to that which is now in force in the British provinces, allowing all publications in raised characters to be carried by the mails free of charge.

The efficiency of our printing department is seriously hampered and its utility more or less restricted by the lack of sufficient and commodious room. If we had more space the work could be executed more rapidly and economically by the aid of modern typographical devices and mechanical appliances.

#### WORKSHOP FOR ADULTS.

This department has been supplied with the usual amount of work during the past year, and the results of its operations may be condensed from the balance sheet as follows:—

Total amount of receipts, . . . . .	\$16,547.34	
Loan from Perkins Institution, . . . . .	317.41	\$16,864.75
	<hr/>	
Total amount of current expenses, . . . . .		16,864.75
Stock on hand and bills receivable,		
August 31, 1899, . . . . .	\$6,896.98	
Stock on hand and bills receivable,		
August 31, 1898, . . . . .	5,737.40	
	<hr/>	
	\$1,159.58	
Amount due Perkins Institution, . . . . .	317.41	
	<hr/>	
Gain for the year, . . . . .		\$842.17

These figures show that there is a balance on the right side of the sheet, which, after deducting therefrom \$185.97, the sum of several accounts that will have to be charged off, as it has been found impossible to collect them, brings the gain of the year down to \$656.20.

The work which is done in our shop compares most favorably with that of any factory in the city, while the materials used are warranted to be of the best quality. We beg to ask all fair-minded housekeepers to examine carefully the articles made by our men and to purchase those which may be needed in their homes, not on the ground of charity but as an act of justice on their part and as a matter of business pure and simple. We are sure that by so doing they will find that they are well served and at the same time they will have the satisfaction of helping a class of unfortunate but meritorious persons, who are struggling to support themselves through their own exertions and who deserve assistance and encouragement.

We take pleasure in reporting that the question of securing a permanent place for the salesrooms and the office of the institution has been satisfactorily settled. After many inquiries and careful examination of several estates, we have finally purchased one in Boylston street, numbered 383 and situated a few doors west from the side entrance to the Arlington street Unitarian church, and we have caused such alterations to be made in it as seemed to be necessary for its transformation from a dwelling house into a store. The building is located in one of the leading thoroughfares of the city, near to the residences of a large number of the regular patrons of our workshop,



and we cannot but hope that the change will prove beneficial to the business of the establishment, which will be transferred to the new place on the first day of January, 1900.

Mr. Pliny D. Morrill, the oldest employé in the workshop, died of neuralgia of the heart on the 12th of March, 1899, at the age of eighty-one years. Mr. Morrill entered the shop as an apprentice in 1843 and has been connected with it from that time to the day of his death. First as a workman and instructor in upholstering and afterwards as a foreman he has rendered faithful and efficient service, and has won the esteem of his associates and the appreciation of the authorities of the institution.

#### COMMENCEMENT EXERCISES.

The commencement exercises of our school took place in the Boston Theatre on the afternoon of June 6. It is extremely gratifying to see with what pleasure these annual festivals are greeted by the general public, not only of Boston but also of many outlying and widely separated towns in our commonwealth. Indeed, the interest has increased until, this year, every seat in the vast auditorium was engaged beforehand, and it is undoubtedly true that, had it not been for the excessive heat of the day, not a place would have remained unoccupied. Despite the discomfort caused by the weather, a large audience had assembled when, the hour for commencement having arrived, the first strains of a selection from *Faust*, played by the military band of the school, drew the attention of the audience to the programme, to which they listened with the usual display of interest.

Gen. Francis H. Appleton, the president of the corporation and the occupant of the chair of honor, greeted the friends of the school in the following graceful manner:—

Members of the Corporation of the Perkins Institution and Massachusetts School for the Blind, and our friends who join with us in these graduation exercises, it is indeed an agreeable privilege for me to extend to you our annual cordial greeting, and to bid you all welcome.

To many the retrospect that I will briefly give is familiar, but to others, who are here in considerable numbers, too little may be known of the building up of this beneficent, helpful and useful institution.

The commonwealth has been a constant co-worker with the citizens and has been giving financial aid with liberality.

The experiences of Dr. John D. Fisher, a student of the methods carried on in France to train the blind to a more complete understanding and appreciation of the works of the Creator and to enable them to take more active part in the world's affairs, aroused the interest of men of Boston and elsewhere in the state,—men, and women too, whose names are linked, in the history of Massachusetts, with many lines of public work for good in those early days.

At a meeting, representing the state's best citizenship, duly called in representatives' hall at our state house, a resolution was finally passed that resulted in an act of incorporation under date of March 2, 1829.

The original name was "The New England Institute for the Education of the Blind;" which was later changed to the "Perkins Institution and Massachusetts Asylum for the Blind;" and again changed to the present name in 1877.

Men and women of all degrees of wealth and activity have always joined with the commonwealth in promoting the welfare of this corporation by gift and personal effort, and this audience is proof that such good deeds are to continue and increase to the benefit of state and scholars.

How fortunate were both that Dr. Fisher enlisted in this cause one whose valiant and humane labors for the independence of

Greece brought him conspicuously forward at that time. It was then that Dr. S. G. Howe commenced his noble work and continued it for forty-five years, to be succeeded by Mr. Anagnos, whose ability as director will be proved by today's programme, as executed by the students of our institution and school.

The first work of educating the blind in this land of ours, as it then existed, was in a house at 140 Pleasant street — as I understand it; in September, 1833, the work was moved to the house offered by Colonel Thomas H. Perkins, whose handsome acts have associated his name forever and so deservedly with this foundation, and there continued until May, 1839, when it was moved to the Mt. Washington House in South Boston, which had been erected for a seaside resort, and where the school continues for the older students, while the younger boys and girls are separately housed in our well-planned buildings at Jamaica Plain, — the kindergarten. Some other states are emulating our work, and, while they may profit by our experiences, may we also learn from them.

This audience and our scholars, I know, join with me in realizations of great loss, when we consider how helpful and active Dr. Eliot was able to be in our work. In scholarly power and wisdom of action he was unique, and the position he filled in this institution stands conspicuously forward in our memories, and upon our records, and in marked degree on this occasion.

We feel greatly indebted to Mr. Tompkins, the proprietor of this spacious theatre, which so well suits the purposes of these occasions, for his generosity in giving it again freely, with its brilliant lighting, for these graduation exercises.

I now ask your attention to the programme as Mr. Anagnos has prepared it.

The exercises of the kindergarten which preceded those of the advanced pupils are recounted in our special report upon that department. At the conclusion of these, two tables were brought upon the stage, at one of which the girls of the graduating class employed themselves busily in drafting patterns, while the boys of the class were giving a very enter-

taining exercise on some of the powers of electricity, illustrating their descriptions with experiments by means of the apparatus on the table before them. Their clear and concise statements offered to their hearers convincing proof that they had formed correct conceptions of the workings of this wonderful force and that, although the light which blazed out at the revolution of their tiny dynamo-armature could never penetrate their consciousness, the telegraph, the telephone and other applications of this power are not meaningless names to them. When they had ended their exercise, the girls explained the methods adopted in one branch of the course in manual training, exhibiting the excellent results in their well-executed patterns, which were true in shape and correct in measurements. Their exposition was one which appealed directly to the predominant feminine portion of the audience, to whom it was a revelation in the beneficial possibilities of systematic development through the sense of touch. The gymnastics and military drill by the boys were, as they always are, keenly appreciated, if one may judge from the frequent bursts of applause which greeted the more difficult feats, all of which were admirably performed, both by the smaller boys in their well-directed movements and by their older school-mates in the guise of young soldiers.

The sacred song *Light of the World*, a gem in the beautiful setting of Gounod's *Hymn to St. Cecilia*, was sweetly and expressively rendered by a chorus of girls, with violin obligato, one of the most pleasing numbers on the programme.

The graduating class, composed of Margaret Mary Fogarty, Caroline Rockwood Lambe, Annie Knowles Noble, Grace Ella Snow, Louisa Elizabeth Warrenner,

William Thomas Clenon, William Lynch, Lawrence Patrick Mannix, Francis Bowen Morris, Edward Schuerer, Eugene Seward Smith and Francis Vigneroe Weaver, then stepped forward upon the stage and received their diplomas at the hands of General Appleton who accompanied the presentation with these words:—

It now falls to my lot to perform, in behalf of our corporation, and upon the recommendation of the director and of your committee on education, an act which is of much importance to these young people, who have been scholars until so recently, and who are, upon receipt of these diplomas, to become graduates.

You, young men and young women, who have been so faithful to the courses of learning that have been conducted by your kindly teachers, but conducted with that wise spirit of firmness, which is so essential to positive success at all times, deserve that these, your diplomas, shall be evidences before others that shall encourage and aid you. May you always be ambitious wisely, and may a happy disposition always accompany you through life. You have our best wishes and congratulations; and with them I place in the keeping of each one of you his and her diploma.

The exercises were brought to a close by the chorus for mixed voices, Mendelssohn's *By the Sea*, and the audience dispersed, carrying with them fresh interest in the work and marvelling anew at the training which enables four senses, each with added burden, to do the work of five and to bring to the blind a rich store of knowledge despite their sad deprivations.

We cannot close this account without acknowledging our great indebtedness to Mr. Eugene Tompkins for his continued liberality and great generosity in allowing our school to hold its annual commencement exercises in his magnificent theatre without charging a cent either for rent or for electric lights or

for anything else. Dr. Orlando Tompkins, the honored father of the present proprietor of the Boston Theatre, was one of the warmest and most helpful friends of the blind in more ways than one, and his son is worthily following in the footsteps of his sire. Mr. Eugene Tompkins not only gives to the institution as a free gift the use of his theatre together with the excellent service of his very efficient corps of employés, all of whom from first to last are as kind and as considerate to our people as their chief, but he also invites large numbers of our students to attend some of the finest operas and other musical performances given in the city of Boston, and he does this in the same spirit of thoughtfulness and unstinted liberality which was shown by his late father. For these favors we take great pleasure in tendering our thanks to Mr. Tompkins and in assuring him that his generosity will be always gratefully remembered.

### In Memoriam.

EDWARD NEWTON PERKINS.

Early in the morning of Tuesday, September 12, 1899, Edward Newton Perkins departed this life at Nutwood, Jamaica Plain, in the eightieth year of his age. Mr. Perkins was a man of singular sweetness of character, of great personal charm, of public spirit and of refined taste. He was preëminently a gentleman of the old school,—exquisitely courteous, kind-hearted, dignified,—and a representative of what is best and noblest in our community. Mr. Perkins took an active interest in the Episcopal church and was always closely identified

with the affairs of its institutions. His first election as a member of our board occurred on the third day of October in 1866, and he has ever since served the cause of the blind with fidelity and devotion and with a firm faith in its goodness. Although, during the last five years of his life, broken in health and spirit, he has been obliged to live in retirement, his profound interest in the school and its prosperity remained undiminished.

At the regular quarterly meeting of our board, held on the 3rd of October, the following resolutions in memory of our late associate, prepared by Mr. S. Lothrop Thorndike, were adopted by a unanimous vote:—

*Resolved*, that in recording the death of our associate, Edward Newton Perkins, we desire to express our deep grief at the loss which we as a board and all of us individually have suffered.

Born to a position in the best society of New England, cultivated by education and travel, living always in the midst of everything most refined, but never holding himself aloof from whatever was humble, he bore without abuse the grand old name of gentleman; and he bore it so simply and naturally, without pretence or self-consciousness.

His taste made his judgment sought in institutions of art and literature. His devotion to religion was a support and comfort to many struggling churches and missions. His charity was felt not only in large enterprises, but in a hundred ways less conspicuous. His lovable nature, his unflinching sweetness of disposition, his cordial greeting to all of whatever station won him a host of friends, and never by word or deed did he make a single enemy.

In our institution, which bears the name of his family, he had a strong interest not only by inheritance but by personal sympathy. For many years, and until his failing health prevented, he was one of our most valued advisers, especially in the building up of the Kindergarten, which was brought immediately under his eye by its neighborhood to his lifelong home. Though his

distressing illness has long kept him from our meetings, the desire that his name should still stand upon our list of counsellors has been universal.

*Resolved*, that these resolutions be placed upon our record and communicated with sincere sympathy to the family of our dear associate and friend.

#### MEMBERS OF THE CORPORATION.

One of the sorrowful events of the past year is the closing of the book of life of eighteen members of the corporation. Thus, the following names, which have stood on the list of the friends and benefactors of the institution for a long time, will be hereafter sadly missed from it.

EDWARD AUSTIN died at his home, No. 45 Beacon street, on the 16th of November, 1898, aged 96 years. He was a man of sterling character, of business ability and of absolute integrity in all his dealings and mercantile pursuits. By industry, commercial sagacity and prudent management he amassed a large fortune, a great part of which he bequeathed to educational institutions. He was descended from one of the oldest families of Boston and he had resided in this city since its incorporation. He was a son of Samuel Austin, a highly respected merchant and a contemporary of John Hancock and all the men of the revolutionary period and active with them in the cause of freedom.

Mrs. JANE DENISON BURNHAM, widow of the late John Appleton Burnham, died at her residence on Commonwealth avenue, March 24, 1899. She was a woman of large heart, of generous impulses and of charitable disposition. Hers was a noble and beneficent life full of good works and philanthropic



deeds, bearing testimony to her deep sympathy with the needy and afflicted members of the human family.

Mrs. MARY C. CHARLES, formerly of Sturbridge, Mass., died at Winthrop, January 9, 1899, aged 94 years. She was a typical specimen of the old-fashioned gentlewoman, endowed with a true heart, a sweet temper and grace of manners. Her presence was ever wont to bring sunshine into the shady places of life.

ANDREW COMSTOCK of Providence, R.I., died on the 30th of November, 1898. He was a man of great energy and of active, enterprising mind, and was one of the leading spirits in the business to which he was especially devoted. He was highly esteemed in the city of his residence and occupied many positions of trust in various corporations.

Mrs. LOUISA RICKE COOLIDGE, widow of the late John Templeman Coolidge, died at her house on Beacon street, April 10, 1899. She was a peace-loving, quiet and retiring woman, one in whose soul the tree of benevolence took deep root and whose life was one long series of acts of kindness and unselfishness. She was greatly attached to the blind, sorrowing over their infirmity, contributing her full share toward the mitigation of the sad effects of their calamity and rejoicing in every advance made by the cause of their education.

Hon. JOHN CUMMINGS died at his home in Woburn on the 21st of December, 1898, at the age of 87 years. He was a man of great worth and of many excellent qualities. Upright, conscientious, sincere, public-spirited, consistent, he rendered valuable service to some of the most useful institutions in the commonwealth of Massachusetts and was always

ready to uphold the hands of the laborers in the cause of humanity and to take an active part in their work. He enjoyed the confidence of the community at large and was highly esteemed by those who knew him well. From his sagacity and integrity the financial and business world derived much benefit. He was vice-president of the corporation of this institution for twenty-one years, from 1871 to 1892, but, as the president, Dr. Samuel Eliot, was very regular and unflinching in his attendance at the meetings, the vice-president was seldom, if ever, called upon to conduct any of them.

Mrs. CATHERINE DELANO DITSON, widow of the late Oliver Ditson, died of heart failure at York Harbor, Maine, on Friday, August 11, 1899. Mrs. Ditson was one of the last of that group of women who have been closely associated with the active life of Boston for half a century. Her public spirit and practical sagacity led to her selection as one of the original members of the great sanitary commission of the civil war, and her helpful activity and executive ability were drawn upon for service in behalf of the homœopathic hospital, of which she was a trustee, and in the managing bodies of other charities. She was an earnest worker in the field of humanity and a sincere and upright woman. Those who knew her will recall the deep interest which she manifested in all classes of sufferers among whom the blind were included.

Miss LYDIA WORTHINGTON DUTTON, one of the proprietors of the *Boston Transcript* and eldest daughter of its founder, the late Henry W. Dutton, died at the residence of her sister, Mrs. S. P. Mandell, No. 302 Commonwealth avenue, January 8, 1899. Miss Dutton was a woman of genial disposition, lib-

eral views, generous impulses and great strength of character. Her broad philanthropic spirit, practical mind and tender feelings led her to respond favorably to urgent calls for aid and to bestow substantial assistance upon such causes as were approved by her judgment. Her daily life was rich with the blessings that flow from generosity and benevolence.

JOHN MURRAY FORBES died at his home in Milton, October 12, 1898. He was a remarkable man in many fields of human activity. The strong loyalty and wise judgment that were so characteristic of his ancestors reappeared in him in generous measure. He possessed a power of intense application, which, combined as it was with industry and foresight, enabled him to achieve a success in business that was unrivalled. His public spirit was spontaneous and the master passion of his life. What distinguished him from most men of great wealth was the keen interest which he took in promoting public and political movements, which he believed to be right and just. By his death Massachusetts has lost one of her best citizens.

Mrs. LUCY BRIMBLECOM HAVEN, widow of the late Washington Haven, formerly of Portsmouth, N.H., died at her home in Lynn, Mass., December 8, 1898, at the age of 88 years. Mrs. Haven was a woman of uncommon ability, of indefatigable energy and of exceptional usefulness. She possessed rare executive ability and wide interests and sympathies. Her mind turned habitually towards everything which concerned the public welfare. During the last few years of her life the infirmities of old age, aggravated by failing health, pressed very heavily upon her; yet, while the fires were burning low in the flesh, her

spirit seemed to flame up all the more brightly and to reveal the beauty and strength of her character. Mrs. Haven was a friend and promoter of every good cause and that of the education of the blind held permanently a prominent place in her thoughts.

SAMUEL JOHNSON, of the firm of C. F. Hovey and Company, died suddenly at his summer home in Nahant on Sunday morning, August 13, 1899, at the age of 73 years. Mr. Johnson was one of the finest types of the old Boston merchant. He possessed in a high degree business sagacity and natural dignity and that sterling integrity which is greater than all the factitious honors that can be won. From beginning to end his career has been one of great usefulness. He took an active interest in religious, social and municipal affairs. Whether in the capacity of a merchant and of a manager of some of the largest estates in our community, or in that of trustee of several business corporations, he was always faithful in the discharge of every obligation and in the performance of all duties. Mr. William Endicott, one of his partners and intimate friends, wrote for the *Boston Transcript* a most excellent obituary notice of Mr. Johnson, from which we quote the following words: "His lifelong associates, as they look for an example of justice, integrity, generosity and devotion to duty, will always recall with affection and respect the name of Samuel Johnson."

Col. HENRY LEE died at his residence in Brookline on Thanksgiving day, November 24, 1898. Col. Lee's name has been for more than half a century one of the most distinguished in the history of Boston. He was a gentleman in the highest sense of the word,—a man gentle and loving, thoughtful and fearless, just

and generous. It is rarely that so many noble traits and striking qualities are combined in one individual. He was as typical a Bostonian as could be found since the death of Col. Thomas H. Perkins. He grew up in the traditions of the East Indian commerce, and it had a deep interest for him. He was courteous to the extent of courtliness. He was an eminent philanthropist, and his public spirit had no narrow limitations. His name was on every list of the supporters of educational and charitable enterprises, and his private benefactions were numberless and only known to the recording angel. He was a worker and a leader in every endeavor to elevate the standards of government. In the various activities which engaged his attention, in business, politics, social economy and education, he had made his influence felt, because it was the outcome of honest intentions, regulated by an enlightened intellect, good judgment and an earnest desire to be of service to mankind. He was welcome in any company and everybody was glad to meet him and enjoy the sweetness of his spirit and the benignity of his presence, full as it was of gentleness and wisdom. The world seemed brighter and better because he was in it. Rounding out the full tale of four score and one years, Col. Lee kept to the last his marvellous vitality, his joyous and serene temperament and his warm appreciation of the true, the good and the beautiful in art and nature, and passing quietly away left in all hearts a love and a memory that cannot decay.

Miss SUSAN INMAN LINZEE died October 3, 1898. She was a woman of many virtues and excellent qualities, one who was noted for the strength of her character and the kindness of her disposition and

whose life's record was in every way worthy of praise. Those who knew her well were always impressed with the uprightness of her character, the simplicity of her manners and with her spirit of self-sacrifice. Earth is richer today because she lived in it.

STEPHEN WEBSTER MARSTON died at his rooms, No. 66 Beacon street, on Sunday, September 3, at the age of eighty years. He was an honored citizen and a highly esteemed merchant, senior member of the dry-goods commission house of Minot, Hooper and Company. Mr. Marston was with Jewett, Tibbits and Company before he joined the firm of which he has been the head since 1886. He was an able and prudent man of business, one who exemplified the high type of industry, probity and integrity. The very high esteem in which he was held by those who were intimately acquainted with him and knew him best is about the most precious thing that any one could aspire to possess. He never served in a public position, but no name was better known than his among the merchants of Boston, and he will be greatly missed and lovingly remembered by a large number of friends. It was through a generous gift of money that Mr. Marston became a member of our corporation, and a legacy of \$5,000, which he left by his will to the institution, bears convincing testimony both to the goodness of his heart and to the deep interest which he took in the education of the blind.

Dr. FRANCIS MINOT died at the house of his daughter, Mrs. Felix Rackemann, in Milton, May 11, 1899, at the age of 78 years. He was a man of earnest spirit, even temperament, indefatigable industry and noble character. He was an eminent physician, strictly conscientious, sympathetic, wise, tactful

and resourceful. He practised his profession with honor and great success for more than half a century and has been during his long career an instrument of usefulness and happiness in the community. His death has created in our city a void which cannot be readily filled. By reason of his lofty ideals of duty and of his unflagging zeal in caring for his fellow beings, no less than because of his enthusiasm for his profession, he won the love, the respect and the admiration of all who knew him. Dr. Minot belonged to numerous professional and benevolent societies, to which he contributed freely of his time and means, and was an honored member of the corporation of this institution, taking much interest in its affairs.

Mrs. ELIZABETH P. PARKER died at the beginning of the financial year which has just closed. She was active in benevolent work of various kinds and a contributor towards the maintenance of deserving enterprises to the fullest extent of her means. She filled her long life with peace, goodness and generous deeds. Constancy was one of the many good features of her character.

Mrs. LUCY THAXTER SWAN, wife of Robert Swan, died at her home in Dorchester, November 18, 1898, at the age of 78 years and 10 months. She was a woman of broad sympathies, fine public spirit and great usefulness, and was always ready to assist every cause which in her judgment was worthy of help. She took up life gladly as a heritage, enjoyed it rationally and bore its troubles bravely. She was ever full of hope and courage, counting no duty small and no sacrifice great. She has done a vast deal of good and has left behind her a loving and inspiring memory.

Mrs. HARRIET FROTHINGHAM WOLCOTT, widow of the late J. Huntington Wolcott, died at her residence on Beacon street April 4, 1899, at the age of 85 years and 4 months. She was a woman of liberal views, philanthropic instincts and broad sympathies. Born in a typical New England home and reared under the best of influences, she had learned long since the lessons of fortitude, patience, self-forgetfulness and obedience to the commands of duty; the virtues of an unselfish and disciplined life shone steadily clear and bright through the long years of physical decline to the end. She won universal respect and endeared herself to a wide circle of friends by her generosity, her kindness of heart, her splendid public spirit and her consecration to the service of others. She afforded an illustrious example of what an earnest and absolutely disinterested laborer in the wide field of humanity could do. She died full of years and of noble deeds, leaving behind a most fragrant and blessed memory.

All which is respectfully submitted by

WILLIAM ENDICOTT,  
 CHARLES P. GARDINER,  
 ROBERT H. GARDINER,  
 JOSEPH B. GLOVER,  
 N. P. HALLOWELL,  
 J. THEODORE HEARD,  
 HENRY MARION HOWE,  
 FRANCIS W. HUNNEWELL,  
 GEORGE H. RICHARDS,  
 WILLIAM L. RICHARDSON,  
 RICHARD M. SALTONSTALL,  
 S. LOTHROP THORNDIKE,

*Trustees.*



## REPORT OF THE DIRECTOR.

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Adrift on time's relentless tide,  
As waves follow waves, we glide.  
God grant we leave upon the shore  
Some waif of good it lacked before ;  
Some seed or flower or plant of worth,  
Some added beauty to the earth ;  
Some larger hope, some thought to make  
The sad world happier for its sake.

— WHITTIER.

### *To the Board of Trustees.*

GENTLEMEN :— In presenting to you the customary annual report of the director, I beg leave to state, that I do not intend to confine myself entirely to the narration of passing events and to a review of the results of the operations of the school during the past year. I mean to go further than this. I purpose to look deeper into the general plan of the education of the blind and to set forth such thoughts and observations on the necessity of its reconstruction as reflection and careful study of the subject in all its relations to the requirements of the times have suggested.

Standing on the heights of the experience gained during past years we can see the work of the school not only in its separate parts but as a whole. Its numerous details blend into one picture ; and in looking at all that has been accomplished we perceive on the one hand the characteristics of the achievement and on the other the clear indications of what must inevitably come. For, as Byron puts it,—

The best of prophets of the future is the past.

The usual course of training has been regularly and assiduously pursued during the year under review, and due attention has been paid to the physical, intellectual and moral development of the pupils. The results already produced by the extension of our curriculum are excellent and call for the expression of our sense of profound gratitude to the generous friends and benefactors of the blind, to whose liberality the enlargement of the field of operations of the institution is mainly due. We earnestly bespeak the continuance of their unfaltering support. This is urgently needed and without it our efforts to raise the school to a higher grade and to place it on a firmer financial basis than that upon which it now stands will prove futile.

#### ENROLMENT OF BLIND PERSONS.

People by numbers swarm to us.

— SHAKESPEARE.

On the first day of October, 1898, the total number of blind persons registered in the various departments of the institution as pupils, teachers, employés and work men and women, was 251. Since then 27 have been admitted and 26 have been discharged, making the total number at the present time 252. Of these, 168 are in the parent school at South Boston, 70 in the kindergarten and primary department at Jamaica Plain and 14 in the workshop for adults.

The first division includes 155 pupils, 10 teachers and other officers and 3 domestics; the second class comprises 70 little boys and girls, and the third, 14 men and women employed in the factory for grown-up persons.

## THE HEALTH RECORD.

The first wealth is health.

—EMERSON.

Although the general health of the school has been very good, there has not been complete immunity from sickness in one of the households of the establishment.

In the five cottages occupied by the girls the number of ordinary ailments has been larger than usual, but there have been no cases of severe illness nor of infectious disease. At the opening of the spring term one of the new pupils brought with her the measles, which broke out the second day after her arrival here, but the spread of the contagion was effectually checked by the immediate removal of the sufferer to the house of one of her friends and by the prompt adoption of adequate preventive measures.

In the boys' department there has been an unusual amount of sickness and for weeks the nursery was fully occupied and the work of the school more or less affected. In addition to the ordinary ailments there have been more than a dozen cases of influenza of various degrees of severity, eight of chicken-pox and one of pneumonia. The latter, I am pained to say, in spite of the most strenuous efforts to save the life of the patient, proved fatal. The institution has sustained a very grievous loss by the decease of one of its best and most brilliant pupils, Reuel Eugene Miller of Pawtucket, Rhode Island, who died on the 21st of March, 1899. In the seven years during which he was a student in this school, Reuel had earned the love and respect of all connected with it. He was eager to win and hold his place among

scholars who were laboring under no serious physical disadvantages similar to his, and to this end his energies were bent. He was a member of the class of 1895, and after his graduation had pursued a post-graduate course with a view of fitting himself to gain admission to one of the leading colleges of New England. A year ago he passed the preliminary examinations with credit, and if he had lived he would have entered Harvard University this autumn.

Reuel led the life of a normal, healthful, happy boy, yet he was filled with a noble ambition inspiring to his friends and comrades. He possessed intellectual and moral endowments of a superior order and was admirably fitted both by nature and training to bear the heat and burden of the day and to set at naught the odds that were against him. He was so thoughtful, so manly, so unselfish, so kind, so real and so chivalrous, that all who knew him were strongly and affectionately attached to him. He strove assiduously and resolutely to break through the thick wall of limitations placed about him by the eclipse of his eyesight and to make his way to success. In his courageous and steadfast purpose to conquer all the difficulties that impeded his advancement and to reach the goal of his high aspirations he shadowed forth the rising of a brilliant future. Alas! the realization of this was cut short by his untimely death; but to him the following words of Byron may be applied with peculiar appropriateness: —

Brief, brave and glorious was his young career.

Reuel's sense of justice and nobility of aim in life were among the principal features of his character. He loved truth and was absolutely conscientious and

free from tricks or disguise. The law of honor was ever the guide of his actions. He was a grateful and devoted friend of the institution and absolutely loyal to its constituted authorities. He felt the force of the awakening influences which he had received within its walls, and appreciated their value. He acknowledged ever with hearty thankfulness the great gift of mind and soul which they had bestowed on him. To him his *alma mater* and her interests were very dear and of the highest consideration, and he would deem it dishonorable to participate in any action or countenance any movement which might prove unfavorable to them. He was entirely out of sympathy with the intrigues of any unscrupulous and unprincipled schemer, whose meanness formed the chief ingredient of his character, and who, utterly oblivious of the numerous benefits which he had received from the institution, did not hesitate to do all sorts of mischief in an underhand manner for the attainment of selfish ends or for the gratification of spite. Miller's course at this school was one in which all rejoiced and of which both his relatives and his teachers had ample reason to be proud. He has left upon the minds and hearts of his companions an ineffaceable impress which will always exert a silent influence upon them and will stir them up to strive after a higher moral standard and to seek diligently the best things in life. The recollection of what he was and what he was accomplishing will ever be a source of inspiration to them, and they will hold sacred the memory of one of whom truly may it be said, "not having seen they loved."

It was with a feeling of sadness that we received at the opening of the school term the news of the de-

cease of another pupil, Grace Wagner of Gloucester, who died at her home of quick consumption on the seventeenth day of September last. She was a bright and amiable girl of good disposition and excellent intentions and will be greatly missed both by her schoolmates and by the teachers and other officers.

### THROUGH EDUCATION TO INDEPENDENCE.

His tongue was framed to music,  
 And his hand was armed with skill;  
 His face was the mould of beauty,  
 And his heart the throne of will.

— EMERSON.

When Ajax was surrounded with dense darkness and could not discern his enemies and smite them, his most fervent supplication to the gods was for light and for nothing more. This he deemed amply sufficient for the accomplishment of his bellicose purpose. "Give me to see," was his piteous cry, "and I ask no more."

*Ποίησον δ' αἴθρην, δὸς δ' ὀφθαλμοῖσιν ἰδέσθαι.*

The blind in these days are as eager in their petitions for light to enable them to surmount all obstacles in the pathway of their advancement and to fight the battle of life successfully, as Ajax was; but the illumination for which they plead passionately differs in character from that for which he begged. They do not ask for impossible things, for changes in the laws of nature, which nothing short of a veritable miracle can effect. They stand on the positive point of the magnet, and, being aware that the sullen cloud of never-ending night which envelops them is indissoluble, they do not consume their ener-

gies in useless implorations for its dissipation. They know that, when the mechanism of the eyes is destroyed or hopelessly impaired, the power of vision is irrevocably gone from them, and they do not "batter the gates of heaven with storms of prayer" for its restoration. Instead of feeding on illusive hopes and of giving way to nebulous desires and unrealizable longings they yearn for that which it is perfectly possible to give them, for what indeed is their birth-right,—for a broad and liberal education, which in their case is a real source of intellectual, moral and spiritual enlightenment, and which alone can release them from the bondage of dependence and link their lives to a dynamic power able to lift them to the highest levels of usefulness and happiness.

In the advanced civilization of our era the imperfectly taught and insufficiently trained blind persons are at a greater disadvantage than ever before. In this country, as well as in Europe, the old order of things has been fast disappearing of late years and a new state of affairs has been taking its place. A momentous crisis is confronting us. Manual labor is steadily decreasing in value and has in many instances ceased to be remunerative on account of the extensive employment of machinery in almost every department of human activity. The wide spread of knowledge of every kind and the rapid increase of general intelligence, the stupendous progress made in the development and utilization of the physical sciences, the marvellous success of the unremitting efforts to harness the forces of nature and to subjugate them to the service of man, the universal tendency to effect gigantic consolidations of manufacturing and commercial enterprises and to concentrate

capital and control prices, accompanied by the financial and political consequences that follow in the train of such concentration, the steady propagation of the spirit of democracy and the wonderful feats which are constantly accomplished in the domain of invention, all these combined together have transmuted thought and have brought about a social transformation and an industrial revolution, which have changed most of the adjustments of the past and of the relations of life, have created new conditions and requirements, and have given rise to various occupations and numerous combinations in business. Indeed, economic arrangements are incessantly shifting from their old foundations and the scientific evolution of human society is the order of the day.

Owing to their great dependence upon simple manual occupations and mechanical arts for self-support, it is evident that the blind are more seriously affected by these radical changes and developments than any other class of people, and that the problems, which in their case press for solution, are very grave and of momentous significance.

In view of this state of things the chief duty of our school is to take into account the demands and exigencies of the times and to bring its pupils into harmonious relations with their environment, physical and social, as well as intellectual and moral. We must leave behind the past, which is "but the dim shadow of humanity thrown backward by the eternal sunlight," and look steadfastly into the illimitable future, which stretches before us and which is in some degree to be moulded by our own efforts. We must follow the light of progress and break the shackles of tradition and prejudice which hinder the



blind from becoming fitted to make the best of themselves and which narrow their sphere of usefulness and helpfulness. We must enable them to keep open their communication with the base of supplies while they are fighting the battle of self-maintenance. We must secure for them the means for a broader intellectual foundation, a greater development of the inner forces of thought, feeling and action, a more extensive and thorough training in the practical affairs of life, a deeper appreciation of the sacredness of all moral and legal obligations, and last but not least a greater power of self-reliance and self-direction, which will save them from being tossed "helpless on fate's torrent as a straw."

Man is his own star; and the soul that can  
 Render an honest and a perfect man  
 Commands all light, all influence, all fate.

The spirit of true philanthropy and fraternal kindness is prevailing to a degree never reached before, and there is no danger that the blind will be neglected and left unassisted in their efforts for independent, manly and womanly self-support. One of the most hopeful signs of their condition appears in their disposition and eager desire to go forward and seek the proper ways and means for rising above the clouds of their infirmity, as well as in their ardent wish to learn to rely upon their own exertions so far as possible. There are not a few among them, who, instead of clinging in timid helplessness to a seeing leader, or letting themselves sink in the waves of dependence and misery, are striking out and learning to swim across the river of misfortune. They feel the need of a life preserver. If it is not best to procure one

ready-made for them, let us enable them to find the needed help in their mind and muscle, in their courage and in their enterprising spirit. But let it be distinctly understood, that we cannot provide for them the right kind of assistance by building for their benefit immense asylums and by supplying the inmates of these abodes with food and shelter. This sort of aid will prove injurious rather than beneficial.

Every measure of relief which operates to weaken the motives for self-help and the sense of dignity must be condemned and avoided as fostering the degrading habits of indolence and idleness, as paving the way to gentle beggary and as tending to block the road to permanent improvement. The blind must not be made parasites clinging to the tree of dependence, nor satellites revolving around the charitable organizations of special poor-houses, the real character of which is thinly disguised under the plausible name of "working homes." It is not by dispensing charity to them or by smoothing their pathway of life with the pavement of alms, but by clarifying their mental and moral vision and by stimulating their power of independent thought and enlarging their sources of self-help, that we may render them active and productive members of society and not passive and idle consumers. Assistance given to them in any form which tends to enfeeble the moral fibre, to paralyze every motive of self-reliance and to remove all incentives to activity is both unwise and harmful and proves a curse rather than a blessing to the recipients.

How to train the blind and equip them adequately for the active duties and occupations of life, preparing thereby their way to self-maintenance and independence, has always been and still continues to be one

of the most serious of all the problems with which their educators have had to grapple.

There was a time in the early history of our schools when it was much easier and less expensive for them to educate their pupils in a practical way and fit these thoroughly to earn their living through their own exertions. Then the industrial department was one of the prominent features of institutions for the blind, and, as it was very lucrative to work at one or more simple trades, the majority of graduates found it very wise to do so and to provide both for themselves and for those who depended upon them. But now all this is a thing of the past. The mechanical or technical pursuits in which persons bereft of the visual sense can profitably engage are very few in number. Their circle, although limited already, is becoming smaller every year, and all the eager efforts that have been put forth to enlarge it have proved futile.

Most of the institutions for the blind in America have tried the experiment of introducing one trade after another with a view of securing gainful employment for their graduates and apprentices, but without avail. Such industries as seemed to give promise of fair profit have in turn been taken up only to be dropped after a few years' experience as inadequate and unprofitable.

Thus every attempt to utilize various mechanical arts and render them reliable sources of income, even to a limited number of men and women of average ability, has failed. That broom-making, or seating cane-bottomed chairs, or mattress-making, or upholstery and willow work are still carried on in some places with a small gain or without great loss furnishes no solid proof of the value of any of these oc-

cupations and no strong argument in favor of their continuance. A careful study of the matter shows, that in every instance of unquestionable success the result is wholly due either to the superior skill and natural business cleverness of an individual or to special local advantages and peculiarly helpful circumstances. Those who are free from the bias of selfish motives and able to take a broad outlook over the general field of the employments of the blind cannot but see that so far as industrial pursuits are concerned the prospects are far from being encouraging. Indeed, on account of the division or specialization of labor and the universal use of machinery which cannot be safely handled without the guidance of the sense of sight, it is simply a question of time when those who are deprived of this faculty will cease to travel the road of mechanical trades in competition with ordinary workmen. In the natural course of things this is inevitable, and sooner or later it will come to pass. It cannot be otherwise.

Now in the face of these facts what is our duty towards our pupils? In making plans or devising methods what principles shall we adopt or what rules shall we follow? Are we to take no notice of the signs of the times and of the warnings of experience? Shall we venture to set sail against the strong current of forces which are at work shaping human activities and giving direction to business enterprises? Instead of holding fast to what is right in principle and promises in practice to level the great mass of sightless people up to a higher plane both socially and morally, shall we yield to the idle clamor of boisterous selfishness and sacrifice the interests and welfare of the many to the convenience and satisfaction of the few

by temporizing and putting the easy devices of expediency in place of the sterner requirements of justice and wisdom and science and common sense? Is it prudent, is it manly, nay, is it honest to ignore the dictates of reason and the teachings of sound philosophy and to pursue a course which would tend to pauperize and degrade the blind and which would inevitably lead to the erection and support of special almshouses for their benefit, disguised under the false name of "working homes?" If we do not pursue this course, then what shall we do?

There is but one answer to these questions: we must change front. Unmoved by clamor and undisturbed by the demands of indolence and selfishness, we must show, in dealing with a most serious problem, uncompromising moral courage and unflagging honesty of purpose. We must consider and measure the need in all its phases and proportions and then strive to meet it fairly and in the best possible manner. The great task confronting us is not how to house and feed and pension a limited number of sightless individuals, nor how to gratify the wishes of those among them, who, aspiring to attain ease and comfort for themselves at public expense and without much exertion on their part, are indifferent as to the fatal results of their gain and indulge in such low views of life and in such perversions of their destiny as bring in their train demoralization and degradation. Our task is more serious than this. It is how to uplift the blind as a class, how to strengthen them and render them self-reliant and how to secure for them an appropriate place in the social ranks, in the esteem and the activities of the communities in which their lot may be cast. In other words, it is our solemn duty to do

everything in our power which will enable those of our fellow-men who live in never-ceasing darkness to see through their mind's eyes, to think rationally, to judge correctly, to imagine sanely, to decide rightly, to plan wisely, to execute promptly, to sympathize broadly and to be prepared to conform with the demands and conditions of modern progress.

In endeavoring to accomplish this purpose first and above all we must realize the fact that the liberation of the blind from the captivity of dependence and debasement cannot be effected by means of manual labor or of any kind of handicraft. It is brain work that will do this. It is not technical skill nor ability to work successfully at one or more of the usual trades that will obliterate the most conspicuous effects and check the train of consequences of the loss of sight, or bring about the higher development of its victims and turn the current of their lives to a favorable direction. Verily, it is not this that will raise them in the scale of humanity and place them on terms of equality with their fellow-men, but broad intelligence, mental alertness, thorough acquaintance with the principles and rules that govern business, a firm and comprehensive grasp of affairs, general versatility and adaptability, and a power of discernment and penetration in all things. A comprehensive and liberal scheme of education is necessary for this purpose, one which will enable the recipients of its benefits to —

Rise to their task, and, be it small or great,  
Shine on it till their smile has made it bright.

This system must begin with the kindergarten and end with a completely equipped high or secondary school, bringing our graduates inside of the gates of

the colleges and universities of the country for seeing young men and women. It should provide not only for physical, intellectual and ethical culture, but also for training along scientific, æsthetic and humanitarian lines, and should procure for the blind, both male and female, such superior advantages as would best fit them to share in the activities of life, to enter the liberal professions, to respond to the ordinary requirements of business and to discharge successfully their duties and obligations to society in whatever sphere they may be placed. It is this alone that, by equipping every individual to reach out towards his highest and largest life, will help to create the best possible types of manhood and womanhood, and thus make a long step toward approaching the ideal which Emerson portrays in the lines quoted at the head of this section. Working homes cannot do this. On the contrary, their natural tendency is to hinder rather than facilitate the attainment of such an end. Instead of being practical solvents of a perplexing problem and permanent sources of good, they are merely expedients of temporary relief, pregnant with future evils of a social and moral character. They represent a system of alimony, which, born of ignorance and reared in selfishness, is wrong in principle, vicious in practice and pernicious in its effects. Loyalty to truth, devotion to the best interests of the blind and largeness of thought alike demand that we shall prevent the erection and multiplication not of workshops pure and simple but of special abodes for "lazy yawning drones," the occupants of which will have to be maintained in sheer idleness or in sham industry, and that we shall not shrink from the penalties which are inseparable from a conscientious discharge of duty.

Be the consequences what they may, we must rise superior to the vociferations of the day and help to shape the destiny of the blind in accordance with the dictates of wisdom and justice and not in obedience to the demands of weakness and cowardice.

It is obvious, from what has been said in these pages, that we owe to the blind not merely an ordinary elementary "schooling" and some kind of technical training, or the opportunity of being drilled in a mechanical occupation and facilities to exercise it advantageously, but a rounded development of character and of their best and largest capacities,—an education which will render them strong and vigorous both physically and intellectually as well as morally, will train their senses to keenness, widen their horizon of knowledge, nurture their natural aptitudes, foster their individuality, broaden their sympathies, chasten their feelings, warm their hearts by the contemplation of noble deeds, introduce them into the ethical world and into new fields of duty, instil in them a helpful spirit and enable them to attain a wide range of mental vision and a great power of thought and of varied expression, so that they may become better prepared and more fully equipped to solve the problems of life and act nobly their part in its drama when they shall enter upon the stage of practical activity. This sort of education will be for the blind a central sun of vast illuminating power, from which they may gather light and warmth and blessing.

The ultimate ideal, toward which we are striving, is briefly this:—

I. A kindergarten and primary school, possessing a sufficient endowment and amply provided with the necessary educational facilities and the best possible



influences for training the little pupils in a thoroughly rational manner and for laying a firm foundation for their physical, mental, moral, social and æsthetic development.

II. A grammar and high or preparatory school, offering a classical and an English course, complete in its departments for physical and manual training, as well as for literary, scientific and musical studies, and liberally supplied with educational appliances, apparatus and musical instruments of various kinds. Its financial status should be such as to enable it to secure the services of a strong corps of efficient and wide-awake teachers, and its curriculum should take into account the needs, the capacity, the limitations, the tastes and the special requirements of the blind, thus making provision for a thorough cultivation and discipline of all their powers, so that our graduates may be well prepared and adequately equipped to enter any of the New-England colleges and universities, or, if they cannot afford to do this, to take their places among the active and self-relying members of society.

III. A special fund, the income to be used in conferring scholarships on deserving graduates of our institution in order to enable them to avail themselves of the superior educational advantages afforded to youth of both sexes by the best colleges, universities, conservatories of music and professional or commercial schools in New England, where, in company with those who can see, the blind may pursue their studies in any branch of knowledge, in music or in the arts, sciences or professions.

It may be well for us to consider in this connection the question whether it is right and best to found and

support a separate college or university for the exclusive use of the blind, or, if it is not, where their higher education should be prosecuted.

Experience, reflection and sound philosophy all lead to the conclusion, that persons suffering under a common infirmity are liable to certain unfavorable and undesirable consequences, flowing from their abnormal condition. These are undoubtedly aggravated by the close association of the sufferers in considerable numbers and for a great length of time, while they are lessened by constant intercourse with ordinary and normal persons. The reasons for this are obvious. The loss of sight is not merely a bodily infirmity; it affects all sides of the human organism, the intellectual and moral no less than the physical. It is the unanimous opinion of all competent and candid judges, that the blind as a class incline to one or the other of two extremes of conduct. They are either very timid, meek, hesitating and dependent, or bold, egotistical, conceited and so self-assertive as to be almost impertinent. Owing to their infirmity, which tends to shut them off from the rest of the world and to turn their thoughts inward, they are very apt to think constantly of themselves and to take wrong views of things, which dwarf their lives and hinder their possibilities of growth and success. They keep their thoughts entangled ever in the low lands of selfishness and miss the glories of the hills of self-forgetfulness and of the heavens that bend over them.

These traits and various other peculiarities of a similar nature, which ensue from the extinction of the visual sense, are intensified by the practice of removing the victims of this calamity from their homes and

of gathering them together in large institutions for the purpose of teaching and training them. Great and beneficent as the advantages which our pupils derive from the present system of educating them unquestionably are, we cannot but regret most profoundly the necessity which renders it imperative for us to bring under one roof a large number of sightless children and youth, setting them apart as a separate class, and which is often fraught with consequences both evil and permanent.

The ill effects of segregating the blind from their natural associations and relationships and of congregating them together during the plastic and formative period of their lives are painfully apparent in their spirit of caste and clannishness, in their morbid sensitiveness, in the awkwardness of their manners and movements, in the narrow range of their sympathies, in the extremes of undue exaggeration or unreasonable depreciation of their personal worth and capacity and in various other ways.

Now, in order that we may be able to eradicate some of the most serious of these drawbacks and to reduce to the lowest possible degree the dissemination and growth of all sorts of uncouth peculiarities and oddities, we must adhere rigidly to the cardinal principles of the minimum of association of blind persons and the maximum of their commingling with those who can see.

It is beyond question that the largest possibilities of the success of this class of our fellow-men in whatever they may undertake to do depend upon their ability to enter on the arena of the competitions of life with those whom they will naturally meet in the home, the neighborhood, the social and religious assemblies and in the world of business.

For these reasons it is of the utmost importance that, as soon as our graduates are fully prepared and thoroughly fitted for a course of higher academic and scientific instruction or of training for one of the liberal professions or for a business career, they should be scattered among the ordinary institutions of learning and not gathered again into another sort of receptacle of darkness and gloom, established for the special benefit of sightless persons, which may be known by the name of colleges and universities for them. Indeed, instead of a blessing, it would be an unmitigated misfortune for the blind to be kept by themselves for an additional period of four or five years, apart from those of their fellow-men among whom the work of their life lies. The best and most vital interests demand that they should be placed in one of the leading colleges or best professional and commercial schools, in which every state abounds, and should be thrown with seeing young men and women. They must be put in a position to compare themselves with others of their own age and to measure accurately their ability so that they may avoid the fatal error of overestimating or underrating it. They must be brought in touch with the great forces of the world, which make progress and civilization possible, and learn something of the part that each has to play in the drama of human existence. Whether they desire to devote themselves to commercial pursuits, or to become teachers, ministers, lawyers, business men or practitioners of massage, they must be educated and taught and trained side by side with those among whom they are destined to exercise their calling or vocation, and must acquire a knowledge of the practical affairs of life and of the

manners, notions and usages of society. They must come in contact with the great and moving world and hear and know more of its customs and interests and shape their own mental habits and modes of thinking and motives of action more in accordance with those of the people with whom they are to live after the completion of their education.

In no institutions of learning, which may be built and maintained solely for the benefit of a class of children and youth laboring under a common physical disability, can any of these precious, practical lessons be learned. Hence the absolute necessity for funds to provide for as many scholarships as eligible candidates for higher education may require.

In order to be able to reconstruct our system of education upon a broader and more comprehensive scale and to reform the school thoroughly, giving to it feet, limbs, trunk and head,—a completely organized body,—we need immediately the three following buildings, in addition to those which we now have in use:—

*Firstly.*—A music hall in the parent school at South Boston, to which should be attached a sufficient number of school rooms and a commodious gymnasium for the girls. The hall should be accessible from both departments of the establishment and should have a seating capacity for an audience of six or seven hundred people.

*Secondly.*—A primary building for the little girls at the kindergarten at Jamaica Plain, similar to that which has been recently erected and has been occupied by the boys during the past year.

*Thirdly.*—The completion of the central or school building at the kindergarten, which was planned in

all its details several years ago. About one-fifth part of this was built in 1893 and has been ever since used as a hall and gymnasium for both departments.

These buildings are indispensable for the enlargement, reorganization and grading of our school, and the cost of their erection and equipment will not be far from \$300,000. Besides this amount an additional fund is needed, large enough to yield no less than eight thousand dollars per annum, which sum will suffice to provide scholarships and loans for all those of our graduates who are qualified to pursue a higher course of academic, musical, scientific, professional or business education, but who have no means of their own to do so.

The treasury of the institution has not a cent that can be spared from its work and applied to any of these purposes. On the contrary, an increase of the financial resources both of the parent school and of the kindergarten will be imperative in order to cover the additional expense which the enlargement of the field of the operations of the establishment will involve. Therefore it will be absolutely necessary to make an urgent appeal to the public in order to raise the full amount of the money which is required to carry out the above-mentioned improvements.

The entire scheme of reorganization in all its details and requirements is now laid before the members of the board of trustees and the friends of the blind for their consideration and decision. I feel that there should be no hesitation or delay in taking resolute and firm hold of the matter and carrying it to a successful completion as soon as possible. The time is ripe for such action. If we put it off and wait for more propitious opportunities or for more favorable

circumstances, we shall never accomplish much. We cannot afford to be dreamers and spectators, trusting to chance or to the gifts which the future may hold for us. We must make the most of the present moment and get the best out of it. We have to cross our Rubicon, be the results of our action what they may. There is no gain in tarrying longer on its bank. Retreat or advance must be made; and it remains with us either to go forward or to turn back.

So far as I am concerned, I must obey the voice of conscience and the command of duty. They urge me to undertake a task which is fraught with enormous difficulties and involves very arduous labors; but the call is so imperative that I have no option in the matter. Hence I am ready to take up this weighty charge with a deep sense of its gravity, yet with good hope, unwavering courage and a determination to put it through. Cost what it may in hardships, in inconvenience, in anxiety and in expenditure of strength, I am bound to stand by it and to toil for it until the final victory is won. On this altar of service I am prepared to offer body and mind and heart and will — all that I am — without the remotest thought of personal emolument.

Life is not long enough to let me work  
As I desire; but all the years will hold  
Shall I pour forth.

If, contrary to my expectations, wise heads and conservative men decide that the institution is, as it stands, well provided and adequately equipped to fulfil its mission without further improvements and expansion, and that it is not expedient to take definite and vigorous measures to procure the requisite means

for reorganization within a reasonable length of time, I am determined to take my hand off the plough and to retire to private life. I cannot do otherwise. I firmly and honestly believe, that a man who has a natural taste for routine work and is satisfied to carry it on upon the lines already laid out will be far better fitted for the place than I am. For myself, I can under no circumstances help to perpetuate the present arrangements. If I should attempt for reasons of policy or of prudence or of personal comfort to suppress my convictions or to keep silent and labor in opposition to them, it would make me utterly wretched.

#### THE DEPARTMENTS OF THE SCHOOL.

Hic patet ingeniis campus, certusque merenti  
Stat favor: ornatur propriis industria donis.

— CLAUDIUS.

The various departments of the institution have been coördinated and brought into harmonious relations. They have been gradually developed and made tributaries to our plan of instruction and training. They may be compared in a way to springs of living water, having different sources but running into the central stream of education, which supplies both the vital force and the motive power for the physical, intellectual, moral and æsthetic development of our pupils.

The course of study pursued in these departments is not merely an aggregation of subjects, but an organic growth, vigorous and well proportioned. It comprises just what is required to enable the blind to meet some of the principal conditions which are cre-



ated by the progress of society and the needs of the advancing times. Bodily exercise, manual training, the study of music, together with that of literature, the languages and the ordinary English branches, combine to form a curriculum which develops and disciplines the mental faculties, cultivates the æsthetic nature and refines the taste.

That the work of these departments has been performed in a very satisfactory manner and has produced commensurate results, will be shown by a brief review of what has been done in each of them.

#### DEPARTMENT OF PHYSICAL EDUCATION.

Their airy limbs in sports they exercise,  
And on the green contend the wrestler's prize.

— DRYDEN.

This department is of the greatest importance to our school not only in a physical point of view, but in an intellectual and moral as well. It is unquestionably the corner-stone upon which alone the system of the education of the blind can be safely reared. Its value can hardly be overrated. Its ministrations in all efforts for the mental development and ethical culture of our pupils are indispensable. There is nothing that can take its place and do its work.

The study of physiology, biology and other branches of physical and natural science has given to us a new and intimate acquaintance with the human organism. Among the most fruitful discoveries in this direction are those, which declare the perfect and indissoluble unity of man and show, that body and mind are absolutely inseparable from

each other and that any attempt to dissociate them is followed by disastrous consequences. The earlier psychologists talked only of brain power and intellect,—sensation, perception and reasoning. This sort of philosophy has become entirely antiquated and obsolete, and the modern student is now our guide. He tells us that the operations of the mind depend upon physical machinery. It is true, that according to one of Shakespeare's sayings,

It is the mind that makes the body rich ;

yet when this statement is considered in the light of recent science, it is shown that the converse is more correct than the idea conveyed by the words of the poet, and that it is the corporeal organism which supplies the mind with the strength of its wings. There is no doubt but that the fine intellectual products bear a proportion to the excellent health and sanity of the brain and that the mental output is directly related to physical conditions.

Thus in these days it is universally admitted that body and soul are knit together in the utmost closeness and reciprocity of relation and that there exists between the two a bond of union of the most enduring character. Yet this fact is not as broadly realized and as fully appreciated as it ought to be, and we take too little account of it in our estimate of intellectual acumen, of character and of conduct. Indeed the physical basis of all these is entirely ignored as a rule in men's judgments of one another. Now this is entirely wrong. We can form no correct opinion of a person's intellectual and moral state unless we comprehend the inevitable levy of matter upon mind,—the exaction of the body from the soul, the physi-

cal drain on spiritual force. We must realize that no human soul is so erect and strong, so full of energy and will power that it can hold its way serenely at all times through the frettings and tormentings and cravings and temptings of a debilitated body. Constant pain, constitutional weakness, the sluggish circulation of the blood, the derangement of the digestive organs, the explosions and reactions of ungovernable nerves—things like these, being as they unquestionably are a perpetual drain of the physical organism upon mental activity, will swerve and sometimes overthrow a strong, determined spirit.

They are terribly real and most important factors in the evolution of intellectual strength and the formation of character, and as such they must be taken into account in any fair estimate of a human being and must indicate the ways and means which should be employed in his development as well as in his training and education. As Matthew Arnold says, "every one can understand how health and freedom from pain may give energy for conduct."

From the foregoing remarks it is manifest, that the unity of man is so absolutely complete that every degree of mental and moral power, every diversity of temperament and feeling, every condition of head and heart, every efficacious tonic for intellect and character, all are dependent in great measure upon the all-round development of every bodily tissue, upon the perfect health and full strength of the physical organism. Hence the imperative necessity of regular and systematic physical exercise for the cultivation, improvement and invigoration of all parts of the body, so that there may be secured an unfailing source of ample supplies of nutriment and vital force

for the growth, sustenance and free play of the intellectual faculties and for the healthful life of the emotions.

Mrs. Jenness Miller says, that every human being has a right to be born healthy. Unfortunately many blind children are robbed of their inheritance. They come into the world in a weak and unhealthy state, and their very infirmity is a visible effect of some latent disorder, which leaves nothing unassailed. They are in possession of an organism inefficient in the regular performance of its functions and susceptible to every change in the weather, of a muscular system inclined to flabbiness, of a mind clouded by doubt as to its own capacity and of a nature in which selfishness is often the ruling power, while love for others and thought for their comfort are to be found only in an embryonic state. On account of the lack of physical soundness the foundation for a perfect balance of intellect, feeling and will is sadly wanting, and no expression of a higher purpose can be attempted because of the failure of the instrument through which this has to be accomplished.

As a matter of strict accuracy it should be added in this connection, that children and youth, whose eyesight has been destroyed by accident or some other adventitious cause after they have acquired a part of their growth, are comparatively free from the above described defects of blindness and nearer to the normal standard.

Clearly the most important part of our work is to employ such modes of exercise as will remedy these defects so far as they may be curable, to secure a harmonious adjustment of each part of the organism in relation to its own activity and in its influence on

the whole, to aid in the extension and coördination of the entire neurological system of our pupils, and to render their constitutions so strong and vigorous as to enable them to resist successfully the inroads of disease. Moreover, systematic gymnastic training is indispensable not only for the development of the whole brain by awakening and vivifying large areas of nerve cells in all its parts, but also for the purpose of relieving the tension upon it. By the constant use of the meditative powers or by the continuous employment of such faculties as memory, reflection, reason and concentration, certain cells of the cerebral region are brought into constant work and the activity of psychic centres may become such as to cause irritation or weakness.

The weight of these facts is fully recognized and duly appreciated by the teachers of the blind, and strenuous efforts are put forth nearly everywhere for procuring the means and facilities for gymnastic exercises. It is hardly necessary to say, that no institution, whether large or small, established and maintained for the benefit of sightless children and youth, can consider itself well fitted and adequately equipped for the proper performance of its legitimate work until it has made ample provision for the physical education of its pupils.

In our school bodily training holds a prominent place and is conducted with a distinctly educational aim on purely scientific principles and by safe and effective methods. It forms one of the fundamental parts of our curriculum and receives as much attention as any other subject. Every Monday, Tuesday, Wednesday and Friday of each week the pupils of both sexes and of all ages are obliged to spend three-

quarters of an hour in the gymnasium, and under the direction and supervision of able and expert instructors to go through a series of exercises, which are calculated to develop every muscle of the trunk and of the arms and legs, to its utmost extent, to expand the capacity of the chest so that there may be sufficient room in it for the play of the lungs, to quicken the circulation, to promote digestion and assimilation in order that the internal organs may receive proper nourishment, to correct functional irregularities and constitutional weaknesses, to give to the student the most perfect control of his corporeal frame, making it a more responsive instrument of the will and an obedient servant of the brain, and to enable him to act and endure in all exigencies of life.

The salutary results of the application of our plan of exercises are conspicuously visible in the better health and cheerful spirits of the pupils, in their postures and mode of locomotion, in the erectness and gracefulness of their carriage, in the ease with which they enter and leave electric cars and other public conveyances, in their manly and womanly bearing, in the improvement of their vital energy, in the gradual disappearance of spinal curvatures and especially of such unsightly idiosyncrasies as are peculiar to the blind, and in the great diminution of headaches, catarrhs, lassitude, and of all sorts of ailments usually caused by deficient circulation which is shown in cold hands and feet. Lastly, clear heads and light hearts — the natural concomitants of health — are visible rewards of the judicious and systematic course of rational exercise which is carried on in our gymnasium.

But in order to be able to obtain the best and most beneficent results from our system of physical training we must supplement it with out-door sports in the open air, where fresh air and sunlight, two of the most vitalizing and invigorating elements in all exercise, can be had *ad libitum*. These auxiliaries are of unsurpassed value, and the advantages derived from them can hardly be over-estimated. In the first place open-air sports are sure to produce enthusiasm, activity and energy in the case of the blind as well as in that of children who can see. In the second place through their instrumentality the mind would be directed into new channels and a set of different faculties would be brought into action. In many games reflection, reason and memory are at a discount and in their stead precision, penetration, endurance, decision and courage come into play. Indeed the sportive and frolicsome movements tax a different set of nerve cells from those which are brought into use by study, while the latter are in their turn nourished and strengthened under the influence of healthful play.

When the gospel of regular exercise in the open air is thoroughly understood, there will be a new era in the development of vigorous manhood and womanhood.

We cannot leave this subject and pass on to another without stating with the greatest possible emphasis, that first and above all things the blind are in absolute need of a complete system of rational physical training, which will help to upbuild, repair and strengthen their bodily organization, and that without a sound and firm corporeal foundation no permanent improvement of any kind can be effected in their case.

## DEPARTMENT OF MANUAL TRAINING.

The true epic of our time is not "*Arms and the Man*" but *Tools and the Man*,—an infinitely wider kind of epic.

—CARLYLE.

Since the possession of the sense of sight is a *sine qua non* condition for the handling of all sorts of machinery, which of recent years is most extensively used in every department of human industry, instruction in mechanical arts or technical pursuits opens no longer wide avenues of employment and useful occupation to the blind. Therefore they can derive but little practical benefit from learning in the usual empirical fashion to work at one or more trades which are taught in their schools; but manual training carried on in a scientific manner is a most valuable factor in their education.

It is a general conviction and firm belief among enlightened observers and broad-minded students of pedagogy, that systematic exercise of the hands, combined with gymnastics under shelter and games in the open air, is productive of beneficent results in more ways than one. It promotes physical health and vigor and exerts a potent influence on the intellect, the will and the character. It increases the power of concentration, begets the habit of accurate observation and close comparison, confers precision, engenders self-reliance and coördinates the action of body and mind. As Page puts it, "there can be no thoroughly clear and enlightened brain without the cultivated hand."

But in order that the manual training may serve adequately its educational purpose it must be based



on physiological principles and carried out in a rationally arranged course of progressive exercises.

*Firstly.*— Its main object should be general organic development and its method strictly causational.

*Secondly.*— It should aim at arousing and stimulating the whole mental activity and at producing strong intellectual fibre and ethical rather than technical or mechanical results.

*Thirdly.*— It should strengthen the will by forceful motives and render it commander and ruler of the muscular system.

*Fourthly.*— It should give skill of organism to be used in life and not merely dexterity of hand to be applied to industry.

*Fifthly.*— It should realize the source of power that lies in the emotional life of children and make this an integral part of its method.

*Sixthly.*— It should call out and cultivate the natural capacity of the learner for creative work with the hand.

*Lastly.*— It should bring into play a large area of motor cerebral energy, which the ordinary handicrafts leave untouched.

There are in vogue several forms of manual training, which will cover more or less thoroughly parts of the above described ground; but the conditions just enumerated can be fully met and adequately fulfilled only by sloyd, which alone is founded on a purely rational theory and in practice carries the principle of cause and effect into definite educational action. A large number of models and tools of various kinds are used in the practice or application of this system, and through its exercises the interest and spontaneity of the children are aroused, their

general health and poise are improved, power of brain, skill of hand and fineness of touch are gained, a delicacy of the sense of beauty is cultivated, and the nervous and muscular systems are toned up and brought into harmonious coöperation.

It is very gratifying to be able to say that sloyd has been gaining ground very steadily in our school, and that in the course of each succeeding year its beneficent effects upon the development of our pupils are more and more evident.

In the girls' department this system has made marked progress and is no longer considered as an auxiliary or a side issue; it has become the cornerstone of the whole course of their manual training, and its fundamental principles have permeated various forms of their work, in which not only the needle and the scissors are deftly employed, but edged and cutting tools for making articles of different kinds of wood and for smoothing and finishing them neatly are skilfully used.

For this achievement we are especially indebted to the intelligence, ability, sagacity and patient industry of the principal teacher in sloyd, Miss Anna Sophia Hanngren, who, with the diligent coöperation of one of the assistant instructors, Miss Frances M. Langworthy, has prepared a complete course of manual training, providing for nine years' work on the part of the pupil if she carries out all its details.

This plan has been thought out with great care and has been put together in its present form after a thorough study of every one of its parts and of their relation to each other and to the whole. It is not confined to one line of work, but covers a wide field. It includes knitting and crocheting, sewing by hand

and machine, darning and mending, taking measurements and drafting patterns, cutting and fitting dresses and making various articles of flexible and rigid materials in reproduction of given models or from original designs.

Here is the schedule of the course of manual training as arranged by Miss Hanngren and her coadjutor, Miss Langworthy.

*First year:* Plain knitting with large needles and coarse twine.

*Second year:* I. Knitting,—using finer needles and materials, and knitting seam.—II. Wood sloyd.—III. Sewing on slate and canvas.

*Third year:* I. Plain knitting and seaming with finer materials and the use of both stitches in one model.—II. Wood sloyd.—III. Sewing on cloth.

*Fourth year:* I. Knitting on four needles and crocheting.—II. Wood sloyd.—III. Sewing two edges together with different kinds of seams and stitches.

*Fifth year:* Sewing—using the stitches and seams previously practised, the articles now made also being measured and cut by the pupil.

*Sixth year:* Acquiring a knowledge of the sewing machine and also stitching a straight seam on coarse cloth.

*Seventh year:* Stitching on finer cloth and also stitching two edges together.

*Eighth year:* Advanced sewing,—taking measurements and drafting patterns.

*Ninth year:* Continuance of advanced sewing,—fitting.

KNITTING is taught during the first four years of the course. It is the foundation exercise, and is given to the pupil as soon as she enters the school. Her work is graded from the use of coarse twine to that of fine worsted and thread. During each step of the course the pupil creates something,—a fact which encourages and interests her while the training strengthens her hands and teaches her how to use them.

CROCHETING, which is taught in the fourth year, is a more one-handed exercise than knitting, but it is very useful in bringing

out the originality of the pupil and in adding beauty and finish to many advanced models.

WOOD SLOYD, being purely a means of organic development, should be given to the pupils during the years (12-15) when mind and body are growing. It is therefore taught during the second, third and fourth years of the course. At this period the girl also takes more interest in wood sloyd than she would later on when she prefers something that will be of more practical use to her in the future, such as sewing and stitching.

When the pupil has gained, through the first year in knitting, some training of her hands and confidence in her own ability she takes up the more difficult task of SEWING, working from canvas to fine cloth during a period of four years, in which she is taught the use of different stitches and seams by means of making simple articles.

Having learned to use all the stitches correctly, the pupil turns her attention to the sewing machine during the sixth and seventh years. The first of these is spent in acquiring a thorough knowledge of the machine and in making a persistent effort to stitch a straight seam on coarse cloth. During the seventh year stitching is done on fine cloth, and larger articles, which require more thought and care in handling are made. The pupil also learns to stitch two edges together.

After this six years' training in sewing by the hand and on the machine, with the independence and self-reliance thereby gained, the girl needs a larger scope of work, which will demand more intelligence and skill. The advanced sewing in the eighth and ninth years of the course consists of making garments of various kinds, which require a freer use of the scissors and include more complicated exercises. This gives the pupil an opportunity to apply and increase the knowledge which she has already acquired and calls for more planning, thoughtfulness and exactness. Through taking measurements and drafting patterns in the eighth year and through fitting in the ninth year she gains a clear idea of the proportion and shape of the different parts and the way in which they unite to form a whole.

At the conclusion of the nine years' course the pupil has the satisfaction of being able to make a garment from beginning to end without assistance.

This schedule, together with the accompanying explanations and elucidations of its workings, shows that the girls' branch of the manual department of the school has been thoroughly organized on scientific principles, and that, although its main object is educational, it by no means ignores what is practical and useful.

Let us now turn our attention towards the boys' branch and put it in a similar shape.

#### LITERARY DEPARTMENT.

Ἄ δ' ἂν μάθῃ παῖς, τὰῦτα σώζεσθαι φιλεῖ  
Πρὸς γῆρας. Οὕτω παῖδας εὖ παιδέετε.

— EURIPIDES.

Exercise is a law of life and a condition of growth. The organ which is not used remains undeveloped or feeble. No faculty can really serve us unless we call it out, cultivate it, train it and put it to constant practice, which alone makes perfect. This is as true of the intellect, the memory, the judgment, the imagination, the feeling and the will as it is of the muscles, the nerves and the brain. Hence our literary department holds the same relations to the development of the mind which the gymnasium has to that of the physical organism.

The work of this department has been carried on with energy and success. There has been a steady effort on the part of most of the teachers to keep abreast of our time in its great educational movements and to do their work in the simplest and best possible way.

The scientific spirit is abroad and the whole air of the school-rooms — the mental and moral atmosphere

— is enlivened and purified by it. Routine, mechanism and dull formality have been banished by it.

An examination both of our courses of instruction and of the methods and processes pursued in the training of the pupils will show, that the fundamental ideas of modern pedagogical science have been in the ascendant, and that both the mind and the spiritual nature of the learners have been properly nurtured and not fed with the husks which are stored in abundance within the covers of the text books.

Great pains have been taken to teach the pupils in a simple and natural way and to train them to observe and perceive, to investigate and find out, to examine and compare, to handle and do, to reason and judge for themselves and to gain both the desire and the habit of obtaining through their own exertions a clear understanding of things and a knowledge of their qualities and relations, and not of depending for the acquisition of their intellectual pabulum upon the embalmed supplies in which the depositories of the printed page abound. In this wise the mind of the learner is not rendered a passively indolent recipient of dry facts and ready-made deductions and definitions,— which tend to cramp, dwarf and cripple it,— but a potent agent, thoroughly developed, widely expanded and fully possessed of the marvellous power of self-activity, which stirs it up, keeps it on the alert and urges it to make its own explorations and discoveries in the fields of knowledge. Its inherent energy, once awakened and stimulated, vivifies it, prevents it from relapsing into inertia and opens to it a broad expanse of vitality and strength. For —

Activity is life ; 'tis the still water faileth ;  
Flowers droop and die in the stillness of noon.

Thus the process of education is made a vitalizing force and a means of growth, and pupils trained by this method become strong through the natural development of their powers. They are more and more thrown upon their own resources and learn how to think, to discriminate, to express themselves, to choose the best and to take the important step from "knowing to doing," which, according to Emerson, is rarely taken.

We cannot forbear from alluding in this connection to a fact, which seems worthy of mention as bearing convincing testimony to the efficiency and fruitfulness of our methods of developing and exercising the minds of the pupils. One of the young women who graduated in the class of 1898, wishing to equip and fit herself for the profession of teacher, decided to enter the State Normal school in Framingham and to go through the regular course of studies therein pursued. She passed successfully the entrance examinations required by that institution and was admitted without any condition. She took her place in a class of seventy girls, and, aided by a seeing reader, went to work without asking for any exemption from the ordinary obligations or for any changes in the usual arrangements to be made in her favor. Her teachers have repeatedly assured us that she was doing exceedingly well, and the principal of the school, whose judgment is entirely free from prejudice or bias of any kind, spoke very kindly of her to one of his assistants and said, that "she had one of the *best-trained* minds in the class." This statement, coming as it does from a competent authority, is peculiarly gratifying to our teachers, for it shows to them, that they have not been laboring in vain, but are steadily approaching the goal

which they have constantly in view and which they have been patiently and persistently striving to reach.

The work of the school has been greatly facilitated by the constant use of the numerous collections with which our museum is stocked and which have contributed very largely to the illustration and elucidation of several branches of study. These facilities are steadily enriched by the addition of new specimens, models and apparatus of various kinds, and it is simply just to say, that there is no other institution for the blind either in this country or in Europe, in which natural history, geography and physics are made so clear to the minds of the pupils as in ours.

Although in most respects the school is at present in excellent condition and so well equipped as to give to the recipients of its benefits educational advantages far superior to those which can be obtained elsewhere, yet we cannot afford to lose sight of the fact, that constant improvement is the price of efficiency and the sole means of keeping abreast with the times. He who is so satisfied with temporary achievements as to come to a stand-still and be contented with counting the gains of the past and glorying over them cannot escape the fate of falling out of vital relations with all around him and of becoming stationary. As Lord Bacon says, "time is the greatest of innovators; if we do not change, he changes us."

We take very great pleasure in referring to the fact, that our teachers, together with those of the public and private schools of Boston, enjoy educational advantages and frequent opportunities for self-improvement and professional advancement, which can be had in no other city in the United States. In addition to many other interesting and instructive



discourses, to which they have listened from time to time, they were enabled, through the munificent liberality of Mrs. Quincy A. Shaw, to attend a series of ten admirable lectures on organic education, delivered by Dr. C. Hanford Henderson, at the Sloyd Training school in North Bennet street. Dr. Henderson attracted in a very great measure the attention which he deserved. He is wholly original in his point of view, and his ideas on organic education are consistent, clear cut and inspiring. The key-note of his theses was struck in his statement, that "the source of power is in the human heart." Milton's definition of poetry he applied to life, which accordingly should be "simple, sensuous and passionate." Although Dr. Henderson was born and brought up in the camp of scientific men and much of his time has been spent in the collection, comparison and classification of facts, he firmly believes,—

That the ideal, like the beaoning light  
Of morning o'er the height,  
Shall guide mankind forever up and on.

Miss Gazella Bennett, the principal teacher in the girls' department, after spending the past year in California, taking needed rest and recreation, and studying at the Leland Stanford university, resumed the duties of her position at the opening of the school year with fresh vigor and zest. Miss Bennett's return to her post has enabled us to arrange for Miss Frances S. Marrett and Miss Sarah M. Lilley, who have been in Europe since July last, to prolong their stay abroad until January next. It was with sincere pleasure, that we availed ourselves of the opportunity of giving a longer period of time for travel and rest to such

earnest, faithful, upright, conscientious and untiring workers and loyal assistants as these young women are.

There has been only one change in the staff of teachers of this department. Mr. George Munroe Brett, a promising young man, who has done excellent work during the past year and has won the esteem both of his associates and his pupils, declined a re-election at the end of his term of service and was succeeded by Mr. Eugene C. Vining, who is a young man of natural ability and well equipped for the position which he has been appointed to fill.

#### DEPARTMENT OF MUSIC.

Yea, music is the prophet's art;  
Among the gifts that God has sent,  
One of the most magnificent.

— LONGFELLOW.

Music is one of the most potent factors in the education of all children. It not only helps to purify their hearts, cultivate their feelings, refine their taste, and to foster everything that pertains to nobility of character, but it exerts a vast influence upon the development and growth of the whole nature,—physical, intellectual, moral and spiritual.

To the blind music is of far greater importance than to any other class of people; for it is through it alone that they can gain a clear conception of the beautiful and the pleasure arising from its contemplation, as well as a love of art and an insight into its ideals or a gladness in its power and possibilities. From works of sculpture and from models of architecture they are able to derive only a partial and imperfect idea of art and no æsthetic culture, while

painting, although it "emulates the poet's lays" and is a noble and expressive language, invaluable as a vehicle of thought, is a sealed book to them. It is the sweet accord of sounds alone that has a powerful effect upon the spirit of the sightless man, invigorating his emotional and artistic nature and fostering his imagination. Without it no high realization in art is possible for him.

Music holds a commanding place in our school curriculum, and the work of the department which is devoted to it has been carried on with vigor and with very gratifying results.

The course of instruction therein pursued has for its aim the thorough training of the pupils in the various branches of music, both instrumental and vocal, and the development of their special aptitudes, and they have made excellent progress in their respective studies.

Mr. Edwin L. Gardiner, the principal teacher in the boys' section of the music department, has prepared the following brief statement of the work which has been done under his direction:—

During the past school year fifty-two pupils have received instruction in music. Nearly all of these have studied the piano-forte and at the same time have practised on some string, reed or brass instrument. Eight have taken special lessons in singing, while a much larger number has been taught vocal music in classes. Several new voices have been tested during the latter part of the last school term with results which are very encouraging.

The class in playing the pipe-organ has had seven members who have made excellent progress. In view of the fact, that the time for practice available to any one student of this instrument is very limited, the results obtained seem all the more praiseworthy.

The study of harmony, theory and kindred subjects continues to engage the attention of a large number of our pupils. In this work we have been greatly aided by the use of two books,—Norris's *Practical Harmony* and Fillmore's *Lessons in Musical History*. Both these books have proved invaluable auxiliaries in the pursuit of these studies.

The work of stereotyping and printing music in the Braille characters has been carried on steadily, and a number of pieces for the pianoforte by Handel, Czerny, Merkel, Jensen and others has been added to our collection. We have also printed a number of part songs by Mendelssohn, Mozart's *E Flat Minuet* for orchestra and several overtures and selections for military band.

The orchestra has improved very much in technique and *ensemble* playing and has added a number of new pieces to its *repertoire*. We hope to be able to give to this band a more prominent place in the school than has heretofore been accorded to it, for it is an organization through the instrumentality of which serious work may be undertaken with a view to the broader musical education of our pupils and to the refinement of their taste.

Concerning the work accomplished by the girls, Miss Lena E. Hayden, who is still in charge of their branch of the department of music, has submitted the following account:—

In the girls' section of the music department the school year just closed has been one of unstinted endeavor and proportionate success. The work has progressed smoothly and pleasantly under the inspiration of the real interest and enjoyment of all engaged in it.

The whole number of pupils taught during the year was 65. Of these 61 have given their attention to the study of the pianoforte, 8 have had instruction in playing upon the violin and one has received lessons upon the pipe-organ.

Private lessons in the cultivation of the voice have been given to 18 pupils, while a chorus of 45 members has met three times each week for practice in concerted work.

Special training in harmony has been received by 32 pupils, divided into three classes. The elementary class, composed of 8 members, has studied the rudiments of music, theoretically and

practically. The second grade, numbering 12 pupils, has had instruction in the practical use of the elements of music, namely the formation of scales in all forms, chords with inversions and intervals. The advanced division, containing 12 pupils, devoted their time to harmonizing melodies and working from figured basses. The use of staff-boards and clay for writing exercises proved of great service in the work of the second grade.

Fillmore's book on *Lessons in Musical History*, which, being printed in line type, is now readily accessible to our pupils, has formed the basis of work in this subject for a class of 18 members.

On Monday evenings throughout the year, all the students of the school, assembled in three divisions, have listened to readings from musical literature in the form of criticism, biography or items drawn from the daily news of the musical world.

Two of the post-graduate students of the institution, who are now making a specialty of the study of music, have pursued a course of normal training in addition to their regular work. In order that in their future work as teachers of music they may be well fitted to instruct pupils who can see, several of these latter have come from outside to the school for lessons. The two young women have been remarkably successful in overcoming the difficulties thus presented by pupils of different ages and various degrees of talent, having the advantage of sight.

The department is in a good condition to begin another year's work with earnestness of purpose and with zest.

It will be easily seen from the foregoing statements, that the standard of instruction in both sections of our music department has now been materially raised above that of several years ago, and that there is given in it a more diversified and thorough training, in which the study of harmony plays a very important part. The wide-spread interest manifested of recent years in this subject is one of the most encouraging symptoms of vigorous musical growth in our school. There is a genuine and general desire among our advanced pupils to

acquire a knowledge of the fundamental theories of the art of music. Through the study of harmony they become acquainted with the different musical keys of the pianoforte, with the chords and their interrelations and embellishments and with the melodic rudiments of form. Moreover, they are enabled to write brief exercises correctly, to analyze the harmonic and the simpler structural conditions of all works both classic and modern, to recognize the modulations and the various technical details of a composition and to grasp the thought and purpose of the writer.

Competent and impartial judges, who have been for many years thoroughly acquainted with the work of our school, bear willing and convincing testimony to the marked improvement which our pupils have made in their playing and singing. Several of these, after attending some of the public entertainments recently given by our students, were so highly pleased with the great progress made by the latter that they spoke of it in emphatic terms of praise and admiration. Mrs. Julia Ward Howe was present at our commencement exercises in the Boston Theatre last June, and the following day she wrote a letter, in which, among other complimentary remarks, she said that "the music was uncommonly good, far superior to that of former years." Since 1845 Mrs. Howe has been from time to time an attentive listener to the musical performances of the blind, and as she also received an excellent musical training in her youth, she is probably a better judge than any other person living of the improvement made by the pupils.

We cannot too strongly urge upon our teachers the importance of paying greater attention to the thor-

ough cultivation and development of the head and heart of the pupils than either to their acquisition of mere technical knowledge or to their mechanical accomplishments. Of the effects of the latter we see striking illustrations quite frequently even in artists of a high order. Last year one of the celebrated pianists of Europe made his first appearance in Boston and created a great sensation by his playing. He was received with "delirious frenzy" and became the subject of universal appreciation and laudation. Mr. Benjamin E. Woolf, one of the keenest musical critics in New England, praised with unstinted admiration the general performance of the distinguished artist, his superb mastery of technique, his exquisite musical touch, and the easy freedom, the cleverness, the precision, the smoothness and the elegance of his playing; but he concluded his remarks by saying that "something was wanting in the way of virility, of largeness of style, of *intellectuality*." This important "something," this "intellectuality," is the vital element of music, nay, its life-blood, and it cannot be secured by mere devotion to the key-board, by long and laborious practice, nor by exclusive attention to the mechanical details and anatomical improvements or to such digital gymnastics as are akin to *legerdemain*. It is the legitimate child of complete development and discipline of the mental faculties; of the awakening and vivifying of the largest possible areas of nerve cells in both the right and left hemispheres of the brain, and of the cultivation of the intellectual sensibilities, of the feelings and of the power of poetic interpretation. Of this fact we must never lose sight in the case of the blind, who need more than all other persons the breadth of view, the quickening and the

activity of the mind, the dynamic aspect of life, the power of deductive and inductive reasoning and the chastening of the sentiments, which a thorough general education can give.

Our collection of instruments of various kinds has been replenished during the past year and several additions have been made to it in order to keep it in good working order. Among these was a reed organ, which was purchased at a very reasonable price.

But although the internal advantages afforded by the institution for the study and practice of music in its various branches are of inestimable value to the blind of New England, not less important than these are the privileges which are granted to our pupils in the form of permits, enabling them to attend numerous musical performances of a superior character, in which the masterpieces of the great composers are finely interpreted by eminent artists. Thanks to the unfailing liberality of Mr. Eugene Tompkins, proprietor of the Boston Theatre, and of several other generous helpers of the blind, not a few of the facilities for musical culture, in which Boston abounds, have been rendered accessible to our students. For these favors, as well as for a number of concerts, lectures and other entertainments given in our own hall by musicians and literary people of great merit, we are under lasting obligations to the kind friends, whose names are gratefully recorded in the list of acknowledgments and whose thoughtful remembrance of the members of our school is highly appreciated.

One of the three students who have been pursuing an advanced course of music at the New England Conservatory, Mr. Henry E. Mozealous, graduated last June with honors from the vocal department of



that institution, receiving the diploma of soloist. He has made remarkable progress in his art under the tuition of that distinguished teacher, Signor Augusto Rotoli, who is a man of genius, as well as a noted composer and the best representative in Boston of the Italian school of singing. During the past year Mr. Mozealous has paid special attention to the study of the Italian language and also to that of musical criticism and has made satisfactory progress in both.

There have been two changes in the corps of instructors of the department of music. In place of Miss Mary C. Wheeler, who for three years has been very diligent in her attendance upon her duties and faithful in their performance, we have been obliged to employ a young man, who, in addition to teaching, will devote a part of his time to the preparation of stereotyped plates for printing music in raised characters. Mr. William A. Taylor, a recent graduate of the New England Conservatory of music, has been appointed to fill this place.

Miss Almira S. Knapp, who has been connected with the music department of the institution for more than a generation, resigned her position for the purpose of obtaining much needed rest and recuperation of her strength, and Miss Helen M. Abbott has been transferred from the primary department of the kindergarten to fill the vacancy thus created. Miss Knapp has proved to be a true woman, a faithful employée and a loyal friend. Considerate, kind-hearted, sympathetic in her feelings and courteous in her bearing, she won readily and always retained the respect and confidence of her associates. Her career has been a useful and honorable one, and her withdrawal from the work of the school is deeply regretted.

## TUNING DEPARTMENT.

If the true concord of well-tuned sounds,  
By unions married, do offend thine ear.

— SHAKESPEARE.

Every year shows that the tuning of pianofortes is one of the most desirable and lucrative employments for the blind. In this they can compete successfully with those who can see, and it opens to them a wider field for profitable occupation and self-maintenance than any other mechanical trade or vocation.

For these reasons the department in which this art is studied both theoretically and practically has been kept in admirable condition and its work has been carried on in the best possible manner.

Twenty-one pupils have received instruction in tuning during the past year and have been led step by step to study thoroughly every part of their art and to learn how to do good work. They have been taught to tune unisons and octaves, to form equal temperaments and to replace broken strings. Those of the students who seemed to be well advanced in their knowledge of tuning were trained to use tools of various kinds and to do small or ordinary repairs. The experience which most of them gain in this direction in the sloyd classes proves to be very helpful to them.

In order that our apprentices may become well acquainted with the variations which exist in the mechanism of the action of different styles of pianofortes, we have added to our collection of these instruments an upright one, in which a screw and slide take the place of the pin and pin block.

An array of indisputable facts and of absolutely

accurate statistics speak eloquently in favor of the blind and demonstrate completely their ability to master thoroughly the art of tuning in all its branches and to practise it as easily and as successfully as do their brethren in the craft who are not bereft of the visual sense. The implicit confidence which the school-board of Boston continues to manifest in the efficiency of our tuning department, by trusting it with the care of the two hundred pianofortes which are owned and used by the public schools of the city, forms one of the most emphatic testimonials to the excellence of its work.

The tuning of organs was resumed during the latter part of the past year, and several of the experienced and advanced pupils have been taught how to do this work. Owing to the difficulties involved in the tuning of the high-pitched reeds, many young men who are good tuners of pianofortes or are in a fair way to become such fail to be equally successful with organs.

It is a genuine pleasure to be able to commend without qualifications the steady progress which our pupils are making in the art of tuning and repairing pianofortes and of the unremitting efforts which their instructor and guide, Mr. George E. Hart, is putting forth to train them to become intelligent and skilful workmen. Under the direction of this quiet and unassuming manager, who is noted for minding his own affairs and for attending strictly to them without wasting his time on things that do not concern him, new life has been infused into the tuning department and the prospects for greater improvements in it are brighter than ever before.

## ENTERTAINMENTS ON WASHINGTON'S BIRTHDAY.

How shall we rank thee upon Glory's page?  
 Thou more than soldier and just less than sage?

— T. MOORE.

The inclemency of the weather on the 22nd of February was powerless to cast a gloom over the interior of the institution, where busy preparations had long been in progress for the due celebration of the nation's holiday; nor could it bar the entrance of a host of friends who welcome this yearly opportunity to witness the blind boys and girls in their diversification from regular school-work. At eleven o'clock in the forenoon the girls gave Longfellow's *Masque of Pandora*, the appropriate and beautiful musical setting of the gems of song having been written for the occasion by Miss Lena E. Hayden, the principal music-teacher in the girls' department. Extracts are here given from a detailed account of the performance written by Mrs. Sarah E. Towne, teacher at one of the public schools in Salem, who was a guest on the occasion. This description, from the standpoint of an unprejudiced observer, affords a most gratifying encomium upon the artistic and appreciative work of these young girls.

I anticipated writing an early and enthusiastic account of a recent visit to this institution. Being wisely prevented, I find myself in a similar condition with one, who after listening to an impressive sermon, discovered that slow digestion had its beneficent results, and I thank Fate this time for interception. Women are quoted as being very fond of, and good utilizers of adjectives, and perhaps the endorsement is merited. This much I will write, the entertainment given by the young misses will not be misquoted or overrated when we say it was simply perfect. Pleasing to the eye, delightful and successful in every detail, the whole represen-

tation was remarkable in smoothness and excellent enunciation. . . . The impersonations, so cleverly brought out, the simple and pretty environments, so fitting and natural, combined with the smooth, sweet strains of attendant choruses to make the play realistic, impressive and attractive. Much patience and artistic and original taste helped to make it a success. Teachers and pupils, studying and working in unison, have gained for themselves a new conquest in elocution, music and drama. When we realize what has been accomplished by these happy, sightless artists, we look on with amazement and admiration, with awe and reverence.

Youth, hope and love ;  
 To build a new life on a ruined life ;  
 To make the future fairer than the past,  
 And make the past appear a troubled dream.  
 Even now, in passing through the garden walks,  
 Upon the ground I saw a fallen nest,  
 Ruined and full of rain : and over me  
 Beheld the uncomplaining birds already  
 Busy in building a new habitation.

The rôles were well interpreted and finely executed by the following pupils :—

<i>Prometheus</i> , . . . . .	Carrie W. Cole.
<i>Hermes</i> , . . . . .	Blanche M. Thurley.
<i>Epimetheus</i> , . . . . .	Florence G. Smith.
<i>Pandora</i> , . . . . .	Nellie A. Kennedy.

THE GRACES :—

<i>Aglaia</i> , . . . . .	Ida A. Cross.
<i>Thalia</i> , . . . . .	Eldora B. Newton.
<i>Euphrosyne</i> , . . . . .	Sophia J. Muldoon.

THE FATES :—

<i>Clotho</i> , . . . . .	Grace Wagner.
<i>Lachesis</i> , . . . . .	Vinnie F. Forbush.
<i>Atropos</i> , . . . . .	Ellen A. Gavin.

Assisted by a chorus.

SCENE I. The Graces pay a joyful tribute to Pandora as she stands at the entrance of the workshop of Hephaestos.

SCENE II. Hermes on Mount Olympus.

SCENE III. Hermes brings Pandora to the tower of Prometheus.  
The "gift of the gods" is rejected in the presence of the Fates by whose decree Pandora is taken to the house of Epimetheus.



EPIMETHEUS AND PROMETHEUS.

SCENE IV. Epimetheus and Pandora in the house of Epimetheus.

SCENE V. Epimetheus and Pandora in the garden. Prometheus appears, and warns Epimetheus of the danger he has incurred by receiving Pandora into his home.

SCENE VI. Pandora, left alone in the house of Epimetheus, lifts the lid of the mysterious chest.

SCENE VII. Pandora meets Epimetheus in the garden, confesses to him her guilt, and is forgiven.

An interesting gymnastic exercise by the boys brought the morning's entertainment to a close.

At three o'clock in the afternoon the boys carried out their musical and literary programme, which comprised many pleasing features. The exercises were begun by a fine rendition, upon the organ, of the march from *Aida*, by John Henley, and this was fol-



PANDORA FALLS SENSELESS TO THE FLOOR.

lowed by a recitation, *Patriotism a Reality*, given with manly expression by Reuel E. Miller. In the *Columbian Exercise*, which was next on the programme, Columbia, guarded by soldier and sailor, presented to the thirteen original states the flag, ever to be cherished by them, and the exercise closed with the lament of Hiawatha, who already saw the menace to his people in the union of the white race. A solo, *The Roll Call*, by Henry Mozealous, was heartily enjoyed by all, and no less so was the recitation by Tommy Stringer, whose presence on these occasions contributes so much to their success. With characteristic precision and manifest delight in his own part of the entertainment, Tommy told by means of the manual alphabet, interpreted by his teacher, the story of

Washington's life, illustrating it at proper junctures by holding up to view representations of the articles which are associated with the country's hero and the names of which occurred in his tale. These had been cut from paper and pasted upon a stiff background, and since they were within Tommy's ken he felt himself one with the audience in their enjoyment of the exercise. Next, the stage was given over to merriment, and the bursts of laughter and applause which greeted the comical performances of the *Brownies at Play* attested the relish of a bit of fun, shared by young and old alike. The little fellows did their parts well, while their costumes added much to the effectiveness of the performance, and there could be no doubt of the success of their play. Another recitation, *Washington's Sword and Franklin's Staff*, finely given by Willis E. Trask, was followed by the overture, *The Bridal Rose*, which was well played by the full military band of the institution, and which closed this part of the entertainment. The audience then went to the gymnasium, where a class of girls gave a most pleasing and instructive exhibition, with many feats of agility and physical grace and vigor. Elizabeth Robin was among the girls and added greatly to the attractiveness of the performance in the eyes of the observers, who noticed with interest her quick comprehension of the abbreviated commands given her in the manual language and her execution of them in unison with the class. It told anew the value of training the mental faculties to rule over the physical being.

Thus the holiday was made to form another white stone on the road of learning, which marks the success of these blind boys and girls alike in giving and in sharing pleasure.



## EDITH M. THOMAS.

There is no chance, no destiny, no fate  
 Can circumvent, or hinder, or control  
 The firm resolve of a determined soul.  
 Gifts count for nothing: will alone is great:  
 All things give way before it, soon or late.

— ELLA WHEELER WILCOX.

Edith is a very interesting girl and a unique personality, and her coeducation with our female pupils and association with them both in their school work and in their daily life constitute a source of inspiration and of positive benefit to them. She is rich in many sterling qualities and a perfect specimen of the Puritan type as mollified and enriched by modern intellectual and social influences. She is firm, fearless, just, forceful, concentrated, self-contained and independent in spirit, thought and action.

Edith is by nature simple, upright, unaffected and amiable. She possesses a heart full of sympathy and compassion, a high sense of honor, a sensitive conscience, an indomitable will, a perseverance that whips difficulties out of the ring, a reverence for the beautiful and the good, an abhorrence of all sham and false pretence, a scorn for whatever is mean and deceitful and a passion for truth. She certainly believes with Scarella, that veracity is the child of heaven and the greatest bond of society. She loves frankness and sincerity and loathes dissimulation, hypocrisy and every other mask of the soul. She is to a remarkable degree forgetful of herself and thoughtful of others, while one of the most precious ornaments of her life is modesty, which, according to Goldsmith, never resides in a breast that is not enriched with noble virtues.

These remarkable traits of Edith's character, as well as the immutable principles which govern her



EDITH M. THOMAS.

conduct, grew up in her soul while she was striving under the guidance of her devoted instructors to break through the triple walls of the formidable incarceration, to which she had been doomed by the

cruel hand of fate, and to come into contact with the outer world by means of her remaining senses. Her case reminds us forcibly of these words of Browning:—

Only the prism's obstruction shows aright  
The secret of a sunbeam, and breaks its light  
Into the jewelled bow from blankest white.

In a like manner the triangular barrier which was created at the very beginning of the course of the development of Edith's faculties by the destruction of her senses of sight and hearing has served as a medium to bring out from the innermost parts of her being the strength of her mind and the glow of her feelings and to reveal the tender light that shines in the many facets of her noble character.

Edith has made excellent progress in her studies during the past twelve months and has conquered most of the difficulties which stood in her way in former years. Her work has been true, steady, diligent and accurate but not rapid. Indeed her actions are very deliberate, and, to use one of Shakespeare's phrases, which seems to depict her admirably,—

She is as patient as a gentle stream,  
And makes a pastime of each weary step.

She is very industrious with her hands and takes an active part in everything that seems helpful and beneficial no less to others than to herself. She is brimful of the milk of human kindness, and her interest in all needy children but especially in those connected with the Elizabeth Peabody kindergarten is deeper and stronger than ever before.

Miss Frances S. Marrett, who since 1893 has written regularly the annual accounts of Edith's educa-

tion and of her achievements and failures with a care, accuracy and truth that can hardly be surpassed, has rendered a similar service this year. Before sailing for Europe she examined and winnowed the notes and statements placed in her hands by Edith's teacher, Miss E. M. Thurston, and has prepared therefrom the following narrative, which like those which preceded it is characterized by Miss Marrett's ease in composition, by her refined diction, her exact knowledge of the subject under treatment and her charming directness and clearness of statement.

The record of Edith's education during the past year bears testimony of right feeling and earnest effort on her part, with the result of steady progress and a firmer grasp of the subjects included in her curriculum. She has not had the stimulating delight of a new study; but has cheerfully accepted the necessity of applying herself faithfully to the old ones, namely, reading, Latin and arithmetic.

A pleasant relief from the irksome tasks of her school life has been afforded by regular instruction in the gymnasium and in the department of manual training.

In the reading class, Edith's mental growth has been indicated by her ability to discern quickly the leading thought of each paragraph in a series of paragraphs, and thus, through a chain of related ideas, she has received her first impressions of artistic unity.

Her sympathy with the pervading spirit of a story has enabled her to recognize the personality of its author, and to appreciate more fully than ever before the beauty and force of language as an expression of genuine emotion.

The people whom she meets in books appeal to Edith with a sense of reality that awakens all the sweet associations of true friendship, or arouses a feeling of antipathy and contempt. The following composition was her response to a request that each member of her class should write a character sketch from the story of *Little Lord Fauntleroy*.

## THE CHARACTER OF THE EARL OF DORINCOURT.

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

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

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

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

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

Edith has often been required to give in her own words an abstract of some story which she has read in the classroom. This kind of work is illustrated by the following paragraphs selected from an account of *In His Name*.

I have read an interesting story called *In His Name*. It is

about a people known as the Waldenses who lived in France some seven hundred years ago. One of the families had a daughter to whom they gave a name meaning happiness, which was Félicie. I think it is a good name for her, because she was really happy. She had neither brothers nor sisters; but she had friends of whom she was very fond. Mont Blanc was one of her friends, and she used to go to see him every day. As she came down from a hill called Fourvières on which she stood and looked at her friend, she would stop at the chapel of St. Thomas to worship. This she did every day.

It was the custom in those days to give medicine about Christmas time to everybody. One day as Félicie came home, her mother was waiting to give her daughter her medicine and Félicie drank it without any argument; but it had poison in it, and it made her sick.

Her mother sent for the doctor called the Florentine. He had been with his patient a few hours, when he found he needed his master who had taught him how to be a physician, and he sent for him. His name was John of Lugio and he belonged to a society called the "Poor Men of Lyons."

He had a great deal of trouble on his way; for he was an exile and had been excommunicated by the Archbishop and the Chapter. He came to a tavern where some officers were standing in the doorway. John of Lugio had hoped to pass them without attracting any notice; but it could not be. So he was their prisoner. A troubadour, who had followed him to this place sang songs and told stories to the officers, so that they ceased to watch their prisoner and he succeeded in escaping. Then he reached the house of Jean Waldo, Félicie's father, safely and was very glad to see his pupil.

He was successful in making Félicie well, and on Twelfth Night she was a great deal like herself and had a great feast which her father gave her and there were a great many people that came to the party. All the people who had done all they could to help Félicie and her parents. I like the story because it is so interesting, and shows a way to do things *In His Name*.

During the evening hour which in our school is regularly devoted to the recreation which reading affords, one of the teachers, by means of the manual alphabet, has read to Edith

the story of *Hugh Wynne*. Its historical element was a source of especial interest to Edith: Washington, La Fayette and other "old friends" were greeted with a smile of cordial recognition, as they appeared from time to time in the course of the narrative. Edith sympathized deeply with the bitter trials of Hugh's school life, and she felt keenly the injustice of the treatment which he received from Master Dove. Her judgment of all the characters was based upon their relation to Hugh. "He is my favorite," she said, "for his bravery, honesty, obedience to his parents, and his happy ability to make the best of things."

The books which Edith has read during her recreation periods are, *Ivanhoe* and Abbott's *Life of Cæsar*. In referring to a recent conversation with a friend, she said, "we discussed everything that came to our minds. We discussed Sampson and Dewey and Washington and Cæsar. We thought the same about these great men."

Edith's reply to a question regarding her opinion of *Ivanhoe* was, "it fascinates me." The truth of these words was proved by the fact, that every leisure moment was dedicated to the perusal and enjoyment of its magic pages. The whole book became a living fact to her through its vivid pictures of historical characters and she quite forgot all else in the delights of its wonderful scenes.

She said one day to her teacher, "I like books like *Ivanhoe* and *In His Name* because they are about history;" then, after a moment's thought, she added, "I like *Little Lord Fauntleroy*, *Patsy* and *Captain January* too; but perhaps it is because they are about sweet characters."

After reading *Odysseus*, a new book by Miss Mary E. Burt, which has been printed recently in raised characters by kind permission of the author, the members of the class were asked by the teacher to tell a little of the story and to give their ideas of its leading character. In response to this request Edith wrote the following *résumé*.

Odysseus was born in Ithaca and grew up to be a strong beautiful and brave young man. When he was quite grown up, he was

made king of the inhabitants of Ithaca, and his ruling over his subjects was well and wise.

While Odysseus was reigning over Ithaca, it was heard that Paris, the son of King Priam, had gone to Sparta to get Helen for his wife, whom Venus had promised him as the most beautiful woman in the world. Helen was the wife of King Menelaus. Paris fled to Troy with Helen for security, but it was thought very inhospitable to get a wife who belonged to another man and marry her.

This caused great trouble between Troy and Greece. The Greeks prepared for war against Troy. Odysseus joined them and they went to Troy in twelve ships with King Agamemnon at the head.

Odysseus and his men were successful in the war of Troy. Odysseus was very crafty, and there was one trick which he played on the Trojans while they were asleep. He had a very immense wooden horse made, and he, with some of his men, hid inside of the horse until the Trojans came out of the city and carried the horse away. The consequence was that the Trojans were defeated by this trick.

After Troy was conquered in ten years, Odysseus and his men set sail for home, but it took a very long time to reach their native land; for many things hindered them. They had to encounter many dangers before them. There were unfavorable winds and violent storms. The ships passed the islands of the Lotus-Eaters, the Laestrygonians and the Cyclops. They met Scylla and Charybdis and went to the island where the sheep and cattle of Helios were feeding. The number of Odysseus' ships and men gradually decreased until Odysseus was left alone.

He reached his home after he had been saved on the island of Scheria. He found everything out of its right place, and his riches and wealth were being consumed by the disloyal suitors. After he had remained in Ithaca, disguised as a beggar, he went and destroyed all the suitors and unfaithful servants. When everything had been put into order, Odysseus, Penelope, his wife, and her son, Telemachus, lived in peace.

I think that Odysseus was an example to others in bravery and in bearing trial, but for my part, I would rather he did not cheat other people: he could have been brave and good without cheating. He was as good as he knew how, and as he was in greater danger than others, his cheating defended him in some things.



His wife was gentle and sweet both in character and action. I think she was very patient in bearing her sorrows. She did not consent to be married to one of the suitors who promised to be her husband, and it showed she was strong in her resolution and had a loyal heart.

Telemachus was a daring young man and had great courage, even when the suitors plotted to kill him. He was the only one who had been permitted, by Athena, the goddess of wisdom, to recognize his father before the destruction of the suitors.

I said, that at the beginning of my story, Odysseus was a beautiful, strong, and brave man, but when he had returned to his kingdom and ruled once more he was still more conspicuous.

I should have mentioned, I think, about Odysseus being made conspicuous before I had proceeded to tell about his wife and son, Telemachus.

Edith has kept her place in the Latin class throughout the entire year, a feat for which she deserves credit. In order to secure this measure of success, she has been willing, now and then, to give up her recreation periods and to devote to extra study the time ordinarily spent in amusement. The lessons have required especial diligence and patience by reason of the increasing difficulties of a series of exercises involving the gradual development of the grammatical system of inflected forms.

In the translation of Latin sentences, Edith's work has been very accurate; but, in the harder task of rendering English into Latin, it has frequently betrayed a lack of thoughtful effort, and she has not had the advantage of the enthusiastic interest which was so easily won last year by the novelty of the acquisition of Latin words and by simple constructions. An historical incident or a pleasing anecdote of home life has, however, always gained her eager attention. She has evidently felt a happy pride in learning about the old Romans through the language which they once used. A few glimpses of Cæsar created in her mind a desire for a fuller knowledge of the great general; this was gratified by the perusal of Abbott's *Life of Cæsar*, a book which she greatly enjoyed. It has been a special satisfaction to Edith

that her study of Latin has enabled her to give correct definitions of many English words of Latin origin. One morning during a reading lesson, she was quick to say that aquiline meant "eagle-like," because it so plainly suggested the familiar word "aquila."

Heretofore Edith has accomplished so little in the study of arithmetic that during the past year, she has been required to devote two hours each day to this subject. She has fully realized the importance of making good her deficiencies in this direction and has tried to do very satisfactory work. When told of a gradual improvement through earnest effort, she said with pleasure, "I am climbing an arithmetic ladder." From the starting point of a review of fractions and square measure, the successive steps in Edith's ladder have been cubic measure, cord measure, review of decimals and the study of percentage. A special interest in cubic measure brought the happy result of very accurate work. In explanation of this good fortune, Edith said, "I seem to have got into the habit of having right answers."

One morning a playful desire to relieve the burden of the routine of the arithmetic lesson was expressed in the following proposition, "suppose we go to market and buy a Thanksgiving dinner for some poor people, and then we can go on with cubic measure."

The year's work has been more satisfactory than that of any previous period during Edith's school course. Its chief value lies in the fact that she no longer regards arithmetic as an arbitrary system of numbers, but recognizes something of its educational significance.

In the department of manual training, Edith's work is an evidence of faithful industry and deft achievement. In this congenial atmosphere she is not harassed by the discouragement of failure, but day after day her best efforts bring the glad reward of continued success.

Edith's skill in handiwork is the natural medium through which she expresses loving regard or grateful appreciation during her leisure months. Her Christmas offering to the Elizabeth Peabody kindergarten was a doll's wardrobe and

four pairs of children's mittens. A feeling of deep obligation to a generous friend prompted this question, "do you think his little girl would like me to dress her a doll?" When asked what kind of doll should be purchased for the gift, she said, "one with blue eyes and light curls, and please get it as large as you can afford."

The best results of Edith's regular exercise in the gymnasium are increase of courage, firmer positions and more accurate movements. One hour of each week has been devoted to practice in dancing which has been of especial value to Edith in helping her to acquire more flexibility and ease of motion.

In summing up the record of the year of Edith's school life which has just closed, we may say that it has been to her a period of health, happiness and earnest endeavor, and its joy has come, not only through the blessings which she has received, but also from her own generous, loving service to others.

### ELIZABETH ROBIN.

To her the better elements  
 And kindly stars have given  
 A form so fair, that, like the air,  
 'Tis less of earth than heaven.

— PINKNEY.

Elizabeth is a charming girl of striking and picturesque aspect and of an impressive and attractive personality. Stately and handsome in looks she evinces at the same time those qualities of mind and heart, which promise to make her a strong but gentle, noble and fine woman. Her personal appearance — notably the clear-cut of her profile — undoubtedly shows the typical features that belong to a real beauty.

There is a garden in her face,  
 Where roses and white lilies blow ;  
 A heavenly paradise in that placè,  
 Wherein all pleasant fruits do grow.

Elizabeth is tall and well proportioned in figure, erect in carriage and dignified in manners. Her



ELIZABETH ROBIN.

form is symmetrical and well knit, her gait energetic and graceful, her temper calm and equable,

her conversation animated and her demeanor ruled by an inner courtesy. She enjoys perfect health, is full of life and vigor and is always ready to laugh and to be merry. The loveliness of her disposition and the joyousness of her feelings are in entire harmony with the soundness of her physique. She is fresh and genial, comely and of gracious seeming. She is wonderfully bright, happy and girlish, sweet and natural, and is possessed of that inbred politeness which springs from a warm and true heart and is the outward garment of benevolence. Her sanguine temperament stands her in good stead and encourages her not to lose hope in the midst of difficulties. She is the sunshine of the family in which she lives, and her unflagging cheerfulness keeps a kind of daylight in her mind and fills it with a steady and perpetual serenity.

She moves along, and scatters as she paces  
Soft graces, tender hopes on every hand.

Elizabeth is the soul of good fellowship and strongly attached to all her friends, but especially to Mr. and Mrs. Albert T. Whiting, who treat her as tenderly and care for her as lovingly as if she were their own daughter, and for whom she cherishes a filial affection which is no less warm than that which she bears towards her father and mother.

Elizabeth's education, like that of Edith M. Thomas, is broad, rational and free from obsolete methods and processes of cramming. The chief aim sought in the training of these girls, as well as of the other members of the classes to which they belong, is to develop them physically, intellectually and morally and to foster in them the habit of observation and the power to

perceive and reason, to learn and know, to do and to be. They have been taught to apply themselves closely, to think logically and quickly, to analyze and compare, to discriminate and generalize, to form correct judgments with facility and to get knowledge at first hand. They have also received practical lessons in orderliness, punctuality, patience, persistence in effort, endurance and moral strength.

The following letter, written last winter by Elizabeth to the Hon. T. H. C. Peery, a member of the lower house of the legislature of Texas, representing the district of Throckmorton where her home is, contains a brief statement of her studies and other occupations during the past year.

SOUTH BOSTON, Feb. 12, 1899.

DEAR MR. PEERY.—I received the message that you sent through Mr. Anagnos, and was pleased to know that you remembered me.

I wonder if you have seen my mamma since I left Texas. We had quite a pleasant journey to Boston, and mamma and Albert spent a few days with me, and went home the day before I came back to school.

I miss them a great deal, but hope to see them again six years from next June, and stay with them a long time.

Perhaps you would like to know what I do at the school in South Boston. I am in the fifth class, and study arithmetic, English composition, geography, and reading, and learn how to sew, knit, and go to the gymnasium for exercises four times a week. Geography is my favorite study. I enjoy studying about South America, and I think that I should like to travel there.

In composition class I am writing a story about a carrier-pigeon that went to find the North Pole with Mr. Andree. In work-school I am making an apron, and knitting a pair of mittens.

A week ago last Friday was my matron's birthday, and all

the girls in my house gave her a surprise in the parlor during the evening.

We played two games, and danced the Virginia Reel, and sang for our matron. One game was called "Adjectives." My room-mate wrote a story, and left blanks for us to fill with adjectives, and how funny it was! Our matron enjoyed the surprise very much.

If you ever happen to come to Boston I should be glad to have you come to see me any time.

With many pleasant greetings.

Yours Lovingly ELIZABETH ROBIN.

A clear, concise and very instructive statement of the work which Elizabeth has accomplished in the course of the past year is here given. This account has been prepared by the clerk of the institution, Miss Anna Gardner Fish, who performed a similar service last year. Miss Fish has spared no pains in searching the journals kept by Elizabeth's teacher, Miss Vina C. Badger, and in culling therefrom the materials for her interesting story, which is given below.

From a health-giving summer spent among her kindred in the free and joyous out-door life of Texas, Elizabeth brought back abounding vigor and energy to another year's work. As was but natural, the first few days were tinged with sadness at parting from these loved ones, but this feeling was soon overcome, and the daily tasks have progressed uninterruptedly and, for the most part, happily throughout the year.

As a member of the fifth class, Elizabeth has studied reading, English composition, arithmetic and geography, and has pursued the regular course in physical and manual training which is contributing so much to her mental development and self-possession.

It has been her happy privilege to postpone her hour for retiring until eight o'clock,—to be an "eight o'clock girl," as she phrases it. When asked one morning how

she had slept, she replied with animation: "I sleep better because I sit up till eight this year." This bit of added importance has been carefully guarded, and no punishment has been so mortifying to her as to be obliged to go to her room before that hour.

*Greek Heroes* formed the basis of the reading lessons of this class at the beginning of the year. In the preliminary discussion of the book Elizabeth gave prompt answers to the questions which were addressed to her. Her definition of a hero was "a brave man who has great power to help others." She declared the difference between a hero and a god to be this: "A hero is half powerful whereas a god is all powerful." When asked if she had ever seen a hero she responded quickly: "Edith is a hero because she is not afraid of anything." After a moment's reflection she added: "We might call her a heroess but she isn't really a hero." Her *résumé* of the tale at the close of each chapter gave abundant proof of her keen interest and close attention to the story and of her clear understanding of the language.

With the *Land of the Pyramids* which the class took up after finishing *Greek Heroes*, Elizabeth's troubles began. The author's style differed from any with which she had previously met. Many allusions and figures of speech occurred, which to the other members of the class had long been familiar but to Elizabeth were as an unknown tongue, and hampered her progress not a little. "I don't see how these children understood what he was talking about," she said, referring to the uncle who is supposed in the story to be relating his experiences in Egypt to his nephews and nieces. "I am older than the boys and I can not understand."

To be thus impeded at every step, with a sense of her inability to keep pace with the others, proved a nervous strain upon Elizabeth, which robbed the reading-hour of all pleasure and of a large share of profit, and made it one to be dreaded rather than welcomed. To these difficulties may be attributed the fact that her mark for the year placed her



below the class average. "I am glad it is no worse," was the remark with which she philosophically accepted the ultimatum.

She was outspoken in declaring her lack of interest in the story, saying wearily: "I like to dance, sew, knit and geography but I don't like the story we are reading. I can't understand it." In direct contradiction to this protest was her conversation with a friend at whose house she made a visit one day. She there reiterated her lack of enjoyment of the book which she was reading. The friend responded that she had recently listened with pleasure to a lecture on Egypt. "Did he tell you about the water-wheels?" asked Elizabeth eagerly. "Inundations? marriage ceremonies? funerals? Did he see the Arabs at the Pyramids?" and she continued with animation to mention details from the despised book. It was quite evident that Elizabeth had found more of interest in the story than she would confess and had gained more from its perusal than her teacher had dared to hope.

She found it difficult to form a correct idea of the bazaars of Alexandria and was especially puzzled by the idea of there being no wall in front, but at last she said: "Perhaps twelve people taking hold of hands could go in at once."

The familiar name of Haroun al Raschid, which occurred in one chapter, seemed to awaken no memories in Elizabeth's mind, although she had taken great interest in him during the previous year. At the mention of Bagdad, however, her face lighted up and she exclaimed: "Yes, now I know, when you say Bagdad." She was told that it was very strange that she should forget such an old friend. "His name but not his fame," she responded quickly and returned to her reading.

As she faltered before some difficult words which she did not attempt to pronounce, she was urged to do so. "Why do you think me a magic girl, to pronounce words without telling me," was Elizabeth's rejoinder.

In the study of English composition the attention of the class has been engaged in the preparation of original papers

upon simple themes, coming within the scope of their personal experience, varied by the exercise of imaginative power. Elizabeth has entered into the work with more confidence than she displays in many other studies, and her essays compare favorably with those of the other members of the class. "It is easy for me to write," she has sometimes said with satisfaction. She has sought the best and clearest expression of her meaning, and a gradual improvement in the quality of her work became distinctly perceptible as the year advanced.

In the revision of one paper, she came to the sentence: "In the fall they leave their nests." "I want a big word for 'leave,'" she said. "What can I say? I want to learn to use big words."

When the abbreviation, "etc.," first appeared in her reading, Elizabeth was quick to see the economy of its use and said, mischievously: "I think I will say 'etc.' in my composition some day. This book uses it."

She parted from her teacher at the close of a school term with this promise: "I shall write to you in the vacation and I want you to notice the paragraphs. I hope they will be better than they have ever been before." The results were indeed commensurate with her care and attention to the matter.

One of the subjects given to her, upon which to write, was *The Autobiography of an Animal*. "I will write about a robin," she announced at once, but, after some thought and the naming over of different animals, she finally said: "There are pigeons and doves. I will have a pigeon carry a letter from the North Pole." Here is her paper in full.

#### MY STRANGE EXPERIENCES.

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

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

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

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

When I had gone very far my master let me out of the baloon and fly home with my sister and he tied his letters on our limbs.

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

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

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

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

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

The story of Elizabeth's work in arithmetic is one of alternate victory and defeat. An hour of success would arouse at once a sense of encouragement which would find such

expression as — “I do not have so much trouble in arithmetic this year as I did before.” But her spirits would soon be cast down by the turning of a leaf, revealing a new subject. Then the feeling of discouragement would predominate and her cry would be — “New things are not easy for me.” “I think I can never catch up. Arithmetic is too much.”

Her most serious deficiency lies in the lack of power to analyze problems, while an unretentive memory where her interest is not aroused, is still to be reckoned among her shortcomings. In all mechanical work, however, she has been both speedy and accurate, and by this means she has maintained her footing in the class, ranking with the majority of its members in the whole number of examples solved. Elizabeth has cheerfully acquiesced in the necessity of giving extra hours to this study, on one occasion approaching her teacher with this invitation: “Shall we visit in the parlors of Mr. Arithmetic today at four?”

She spent a long time over one difficult example, and when asked how she was progressing, replied: “He is a Spaniard but I hope to conquer him.” Later she said: “I have been asking the Spaniard all sorts of questions but he will not answer me. My brains are heavy.” Returning to the task on the following morning with renewed zest, she gained the victory.

In the solution of one long problem, requiring the use of many ciphers Elizabeth used all on her type-slate and then substituted ones. “I imagined the ones were ciphers,” she explained, “and it was hard and I was almost mixed.” She had, however, arrived at the correct conclusion.

The natural methods used in presenting the subject of geography to Elizabeth have been productive of most satisfactory results. Commencing with the examination of the pebbles, gravel and sand upon the neighboring seashore and of such other objects as were tangible to her, Elizabeth has been led gradually on to wider vistas until she could form a fairly adequate conception of the earth’s surface and, with the aid of small spheres and of simple experiments, could grasp something of the principles of its motion and of atmospheric changes and disturbances.

When this point had been attained, the study of specific countries was begun with that of South America, followed by Mexico and the West Indies. The descriptions of these countries filled Elizabeth with admiration and she exclaimed enthusiastically: "How interesting it is! How I would like to have these things here." Canada interested her also, as offering a strong contrast to these tropical countries.

In reading of the luxuriant vegetation of Mexico Elizabeth came to this statement: "The banana grows twenty feet high." She stopped the reading to exclaim: "You do not mean the bananas are twenty feet long!" Then, with the next moment's afterthought, she cried: "No, no! It is the tree." She laughed heartily as she imagined herself eating a banana twenty feet long. "We should have to break it in pieces," she said. In her reading lesson the next day the description of the process of glass-making contained this sentence: "He heats it in an oven." Elizabeth asked for a repetition of this. "I thought you said 'he eats it in an oven,'" she said, and added laughingly: "Bananas!"

Her willing effort in this study has been equal to that of any other member of the class but her comprehension of the subject has been below the average. She read that the plateau of Bolivia is twelve hundred feet high. "I am five feet, two inches high. I think it would take a dozen men standing on top of each other's heads to reach to the top," was her comment. When the number of men had been reckoned she did not seem in the least surprised by the result but accepted it as quietly as if it had agreed with her first estimate.

In the study of a river-system Elizabeth found the term "tributaries" hard to understand, but with a little explanation of the derivation of the word she soon caught the idea and decided readily that water was the gift brought by the lesser to the greater power. "It is not free," she said, touching a branch. Then, indicating the main river, she said: "This is the king!" and, passing her fingers over the tributaries: "And these are his people!" A visit to some clay-beds in Cambridge, where the rain had worn a perfect

semblance of a river-system, afforded Elizabeth a delightful outing which she enjoyed to the full, laughing and chatting brightly and appearing not at all fatigued by the amount of exercise involved.

Some points touched upon in this study have been a revelation to Elizabeth. In connection with her mastery of standard time, she exclaimed at the dinner-hour: "Just think, only ten o'clock at Palo Alto and eleven at Throckmorton." When mention was made of the eventual cooling of the earth, with its corresponding unfitness to support human life, it was suggested that a new race might inhabit it. "I hope this race of people will not have sins," Elizabeth remarked.

The work in the gymnasium has been very creditably performed. Elizabeth executes the abbreviated commands with much greater readiness than formerly, thus showing a decided gain in coördination of mind and body. Although not eager to attempt a new exercise on the apparatus, she is courageous and willing and learns easily. She heartily enjoys the games and dancing, in which she is both alert and graceful, and when it is her turn to go through an exercise she must always be sought in some other part of the room where she has been spending her spare moments in a private romp from which she comes rosy and smiling. She runs with great speed and preferably alone. At one time she hurt herself quite badly by running into the wall, but she said bravely: "I would rather be bumped than not run."

Her models in both sewing and knitting are well executed. In quality they are equal to those of the other girls in her class, and although in speed she cannot compete with them she exhibits much greater confidence than she possessed last year.

Beyond the restraint of the class-room, in her daily association with her friends, Elizabeth's character is seen to be expanding like a blossom, in slow but symmetrical development.

One Sunday while listening to a sermon on self-control

her thought was, "I can show people self-control by being quiet and graceful." This seems indeed to be with her a guiding motive, for in all her intercourse with her young companions, in the school-room or yard, in church or in lecture-hall or in the home of a friend, Elizabeth is always gentle, sweet-tempered and lady-like, though bright and vivacious. "There is always a good time where Elizabeth is," said one of her dear friends, watching her in the centre of a laughing group.

Elizabeth has become more demonstrative of her affection than formerly and expresses it in many dainty and thoughtful ways. She is quick to offer help wherever she sees that it would be desirable and, no longer shrinking from receiving thanks, she accepts them graciously for her service. "I have so many friends that I cannot assure you how grateful I am!" she exclaimed one day out of her warm and loving heart.

Edith has always been accustomed to greet Elizabeth each morning with a hearty embrace to which the latter has merely submitted, often with a wry face. This year she has shown for the first time her enjoyment of the caress and has even returned it with fervor. Her family and friends in far-off Texas are constantly in her mind and she treasures up all matters of interest to her for the long letter to her parents which she has written nearly every Sunday.

The absence of one of the teachers made her say at the beginning of the year: "I am afraid we shall not have such good times now." The name of this teacher was often on Elizabeth's lips as the year went by, coupled with a wish to see her again or for her return. As her contribution to a joint letter, written by the class at Christmas time to this absent friend, Elizabeth wrote: "Again wishing you a Merry Christmas and a Happy New Year and a whole school-house of greetings."

A broadening of her sympathies is another noteworthy point in the year's history. A teacher was ill during one of the short vacations. Upon her return to school Elizabeth did not fail to inquire every morning how she was feeling,

and usually added: "I am longing for you to be all well," or "I want you to be wholly well." At dinner, the first day she asked: "Do you feel like cutting your meat? Because I thought if you didn't feel able I could do it." Since she is strongly averse to cutting meat, this may be considered a special mark of attention.

During the sickness of her room-mate Elizabeth was found sitting on the bed. "I nurse her in the day-time when I can," she explained.

She has gained in the power of decision and consequently acts more independently. When asked if she liked to feel that she could decide some matters for herself she replied emphatically: "Yes. I would not like to be a baby now." Once, when play seemed more attractive than the duty of the hour, she said: "I wish we could play. I do not like to go to school. My sisters like it better than their older sister." But the suggestion that perhaps she wished that she had never come to school met prompt denial. "If I had never come to school I should be like a baby to them still."

Wholly without suggestion she now sets to work upon some necessary repairs. "I will do my mending myself now," she says. One night, when her damp, loose-hanging hair called forth surprised remarks, she replied with radiant face, that she had washed it herself.

She was much impressed by the fact that a blind girl whom she met in Texas could not take care of herself in any way. "I showed her how to comb her hair and she said nobody had ever told her before," Elizabeth told her teacher.

It is no longer necessary to entertain Elizabeth as one would a child, for she now plans for herself the employment of all her spare time and, far from wasting it idly, she seems desirous of putting it to the best possible use. She makes appointments with her friends for unoccupied periods and often excuses herself by saying: "I have an engagement." At one time, however, when she used this plea, it was found that the engagement was to go to bed whither she had been sent for punishment. When her appointment is to walk in



the yard with Edith, she leans over the radiator with her fingers upon the window-pane, waiting for Edith's signalling tap on the outside of the window. Elizabeth perceives this instantly and starts forth to meet Edith.

Feeling the vibration from movements around her, Elizabeth frequently accuses the girls of being noisy, and, at one time when some one moved a heavy piece of furniture, Elizabeth called out from the opposite end of the hall: "What a noisy girl you are!" While she was at work one day in a school-room on the second floor, about a hundred feet from the street, a band marched down the road. Elizabeth was asked if she noticed it. "I had not been listening," was her reply. As the band struck up a louder march, the teacher placed Elizabeth's hand on her chair. "Yes, now I do," she cried delightedly.

As Elizabeth's list of friends increases in number, there are correspondingly larger demands upon her powers as an entertainer, and it is evident that she is striving to meet them properly. During a call from a friend whom Elizabeth sees but little, it was necessary for her to exert herself as hostess, and she put forth her best efforts to make the call interesting as well as to have it pass off in the most correct manner, her natural vivacity lending itself readily to this end. The lady mentioned something which she did not do well. "Shall I believe her?" asked Elizabeth brightly, turning to her teacher. After her guest had gone, Elizabeth asked earnestly: "Did I entertain her well?"

An instructive visit to the Standard Diary Works, where Elizabeth was able to examine closely all the different stages of manufacture, found a delightful ending at the house of a friend where the little party was invited to take tea. Elizabeth's face lighted up, but after a little pause she said: "I will let the older people decide." She was plainly gratified by their acceptance of the invitation and did her best to contribute to the general entertainment. Upon leaving she said to one: "Thank you for giving us a good time," and to another: "Thank you for your kindness." On the way home she inquired anxiously: "Did I give them a pleasant time?"

An enlargement of the bounds of Elizabeth's mental horizon marks another phase of her growth during this year. Her interests are no longer confined to that which touches intimately her little sphere of action, but she is reaching out into the great outside world and beginning to feel its throb. Such a visit as the one to which reference has been made, one to Wellesley and other excursions to points of educational and historical interest have done much to bring about this result.

With her good friends Mr. and Mrs. Whiting, Elizabeth feels herself at home, and the vacations, as well as many little visits beside, are happily spent under their care and protection. To add to her enjoyment, Mr. Whiting has purchased a double wheel, by means of which she can share the exhilaration of the exercise and find an added diversion during the long summer months.

The most conspicuous and impressive lesson taught by the annual record of the education of Elizabeth Robin and of Edith M. Thomas is that thorough training and sincere devotion to duty cannot but produce excellent fruit. Both these girls have been peculiarly fortunate in having been placed under the tuition and care of a set of instructors of special merit and excellence. Indeed it would hardly be possible to find a more faithful, devoted, discreet and absolutely truthful and sincere corps of teachers than these young women who are admirably well qualified for their work. They are entirely free from the taint of selfishness and are eager to discover and devise the best and most suitable ways and means for developing the mind, cultivating the heart, increasing the self-reliance and moulding the character of their pupils. In all their efforts the sole end that they have in view is how to bring up these girls in a simple and unaffected manner according to life and reality, and how

to enable them to become self-directing and not to rely upon others. Thus under the guidance of these ladies Edith and Elizabeth have learned to depend



EDITH AND ELIZABETH CONVERSING.

wholly upon themselves and to walk straight in the path of life with as little assistance as possible and not to limp along on crutches. If there is anything in the training of these girls that stands out more saliently than their naturalness and entire freedom

from leading-strings, it is the free play that is given to their individuality.

It is needless to say, that qualities like these are of inestimable value to all children and youth but most especially to those who are cut off from many of the ordinary ways of men and doomed to move and have their being in total darkness and awful stillness. In the case of such helpless human beings these constitute the principal means for their liberation from the duress of their imprisonment.

It was with very great pleasure that we read last winter an exceedingly interesting article on the education of Linnie Haguewood, written by Miss Vinnie Louise Wood, the head teacher in the Northern New York school for the deaf mutes at Malone, and published in the *Mentor*, a monthly paper printed by the pupils of that institution. Like Edith and Elizabeth, Linnie is both blind and deaf. She is a native of the state of Iowa and has been for several years under the control and instruction of a most excellent teacher, Miss Dora Donald, with whose wise guidance and assistance she has made remarkable progress in acquiring knowledge and in gaining the attributes of true womanhood. Miss Donald has proved to be peculiarly well fitted in every particular for her task and is described as being "determined, hopeful, earnest, with an intense devotion to duty and an ability to see into the future and choose what is best." She evidently leaves nothing undone which may help to render her pupil intelligent, honest and self-reliant. Concerning the course which she has recently pursued in Linnie's training she has written for Miss Wood's use a brief statement, from which we copy the following extract:—

This year I find it is necessary to throw her on her own responsibility somewhat. I find it better for both of us to have regular hours for hard work and hours when we do not come in contact at all. We were growing so much like one mind that I feared Linnie would lose her own individuality and become my second self. I do not want that, for Linnie has a strong character and I want it to follow its own plan. Now, I advise how her time shall be spent outside the classroom, help her when she comes for help, and show her where she might have done better, but let her feel that she is living according to the impulse within her and not as I would have her live.

These words, written by a scrupulously honest and conscientious young woman, whose nobility of character is as conspicuous as her disinterestedness is exemplary, are very significant. They show that their author is fully aware of the sacredness of her charge, and that she is inspired in her work by the purest of motives, seeking no advantages for herself and having no schemes for personal glorification and aggrandizement to promote. First and last she looks after the vital interests and future welfare of her pupil, and there is nothing farther from her mind than the thought of using the latter as an instrument for pushing herself into the society of literary and fashionable people or for securing for herself through appeals to the public the means for a soft place and for an idle and easy life. Therefore it is no wonder that under the influence and superintendence of such a judicious and high-minded person Linnie, although not gifted with exceptional natural endowments, has developed the beautiful characteristics of deliberateness, spontaneity and determination which are so clearly set forth in Miss Wood's article.

## A HEART-MOVING TALE.

From imperfection's murkiest cloud  
 Darts always forth one ray of perfect light,  
 One flash of heaven's glory.

—WALT WHITMAN.

The pupils of this institution are gathered from all sorts of places and various conditions of men. They represent every section of the New England states, every phase of existence and more than half a dozen nationalities. Some—and these are the most fortunate ones—come from the farm-houses on the hill-sides and in the valleys where they have grown up in the embrace of "Nature, the dear old nurse," and have drunk in something of her beauty. But far more often it is out of the tenement in the hot, crowded, brick-paved alley, teeming with life but careless of its significance, that a poor little neglected child is brought to us. There, in the struggle for existence, the hard-working parents can bestow neither time nor attention upon the little blind encumberer of the earth and they feel their whole duty done if they provide clothes for the body and food for the mouth, insufficient though these may be. Most of these children lack vitality and are so dull, inert, sluggish and unconcerned about their environment, that nothing urges them to make the least effort to overcome the drowsy apathy which creeps over disused senses and deadens any active thoughts which may once have surged through their childish brain. When a little human being has been snatched out of such surroundings by a kindly fate, and set in our midst, the first endeavor must be to arouse dormant faculties, to quicken interest and attention and to discover latent possibilities of development,—a long and te-

dious process, demanding the utmost patience, proof against discouragement. Here is the account of an effort in behalf of just such a neglected little child, which tells a heart-moving tale to the sympathetic reader.

A year ago this autumn we received into our school a little girl of twelve years whose condition was one of absolute helplessness.

This unfortunate child had been so neglected that she had sunk into a state of habitual listlessness. Apparently her mind had become a blank through lack of activity, and to all appearance she had received no training even of the most elementary kind. She was utterly incapable of performing the simplest tasks of school life, and our efforts to help her met with very little response at first. In order to gain her attention to any question it was necessary to preface it with her name. The only vigorous expression of childish energy was a constant rocking movement of the body, which was a pathetic suggestion of the problem, "what is latent and what is altogether missing?"

Her conversation in the classroom and elsewhere was carried on in low whispers. This stifled voice must be accounted as one of the results of lonely hours; for it was soon proved that she was able to speak in loud tones.

When little Louise came to our school her knowledge of the great world of nature was pitifully meagre. A cat and a caterpillar were the only specimens of animal life of which she had any idea. The soft grass of the lawn, and, in winter days, the beautiful garment of snow, made the school yard a place of mysterious delight to her; but she liked best to be there alone. She had never had the companionship of children; was it strange that she preferred the solitude and silence to which she had long been accustomed?

A doll and a set of blocks, the gifts of institution friends, were new and wonderful treasures to Louise. She would hold the doll with evident joy in its possession, and arrange the blocks in rows, or pile one above another; but she had no conception of the fanciful plays of childhood.

In the classroom one morning, she made the happy discovery,

by means of a cushion and a box of small wires, that she could form squares and triangles in imitation of those made by her teacher.

The power of imitation has indeed been thus far the most important factor in Louise's development. Rough forms of speech are polished day by day as she listens to the conversation of those about her, and the exhibitions of resentment and stubbornness are becoming less frequent, while in their place we see bright gleams of respect, obedience and courtesy.

The old habits of the idle life still control the weak nature which they have ruled so long; but there is now the glad encouragement of an awakened interest and a spirit of willing endeavor.

Three twine bags, which are Louise's first specimens of knitting, show the educational value of manual training. From the feeble attempts to make a slip-knot to the triumph of successive rows of even stitches, the weak muscles of the hands have been gradually strengthened and the attention has been won through the happy process of making a useful article.

The chief difficulty of Louise's school life is the effort to learn to write. The result to be achieved furnishes no incentive for patient striving. Day after day she is quite content to make the letter "l," and as yet she has not shown any ambition to correct a faulty line or to form other letters.

She has made very satisfactory progress in reading, and is now enjoying simple stories. Each reading lesson is of distinct service in bringing to her hungry mind some pleasant bit of information, and thus creating a deeper interest in the life about her.

She quickly learned to distinguish the raised figures and signs necessary for the first work in arithmetic and, through simple combinations of familiar numbers, she has been initiated into the processes of addition, subtraction, multiplication and division. The measure of her success has, however, been very small owing to the lack of fixed attention.

The gymnasium has been the source of a beneficent educational influence. Louise's movements in response to given orders are still crude and inaccurate; but her joy in the exercises gives promise of a constant improvement.

There is true cause to lament the difficulties and hindrances which a sad neglect has placed in the path of this child's sym-



metrical development; but what she has accomplished in a few months increases the probability that she may yet win for herself the power of doing earnest work.

### CONCLUSION.

But of my tale make an ende I shal.

— CHAUCER.

This review of the work of the school during the past twelve months has reached its farthest limit, and I must bring it to a close. In doing so I beg to acknowledge my indebtedness to the members of the board of trustees for their courtesy and for the kind and patient manner in which they have invariably treated my suggestions and recommendations. I desire also to renew the expression of my obligation to each and all of my coadjutors on the staff of teachers and other officers and employés for the fidelity and devotion with which they have performed their respective duties. Great credit and many thanks are due to every one of them for zealous and efficient service and for the cheerful way in which they have responded to all calls upon their time and strength.

It gives me sincere pleasure to be able to speak in this connection of our steward, Mr. Frederick A. Flanders, in terms of high praise and commendation. He has proved to be the right man in the right place and a valuable acquisition to the corps of officers of the institution. He is courteous, kind, generous, faithful and obliging, yet just, firm, conscientious and strictly attentive to the business of his office. He does his work with such honesty, such sterling integrity and such care and eagerness to prevent waste, to establish order and to promote economy, that he has won the esteem and implicit confidence of those who

know him well and are capable of appreciating his abilities and excellent qualities. His earnest desire to be helpful and to serve the interests of the institution in every direction is not the least among the many laudable traits of his fine character.

As we bid adieu to the past year, leaving the things that are behind and reaching forth unto those that are before, let us enter upon the duties of another period of twelve months with a faith that is the root of good works and —

Gives light in darkness, comfort in despair.

and with a hope that “leads from goal to goal” and —

Springs eternal in the human breast,

animating its possessors to do their utmost unhesitatingly and never to falter in the pursuit of what is best and noblest.

All which is respectfully submitted by

MICHAEL ANAGNOS.

## LIST OF PUPILS.

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Bennett, Annie F.	Keegan, Margaret M.
Borden, Lucy Mabel.	Kennedy, Annie M.
Brisbois, Edith.	Kennedy, Nellie A.
Brodie, Mary.	Kent, Bessie Eva.
Brown, Grace L.	Keyes, Teresa J.
Burke, Norah.	Knowlton, Etta F.
Carr, Emma L.	Lambe, Caroline R.
Chick, Alice E.	Lawrence, Anna.
Cobery, Margaret.	Lee, Sarah B. K.
Cole, Carrie W.	Lewis, Jessie.
Coogan, Jennie.	Matthews, Clara.
Coyle, Mabel.	Mattimore, Augustina E.
Cross, Ida.	McClintock, Mary.
Cummings, Elsie.	McKenzie, Margaret.
Dart, M. Fernette.	Muldoon, Sophia J.
Dodd, E. Elizabeth.	Murphy, Frances A.
Dolan, Ellen.	Myers, Mabel.
Ellingwood, Mary E.	Newton, Eldora B.
Elmer, Edith M.	Nickles, Harriet E.
Flaherty, Margaret.	Noble, Annie K.
Fogarty, Margaret M.	Norton, Agnes E.
Forbush, Vinnie F.	O'Neal, Kate.
Foss, Jennie.	Ovens, Emily A.
Gavaghan, Annie.	Perry, Ellen.
Gavin, Ellen A.	Pike, Fanny.
Gee, Katherine M.	Puffer, Mildred E.
Gilman, Lura.	Ramsdell, Harriet M.
Goullard, E. Edna.	Reed, Nellie Edna.
Griffin, Martha.	Rich, Lottie B.
Hayes, Mary Etta.	Ricker, Annie S.
Heap, Myra.	Robin, W. Elizabeth.
Henley, Catherine G.	Roeske, Julia M. B.
Hilgenberg, Johanna.	Root, May.
Howard, Lily B.	Ryan, Margaret.
Hughes, Mattie.	Saunders, Emma E.
Ingham, Beatrice E.	Smith, Florence G.
Jones, Louise.	Smith, Nellie J.

- Snow, Grace Ella.  
 Spring, Genevra S.  
 Stone, Clara E.  
 Thomas, Edith M.  
 Thurley, Blanche M.  
 Tye, Gertrude.  
 Veasey, Emma.  
 Vondell, Daisy M.  
 Wagner, M. Alice.  
 Warrenner, Louise.  
 Wigley, Florence M.  
 Aberg, George H.  
 Amadon, Charles H.  
 Baker, Frank G.  
 Barnard, Richard J. C.  
 Bartlett, Joseph.  
 Belehumeur, J. Oscar.  
 Black, Charles.  
 Bond, Samuel C.  
 Bowen, Herbert H.  
 Bradley, Edward F.  
 Butters, Albert W.  
 Cahoon, Joseph O.  
 Carney, Frederick.  
 Clark, George H.  
 Clenon, William T.  
 Corliss, Albert F.  
 Crofton, Thomas.  
 Dewhurst, Henry.  
 Dodge, Wilbur.  
 Drew, Francis.  
 Durette, Millard.  
 Fuller, Albert.  
 Furrow, George.  
 Gibbs, Reuel E.  
 Harmon, Everett M.  
 Harvey, Lyman K.  
 Heath, William Edward.  
 Henry, George G.  
 Irving, Frederick.  
 Jackson, Clarence A.  
 Jennings, Harry M.  
 Kenyon, Harry C.  
 Leonard, William.  
 Lester, James.  
 Levin, Barnard.  
 Lord, John W.  
 Lucier, George.  
 Lund, Olaf H.  
 Lynch, William.  
 Matteson, Benjamin G.  
 Mills, George.  
 Nilson, Frank.  
 O'Neill, Patrick.  
 Osborne, Patrick.  
 Paige, Franklin H.  
 Parks, Edson A.  
 Peabody, Eugene.  
 Putnam, Herbert A.  
 Robinson, William E.  
 Rochford, Francis J.  
 Ryan, Edward D.  
 Sabins, Weston G.  
 Schuerer, Edward.  
 Smith, Eugene S.  
 Stamp, Charles.  
 Sticher, Charles F.  
 Stover, Alfred.  
 Strout, Herbert A.  
 Stuart, Edwin.  
 Swift, William S.  
 Thompson, Robert.  
 Trask, Willis E.  
 Van Vliet, Henry.  
 Vaughn, William M.  
 Walsh, Frederick V.  
 Walsh, William.  
 Washington, Arthur.  
 Wilder, Charles H.  
 Winchell, Charles L.  
 Wrinn, Owen E.

## ACKNOWLEDGMENTS.

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Among the pleasant duties incident to the close of the year is that of expressing our heartfelt thanks and grateful acknowledgments to the following artists, *littérateurs*, societies, proprietors, managers, editors, and publishers, for concerts and various musical entertainments, for operas, oratorios, lectures, readings, and for an excellent supply of periodicals and weekly papers, books, and specimens of various kinds.

As I have said in previous reports, these favors are not only a source of pleasure and happiness to our pupils, but also a valuable means of æsthetic culture, of social intercourse, and of mental stimulus and improvement. So far as we know, there is no community in the world which does half so much for the gratification and improvement of its unfortunate members as that of Boston does for our pupils.

### *I.—Acknowledgments for Concerts, Operas, etc., in the City.*

To Mr. Eugene Tompkins, proprietor of the Boston Theatre, for an invitation to one hundred pupils to "Shoreacres."

To the Apollo Club, through its secretary, Mr. Henry Basford, for an average of eight tickets to each of four concerts.

To the Cecilia Club, through its secretary, Mr. Charles C. Ryder, for twenty-eight tickets to each of four concerts.

To Mr. Charles A. Ellis, for an invitation to twenty-five pupils to the opera "Der Fliegende Holländer" and for general invitations to "Der Götterdämmerung" and "Aida."

To Mr. Richard Newman, for an average of thirty-two tickets to each of four recitals in Steinert Hall.

To Mr. George Foxcroft, for a general invitation to each of two concerts under the auspices of the "Minute Men of Tremont Temple," and one to a concert by Brooke's Marine Band.

To Mr. Henry G. Tucker, for invitations to six pupils to attend

rehearsals of his Bach recitals and for ten tickets to each of the two recitals.

To Col. Henry L. Higginson, through Mr. Fred R. Comee, for four tickets to each of four Municipal Concerts.

To Mr. Stephen R. Dow, for thirty-nine tickets to the oratorio "The Creation."

To Mr. Ernst Perabo, for invitations to four pupils, and, again, to ten pupils, to attend two of his recitals.

To Mr. Leo Lewis of the Twentieth Century Club, for the use of a ticket to a concert by the Symphony Orchestra on eleven occasions.

To Mrs. Leach, for the use of a ticket to a concert by the Symphony Orchestra.

To Mr. Carl Faelten, for six tickets to a recital by his pupils in Steinert Hall.

To Mr. Wilhelm Heinrich, for ten tickets to a recital by his pupils in Newton Centre.

To Mrs. Lillian Lord Wood, for thirty-two tickets to her recital in Steinert Hall.

To the Bowdoin Glee Club, through its manager, Mr. William L. Thompson, for forty tickets to a concert.

To Mr. John Hartwell, for ten tickets to an organ recital at the New England Conservatory of Music.

To St. John's Methodist Episcopal Church, through Mr. Green, for thirty tickets to the "Peace Jubilee."

To Master Darwin Wood, for twelve tickets to his organ recital at Berkeley Temple.

To Miss Charlotte W. Hawes, for invitations to eight pupils to attend a course of musical lectures.

To Mr. Leland T. Powers, for fourteen tickets to his reading of "Taming of the Shrew" at Pierce Hall.

To Mrs. Currier, for twenty-five tickets to "Dramatic Representations" by the School of Expression.

To Mr. J. F. Walsh, for six tickets, and, again, for ten tickets to debates by the Fulton Debating Society of Boston College.

To Mr. W. G. R. Mullan, for invitations to eight pupils to a reading of "Hamlet" at Boston College.

*II.— Acknowledgments for Concerts and Lectures given in our Hall.*

To Mrs. W. L. Crocker, Miss Alice Eastman and Mr. J. Melville Horner, for a concert.

To Madame Helen Hopekirk, for a pianoforte recital.

To Mr. E. C. Stanwood, for a lecture on "Some men who nearly became presidents."

To Mrs. Florence Howe Hall, for a lecture on "Christian Courtesy."

To the Boston Solóists' Quartet, for a concert.

To Mrs. F. A. Flanders, assisted by Mr. and Mrs. H. M. Murdough, for an entertainment.

To Mr. Frank B. Sanborn, for a lecture on "Thoreau."

To Miss Louise E. Trowbridge, for a pianoforte recital.

To Mr. Homer Norris, for a lecture on "Evolution of the Art of Music," and to Miss Eaton for her vocal illustration of it.

To the pupils of Miss M. Estelle Drake and other friends from Waltham, for an entertainment.

*III.— Acknowledgments for Books, Specimens, etc.*

For various books, specimens, etc., we are indebted to the following friends: —

To Miss Jessica L. Langworthy, Miss E. B. Webster, Miss Marion Murray, Mrs. George W. Allen and Mr. George E. Hart.

To Mr. Samuel H. Wheeler and Mr. I. Holden, of the Wheeler and Wilson Manufacturing Company, for the generous gift of a new sewing-machine, with all the latest improvements, for the use of the girls' manual training department.

*IV.— Acknowledgments for Periodicals and Newspapers.*

The editors and publishers of the following reviews, magazines and semi-monthly and weekly papers continue to be very kind and liberal in sending us their publications gratuitously, which are always cordially welcomed and perused with interest: —

The N. E. Journal of Education,	. . . . .	Boston, Mass.
The Atlantic,	. . . . .	" "

Boston Home Journal, . . . . .	<i>Boston, Mass.</i>
Education, . . . . .	“ “
Youth's Companion, . . . . .	“ “
Our Dumb Animals, . . . . .	“ “
The Christian Register, . . . . .	“ “
Littell's Living Age, . . . . .	“ “
The Missionary Herald, . . . . .	“ “
The Well-Spring, . . . . .	“ “
Woman's Journal, . . . . .	“ “
Boston Ideas, . . . . .	“ “
The Century, . . . . .	<i>New York, N. Y.</i>
St. Nicholas, . . . . .	“ “ “
Collier's Weekly, . . . . .	“ “ “
American Annals of the Deaf, . . . . .	<i>Washington, D. C.</i>
The Ladies' Home Journal, . . . . .	<i>Philadelphia, Pa.</i>
The Étude, . . . . .	“ “
The Inland Educator, . . . . .	<i>Terre Haute, Ind.</i>
The Mentor, . . . . .	<i>Inst. for Deaf-Mutes, Malone, N. Y.</i>
Our Little People, . . . . .	<i>Inst. for Deaf-Mutes, Rochester, N. Y.</i>
The Silent Worker, . . . . .	<i>Inst. for the Deaf-Mutes, Trenton, N. J.</i>
The Ohio Chronicle, . . . . .	<i>Inst. for the Deaf-Mutes, Columbus, O.</i>
The N. Dakota Banner, . . . . .	<i>School for the Deaf, N. Dakota.</i>
The Oregon Gazetteer, . . . . .	<i>School for Deaf-Mutes, Salem, Ore.</i>
The Messenger, . . . . .	<i>Ala. Academy for the Blind.</i>
The Tablet, . . . . .	<i>West Va. School for Deaf-Mutes and Blind.</i>
The Inst. Herald, . . . . .	<i>Florida Institute for Deaf-Mutes and Blind.</i>
The Washingtonian, . . . . .	<i>School for the Deaf, etc., Vancouver.</i>
The Colorado Index, . . . . .	<i>Colorado School for Deaf and Blind.</i>

I desire again to render the most hearty thanks, in behalf of all our pupils, to the kind friends who have thus nobly remembered them. The seeds which their friendly and generous attentions have sown have fallen on no barren ground, but will continue to bear fruit in after years; and the memory of many of these delightful and instructive occasions and valuable gifts will be retained through life.

MICHAEL ANAGNOS.





TREASURER'S ACCOUNT — *Concluded.*

<p>• <i>A mount brought forward, . . . . .</i></p> <p style="text-align: center;"><i>Printing Account.</i></p> <p>From sale of books and appliances, . . . . .</p> <p style="text-align: center;"><i>Kindergarten Account.</i></p> <p>From donations, . . . . .</p> <p>    Mrs. William Appleton Fund, . . . . .</p> <p>    " Miss Harriet Otis Craft Fund, . . . . .</p> <p>    " Mary Lowell Stone Fund, . . . . .</p> <p>    " Ladies' Auxiliary Society, . . . . .</p> <p>    trustee of Thomas Stringer, for board and tuition, . . . . .</p> <p>    towns and individuals, . . . . .</p> <p>    rents, Jamaica Plain, . . . . .</p> <p>    state of Maine, . . . . .</p> <p>    " New Hampshire for year of 1898, . . . . .</p> <p>    " New Hampshire for year of 1899, . . . . .</p> <p>    " Vermont, . . . . .</p> <p>    " Rhode Island, . . . . .</p> <p>    legacy from Almira F. Winslow, . . . . .</p> <p>    " " estate of J. Putnam Bradlee, . . . . .</p> <p>    " " Mrs. C. E. Ware, . . . . .</p> <p>    " " Mrs. Ellen M. Baker, . . . . .</p> <p>    " " Mrs. Caroline S. Pickman, . . . . .</p> <p>    " " A. D. Manson (additional), . . . . .</p>	<p>\$228,139.06</p> <p>532.15</p> <p>\$5,966.80</p> <p>1,000.00</p> <p>5,000.00</p> <p>200.00</p> <p>8,561.00</p> <p>700.00</p> <p>99.35</p> <p>999.50</p> <p>17,000.00</p> <p>900.00</p> <p>700.00</p> <p>500.00</p> <p>2,600.00</p> <p>366.80</p> <p>25,000.00</p> <p>3,500.00</p> <p>9,000.00</p> <p>1,000.00</p> <p>634.00</p>	<p><i>A mount brought forward, . . . . .</i></p> <p>Paid to Boston Provident Association on account of loan, . . . . .</p> <p>    interest on above loan, . . . . .</p> <p>Cash on hand in New England Trust Company, . . . . .</p>	<p>\$260,667.88</p> <p>15,086.00</p> <p>21,282.28</p>
	<p>68,358.95</p> <p>\$297,030.16</p>		<p>\$297,030.16</p>

Boston, October 7, 1899.

Examined and found correct.

HENRY ENDICOTT, } *Auditors.*  
 EDWARD C. JOHNSON, }

EDWARD JACKSON, *Treasurer.*

GENERAL STATEMENT OF RECEIPTS AND DISBURSEMENTS OF THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL.  
FOR THE BLIND, for the Year ending August 31, 1899.

RECEIPTS.	EXPENDITURES.	BALANCE
<i>I. Income.</i>		
From state of Massachusetts, appropriation, . . . . .	Bills paid by the treasurer:	\$500.00
“ Massachusetts, account deaf and blind, . . . . .	For Mrs. M. J. Jackson, annuity, . . . . .	50.00
“ Maine, . . . . . \$4,755.23	rent of safe, . . . . .	250.00
“ Maine, kindergarten, . . . . . 1,700.00	clerk hire, . . . . .	589.69
“ New Hampshire, two years, . . . . . \$5,292.00	taxes, St. Paul, . . . . .	80.00
“ New Hampshire, kindergarten, . . . . . 1,600.00	interest on loan, . . . . .	\$1,469.69
“ Vermont, . . . . . \$1,333.33	<i>General Account.</i>	
“ Vermont, kindergarten, . . . . . 500.00	Paid by the director:	\$67,972.30
“ Rhode Island, . . . . . \$3,840.93	For maintenance, . . . . .	
“ Rhode Island, kindergarten, . . . . . 2,600.00	taxes, insurance, and repairs on buildings let:	
“ Connecticut, . . . . .	250, 252 Purchase street, . . . . . \$1,265.61	
towns and individuals, . . . . .	174-178 Congress street, . . . . . 245.16	
towns and individuals, kindergarten, . . . . .	205, 207 Congress street, . . . . . 971.00	
tuning, . . . . . \$60,166.54	11 Oxford street, . . . . . 137.77	
admission to exhibitions, . . . . . 2,184.35	402 Fifth street, . . . . . 113.22	
sundry small items, . . . . . 23.55	412-416 Fifth street, . . . . . 310.11	
interest on mortgage notes, . . . . . 374.01	424-428 Fifth street, . . . . . 420.76	
“ New England Trust Company, . . . . . 6,509.62	430-440 Fifth and 103, 105 H street, . . . . . 1,055.48	
“ Illinois Steel Company, . . . . . 676.61	442 Fifth and 111 H street, . . . . . 472.27	
“ Eastern R.R., . . . . .	537, 541, 543 Fourth street, . . . . . 394.96	
“ Chicago, Burlington & Northern R.R., . . . . .	555 Fourth street, . . . . . 149.31	
“ Kansas City, Clinton & Springfield R.R., . . . . .	557-559 Fourth street, . . . . . 385.58	
“ Fitchburg R.R., . . . . . 1,250.00	583-589 Fourth street, . . . . . 641.31	
“ St. Paul & Manitoba R.R., . . . . . 400.00	591-595 Fourth street, . . . . . 433.11	
“ Kansas City, St. Joseph & Council Bluffs R.R., . . . . . 350.00	99, 101 H street, . . . . . 97.31	
“ Boston & Lowell R.R., . . . . . 50.00	383 Boylston street, . . . . . 58.86	
	extraordinary repairs, . . . . . 7,148.82	
	expenses of tuning department, . . . . . 1,711.42	
	expenses of work department, . . . . . 1,318.71	
	bills to be refunded, . . . . . 1,490.88	
	Harris beneficiaries, . . . . . 1,214.22	
		975.00
<i>Amounts carried forward, . . . . .</i>	<i>Amount carried forward, . . . . .</i>	\$83,301.04
<i>\$5,960.00</i>	<i>\$71,434.68</i>	

GENERAL STATEMENT OF RECEIPTS, ETC.—Concluded.

<i>Amounts brought forward,</i>	\$2,960.00	\$71,434.68	<i>Amount brought forward,</i>	\$83,301.04
" Chicago, Burlington & Quincy R.R.,	1,080.00		<i>Kindergarten Account.</i>	
" Atchison, Topeka & Santa Fé R.R.,	750.00		For maintenance,	\$19,597.34
" Consolidated R.R. of Vermont,	150.00		expense on houses let,	50.03
" Chesapeake & Ohio R.R.,	500.00	5,440.00	bills to be refunded,	126.42
• dividends, Boston & Maine R.R.,	\$186.00		furnishing primary building,	1,432.98
" Chicago, Burlington & Quincy R.R.,	1,600.00		taxes, Wachusett street,	100.28
" Boston & Albany R.R.,	1,000.00		<i>Printing Account.</i>	
" Boston & Providence R.R.,	1,000.00		For expense of office and library,	21,307.05
" Fitchburg R.R.,	1,000.00			5,210.99
" New York Central & Hudson River R.R.,	400.00		<i>Invested.</i>	
" Atchison, Topeka & Santa Fé R.R.,	62.00		Mortgage note,	\$2,500.00
" West End Street Railway Company,	350.00	5,198.00	Railroad stock,	20,097.50
" United States Hotel Company,		476.00	Railroad bonds,	27,634.85
" Ground Rent Company,		35.00	Suffolk Real Estate Trust Company,	15,480.00
" Suffolk Real Estate Trust Company,		247.22	Albany Trust Company,	10,000.00
" Albany Trust Company,		175.00	Illinois Steel Company bonds,	36,300.26
rents, 250, 252 Purchase street,	\$5,499.96		Bought real estate,	38,856.19
" 174-178 Congress street,	5,700.00			150,928.80
" 205, 207 Congress street,	5,250.00		Returned loan,	15,000.00
" 11 Oxford street,	660.00		Cash on hand August 31, 1899,	21,282.28
" 402 Fifth street,	240.00			
" 412-416 Fifth street,	1,028.00			
" 424-428 Fifth street,	1,011.00			
" 430-440 Fifth and 103, 105 H street,	3,115.00			
" 442 Fifth and 111 H street,	2,024.00			
" 537, 541, 543 Fourth street,	1,113.00			
" 555 Fourth street,	250.00			
" 557, 559 Fourth street,	1,210.00			
" 583-589 Fourth street,	1,493.00			
" 591-595 Fourth street,	1,151.50			
" 99 and 101 H street,	375.00			
work department, men's shop,		30,030.46		
sale of books and appliances,		1,867.09		
rents, Jamaica Plain,		532.15		
		990.50		

II. Receipts exclusive of Income.

<i>General Account.</i>			
Profit, exchange of bonds and sale of rights, . . . . .		1,059.71	
Loan from Provident Association, . . . . .		15,000.00	
<i>Kindergarten Account.</i>			
<i>Donations.</i>			
From Miss Harriet Otis Cruft, endowment, . . . . .	\$5,000.00		
Mrs. William Appleton Fund (additional), . . . . .	1,000.00		
Mary Lowell Stone Fund (additional), . . . . .	200.00		
other donations, . . . . .	5,986.80		
ladies' auxiliary, current expenses, . . . . .	\$6,927.00		
ladies' auxiliary, endowment, . . . . .	1,634.00		
	8,561.00	29,727.80	
<i>Legacies.</i>			
<i>General Account.</i>			
From Eliza Ann Colburn, . . . . .	\$5,000.00		
J. Putnam Bradlee, . . . . .	25,000.00		
Mary Ann P. Weld, . . . . .	1,600.00		
Susan B. Lyman, . . . . .	3,000.00		
		34,600.00	
<i>Kindergarten Account.</i>			
From Almira F. Winslow, . . . . .	\$306.80		
J. Putnam Bradlee, . . . . .	25,000.00		
Mrs. C. E. Ware, . . . . .	3,500.00		
Mrs. Ellen M. Baker, . . . . .	9,000.00		
Mrs. Caroline S. Pickman, . . . . .	1,000.00		
A. D. Manson (additional), . . . . .	634.00		
	39,440.80		
Collected, mortgage notes, . . . . .	20,000.00		
Boston & Lowell R. R. bond, . . . . .	1,000.00		
Chicago, Burlington & Quincy R. R. bond, . . . . .	1,000.00		
Cash on hand August 31, 1868, . . . . .	47,775.75		
		\$297,030.16	

## ANALYSIS OF MAINTENANCE ACCOUNT.

Meats, 38,491 pounds, . . . . .	\$3,711.46
Fish, 4,158 pounds, . . . . .	220.24
Butter, 9,259 pounds, . . . . .	1,456.79
Bread, flour, meal, etc., . . . . .	1,263.23
Potatoes and other vegetables, . . . . .	1,177.35
Fruit, fresh and dried, . . . . .	504.71
Milk, 40,975 quarts, . . . . .	2,155.10
Sugar, 14,673 pounds, . . . . .	769.32
Tea and coffee, 1,542 pounds, . . . . .	402.69
Groceries, . . . . .	1,115.53
Gas and oil, . . . . .	396.90
Coal and wood, . . . . .	3,072.24
Sundry articles of consumption, . . . . .	467.02
Wages, domestic service, . . . . .	8,096.18
Salaries, superintendence and instruction, . . . . .	30,884.29
Medicines and medical aid, . . . . .	68.04
Furniture and bedding, . . . . .	1,114.31
Clothing and mending, . . . . .	38.14
Expense of stable, . . . . .	204.55
Musical instruments, . . . . .	782.30
Manual training supplies, . . . . .	132.60
Stationery, printing, etc., . . . . .	1,436.42
Construction and repairs, . . . . .	6,005.02
Taxes and insurance, . . . . .	2,211.75
Traveling expenses, . . . . .	102.18
Sundries, . . . . .	183.94
	\$67,972.30

## WORK DEPARTMENT.

*Statement for the Year ending August 31, 1899.*

### RECEIPTS.

Cash received from sales, . . . . .	\$16,547.34	
Loan from Perkins Institution, . . . . .	317.41	
		\$16,864.75
Stock on hand August, 1899, \$3,985.72		
Bills receivable August, 1899, 2,911.26	\$6,896.98	
Stock and bills receivable, August, 1898,	5,737.40	
		1,159.58

\$18,024.33

### EXPENDITURES.

Salaries and wages, . . . . .	\$7,853.68	
Amount paid for rent, stock and sundries, . . . . .	9,011.07	
		\$16,864.75
Balance, . . . . .		\$1,159.58
Loan from Perkins Institution, . . . . .	\$317.41	
Bills charged off as not collectible, . . . . .	185.97	
		503.38
Gain, . . . . .		\$656.20

### MEMORANDUM.

Amount due Perkins Institution for loans, . . . . .	\$45,696.31	
Gain for the year ending August 31, 1899, . . . . .	656.20	
		\$45,040.11





PRINTING DEPARTMENT, STATEMENT FOR THE YEAR ENDING AUGUST 31, 1899.

RECEIPTS.		EXPENDITURES.	
From income from invested funds, . . . . .	\$6,807.68	For labor, . . . . .	\$2,791.03
sale of books and appliances, . . . . .	532.15	stock, . . . . .	587.45
profit on exchange of bonds and sale of rights, . . .	154.72	machinery, . . . . .	19.17
	\$7,494.55	insurance, . . . . .	306.00
		electrotyping, . . . . .	486.77
		binding, . . . . .	678.30
		books, . . . . .	311.92
		express, postage, etc., . . . . .	30.35
		Balance, . . . . .	\$5,210.99
	\$7,494.55		2,283.56
			\$7,494.55

The following account exhibits the state of the property as entered upon the books of the institution September 1, 1899:—

Building 250, 252 Purchase street, . . .	\$83,300.00	
Building 172-178 Congress street, . . .	88,400.00	
Building 205-207 Congress street, . . .	67,400 00	
Building 383 Boylston street, . . . . .	32,500.00	
House 11 Oxford street, . . . . .	9,000.00	
House 402 Fifth street, . . . . .	4,300.00	
Houses 412, 414, 416 Fifth street, . . .	9,300.00	
House 424 Fifth street, . . . . .	3,700.00	
Houses 426, 428 Fifth street, . . . . .	11,600.00	
Houses 430-440 Fifth street and 103, 105 H street, . . . . .	47,200.00	
Building 442 Fifth to 111 H street, . . .	21,300.00	
House 537 Fourth street, . . . . .	4,400.00	
Houses 541, 543 Fourth street, . . . . .	8,800.00	
House 555 Fourth street, . . . . .	2,500.00	
Houses 557, 559 Fourth street, . . . . .	15,100.00	
Houses 583, 585, 587, 589 Fourth street,	19,900.00	
Houses 591, 593, 595 Fourth street, . . .	15,500.00	
House 99, 101 H street, . . . . .	3,500.00	
		\$447,700.00
Real estate, St. Paul, Minn., . . . . .		32,189.51
Real estate at Wachusett street, Forest Hills, left to the kindergarten by the will of the late Ezra S. Jackson, subject to a life annuity to Mrs. Jackson, . . .		7,200 00
<i>Real Estate used by the Institution.</i>		
Real estate, Broadway and Fourth street,	\$322,124.00	
House 418 Fifth street, . . . . .	3,100.00	
House 422 Fifth street, . . . . .	3,700.00	
		328,924.00
Real estate used for school purposes, Jamaica Plain, . . . . .		243,872.00
Unimproved land, South Boston, . . . . .		5,196.00
Mortgage notes, . . . . .		145,500.00
<i>Railroad Stock.</i>		
Boston & Providence R.R., 100 shares, cost, . . . . .	\$25,048.75	
Fitchburg R.R., preferred, 250 shares, cost, . . . . .	23,973.33	
Chicago, Burlington & Quincy R.R., 105 shares, cost, . . . . .	13,818.04	
Boston & Maine R.R., 31 shares, cost, . .	3,938.96	
Boston & Albany R.R., 200 shares, cost, . .	41,254.08	
New York Central & Hudson River R.R., 100 shares, cost, . . . . .	11,012.57	
West End Street Railway, 200 shares, cost, . . . . .	17,987.50	
		137,033.23
<i>Railroad Bonds.</i>		
Eastern R.R., one 6% bond, cost, . . .	\$1,270.00	
<i>Amounts carried forward.</i> . . . .	\$1,270.00	\$1,347,614.74

<i>Amounts brought forward,</i> . . .	\$1,270.00	\$1,347,614.74
Chicago, Burlington & Quincy R.R., 26 4s, cost, . . . . .	25,190.00	
Chicago, Burlington & Quincy R.R., Illinois division, 2 bonds, cost, . . . .	2,000.00	
Chicago, Burlington & Northern R.R., 14 5s, cost, . . . . .	14,416.88	
Kansas City, St. Joseph & Council Bluffs R.R., 5 7s, cost, . . . . .	6,375.00	
St. Paul, Minnesota & Manitoba R.R., 10 4s, cost, . . . . .	8,800.00	
Kansas City, Clinton & Springfield R.R., 3 5s, cost, . . . . .	3,051.25	
Atchison, Topeka & Santa Fé R.R., 10 4s, . . . . .	} cost, 15,646.79	
Atchison, Topeka & Santa Fé R.R., adjusted, 5 4s, . . . . .		
Atchison, Topeka & Santa Fé R.R., 62 shares, . . . . .		
Fitchburg R.R., 25 5s, cost, . . . . .		25,531.25
Chesapeake & Ohio R.R., 20 5s, cost, . .	23,628.60	
Consolidated R.R. of Vermont, 5 4s, cost,	4,006.25	
United States Hotel Company, 68 shares,		129,916.02
Ground Rent Trust Company, one share,		10,840.50
Suffolk Real Estate Trust Company, 15 shares, . . . . .		900.00
Albany Trust Company, 100 shares, . . .		15,480.00
Illinois Steel Company bonds, 35 5s, cost,		10,000.00
Cash, . . . . .		36,360.26
Household furniture, South Boston, . .	\$17,900.00	21,282.28
Household furniture, Jamaica Plain, . .	13,400.00	
Provisions and supplies, South Boston,	\$952.50	31,300.00
Provisions and supplies, Jamaica Plain,	328.60	
Coal, South Boston, . . . . .	\$2,500.00	1,281.10
Coal, Jamaica Plain, . . . . .	850.00	
		3,350.00
<i>Work Department.</i>		
Stock, . . . . .	\$3,985.72	
Bills receivable, . . . . .	2,725.29	6,711.01
<i>Musical Department.</i>		
Sixty-seven pianos, . . . . .	\$10,850.00	
One large organ, . . . . .	4,000.00	
Four small organs, . . . . .	100.00	
Band instruments, . . . . .	811.00	
Stringed instruments, . . . . .	115.00	
Musical library, . . . . .	1,200.00	
		17,076.00
<i>Printing Department.</i>		
Stock and machinery, . . . . .	\$2,100.00	
Books, . . . . .	13,248.00	
<i>Amounts carried forward,</i> . . . . .	\$15,348.00	\$1,632,111.91

<i>Amounts brought forward,</i> . . .	\$15,348.00	\$1,632,111.91
Electrotype and stereotype plates, . .	24,594.00	39,942.00
School furniture, . . . . .		9,000.00
Library of books in common print, . .	\$4,440.00	
Library of books in embossed print, . .	20,258.00	
Boys' shop, . . . . .		24,698.00
Stable and tools, . . . . .		132.00
		600.00
		<hr/>
		\$1,706,483.91

The foregoing property represents the following funds and balances, and is answerable for the same: —

INSTITUTION FUNDS.		
General fund of the institution, . . . . .	\$146,543.99	
Stephen Fairbanks fund, . . . . .	10,000.00	
Harris fund, . . . . .	80,000.00	
Richard Perkins fund, . . . . .	20,000.00	
Stoddard Capen fund, . . . . .	13,770.00	
LEGACIES.		
Mrs. Eleanor J. W. Baker, . . . . .	2,500.00	
J. Putnam Bradlee, . . . . .	25,000.00	
T. O. H. P. Burnham, . . . . .	5,000.00	
Mrs. Eliza Ann Colburn, . . . . .	5,000.00	
John N. Dix, . . . . .	10,000.00	
Albert Glover, . . . . .	1,000.00	
Benjamin Humphrey, . . . . .	25,000.00	
Mrs. Susan B. Lyman, . . . . .	3,000.00	
Henry L. Pierce, . . . . .	20,000.00	
Mrs. Elizabeth P. Putnam, . . . . .	1,000.00	
Mrs. Charlotte B. Richardson, . . . . .	40,507.00	
Mrs. Matilda B. Richardson, . . . . .	300.00	
Samuel E. Sawyer, . . . . .	2,098.00	
Joseph Scholfield, . . . . .	2,500.00	
Mary F. Swift, . . . . .	1,391.00	
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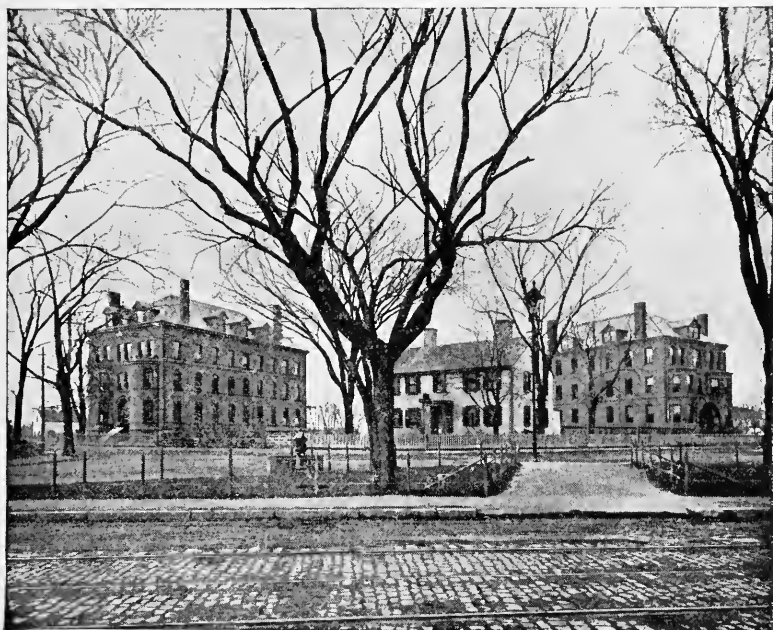
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THIRTEENTH ANNUAL REPORT  
OF THE  
KINDERGARTEN FOR THE BLIND

AUGUST 31, 1899



BOSTON  
PRESS OF GEORGE H. ELLIS

1900



Kommt, lasst uns den Kindern leben

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## GIFTS IN LIFE AS WELL AS IN DEATH.

DEAR FRIEND:— Are you thinking of making your will and of disposing of the whole or a part of your estate for educational and benevolent purposes? If so, do not forget the Kindergarten for the Blind in Jamaica Plain. Pray bear in mind the fact that this institution is doing a holy work for the needy little sightless children, its object being to mitigate the sad effects of their affliction, to improve their condition physically, intellectually and morally, and to free them from the fetters of helplessness and dependence.

## FORM OF BEQUEST.

I give, devise and bequeath to the corporation of the Perkins Institution and Massachusetts School for the Blind, Boston, Mass., for the sole use and benefit of the Kindergarten for the Blind, the sum of \_\_\_\_\_ dollars.

## FORM OF DEVISE OF REAL ESTATE.

I give, devise and bequeath to the corporation of the Perkins Institution and Massachusetts School for the Blind, Boston, Mass., for the sole use and benefit of the Kindergarten for the Blind (here describe the real estate accurately), with full power to sell, mortgage and convey the same, free of all trusts.

*The Kindergarten for the Blind is located at the corner of Perkins and Day streets, Jamaica Plain.*

*The Jamaica Plain electric cars pass within ten rods of the building.*

# KINDERGARTEN FOR THE BLIND.

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## REPORT OF THE TRUSTEES.

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*To the Members of the Corporation.*

LADIES AND GENTLEMEN:— In laying before you the thirteenth annual report of the kindergarten, we have the satisfaction of being able to state, that the infant institution has been very successful in all its operations and that its record has been growing brighter and fuller of promise from year to year.

Progress and unremitting efforts for improvement have been the principal characteristics in the experience of the past twelve months.

It is fervently hoped, that the kindergarten will ere long reach such a degree of completeness in its material requirements and pedagogical arrangements as to be able to contribute more largely than heretofore to the solution of the problem of the education of the blind, thus furnishing not only the means of their development but also a preparation for their participation in the activities and responsibilities of life and for making for themselves a place in the world.

### THE WORK AND MISSION OF THE KINDERGARTEN.

The kindergarten constitutes the first and most important round in the ladder of the education of the blind. It forms a veritable paradise for the hapless

little sightless children, where work and play are happily combined. It was aptly characterized by Dr. Alexander McKenzie as a "university of humanity." Its strength and promise lie in the fact, that it affords to the recipients of its benefits the best and most efficient means for their rescue from the thralldom of their infirmity and for their restoration to a state as nearly akin to a normal one as is possible to be attained in the natural order of things.

Most of the little boys and girls who flock to the kindergarten are taken from unlovely homes and noisome surroundings and placed under such watchful care and wholesome domestic influences as are calculated to lift them up from the low condition in which they were found and cleanse them from the taints of their environment, to develop them physically, mentally, morally and socially, to give free play to their inborn aptitudes, and to plant in their minds and hearts the seeds which later on may shoot forth and flower in lives of activity and usefulness. They are led to learn by doing, to become self-reliant and to use their hands constantly, acquiring thereby a good degree of manual dexterity. They are taught to exercise their powers of observation, to love nature, to notice as many of its innumerable forms and processes as the barriers raised by the loss of the visual sense will allow, to examine all things which come within the radius of the length of their arms, to think about their qualities and relations, and finally to express their ideas and notions in simple language. Through the songs, the poems and the stories, which form an essential part of Froebel's philosophical system of pedagogy, their minds are steeped in generous thoughts and noble aspirations and their sentiments



are elevated, while by means of a variety of objects of harmonious design which are constantly handled by them their taste is cultivated and a conception and appreciation of the beautiful are engendered. Indeed, every effort is put forth to ascertain the peculiar idiosyncrasies and individual requirements of each of these children, to discover the underlying cause of his condition and to bring about its amelioration.

Thus the kindergarten holds a unique place in the education of the blind and fulfils a special mission by laying the foundation for their physical, intellectual and moral improvement. To those of our benevolent citizens, who are desirous of seeing for themselves what it is doing for the deliverance of the little sightless children from the bondage of their affliction, its doors are wide open every day in the week, and we are sure that no clear-headed and broad-minded person can visit this beneficent school and witness the results of its operation without feeling that it is performing a holy work, which in every respect deserves not only to be supported generously, so that it may be carried on in its integrity, but also to be steadily developed and enlarged to the fulness of its possibilities.

#### EXERCISES AT THE BOSTON THEATRE.

Although the interest in commencement day would seem to centre in the class of graduates, it must be admitted that the little people from the kindergarten occupy an important part in the exercises and that they would be sadly missed from the stage if their fresh young voices were not heard in merry songs and if their little figures were not seen flitting about in happy play, before the exhibition of the graver

work of the older pupils, into which these little ones are unconsciously dancing and singing their way.

After his words of greeting to the audience, Gen. Appleton gave the following interesting explanation of the exercises by Tommy Stringer, which came first in that part of the programme devoted to the kindergarten:—

This exercise represents some of the work done by Tommy during the year, in the line of local history and geography. With the exception of the maps, it is all his own work,—composed, written and read by himself from the Braille point. The illustrations were made by means of his Braille tablet during his play hours, showing his own mental conceptions of the objects named. The table which holds his manuscript is his latest work in sloyd.

By means of the manual alphabet and with his teacher for interpreter, Tommy then told the story of *Two Boston Boys*,—1690 and 1899, a tale which he had himself prepared and illustrated profusely by cuts from white paper, pasted upon a black background. He could recognize the outlines of these by touch and thus he could participate in the enjoyment of the audience, into whose view he lifted his pictures at proper junctures. The exercise was admirably adapted to show his increased knowledge of English and ability to express himself clearly and forcibly.

At the conclusion of Tommy's story the attention of the audience was drawn to eight little children seated at the low tables in the foreground of the stage. These began to mould into shape the plastic clay before them. While they were at work preparing models for the illustration of their exercise, Gen. Appleton introduced in a few words the speaker of the day, Dr. William J. Long of Andover, who made the following eloquent plea for the work thus presented before the audience:—

*Mr. Chairman, Ladies and Gentlemen:*—The things that touch men deepest are always invisible things; they are of the soul, not of the eye and ear. That old singer who led the Spartans to victory twenty-five centuries ago on the plains of Messenia, who calmed the civil discords of the Greeks or fired their hearts with invincible courage when the enemy hammered at the gates, who gave to worshippers their hymns, and to plain people their songs, and to soldiers their pæans of victory, *was a blind man.*

And if today we have thrilled patriotically at the thought that the boy of ninety-nine is the same boy that braved the wilderness with the Pilgrims, and followed the Minute-men in seventy-six; that his heart is as far from oppression and tyranny now, in the Philippines, as when he faced on yonder hill the governor general who dared disturb the freedom of his frog-pond,—it is not only a blind boy, but a deaf mute that inspires us. And we are grateful for his teaching.

I am to speak to you, in the few minutes that these little eye-fingers are busy with their task, of the work of the kindergarten. That work, as I understand it, is simply and profoundly an educational work. It must be no exception therefore; it must be governed by the principles that underlie all education. In these days of psychological analysis when child study is something of a fad, and the teacher is in danger of knowing more of psychology than of sympathy, it is refreshing to go back to the origin of the kindergarten; to hear Froebel again declaring in unexampled simplicity, "All education is natural: all education is essentially religious." Natural, because nature and man are from the same source, hence must be governed by the same laws; religious, because that common source is never below but always above man. It is divine; it is God. Religious also because instinctive wonder and reverence, a solemn sense of law and love, a prophetic outlook on life as promising the largest things, and a soul that responds quickest to the beautiful and the good,—these are the largest things in the child's nature.

If this conception of Froebel's be true — and the world is gradually learning its essential truth — then our whole idea of education itself must be modified. What is this process that men call education? As the question is asked, one goes back unconsciously to his own experience. In reading, his education was to learn a number of symbols and their vocal equivalents. Of a

self that simply expressed itself in reading, he had no conception. His education in history—what was it but so many dates, so many pages, so many periods to be systematized under kings and chronicles! Of a world-self that revealed itself in history, that advanced from age to age, and that loves to parable itself in human lives, his text book had no mention. His education in science was so many facts to be mastered for recitation; in language, declensions and paradigms learned by rote, with only a vague sense of a living speech imbibed, like Anthony Trollope's Latin, through his skin chiefly; in literature, historical periods and a text book; in religion, a host of anthropomorphic conceptions, from which the child soul recoiled instinctively, learned weekly from the catechism or in Sunday school. On the one hand appears the child with his kinship to nature and his instinctive reverence; on the other the world's accumulated intellectual treasures, treasures of art, of science, of literature, of religion, dates, theories, creeds, systems,—all to be poured into the little child as fast as wearied brain and overtaxed powers can receive them. Such is one's conception of education from his own experience.

It is hardly necessary here to point out how absolutely false such a theory of education is. One thinks of that first deep soliloquy of Faust in his dim study. He has studied everything, philosophy, law, medicine, theology; and from the weariness and the falseness of it all he turns at last to nature again, and longs with infinite pathos to be out, to be free, to feel again the breath of heaven in his face, and hear the inspiration of nature whispering at his heart once more. For education (the meaning is in the word itself) is not a pouring into the child, nor giving him anything whatsoever; it is simply the *leading out* of powers that are already there. "As the cultivator creates nothing, puts nothing into the plant, so the educator puts nothing into the child," says Froebel. "He merely superintends the development of inborn faculties." So he called his school the *Kindergarten*, the children-garden; and his teachers *Kindergaertner*, children-gardeners.

And I need only remind you in passing of Socrates' conception, at which the Athenians wondered, that he gave nothing to his pupils, but only superintended their self-expression. There is also that strange persistent conception of the Greeks that all

knowledge is but remembrance from another life. The educator was one who simply helped you to remember. And there is also, by way of suggestion purely, that curious conception of Genesis, that God Almighty first planted a garden. As if it were somehow the eternal type of God's dealing with man; and progress were but the ripening of a seed dropped by divine hands into the soil of humanity.

And this principle, of a hidden sleeping power that needs only to be discovered and awakened, is one that runs strangely through all nature. I pass over the seed and the germ, which contain in themselves every line and muscle of the future plant and animal, to the most extreme illustration. Here is a cubic inch of space taken from the interstellar void, a million miles beyond our earth's atmosphere. It is cold, dark, empty, the nearest to absolute zero of anything we can conceive. Now let us analyze the void. It is dark, you say; yet running through it from far away are little tremblings, unseen, unfelt vibrations that shall ripple upon the earth's atmosphere a million miles beyond, and break into light. Light is here, though we see it not. It is cold, you say; yet running through it are other vibrations that break upon the earth, like waves on the beach, and give us heat. We put these same tremblings into our spectrum; and instantly this means carbon, and that hydrogen, and that iron,—everything of which our earth is composed, and Arcturus and Orion and the Pleiades, everything that makes a universe is sleeping here in our apparently empty space. And more! the force that holds our earth in its orbit, that binds our sun to other suns, our planetary system to other systems, all the great force that men call gravitation is here also, silent, pervading, powerful, waiting only an object to act upon. In a word, what we dared to call an atom of the void contains in it all that makes a world, and that binds a world to the stars in heaven.

Now this tremendous principle that there is no void anywhere over which, as over the first great chaos, the Spirit of God is not still brooding, finds its highest, its most perfect type in the human soul. To the powers which it brings into the world we can add nothing; we merely discover and educate them into expression. There is a little child sleeping there in its cradle. All humanity, and all the splendid powers of humanity, lay their heads upon its pillow. The sense of beauty which inspired Raphael, and the

peace which broods over the work of Bellini, the strength of Milton, the fineness of Tennyson, the royal sweep of Isaiah's vision, and the deep stirrings of Newton's mighty intellect,—what are these but the measure of that one sleeping child? His soul will answer to them all as it awakens, as it is awakened. Not a note in the whole gamut of human experience to which the chords of his soul give not back the true response, if only a master hand touch or call them; whether he ploughs the seas with Columbus, or labors upon the midnight hilltop with Galileo; whether he draws the breath hard at the heroic deeds of Achilles, or sobs in secret at the sorrows of Mary. And more! not only has the soul of your child these miniature powers to which the great ones of earth have given testimony, but it has that also which binds humanity to its Divine Source. It thrills deepest to the message of Christ; it is not only son of man; it is Son of God. Incarnation is not the one exception; it is the great rule of human life. That is what He meant, He the greatest of all teachers, when He took children in His arms and said, "Except ye become like them, ye enter not the kingdom of God." And passing the children playing in the streets, He sweeps aside for a moment the veil that is over their little faces to show our wondering eyes those other, those ideal, those *potential* faces, "steadfastly beholding the face of the Father in Heaven."

To one who sees a child thus transfigured, surrounded by the glory of his own possibilities, education can never again become the cold, external, mechanical process that it has been. As well expect Angelo's eyes to be dull and his hands listless when he sees within the block of marble over which he stumbles the face and form of a sleeping angel. Thenceforth he *must* work, with eye and hand and burning soul, till the sweet prisoner be free. So the educator must work who sees that education is but the work of rescue, of salvation; that it is not the pouring into a child the treasures of your public library, or the ideals of Greek art, or the marvellous systems of modern science, but rather the prophet's idea, to loose the bands that bind it, to undo the heavy burdens, to let the oppressed soul go free, and to break every yoke that holds it back from the beauty and inspiration of that nature to which it is akin, from that heaven which lies about us in our infancy, and from that God who dwells not afar off "in glittering spheres of light," but walks as of old in the garden speaking in utter simplicity as man to man.

This, I think, is the idea at the heart of Froebel's theory that education is but the simplest, the most natural of growths; of Rousseau's contention also, that the good or ill of society, the failure or success of the race depends solely upon training the inherent possibilities of childhood; and of Loyola's inspiration, dimly perceived at first, but grasped and perfected by his band of Jesuits, that the first seven years of life determine the fate of man for time and eternity.

I have no time to develop this theory of education; I merely bring it before you as the ideal which, for many years, the best teachers have thought to underlie all education. If it be the true ideal, then little need be said for kindergarten work in general. Such an education, which rests upon divine powers and builds for immortality, must begin at the earliest possible moment, even before conscious thought. For this there is first of all the natural reason, viz.: that infancy is the period of all true teaching simply because man's long infancy—so much longer, in proportion, than any of the brutes—was given him for just this purpose. This is the luminous suggestion of one of our own modern thinkers (John Fiske) to the great doctrine of evolution.

There is, second, the psychological reason, which is to be found in the different forms of mental activity in childhood and in age. Broadly stated, that difference would be something like this: Infancy is the time of intuition, of direct acquisition; manhood of deduction, of meditation: infancy is the hour of nature; manhood of art: infancy of receptiveness; manhood of prejudice: infancy of faith; manhood of distrust and doubt: infancy of unconsciousness; manhood of social lies, and false standards, and self-centeredness. All the freshness of life, all its power and originality belong essentially to childhood; and education must be on time here, or be forever late.

And third, there is the danger of delay; for these powers, these innate divine powers of childhood, are not passive but *expressive*; they must of inner necessity project themselves; and if not guided into true expression, fall easily into the false. The child-garden that is not early cultivated in favor of fruit and flowers brings forth of itself a plentiful crop of weeds and thistles. It is as easy—for such is its faith—to tremble before the African hoodoo, or the Persian devil, or hell or crocodile or ibis.

or idol, as to look up with loving trust into the face of a Father in Heaven. And if it be not led into laws of light, it speedily peoples the darkness with demons. Herein is the awful responsibility of life, that while the child has divine powers it still depends upon human love to complete the divine work. We are fulfillers of the word and the work of God.

This brings me direct to what I am asked to present most earnestly: the principles and needs, not only of kindergarten work in general, but of this particular kindergarten, into whose darkened lives you glance this afternoon with so much wonder. When I asked the director if there were any special thing which he wished to be called to your attention he said, "No, the children will be there; they will speak for themselves." They have spoken; they will speak yet more eloquently for themselves. But I wish you could hear them, not as here, upon exhibition, but simply, naturally, in the daily round of work and play at the kindergarten home. I have seen them there; and I am convinced that all that the kindergarten stands for as an ideal of education, as self-discovery and self-expression in its highest form, is there being put into daily execution.

Do you recall that poem of Edwin Markham, "The Man with the Hoe," written under a reproduction of Millet's famous painting, and pinned in bitter satire to the text: "God made man in his own image and likeness?" The poem is its own refutation. The *woe to the world* with which it ends is possible only on condition that the laborer discover himself; and if he discover himself, he will no longer be the insensate creature, the brother to the clod, who wreaks his blind vengeance upon his oppressor. Nevertheless the poem struck a responsive chord in America, which, being the most individual of nations, most quickly resents any loss of individuality. Now if it be true that grinding labor of any kind tends to kill the soul, the self, in man, what shall we say of that harder grinding of perpetual darkness; of these unfortunate ones, the blind and the mute, to whom every door that opens into the glad bright world seems hopelessly shut, who labor perpetually in what Job calls the blackness of the shadow of death? And when you add to physical darkness the more horrible shadow of ignorance and sin in which most of these little ones were born, when you remember that they are not born blind



but lose their sight through utter neglect and wretchedness, when you reflect, with an authority upon this subject, that "most of these blind children are born in ways of depravity, in an environment where they are kicked, cuffed, and driven about, where the air they breathe and the bread they eat and the talk they hear are injurious to health and poisonous to character,"— what miracle of grace and hard work can save them from being what Edwin Markham calls brothers to the clod and the beast?

With some such thought I went to the kindergarten for the blind for the first time. What I saw there astonished me more a thousand fold than all the work of home and foreign universities. First and most wonderful of all, I entered, not an institution, but a *home*, a place of the sweetest and simplest home life, where the orderliness was perfect, and where love and gentleness seemed to rule without an effort. My first and last impression was that if I had a child I would like it to come here sometimes to learn the gentleness of life and the sweetness of service. They were so exquisitely tender with each other! A little blind child, new to the place, would be feeling her way along, trembling, hesitating, fearful, when her hand would be taken in another hand and she be led swiftly and surely to her place. Then with a kiss and a kind word the two blind girls went their ways, one better, one more grateful for the meeting. For they learn more things at the kindergarten than can be found in books, or set down in the reports; they are learning the joy of serving, and the blessedness of sacrifice. And another thing they learn, which the world needs more than anything else: they learn faith in the soul of man.

When Tommy Stringer was in the hospital at Pittsburg, just a bundle of human flesh wrapped about with perpetual darkness and solitude, the only change that ever crept into his unexpressive face was when his little hand came in contact with another hand. He would hold it for hours, as long as the visitor's patience lasted, and there came into his darkened life something of that great inspiration which breathed upon Descartes on the meadows of Holland to take possession of his life and become the soul of his philosophy: *I am not alone in the world*. Something of this experience awaits every child that enters this kindergarten. Hands touch them, and they are gentle hands; voices speak, they are low and kind; and the spirit that bends over them at work,

and watches by their play, breathes only of trust and helpfulness. So there creeps into their blind faces the first glintings of that light that never was on sea or land, and the brightness of that faith in men and in God which shames our doubt and our pessimism as we look upon them.

One thinks of that poor blind man on the road to Jericho. All his life long he has lived among men, yet hopelessly, eternally apart. Now the multitude throng past; he hears the tread of their feet, their cries of welcome to the new Messiah; and a great longing sweeps over him to be of them for once, to see their faces, and the glint of light on the lake, and the wind running in waves over the fields of wheat. He cries aloud; and one—just one of all that careless multitude—draws near. A voice speaks, "What wilt thou?" And all the aspiration of the poor neglected life goes up in the cry, "Lord, that mine eyes be opened."—And they were opened. And the first face he saw bending over him, all transfigured by love and the beauty of holiness, was the face of the Son of Man. Henceforward, live as he would, in passion or in purity, go where he would, in the fields where the peasants worked or through the crowded streets of the city, there would go with him always the wonder of that first awakening, that men were like this, and men's faces like this—not harsh, brutal, selfish, as he feared, but gentle, beautiful, divine.

And this, from any eternal standpoint, is perhaps the greatest work of the kindergarten, greater even than fitting children for a life of independence. It is to teach them faith in men.

I watched them at their work, self-development, self-expression always. They were busy an unusually long time for such little children, but so contented, so happy that the work seemed like play. And I thought of the schoolroom in which I sat as a child, with its humdrum lessons and its voice of the task-master, and that wild irrepressible yell of freedom with which we rushed into the yard, like escaping prisoners.

I sat down with them at table, and learned my table manners over again. They began with the Friends' blessing, "that brief silence which is fittest prayer before the bread is broke." There were forty of them in the room, all cheery, all happy, yet with a gentle happiness, like Quaker children, so that one could speak quietly and be heard. I walked around the table where ten of them had just eaten. The cloth was immaculate; just one little

spot I found to show where little fingers had gone astray, searching for light. In a spirit half interest, half mischief, I asked the matron, "How long has that table-cloth been used?" And she said, in confusion, "A week today; but please don't tell anybody." And I wanted to tell every mother, who struggles with the problem of children and table manners.

And then I watched them at play together; noted the little unconscious touches, the irrepressible girl and boy life, the laugh, the arm over another's shoulder, the searching each other's pockets in fun, the talk—Have you read this story? Have you seen (they are all blind) have you seen the new boy?—and the thousand little lovable things that mark the growing child life. I thought of Cromwell's great maxim, "One never mounts so high as when one knows not whither he is going;" and I said, These are not institutional children; they are boys and girls. They are not like Markham's laborer at all; they have found and they know themselves. And these are they who, but for the godlike charity of this school, would be groping now in darkness of eye and soul. This is "the land that was desolate in the sight of all that passed by. And ye say, This land that was desolate is become like the garden of Eden."

I have spoken of their work and play, of their work which is like play, and their play which disciplines hand and mind and heart; but it was not all sunshine. The shadow was there, and the pathos which brought the moisture to one's eyes and the lump to his throat. One little child had recently lost her sight, and could not yet realize that the light was gone; that never again for her would the earth be bright, and the blue heaven glass itself in the stream. She would try, when she thought no one was looking, to surprise the light, and catch it, and bring it back. She would shut her eyes tight, and the brightness stole into her face as she persuaded herself that she had been sleeping a long, long time. Then she would open her eyes very wide, and whisper good-morning, and turn her face to the window, straining her little eyes so hard for the light and the glad landscape that would never brighten again this side the fields where there shall be no darkness. And then when you stretched out your hand—for you dared not trust your voice to speak—she took it eagerly and pressed it against her cheek, and the smile came back to her face again, while you whispered with Descartes, "Not alone"—thank God!—"not alone in her world."

It is this unconscious pathos of their little lives, the brave patient cheery struggle that they wage daily against fearful odds, which encourages me to speak the last word. At the close of the afternoon they were gathered together to sing for me. Their faces were bright; they seemed very happy; and they sang as I have seldom heard children sing, just overflowing with the melody like so many bobolinks. The last thing they sang, which touched me deepest, was the little rhyme that some of you sang in your nursery, that some of your own children will perhaps sing to-night —

A ship, a ship, a-sailing,  
A-sailing on the sea;  
And it is deeply laden  
With pretty things for me.

Was it the unconscious prophecy of the little song that made the silence so impressive as the shadows lengthened across the floor? It is in your hands to make it, to fulfil it as prophecy. Two things are needed, love and money. The love is here; one cannot doubt it who watches for an hour these teachers bending over their divine work. And whatever of sympathy love needs for its daily bread must surely be found in the great heart of Massachusetts, that has never spared itself in the hour of need. But money is needed too. To the kindergarten the state pays nothing; neither does the city. The income of its invested funds is less than one-half the amount needed; the rest must be made up from private subscription. I found but one question in the heart of the director of the institution. Of his teachers he is sure, they are devoted; of his work he has no doubt, it is divine. But will it continue? or must it fail, and these little ones be sent back into the shadows of neglect and ignorance? And that is your question, and your work.

One thinks of Froebel, of the end of his own efforts to get an education, when he was imprisoned nine weeks for a debt of seven dollars. One thinks of his first kindergarten, of the little school which spread light through Germany, to which teachers flocked for inspiration like Moslems to Mecca — closed because there was no money to keep it open. The teachers and the little ones needed bread.

Surely this will not happen here. On what ground shall I appeal to you that it must not, that it shall not happen? The

little ones are before you ; they need your help. And who could refuse a child his need? The work is before you ; it speaks eloquently for itself. And you who hesitate to give to so many things, not knowing whether your money helps or hinders your kind, can have no doubt that here is a good work. Behold, an open door for your charity, into which it may enter confidently. But there is another, a higher ground from which I appeal. You see this miracle of transformation, and ask, how can these things be? Let me tell you. It is because men and women are found devoted enough to pay the price ; eye for eye, hand for hand, life for life. Over each of these little ones bends a teacher, giving her time, her strength, her hopes, her life — pouring herself out, like Elisha upon the bed of the dying child, that these children may live. This is the secret of that desolate land which was tilled, of that valley of the dead upon which God's spirit breathed in prophecy and they lived, of that Messiah whose mission is still to bring light to them that sit in darkness. And one who sees them at work thrills to the depths of his soul at the thought that the time draws near when over every burdened and darkened child of earth love shall bend in human form to redeem it. It may not be our mission to leave all else and do this work ; but it is for us to have a thought large as the need of man, gentle as the thought of Christ, for those who are doing it. So it is given unto us to enter into, to share in a work that is divine. On this ground I appeal to you. In the name of a prophecy which is being fulfilled, and of that great Christ-spirit which in love and sacrifice redeems the world, I appeal to you to open your hearts and your hands wide to the need of these little children.

Dr. Long's earnest remarks could not but move his hearers, making a profound impression upon them, and this was deepened by the exercise which followed. The little modellers told the tale of a tree which began its career in the heart of a forest and ended it in a sheltering home roof. They showed their representations of the different phases of its life, which would have told the story without the help of words. Then, when these children had taken

their places in the circle of their classmates, all began to sing and dance about together, turning themselves, as if by magic spells, into trees and flowers, bees and birds, but, last of all, into their truest, best forms, those of gladhearted little children whose touch upon the heart-strings of their deeply-moved audience brought answering songs of joy that such happiness could be, though the gladness was tempered by the sad thought of the shadows of never-to-be-lifted clouds resting upon this happiness. Then, after the little kinder orchestra had played the *Hub Waltz* in excellent tune and time (which was marked by little black Joe on his own diminutive person with a tiny clenched fist), away flitted the little figures, like leaves before the wind, but leaving behind them a sense of the sunshine which, evoked by their presence, flooded the auditorium and irradiated every heart within its precincts.

All which is respectfully submitted by

WILLIAM ENDICOTT,  
 CHARLES P. GARDINER,  
 ROBERT H. GARDINER,  
 JOSEPH B. GLOVER,  
 N. P. HALLOWELL,  
 J. THEODORE HEARD,  
 HENRY MARION HOWE,  
 FRANCIS W. HUNNEWELL,  
 GEORGE H. RICHARDS,  
 WILLIAM L. RICHARDSON,  
 RICHARD M. SALTONSTALL,  
 S. LOTHROP THORNDIKE,

*Trustees.*

# KINDERGARTEN FOR THE BLIND.

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## THIRTEENTH ANNUAL REPORT OF THE DIRECTOR.

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'Tis weary watching wave on wave,  
And yet the tide heaves onward ;  
We build, like corals, grave on grave,  
Yet pave a pathway sunward.

We are beaten back in many a fray,  
But newer strength we borrow ;  
And where the vanguard rests today  
The rear shall camp tomorrow.

—GERALD MASSEY.

### *To the Board of Trustees.*

GENTLEMEN:— It gives me great pleasure to be able to lay before you a most gratifying account of what has been achieved at the kindergarten during the past twelve months and to state, that in the course of that period of time good results have been obtained in all the departments, and excellent progress has been made in every direction.

The year just closed has in many respects been one of the most successful in the history of the infant institution. The teachers and other officers have been eager to do their best in training the children and in caring for them and bringing them up in the proper way, while the public has continued to manifest a profound interest in our work and to supply the means for its support.

On the first day of October, 1899, the number of pupils connected with the three families of the kindergarten was 70. Of these 20 belonged to the primary department for boys, 27 to that of the girls and 23 to that of the little boys.

The general health of the children has been remarkably good. Early in the winter there were five cases of diphtheria in the girls' house, but none of these proved fatal. Nor has there been any interruption in the operations of the other departments either by illness or by any cause whatsoever.

We cannot refrain from expressing in this connection our warmest thanks to the attending physician of the kindergarten, Dr. Henry W. Broughton, who has continued to render prompt and faithful medical service and to wait upon all cases of illness without any other kind of remuneration than the pleasure arising from the consciousness that he is doing all that lies in his power to aid the cause of the little blind children.

The retrospect of the work accomplished by the kindergarten in the years already passed is certainly cheering and of good augury for the future, and we have ample reason to believe, that the infant institution has passed triumphantly through the dreary stages of experiment and uncertainty and that it is so well grounded in the faith of its founders and supporters and so firmly established in the confidence of the community that the ultimate realization of its broad plans and large expectations may be considered as one of the things that will surely come to pass.

Let us give a brief account of the scope, the spirit and the aim of the kindergarten, as well as of its work and of its losses and gains during the past year.



## WORK AND GROWTH OF THE KINDERGARTEN.

I trust it will grow to a most prosperous perfection.

— SHAKESPEARE.

The kindergarten is doing a holy work for the little sightless children and it has already proved to be one of the most important agencies brought into operation in the field of the education of the blind. It was established with the express purpose of rescuing a large number of them from the bondage of misfortune and from the unwholesome influences, to which not a few of those bereft of the visual sense are exposed, and of giving to them that early training which is their birthright and without which most of them are doomed to drag out their existence from the cradle to the grave in never ending darkness and

From all happy life exiled.

It provides the ways and means for thorough development and cultivation of body, mind, hand and heart. Through its exercises and the vital influences which as a sunny and healthy home it exerts, it purposes to eradicate the results which have been engrafted upon the children by their noxious environment into which many of them were born. It aims further to plant in their stead the seeds of good qualities, to encourage the spirit of self-activity and of "learning by doing," to build up character and to maintain good order less by a discipline imposed from without and more by a self-governing impulse fostered and developed in the pupil. Thus nothing is omitted which can help to relieve the little children from so much of the heavy burden of their condition as is removable and to bring them up in a rational way, so that they

may be able to gain sound health, neatness of appearance, a gentle bearing, distinguished by courtesy and politeness, while within they may be blessed with —

The charm of intellect, a taste refined,  
Pure, loving heart, and gentle speech.

No one can become acquainted with the work of this little school without being strongly impressed with the sacredness of its mission and the extent of its beneficence.

Cherished by the community at large and generously sustained by individual benevolence, the kindergarten has reached a degree of development which is very gratifying to its founders and highly encouraging to its managers. There has been steady growth in every one of its departments, and the constantly widening work with the corresponding increase of expense, which the infant institution has already assumed, demands the unceasing concern and the liberal aid of those of our benevolent citizens, who are deeply interested in the welfare of the blind and who earnestly desire that the efficiency and thoroughness with which the education of this class of our fellow human beings is prosecuted shall not be crippled or allowed to suffer in any way from an inadequate supply of means.

#### CHANGE IN ADMINISTRATION.

Here's a change indeed!

— SHAKESPEARE.

The radical change in the administration of the kindergarten, of which mention was made in the last annual report, was carried out at the beginning of the present school year.

The office of the principal matron was then abolished, and Miss Isabel Greeley, who has been the occupant of this position since the opening of the infant institution in May, 1887, and who has performed its duties with earnestness and devotion, is no longer with us, her period of service having terminated on the first day of July. Miss Nettie B. Vose, formerly assistant to Miss Greeley and a young woman of amiable disposition, of suave manners and of many excellent traits of character, has been appointed matron of the family in this building. She will preside over her own establishment but will have no jurisdiction whatever outside of her own house.

Thus the three matrons are placed on exactly the same footing, and they will manage the affairs of their respective households in accordance with the directions which they will receive from the headquarters at South Boston without interference from each other. As this plan has worked exceedingly well at the parent institution for more than a quarter of a century, there is no reason to doubt that it will be equally successful at the kindergarten.

I am very glad to be able to state, that there is at the present time more harmony and good will among the members of the different families than ever before since the organization of the kindergarten. Indeed there is nowhere the slightest indication of discord among them.

#### NEED OF ADDITIONAL ROOM.

Busy with hewing and building.

— LONGFELLOW.

The opening of the primary building, which took place under very auspicious circumstances at the

beginning of the year which has just closed, was a significant event in the annals of the kindergarten. Indeed, it was another long and decided step toward the realization of our project.

For several years past the demand for room has been so great that every nook and corner of available space has been utilized and the accommodations afforded by the infant institution have been taxed to the utmost; yet, in spite of this crowding, our gates could not be kept wide open to all the little children, who were eagerly seeking admission, and many of them were kept waiting until some of those in attendance could be transferred to South Boston and thus give their places to others. In this way not only valuable time was unavoidably wasted in all such cases, but in some of them, owing to this very delay in beginning in due season to cultivate their minds and souls, the chances for preventing the germination of the seed of bad tendencies and propensities, which is partly transmitted by inheritance but mostly engendered by the influences of environment, and for keeping the soil of their heart free from noxious weeds were seriously diminished if not entirely lost.

It is a cause of joy and thanksgiving that so far as the boys are concerned this difficulty has been entirely obviated by the additional room afforded by the new building. A primary department was established therein a year ago and is now in full operation.

We can hardly overestimate the importance of the enlargement of our accommodations, nor can we be grateful enough for the increase of the ways and means which will enable us to do now larger, better and more satisfactory work for the boys than heretofore. But valuable and most helpful as these addi-

tions are, the new building is far from supplying all our wants. It does not consummate our plans; it only fills one of the principal gaps in them. Sequels to it stand beyond,—

Invisible as music  
But positive as sound.

The most pressing needs, which at the present time stare us in the face and demand immediate attention, are two: first, the erection of a house for girls, corresponding in size and appearance to that which has been already provided for the boys and is used as a primary department; and second, the completion of the oft-mentioned main or school building, which was planned several years ago by a competent architect, and of which full descriptions accompanied by pictorial illustrations have been repeatedly given in former reports.

While the first of these buildings will provide sufficient accommodation and adequate educational facilities for the little girls, so that not one of them will be denied, for lack of room, the inestimable advantages of early training which their little brothers in misfortune are already enjoying to their fullest extent, the second will be of equal, if not of greater, value. It will serve as the centre of union, around which will cluster the various departments of the school, now seemingly detached from each other. They will thus become inseparable parts of an organic whole, shooting off from the same trunk like the branches of a tree.

In the light of these facts it is obvious, that this building is not merely a *desideratum*, but a fundamental necessity. Progress, uniformity, order, proper classification, administrative efficiency, all demand

that it should be immediately finished, equipped and put into use. Without it our plant is decidedly crippled, lacking the very foundation of some of the principal facilities and essential conveniences which are calculated to contribute largely to the speedy development of our scheme of education, and to bring it up to such a state of completeness as to meet the special requirements and satisfy the peculiar needs of the blind.

May we hope that the first steps for the construction of this temple to humanity will be taken without further delay, and that some one of the possessors of abundant riches may be induced to pay the cost of it, erecting thereby an ever-enduring monument to himself? There are in our community many men and women of tender heart, of sound judgment and of broad and far-reaching views, whom fortune has favored with ample resources and who regard themselves as stewards of these means of usefulness, but whose attention has not been drawn to our work. It is for the friends of the kindergarten, both individually and collectively, to bring the matter of the completion of the main building to the serious notice of persons of this class and to hold it up persistently before them until they are seized with the desire of transforming into a solid reality what now is little more than an outlined plan of an ideal. But like all important enterprises, this one will not reach its consummation unless we take decisive action and put forth strenuous efforts for its advancement. We cannot accomplish much if we follow the advice of the venerable and saintly Fénelon and "let the waters flow on in their course." We must strive to change the direction of the current and turn it into favorable

channels. It would be fatal for us to stand still or to be satisfied with the performance of what simply depends upon ourselves and let the rest come as it may. We must alter the order of things by hard work, constant endeavor and unflagging enthusiasm.

### THE HELEN CURTIS BRADLEE FUND.

O loving, open hands that give!  
 Soft hands the tear that dry!  
 O patient hands that toil to bless!  
 How can ye ever die?

— S. T. WALLIS.

The name of the late Miss HELEN CURTIS BRADLEE stands at the head of the column of the benefactors of the blind. Her gifts are the largest that we have upon record.

While she was living she gave \$40,000 to the endowment fund of the kindergarten and \$10,000 towards the construction and equipment of the girls' building, and at the close of her noble career on earth Messrs. William L. Strong and William H. Hodgkins, trustees of the estate of her brother, J. Putnam Bradlee, carrying out her explicit directions, sent an additional sum of \$25,000 to the infant institution and an equal amount to the parent school. These donations and bequests put together make a grand total of \$100,000.

Over such magnificent gifts the heart breaks into singing hymns of gratitude and psalms of praise.

Miss Bradlee was truly beloved by the recipients of her bounty, because she showed that she personally cared for them. She was always a munificent contributor to the cause of the little sightless children and her name will be handed down from generation to

generation as that of one of their foremost benefactors. To her the following words of Horace, slightly altered, may be applied with singular appropriateness:—

Exegit monumentum aere perennius.

It is simply paying a just tribute to the exemplary liberality of this departed friend to state, that the vigorous life of the kindergarten during the past twelve years is in no inconsiderable measure due to her. She manifested the most profound interest in the infant institution from the date of its foundation. She recognized fully its importance as one of the prime agencies in the amelioration of the condition of the blind and also the value of the work accomplished by it in the field of humanity. It was because of her estimate of its usefulness and beneficence and of her confidence in its fruitful future and in the holiness of its mission that she bestowed upon it her bounty. In commemoration of her princely generosity her honored and revered name, which is already deeply engraved in the hearts of the blind, will be forever attached to the building occupied by the girls, toward the erection of which she contributed most liberally.

This community has seldom held and rarely lost a kindlier or more benevolent and public-spirited woman than Helen Curtis Bradlee.

#### MISS HARRIET OTIS CRUFT'S GIFT.

Doppelt giebt, wer gleich giebt.

— GOETHE.

These words of the great German poet, taken from the Latin adage—*bis dat qui cito dat*—and used as a prelude to one of his proverbs, describe admi-



rably the generous action of Miss Harriet Otis Cruft. As soon as this honored friend of the little sightless children read in our last annual report the appeal for the completion of the endowment fund, she sent to our treasurer \$5,000 for the achievement of this end.

This was not the first large amount of money bestowed upon the kindergarten by Miss Cruft. Eight years ago she contributed \$2,000 toward the erection of the girls' building and also \$1,000 to the endowment fund. This latter sum, added to that which has been recently given to the same fund, makes a total of \$6,000. Hence the whole amount is thankfully inscribed on the column of the gifts to the infant institution and it will stand there for all time to come.

Our heart overflows with gratitude to Miss Cruft for this new token of her active and unflinching interest in the kindergarten and its ministrations. She has proved herself to be one of its constant benefactors and best friends, and her name will be lovingly cherished and tenderly remembered so long as the beneficent results of her gifts shall be manifest in the happy and useful lives of the blind children. The blessings which her munificence is conferring upon these helpless human beings shall come back to her transformed to "orient pearls," —

Advantaging their loan, with interest  
Of ten-times double gain of happiness.

May the noble example of Miss Cruft find ready imitators among those of our citizens who are entrusted with the stewardship of riches and who desire to place a part of their wealth where it will do most good!

## THE ENDOWMENT FUND IS NOT YET COMPLETED.

*A balance of \$2,686 remains to be raised.*

'Tis a consummation  
Devoutly to be wished.

— SHAKESPEARE.

The needs of the kindergarten seem to be ever present with us. Six years ago, when the second building of the infant institution was first occupied and a new household was formed equal in size and requirements to that which was already in existence, it became evident that an additional fund of \$100,000 was indispensable; for this sum alone could yield a sufficient income to meet the current expenses, which were actually doubled. It was then decided to ask for this amount and not to stop pleading for it until it was secured.

Reference to the numerous appeals for contributions, which have from time to time been addressed to the public, will show that we have in a great variety of forms of expression set forth the imperative necessity for the completion of the endowment fund. But in spite of all our efforts the total amount thus far obtained, including Miss Cruft's gift of \$5,000, is only \$97,314. Hence there still remains a balance of \$2,686 to be raised.

In speaking of the value of this fund as one of the main corner-stones, upon which the development and perpetuity of the work of the kindergarten chiefly rest, it is hardly possible for us to add anything further to what has been repeatedly said about it. Yet we cannot refrain from stating anew, that, with the opening of the primary building which occurred last year and the establishment of a third family, we

have assumed greater financial responsibilities than ever before, and that much larger resources are needed to meet them. Even when the sum which is lacking to complete the fund is obtained in full, the regular income will be altogether inadequate to cover the expenses. A great deal more is required. We must emphasize the fact, that the urgent demands made upon the infant institution have been steadily increasing and are entirely different from those of 1893. In the early days when the number of children, as well as that of their teachers and caretakers, was about half as large as it now is, and the requirements for their training were very limited, the cost for carrying on the work was correspondingly smaller. All this has been completely changed, and we have to care and provide for three families instead of one.

In view of these facts is it not reasonable to believe, that there are friends of the kindergarten who will continue to make specific gifts for this purpose until a broad and firm financial foundation is secured for the little school?

We beseech the loyal friends of the little blind children and all the good people of Massachusetts to give careful heed to the ever growing needs of the kindergarten, to think constantly of enlargement of the field of its operations and to do more for supplying its wants. The obituary notices published every year in these reports show, that the old-time supporters of the infant institution are passing away very rapidly. In almost every case these were generous, unflinching, unwavering, faithful, and their departure has caused a very serious diminution in the army of our workers.

Who are to take their places and make good our

losses in the ranks? Is it presumptuous or unreasonable to hope and pray, that a large number of their successors in this philanthropic enterprise may be recruited from among their heirs and descendants?

#### LEGACIES AND GIFTS TO THE KINDERGARTEN.

Richest gifts are these we make ;  
 Dearer than the love we take,  
 That we give for love's own sake.

— WHITTIER.

The year under review has been a notable one in the financial history of the kindergarten, as it has been distinguished by the fact, that the amount received from legacies has been larger than ever before.

In addition to Miss Helen Curtis Bradlee, whose bequest of \$25,000 has been already mentioned in the foregoing pages, there are four others who remembered the infant institution in their wills in a most substantial manner and whose honored names are indelibly inscribed on the golden roll of the distinguished benefactors of the little sightless children; Mrs. Ellen M. Baker, Mrs. Caroline Silsbee Pickman, Mrs. Elizabeth Cabot Ware and Almira F. Winslow.

When the kindergarten was about to be established one of its sainted advocates and tireless promoters called the attention of the late Mrs. ELLEN M. BAKER to its needs, assuring her that her timely assistance would be of great value to the enterprise. This kind lady became forthwith a staunch friend to the infant institution and continued to be one of the regular contributors to its fund to the end of her noble life. Readily as she responded to numerous appeals in behalf of various charitable societies and much as she

did for the needy and the poor, she never neglected the little school for the blind, and at the end of her earthly career she made it by her will, in company with three other equally beneficent institutions, residuary legatee of her property. On account of this testamentary provision we have already received \$9,000 for our share in the matter and there is still an additional sum to come to us as soon as the estate is finally settled by the executors, Messrs. Alexander S. Wheeler and Edward Lawrence. Mrs. Baker became early and most profoundly interested in the cause of the little blind children, and they and their helpers will ever bless her name and cherish her memory with love, appreciation and gratitude. We fervently hope that her dear daughter, who is the only surviving member of the family, may follow in the footsteps of her mother and prove herself a worthy heir of the virtues of her parent.

Mr. Dudley L. Pickman sent \$1,000 to our treasurer as a bequest to the kindergarten under a clause of the will of his mother, Mrs. CAROLINE SILSBEE PICKMAN, whereby she left a certain sum of money to be distributed for humane purposes according to the discretion of her trustees. Mrs. Pickman was well known for her liberality and highly esteemed for the many excellent traits of her noble character. Her sympathetic nature led her to take a vivid interest in the kindergarten and to favor it with several gifts of money, the last of which was received only a few days before her decease. The cause of the little sightless children had a warm place in her heart, and we are sure that if she were living she would approve most heartily of the thoughtful action of her son in their behalf. For generations to come many a blind per-

son will arise and bless her memory for what she has done for him and for his fellows.

The widow of the late Dr. Charles Eliot Ware, Mrs. ELIZABETH CABOT WARE, left by her will a legacy of \$4,000 to the kindergarten. Of this amount we have received from the executor of her estate, Mr. William Minot, the sum of \$3,500, the balance of \$500 having been paid to the government of the United States for war taxes. Mrs. Ware was so large-minded, so thoughtful and so liberal in her bestowal of aid upon educational, scientific and charitable societies that her death caused sincere mourning in the community. Both she and her daughter, Miss Mary L. Ware, have been sturdy friends and constant contributors to the funds of the infant institution, and their names will occupy a high position in the ranks of the great benefactors of the blind for all time to come.

From the executors of the estate of the late AUGUSTUS D. MANSON the kindergarten has received an additional sum of \$634. The legacies bequeathed to the infant institution by this noble man and eminent philanthropist amount in all to \$8,134.

The kindergarten was also kindly remembered in the will of the late ALMIRA F. WINSLOW, from whose estate a bequest of \$306.80 was received by the treasurer.

In paying a just tribute to the blessed memory of those who provided most generously for the kindergarten by their wills I cannot close it without expressing my sense of profound gratitude and everlasting obligation to a host of living friends and liberal benefactors, who continue to manifest a warm and unflinching interest in the cause of the little sight-

less children and who, although their ranks are being steadily thinned by death, still continue to be one of the strongest pillars of its support. In this category are included the honored names of Mrs. William Appleton, Miss Harriet Otis Cruft, Mrs. Annie B. Matthews, Miss Sarah M. Fay, Mr. George F. Parkman, Mrs. Warren B. Potter, Mrs. George N. Black, Mr. John E. Thayer, Mrs. Francis C. Foster of Cambridge, Mr. Wallace L. Pierce, Mr. H. H. Hunnewell, Mr. Francis W. Hunnewell, Mrs. Samuel Eliot, Mrs. Helena M. Kent, Mr. Francis H. Peabody, Miss M. M. Dutton, the Misses Peabody of Cambridge, Miss Marian Russell, Mrs. Frederick L. Ames, Miss Mary S. Ames, Mrs. C. W. Amory, Mrs. Joseph Lee, Mrs. Winthrop Sargent, Mrs. T. Jefferson Coolidge, Jr., Miss Fanny E. Morrill, Mr. Joseph B. Glover, Mr. Charles L. Young, Miss Ruth Williams, Mr. Charles A. Welch, Miss H. W. Kendall, Miss Adelaide Standish, Mrs. Marcus M. Kimball, Mrs. F. C. Shattuck, Mrs. Bayard Thayer, Mr. E. S. Dixwell of Cambridge, Mrs. Edward Whitney of Belmont, Mrs. Henry Clark of Worcester, Hon. E. R. Brown of Dover, New Hampshire, Miss Mary Whitehead, Mr. Nathaniel L. Francis, Mrs. John H. Thorndike, Mrs. John E. Lodge, Mrs. Samuel Downer of Dorchester, and Mr. John Lord of Lawrence.

The steady growth and flourishing condition of the kindergarten speak most eloquently of the liberality of these generous benefactors, as well as of that of many others, who have been regular and un-failing subscribers to its funds and whose names are given in the several lists of acknowledgments, which are printed in full in another part of this report. It is mainly through the bounteous gifts of these stanch

friends and royal helpers that the acorn, which was planted in love and faith fifteen years ago, has developed into a stately oak. Under the long branches and refreshing foliage of this thriving tree, seventy little blind children are now sheltered from the storms of neglect and misery. Here their physical, intellectual and moral development is carefully watched and promoted as far as possible. Here they receive that rational education and systematic training, which alone can lift them up from the low level of their being to a higher plane by cultivating thoroughly the soil of their minds and hearts and keeping it free from noxious growths, so that the scattered seeds of helpfulness, self-reliance and noble aspirations, which may have been sown therein by the hand of nature, will not be choked nor prevented from germinating, taking root, blossoming and bearing fruit in the form of true manhood and womanhood.

No enterprise, which aims at the elevation of suffering humanity and is under the shield of the protection and encouragement of such persons as are now enlisted in the cause of the advancement of the little sightless children will ever be allowed in our community to languish and wither for lack of adequate support.

#### APPEAL TO THE ANNUAL SUBSCRIBERS.

Each in his brother finds his joy  
 In this wild, stranger land.  
 The strong be quick to raise  
 The weaker when they fall;  
 Let love and peace and patience bloom  
 In ready help for all.

— G. TERSTEEGEN.

Another year has passed away, and we are again called upon to rejoice over the continued success of



our work and to thank the loyal friends and generous supporters of the kindergarten for their unstinted liberality.

Despite the increase in our expenses caused by the opening in September 1898 of a third building at Jamaica Plain the contributions have been large enough to prevent our running in debt, and for this we are exceedingly grateful.

It must ever be borne in mind, however, that this happy home for sightless little ones is wholly dependent on private assistance for its support. Although its doors are wide open to all young blind children who are in need of early training and wise care without distinction of race, color or creed, the kindergarten receives no pecuniary aid either from the city of Boston or from the state of Massachusetts.

With the death of so many liberal supporters of this beneficent institution and with the constant growth of its work, the necessity of securing new reënforcements for the old constituency is emphasized more strongly each year. In addition to those who are regular and valued subscribers and whose support is most essential, we must obtain a number of new contributors if our work is to be prosecuted with its usual efficiency and success.

Let us remind our friends for a moment of what that work is.

All over New England are little sightless children who are living in total physical darkness, craving the light which education alone can provide for their famished spirits. These tiny human plants are beyond the reach of the ordinary public schools. They need special advantages adapted to their condition and meeting their peculiar requirements; they yearn

for just the care and the love, the sunshine and the rational training which the kindergarten for the blind can give them. Born for the most part in humble and even in squalid homes, they are almost of necessity neglected by the mother who must wage a constant warfare to keep the wolf from the door, and who, burdened with much work and many children, cannot give the needed care and devotion to the weakling of the flock, the blind baby.

Thus the little creatures, listless, sad, sinking into moral and intellectual blight for want of a strong and gentle hand to lift them up, appeal to you, benevolent men and women of Boston and Massachusetts, for help.

Shall their cry go unheeded? You whose darlings enjoy every conceivable pleasure that wealth and ingenuity can procure, have you done your whole duty? Shall not the sense of a sacred obligation toward the stricken lambs draw you out of the easy paths of indifference and out of the shadows of a cold and unsympathetic atmosphere? Shall not the abounding health of your own offspring induce you to offer a token of thanksgiving for the beauty and happiness of your family circle, untouched and unscarred by the cruel blows of fate?

Dear friends, we turn to you for encouragement and cheer, for sympathy and help. Uphold us in our humble work for the emancipation of the little blind children, and let us plead the cause of those who cannot speak for themselves. Be merciful, be generous to aid them in their need and to bring them out of the darkness of idleness and dependence into the light of activity and self-reliance. Help to surround them with such favorable conditions, so that the

germs of talent in their minds may have a chance to bud, blossom and bear fruit. Pray give liberally to their cause and be its constant support. Your gifts will not only supply a pressing need but will increase the courage, exalt the hope and strengthen the hands of the laborers, who toil quietly and earnestly in the field of suffering humanity.

Let us never forget that these little victims of affliction did not come into this world of their own choice. The poet reminds us, as only a poet can, of their helplessness and of our whole duty to them.

If they could find a voice, these little ones,

\* \* \* \* \*

If they could find a voice and speak to you,

What think you, men and women, they would say?

They would say: If God had told them, up in heaven,

Of the welcome that awaited them on earth

And had let them choose to stay with Him forever

Or to taste the awful mystery of birth;

Though it would have been most bitter not to listen

To the prayers of women waiting for their birth,

They would have stayed forever up in heaven

And would never have descended to the earth.

But they came, (oh! little feet!) not knowing whither,—

Did not dream but that the earth would serve them well,

Did not dream that they were wandering out of heaven

To encounter all the miseries of hell.

“But now that we are with you, men and women,”

They would say if they could only find the word,

“We pray you do not turn to bitter crying

What should be the sweetest music ever heard.

\* \* \* \* \*

“Will you snatch us from the dreadful tooth of famine,

From the sharper tooth of ignorance and sin?

Will you lead us from the fearful outer darkness

To the light which evermore doth shine within?

“ If you will, O men and women, we will bless you ;  
 And the children that God lets you call your own  
 Shall reward you with their sweetest baby murmurs  
 For not leaving us to perish all alone.”

I am sure no one can read Mr. Chadwick's beautiful words without being moved to succor those for whom he pleads so earnestly — the helpless little ones of the human flock.

## In Memoriam.

### DEATH OF FRIENDS OF THE KINDERGARTEN.

Death never separates; the golden wires,  
 That ever trembled to their names before,  
 Will vibrate still, though every form expires,  
 And those we love we look upon no more.

— JAMES EDMESTON.

Death has again made a sad havoc in the ranks of the friends of the kindergarten by taking twelve of its beloved friends and most highly esteemed benefactors. In the list of the departed are included the names of Mrs. John Appleton Burnham, Mrs. Mary C. Charles of Melrose, Mrs. John Templeman Coolidge, Mrs. Catherine Delano Ditson, Miss Lydia W. Dutton, John Goldthwait, Mrs. Lucy Brimblecom Haven of Lynn, Col. Henry Lee, Dr. Francis Minot, Edward Newton Perkins, Mrs. Robert Swan of Dorchester, and Mrs. J. Huntington Wolcott.

In the death of the widow of the late John Appleton Burnham, Mrs. JANE DENISON BURNHAM, the cause of the little blind children has been robbed of one of its most helpful friends. Mrs. Burnham was a woman of tender heart, warm sympathies and active benevolence,—one whose daily life was shot through and through with golden strands of faith,

hope and charity. These were her inheritance and brought her into communion with whatever is best and highest and most beneficent in the realm of humanity. Her loss was sincerely lamented by all who had come within the charm of her kindly and truly womanly personality, and she will —

Be honored ever with grateful memory.

Mrs. MARY C. CHARLES, who died at Winthrop, Mass., January 9, 1899, was a woman of great worth and of many noble traits of character, which made her so lovable and so dear to her friends that her absence from among them is keenly felt and deeply regretted. She was singularly pure in heart and thought, charitable in her judgments and true in all the relations of life. For many years she took an active interest in the cause of the blind, and was always glad to contribute to the funds of the kindergarten whenever she felt able to do so. She loved to aid those in need of help and —

Good with bounteous hand to bestow.

The death of Mrs. LOUISA RICKE COOLIDGE, widow of the late John Templeman Coolidge, left an aching void in the ranks of the friends of the blind, which cannot be filled. From the date of the opening of the kindergarten she was one of the strongest believers in the beneficence of its mission, as well as one of the liberal contributors to its funds, and she never lost an opportunity of bringing the needs of the little sightless children to the notice of those who were able and willing to supply them. Mrs. Coolidge drew her last breath at the ripe age of eighty-seven years, but —

She shall pass never from our hearts away.

The kindergarten has met with another sad loss in the death of Mrs. CATHERINE DELANO DITSON, widow of the late Oliver Ditson, whose end came with little warning, but found her brave spirit tranquil and ready. Without demur or dread she closed her eyes upon the world, which her life had blessed, and sank gently to her rest. She was a sweet and true-hearted woman, and those who were intimately acquainted with her are richer forever in love and stronger in faith in human nature. She responded generously to the many appeals for help that were constantly made to her. In the cause of the little sightless children she took a profound interest, and was always ready to aid it substantially. Mrs. Ditson was an exceptional woman in many respects. Her influence was invariably thrown on the side of truth, benevolence and righteousness, and of her it may be justly said, that —

She had the choicest gifts from above,  
Virtue, intelligence, goodness and love.

A distinct loss has befallen the kindergarten in the death of another of its staunchest friends and most generous supporters, that of Miss LYDIA WORTHINGTON DUTTON. She was a typical New England lady, and one of those noble daughters of Boston to whom benevolence is a matter of inheritance and whose life is a blessing to the community. Although Miss Dutton's kind acts were constantly strewn along the pathway of the poor, the needy, the sorrowful and the suffering, her desire to avoid publicity was so strong, that her philanthropic deeds were known only to few of those near her. Like her sisters, she manifested a most profound interest in the cause of the little sightless

children, and her annual gifts to the kindergarten came as regularly as the returning seasons of the year. She was ever ready to pour the balm of substantial help on the wounds of the afflicted members of the human family and assuage their pains, and thus —

She worked on with cheerful face,  
And sowed the seed with lavish hand,  
With all the gentle grace  
That marks a brave yet loving soul,  
A soul of royal birth.

JOHN GOLDTHWAIT died at his home on Beacon street January 6, 1899. Although gentle in manner and quiet in demeanor, he was a man of resolute character, and one who possessed the power to execute as well as the ability to plan large enterprises. He had been the architect of his own fortune, and it was through his unremitting endeavor that the name of his family was first established among the business firms of Boston. In everything he thought and did, he was a man of high honor and of unimpeachable integrity. He showed an intense interest in the success of the kindergarten and also a great eagerness to foster and cultivate in the hearts of his descendants a clear understanding and a true appreciation of the value of its work. Of him it may be justly said that he was —

Born of a saintly race that never could,  
From youth to age, be anything but good.

Another great bereavement has come to the kindergarten in the death of the widow of the late Washington Haven, Mrs. LUCY BRIMBLECOM HAVEN, of Lynn. The decease of this gifted and warm-hearted woman has saddened a large circle of devoted relatives and appreciative friends, who had been instructed by her

wisdom and uplifted by coming in contact with her intellectual vigor and with the unfailing strength of her character, and whose lives had been brightened by her gracious presence. There was in her a tender reverence for all best things and an instinctive quickness of sympathy with those who were in trouble and sorrow or who were suffering in mind or body. She was actively interested in not a few of those movements and philanthropic works which seemed to belong especially to the province of woman. She shrank from no task which aimed at the benefit of the poor and the unfortunate. When the ladies' auxiliary aid society was organized in 1888 for the purpose of raising funds by means of annual subscriptions for the support of the kindergarten, Mrs. Haven established a branch of the society in Lynn, and through her personal exertions the names of about fifty persons were recorded in the list of regular contributors. She labored assiduously and with unflagging zeal in this field of beneficence until near the end of her valuable life, when another friend of the blind, Mr. Lillebridge K. Blood, volunteered to carry on the work of soliciting subscriptions in Lynn. Mrs. Haven has been tried by many sorrows and burdened with keen anxieties; but she bore all these with a brave and cheerful heart and with the serene spirit of one who was religious in the true sense of the word. She deemed it always a duty and a pleasure to be of service to her fellow human beings, and thoroughly believed that life is worth living —

So long as there lingers gloom to chase,  
 Or streaming tear to dry,  
 One kindred woe, one sorrowing face  
 That smiles as we draw nigh;  
 Long as at tale of anguish swells  
 The heart, and lids grow wet.



Death has rung down the curtain upon the earthly career of Col. HENRY LEE, one of the conspicuous benefactors of the blind, and has thus caused an irreparable loss not only to the kindergarten but to the community at large. It has been given to few even of the many distinguished citizens of Massachusetts to unite so many high qualities of mind and heart as were possessed by Col. Lee. He was a man of exceptional endowments, whose energy and versatility of character penetrated almost all departments of human activity,—education, charity, sociology, business, politics, patriotic service. Of rare intellectual modesty, he read incessantly, observed carefully, thought much more than most men and kept abreast with the knowledge of his time. His perception of the excellent in literature and art and his appreciation of the beautiful in any form of interpretation or representation were unusually fine and strong. He was a typical American gentleman and a unique personage in our city. It would be scarcely an exaggeration to say of him:—

*Omne immensum peragravit mente animoque.*

Col. Lee gave as freely as he had received. He was never tired of bestowing financial assistance upon the various objects which his judgment approved. He did more; he placed time, service, himself at the command of duty, even ignoring social barriers to respond to its call. His subscriptions were invariably on a large scale. He would say: "It is a great deal easier to raise this money in a few large sums than in many small ones." To him might be applied with perfect fitness the lines written by Dr. Parsons on the death of Augustine Heard:—

His labors brought him riches, but that saying  
 About the camel and the needle's eye  
 Came not near him ; his dollars were as mirrors  
 Whose light he multiplied his goodness by.

I called once at Col. Lee's private office to express to him *vivâ voce* my hearty thanks for a gift of one thousand dollars, which he had sent to the kindergarten unsolicited. Without a hint from me he proposed to give three thousand dollars towards the payment of the debt of twenty-one thousand dollars which had been incurred by the erection and equipment of the second building, on condition that six others should be found who would undertake to do likewise, so that the full amount might be subscribed and the burden removed. His offer was immediately reported to the proper authorities ; but no active measures were taken to secure the required number of contributors, and thus the pledge was forfeited. It is esteemed as a great privilege by the writer of this tribute to have known and loved Col. Lee and to have won the grace of his friendship and the advantage of his generous encouragement. He unquestionably was a philanthropist in the truest and broadest sense of the word and one of the most eminent and useful citizens of Boston,—

The man of amplest influence,  
 Whole in himself, a common good,  
 Rich in saving common sense,  
 And, as the greatest only are,  
 In his simplicity sublime.

It was with keen sorrow that we learned of the death of Dr. FRANCIS MINOT, one of the earliest friends of the kindergarten, who took the deepest interest in it from the time of its establishment and never ceased contributing towards its support to the

end of his life. Dr. Minot was not only distinguished as a devotee to the science of medicine, but was also remarkable in his lofty aims and ideals. These did not remain mere visions, but were made valuable by the thought, time and labor which he devoted to rendering them practicable. His education, his special studies, his deep interest in the welfare of mankind, his broad views and wise judgment, his sterling character, all combined to render him a worthy representative of what is best and noblest in our community. He will be ever remembered as a courteous and genial gentleman, as a public-spirited and well-beloved citizen and a warm-hearted and high-minded physician.

We see him as he moved :

How modest, kindly, all-accomplished, wise.

Sweet nature, gilded by the gracious gleam

Of letters ; dear to science, dear to art.

Possessing rare qualities of mind and heart and earnestly seeking to lift humanity up to higher levels of advancement and improvement, Dr. Minot became a great force in Boston, and his life radiated in wider circles than fall to the lot of the average professional man. His generosity and his eagerness to help the needy and to attend to the suffering poor without the remotest thought of ever asking or accepting compensation for his services stand as a constant reproach against the greed and cold-blooded cynicism of some of the practitioners of the art of healing with whom a fee is of supreme consideration and who are loath to do the least thing gratuitously for the relief of any destitute or aching person.

The kindergarten has lost another devoted and most valued friend in the person of Mr. EDWARD NEWTON PERKINS, who died at Nutwood, Jamaica

Plain, on the 12th of September, 1899, in the eightieth year of his age. In addition to being endowed with manifold gifts Mr. Perkins was a man of a peculiarly lovable nature, and of a deep, unwavering and pervasive religious life. Gentle, kindly, loyal, trustful, considerate and ingenuous, he created around him an atmosphere of noble manhood and endeared himself to those with whom he came in contact. His character was symmetrical, possessing a singular poise, benignity and steadiness, which evoked the confidence and affection of all. His geniality at times brimmed over into wit that was hearty but never unkind or severe. In all his relations with others he manifested unsurpassed thoughtfulness, delicacy of feeling, tact and good judgment. He was invariably courteous not only to his peers in worldly position and social rank, but to all classes of people. For him there was none too humble or lowly in life to be denied his kind notice or his counsel in distress. Indeed, he was eager to help and make happy those who were in need of encouragement and cheering.

He cherished, void of selfish ends,  
The social courtesies that bless  
And sweeten life, and loved his friends  
With most unworldly tenderness.

For nearly half a century Mr. Perkins had been identified with all that was best in Boston. He was in full sympathy with everything that makes for the good of man, the refinement of society and the advancement of civilization. As soon as the kindergarten was established its work made such a deep impression upon him that he early became one of its stoutest friends and most constant visitors. It was through his suggestion that the plans for the girls'

building were prepared by his nephew, Mr. Charles Perkins, free of charge. The influence of Mr. Perkins's beneficent life will be felt with increasing effect for many years to come, and although his material form and his manly physical beauty have ceased to exist, he will live vividly in the minds and hearts of a host of friends.

We mourn the loss of still another valued friend of the little blind children, that of the wife of Mr. Robert Swan of Dorchester, Mrs. LUCY THAXTER SWAN. She was one of those kind and genuine women, whom to know was to love. Her genial, sympathetic nature and sterling honesty made for her many friends, who were thoroughly devoted to her and held her in the highest esteem. She took a very active interest in the kindergarten and by regular contributions to its funds she sustained every effort for the extension of its ministrations and the increase of its usefulness. As we look back over her long career and see how she filled the years of her life with generous actions and praiseworthy endeavor, we feel that the following lines are peculiarly applicable to her case:—

How many a poor one's blessing went  
With thee beneath the low green tent,  
Whose curtain never outward swings.

A rare spirit left this world when Mrs. HARRIET FROTHINGHAM WOLCOTT, widow of the late J. Huntington Wolcott, passed from among us. She was one of earth's noble women, endowed with superior qualities of mind and soul and abundantly rich in good works. Her intellectual alertness and perfect loyalty to truth, her quiet and gracious manners, simple yet dignified, her sympathetic heart and unflinching kindness, all these traits combined to bring

around her a large number of friends who honored her most highly and held her in loving regard. Her long life was enriched by many deeds of beneficence, and the world was made better by her dwelling in it. To the cause of the little sightless children Mrs. Wolcott was more than a friend and helper; she was a guardian angel, and her decease entails upon it an irreparable loss. She took a most profound interest in the movement for establishing the kindergarten, and, in addition to her own contributions, she raised for it \$4,613 by means of a fair, which was held at her residence on Beacon street and the brilliant success of which was secured by the cordial coöperation of a large number of young women belonging to the best and most benevolent families in Boston. The strength and beauty of her character were shown by her bearing calmly and uncomplainingly the stress and strain which she must have experienced during the latter part of her life, when she was bowed beneath the weight of defective sight and was deprived of the pleasure of beholding the beloved faces of those who were nearest and dearest to her and the noble works of art and nature. For several years she moved and lived in total eclipse of light; yet —

Notwithstanding all her troubles,  
 Touched with pity, moved by love,  
 Sought she then — oh, blessed moment!  
 Others' sadness to remove.  
 Then her soul waxed light and radiant,  
 And her face with gladness shone,  
 For in lifting others' burdens,  
 Somehow she had lost her own.

What a gentle teacher of the higher life Mrs. Wolcott was in her serenity, her cheerful resignation, her tender care for others, her earnest desire to contribute

her share to the betterment of the condition of all classes of sufferers and to instil into the minds and hearts of her grandchildren the spirit of philanthropy and to foster in them the sense of the importance of public service! What example could be more touching and pathetic than that afforded by the conduct of our dear friend, who, surrounded by a sullen cloud, sat for a number of dreary years with folded hands, ever patient and trustful, waiting and listening to hear the divine message announcing to her that her work on earth was done?

Year by year, the men and women who made Boston what it is are being rapidly gathered to their fathers; but we hope and trust that their descendants not only inherit their fortunes but realize at the same time that the nobility of a highly ordered ancestry imposes upon them obligations which they cannot fulfil without fitting themselves to fill the places which are one by one made vacant by the relentless hand of death. Our community is better and stronger because these departed veterans lived in it and labored for it. While they are sadly missed and deeply mourned by those who knew them, let the great work for which they stood be administered by their heirs and successors as a sacred trust worthy of all devotion.

#### ANNUAL RECEPTION AT THE KINDERGARTEN.

To thee and thy company I bid  
A hearty welcome.

— SHAKESPEARE.

On the afternoon of the 17th of April the Ladies' Visiting Committee held its reception at the kindergarten. This annual event forms one of the most

pleasant episodes in the history of the year, and the little children, feeling themselves the true hosts and hostesses of the occasion, do their best to prove themselves worthy of the honor. Even a larger number of guests than usual gathered to renew their pleasant associations with the happy life which goes on within the sheltering walls of the little school, or to form the new interests which claim immediate possession in the hearts of those who for the first time witness the possibilities of joy and usefulness, which are being unfolded before these little ones.

The half-hour devoted to viewing the children at their daily occupations in the class-rooms proved all too short, since there are now four buildings to be visited, each of which holds its own attractions, among which the new primary department, with its pleasant sloyd-room down-stairs and schoolroom above, is not to be omitted. One would gladly have spent a longer time in each room beside the children, gaining a new sense of the patience and love, which underlie the whole work, and drawing fresh inspiration from the painstaking endeavor on the part of each child and from the good cheer radiating from every little group.

As three o'clock drew near both children and guests assembled in the hall where the exercises of the day took place. Gen. Francis H. Appleton presided and, after a few words of welcome to the audience, announced two songs by the kindergarten boys, *The Wind* and *The Dandelion*, which were excellently rendered by the little fellows. Three of the primary boys, Frank Sticher, Edwin Cummings and Alfred Heroux, then played a trio for violins by Dancla with feeling and appreciation, and this number was fol-



lowed by two songs by the little girls, *The Birds* and *Tulips*, which like those by the boys were suggestive of the clear, breezy day outside, with its tale of the fulfilled promise of spring. At their conclusion Miss Hamilton gave an exhibition of the use of the *Fletcher Musical Simplex Method*, choosing for her purpose a number of boys selected both from a class of those who had begun this training at the opening of the school-year and from among the most recent arrivals at the kindergarten, including the tiniest and most active little fellow of all, Joseph Rodrigo, who performed with zeal and determination his part of "building the staff-house for the homes of Mrs. Treble Clef and Mr. Bass Clef." The lesson was one of intense interest to the audience, and to most of the visitors the exercise was a revelation of what can be accomplished by means of this method of teaching music. The children's quick perception of the values of notes, their recognition of different tones and their clear understanding of musical notation gave triumphant and convincing proof of the rational nature of their training and made this a truly marvellous exposition. James Cunningham and Harry Rand, two primary boys, put real feeling into their rendition of a piano-forte duet by Mendelssohn, while the tiny little children, Nettie Gray and Edna Abbott, who sang *Neddie's Pets*, bubbled over with the fun of their own performance and were urged to another song by the applause of the audience.

General Appleton then introduced the speaker of the afternoon, the Reverend James Eells, pastor of the First Church of Boston, presenting him as the seventh in a direct line of ministers. Mr. Eells' scholarly remarks are here given in full:—

*Mr. President, Ladies and Gentlemen:*—When the courtesy of this occasion was extended to me, the privilege was attacked at once by the uncertainty of what best to say and how best to say it. Visions of Milton, the poet, of John B. Herreshoff, the yachtsman, of John Metcalf, the blind surveyor, and of the many others who have well-nigh set at naught the limitation of their blindness,—visions of these invited into a region where the most natural thoughts are of what has been achieved. But such things could be said at any time. They were too general. I desired to be more specific; would speak rather as you would speak if called upon now to give expression to what this wonderful programme has already stirred within you. Hence, I have earnestly tried to sensitize my heart, as it were, to make it receptive of the least impression; to enable it to hold forever the great lessons which I knew would be drawn upon it by the “light that shineth in darkness.” May I try, therefore, to interpret into their largest meaning the thoughts and sympathies, the gratitudes and wonderments which just now are seething within us all?

Was there ever anything more really pathetic than the very excellence of this entire programme? It has been wonderful. All of that illustration of music, of the method adopted, and the way in which that method has been realized in song and piano playing; and these children have sung of sights which to us are common,—so common as to be in peril of becoming commonplace,—yet these eyes never saw a flying bird, these cheeks never nestled deep into a bunch of purple clover, but how we seemed to forget all this as eyes and cheeks were radiant with that “light which never was on sea or land,”—imagination and the singer’s dream! It is the essence of pathos,—this excellence which could almost for the time blind us to the facts. And how has that come to these children? Think of that for a moment. You wish to describe a view to your friend. Your task is simplified by his experience, though he have not seen this particular landscape. He has seen others; he has the vision of mountains, the wide sweep of valleys, the grandeur of forests, the calm of the sea, thickly hung on the walls of his heart. As you speak of your experience, he stands before one of these pictures and lives again what he has known. How will you describe the Alps to one who has never seen a hill higher than the undulations of his prairie home? How will you tell of the sea to one whose

life has been among wooded hills? But infinitely more difficult must it be when you have nothing to start with, and must begin your painting by grinding and mixing your colors from the rudimentary concepts in that shadowed little mind. The work must be done *de novo*. It is like the old story of the Creative Energy in Genesis: "The earth was without form and void; and darkness was on the face of the deep." But there was an earth; and there are deep places; and the great "Fiat Lux" of patient,—untellably patient,—effort and genius and care and skill has brought forth a world of order and beauty and blessing from the formless chaos. And the secret is also to be found in that ancient legend: "The spirit of God moved through the darkness." And what shall not be said for those who have labored to accomplish these astounding things? those who have spent the hours and anxieties necessary to the imparting of this knowledge? those good people who are privileged,—in spite of the difficulties,—I say *privileged* to teach here, and lead these little ones "out of darkness into the marvellous light?" No word of appreciation from us can be too sincere; no praise for the patience and the rich reward can be fulsome. I can conceive of no position which demands more of the resources of ingenuity, or brings greater necessity for adaptability. And yet we have seen before us, this afternoon, results which any of us should be proud to achieve with the brightest child in possession of all his faculties. And so, is it not pathetic? in the very excellence,—in the very happiness which appears in these little faces,—in the very thought of the emancipation which has come to so great degree,—is it not all pathetic?

And underneath it all is the joy which we must feel that for these, at least, of earth's darkened ones the light has arisen.—What kind of a light?

First, a light for *each one*. Every individual leaves his seat, walks by himself to the front here, comes forgetful of you, forgetful of the class, forgetful of every one, except possibly for that gentle touch at the elbow which may guide a little. He was led by the light within himself. As they played and marched, each one counted,—by himself, within himself, for himself, and because they counted so well as individuals the grouped result was excellent. These drills were marvels of precision. Each must learn here,—as we all must somewhere,—the sufficiency of self,

and self guided by that within self which has been awakened and taught by the larger life from without. That light must be a guiding light for these lives so long as they shall need guidance among men. It is life's first lesson of a steady, resourceful, permanent personality.

Another kind of light has arisen upon them: the light of the *ideal*. In none of these lives before you is there a comparison of itself with some other. It is saved the paralysis of a standard lower than its own. Outward circumstances vanish; the petty discontents of adornment, of color, of mannerism, of faulty imitation are here lacking. Written on the walls of every life is the demand of that life's best. And effort, striving, longing, ambition are centered on that single gleaming message. The ideal is that one little self perfected. There is another light which has come; the radiance of *disinterested service*, and the *triumph over obstacles*. It is the brave lesson of hope, of possibility, and of indomitable energy. It is a lesson into the value of which each coming year will advance them. It will increase as appreciation of what has been done in them increases. These children will be graduated from this institution into the region of countless obstacles; but they carry with them the light of their conquering, and in after years they will be "made more than conquerors through them that loved them" in this institution. When that un-hearing, un-speaking, un-seeing, only feeling and breathing piece of pulsing human flesh lay before that noblest pioneer of light-givers, Dr. Howe,—and he knocked long upon door after door before there came the faintest whisper, "Come in;"—when at last that great seeking life crossed the threshold, he entered with the gifts of intelligence and a name. Henceforth Laura Bridgman became a *personality*, rescued from existence into living by that superb triumph. Yonder where we saw the kindergarten at work upon arithmetic, at cards, at stringing of beads and bits of straw and colored paper, what were we looking at but this very triumph in simpler things? What we wondered at was the insight which enabled them to work as though seeing. Is that all? When any man of us having or not having eyes sees what is invisible, he has entered surely upon ultimate success. He sees the larger sphere beyond his present little one. He glimpses the cloud of witnesses beyond the starry way. He endures as seeing the invisible. From this point I wish to speak to you of what this institution

is endeavoring to do. It is bringing these lives to see the invisible; to make it real; to be able to grasp with no uncertainty holding the things which you and I can clearly see; in short, to make up a deficiency. This institution comes to you for support, for encouragement, for guidance, for blessing. Why? Not merely that a few children shall be fitted to do more than they could have done had they never been touched by the kindness and creative ability of these teachers. Not merely that, grand as it is. Do we come here merely to be impressed and interested in what these children can do? Not that only, grand as it is. Much more than that. This place is typical. It says to the whole world "we know that if one member suffer all members suffer with it." If society has five per cent who are blind, then is society herself five per cent blind. Defective classes render society defective. The real work of this and kindred institutions is to perfect the imperfect,—thereby to correct the deficiency. This institution appeals for support to us from two directions;—because of the immediate relief and blessing it can be to the definite number brought under its influence; and for that more vague but no less certain beneficence upon society at large. Out of the great swelling gladness of your hearts to be able to minister to these little ones, springs that magnificent ambition for all, that *amour propre*, if you please, which demands that society shall be at its best, and realizes that this can never be so long as any part of it suffers or is weak. Although there are sixty, seventy, an hundred, or a thousand here it seems a mere touch upon that vast group outside these walls; but who can tell the amount of good which one life redeemed here shall accomplish for those who are still to be redeemed? Where are the scales to weigh such influence? Where is the measuring-rod for the results from a life that has within it a noble ideal for itself, that has in its own experience triumphed over hindrances dread and forbidding, and has seen light break from the darkest quarter of its sky? Today you are seeing such lives in the process of making. Be patient, and you shall yet see what such lives can make.

Every institution of every kind that looks toward humaneness, toward the helping, the strengthening of people in society,—the sick in their hospitals, the orphans in their homes, the unbalanced in their retreats,—I believe that these are only temporary; and that the great privilege for those who have any power of money,

or sympathy, or wisdom, or influence, is to make them so efficient in this present time that the need for them will speedily disappear. Did some such vision as that ever fill your eyes? Has it ever gleamed on your horizon? Did some such vision never nerve your hand when wearied by passing from receiving to the receiver? Does some such magnificent truth ever smooth the cares out of your brain and cheer the heart that languishes and make it live on and on in the growing, better light of a purer day? Then here is our opportunity for partially realizing, at least, this vision. It is our work to cheer and perfect every little life that can come within range of this institution; we should make it possible that many more should come; and to do this should be our joy. But if we could multiply these institutions a thousand fold, we must always believe for the sake of the inspiration, for the sake of the thrilling correspondence that thus becomes possible between us and God, always believe that the time is coming when hospitals and orphanages and homes and asylums shall be an intrusion instead of a necessity; that the day is heralded when society shall not be content with picking up broken and defective humanity as it is hurled from the wheels of our social life, but that the wheels themselves shall be set whirling in a new direction, and humanity shall be no longer broken. Magnificent, unique, most important as this institution has been through all its history, filling us with pardonable pride as we recall that history, filling us with awe as we see what it accomplishes today; great and noble and God-crowned as it is; laboring, and praying for it as its noble friends are doing; yet we shall be glad when the day comes in which its doors shall be closed forever, when its work of blessing shall have been concluded. That day will not come in your life or mine, but come it must because of the excellence of this day's effort, because of the fidelity of this day's people to the best and the most divine. It lies in the realm of the unseen; but it is the hope-giving, soul-thrilling vision of those who can see the invisible. We are all of us in the kindergarten for the blind. Our eyes are sightless, though we see as never man has seen. There is much that is still vague and dusky and ungraspable to our eyes. But we have our ideals within, we have this "light of all our seeing;" and O, they beckon,—these possibilities,—and they strengthen, and they quicken. If as these things greet us, though our eyes be closed to them, though our ears be dull to their voices, shall

we not sometime hear the music out of this blinded life of ours,— as today we have heard the music and the harmony and the joy of the winds and the birds, and God's free sky, which not yet our eyes have seen but which are real to us, and are the joy of every active heart?

I thank you for the privilege of these few words, and most heartily do I congratulate every one who has contributed to the excellence of the work shown here today; and I congratulate not merely upon the present, but upon the widening out of the present into the larger vision of needs outgrown in a less defective society.

At the close of this eloquent address, all were gratified when in response to General Appleton's invitation, Mrs. Julia Ward Howe who had been the centre of respectful attention in her seat upon the platform, rose and uttered these touching words:—

I am going to take a text for my brief address, and to say that my opinion differs from it. This text was left to us by one of the greatest of men, Shakespeare, who puts into the mouth of one of his characters these words:—

The evil that men do lives after them;  
The good is oft interred with their bones.

It would not be wonderful if Shakespeare himself had sometimes held this view in the days in which he wrote, with Henry VIII. fresh in his memory, and James Stuart appearing in the near future. We are now in a happier age of the world, and are able to see that the good that men do lives after them, that it does not die, but is immortal as the human soul.

Following this thought, let us turn back for a moment to the beginning of the education of the blind, to the time of that French philanthropist, Valentin Haüy, who being in Paris, chanced one evening to enter a *café* in which a few blind musicians were playing on their instruments. Visitors who came and went derided them at will, flinging them a few *sous* now and then. The good Haüy felt sensibly the degraded condition of these helpless people, and at once began the labors which resulted in an establishment for the instruction and employment of the blind.

Let us next come down to the case of one whose name is much beloved and cherished in this place. Dr. Howe, having his thoughts already turned in the same direction, met with three little blind children on the road, not far from Boston. He determined to make his first experiment with them, and accordingly brought them to his father's house, and devoted himself to their education. From so small a beginning as this came in time the Perkins Institution for the Blind, the first of its kind in the United States. In the years of labor that followed, Dr. Howe learned how much could be accomplished for the blind, and how their special aptitudes could be made useful to the community and profitable to themselves. He now began to think of children who are deaf as well as blind, and to wonder whether they could not also be made to enjoy the blessings of education. Soon he found such a child in a village of New Hampshire, and with great difficulty persuaded the parents to let the little girl come to the institution at South Boston. There she received her education, and became one of the wonders of the world, furnishing a new chapter in human history.

I remember how my husband was received when he went abroad after the story of Laura Bridgman had become known in both continents. It was considered so wonderful that a blind deaf-mute had learned not only the use of language but the value of thought. The great English wit and critic, Rev. Sidney Smith, compared him to Pygmalion, the ancient sculptor, who was said to have bestowed the gift of speech on one of his statues. In England and elsewhere, the foremost people were glad to do him honor.

I am much impressed with the noble basis upon which the education of the blind in this country has been begun and carried on. Dr. Howe had it at heart to open to the blind the whole moral and intellectual inheritance of man. He was persuaded that every heroic example of history, every uplifting influence of literature should enter into the lives of his pupils, no matter at what cost of time and trouble. The elements of spiritual beauty, the examples of high resolve and conscience, should be made familiar to them. These views argue a profound respect for human character and capacity. The standard of education and training thus established will not be gone back from. The good that this great man accomplished lives after him, and will not be forgotten.



I remember now that when I last spoke in this place it was at the request of a dear friend of these children and of my own youth. Dear Dr. Eliot, who presided on that occasion, asked that Mrs. Howe would say something. As I rose to speak, my thoughts reverted to the days of his youth and of mine. I recalled to mind the health and vigor of the former times, as we stood together on the platform, a little bowed with the weight of years, and looked into the bright and happy faces of those little ones, brought here to be tenderly taught and cared for. That dear friend has left us now, but the good that he did lives after him. It lives in the minds of all of us, and in the remembrance of these children.

Dear little ones, never forget Dr. Eliot! He took interest in your work and pleasure in your sports. He loved to see the little girls caress their dolls, and to see the boys go through their exercises. Never forget him! He was such a friend as you might well wish to love and revere as long as you may live.

Mrs. Howe's tender tribute to Dr. Eliot woke a responsive chord in the hearts of all in the room who, through previous acquaintance with the kindergarten, held fresh the memory of his gracious presence on every such occasion and his deep and abiding love and faith in all that this little school stands for and seeks to inculcate.

The primary boys then sang Rubinstein's *Voice of the Woods* and *I Know a Bank* from "Midsummer Night's Dream." All the work of this class of boys shows the endeavor of their teacher to implant early a love for what is best and noblest and most lasting in music. The programme ended with the spirited performance of the *Electric Polka* by the kinder orchestra, and General Appleton closed the exercises with the following brief address: —

Friends and members of this corporation, you who give freely of your time to promote the great and good work, made possible

by the benefactions that have come from all generations, and from the state, since the foundation of this institution, which Mr. Anagnos so efficiently directs on lines approved by our chosen committees; it is through you that the possibility of our now speaking to the people at large exists. I would applaud, with you, most highly and most heartily, all individual thought that shall result in continued bequests, or gifts during life, to increase our endowment in buildings, funds or otherwise, to promote and make more perfect the objects for which the Perkins Institute for the Blind, with its kindergarten, is established and maintained. The development of this kindergarten, and the gradual advancing of our work at South Boston, as planned, in both cases can be brought nearest to perfection, and at the earliest date, by gifts and bequests. The scope of all good doing is in proportion to the material at hand with which to carry it on, and that material is both sound financial aid based upon a well-protected gold standard, and clear, well-trained minds and bodies based upon as sound a foundation as the requisite financial aid should always be. We are, as a corporation, also most grateful to all who have given, in whatever way, to this great cause of humanity; and, as in duty bound, I pray that such noble inclinations will continue liberally for all time, so that Christian guiding and teaching can be constantly increasing and perfecting. Do you not think that we are hearing more of large gifts to educational and charitable institutions during the life of givers than heretofore? It seems so to me, and thus may gifts accrue to the enjoyment, as well as to the honor, of givers. We gratefully receive useful contributions in all forms, but, while we need gifts in money (of which I hope I have not too freely spoken) as generously as they can be given, we also need in large measure personal activity, which can only be given during the lives of our friends, and we trust and believe that all such kindly acts, as you, who are now before me, so earnestly give, may long continue, to the good and lasting benefit of the blind, who come here to study and learn. We need every bit of cheerful thought in life; and I know that to all others, as to me, it will seem appropriate to rejoice with our scholars and graduates today in all the large measure of pleasant and helpful good that Dr. Eliot brought to us and others during his life. But we can all rejoice that we

had his wise and kindly guidance amongst us so long; and that we can, oldest and youngest, rejoice in all the helpful and delightful memories that his life gave to us.

As the visitors slowly moved from their places to take their departure, exchanging farewells with friends or lingering near Tommy Stringer in the midst of a host of admirers, all pronounced the afternoon a most delightful one in every respect, and many left tokens of their pleasure in the hands of the treasurer of the ladies' auxiliary society, who is always ready to accept thank-offerings and benefactions for the sake of the kindergarten.

#### THOMAS STRINGER.

O dearest, dearest boy! my heart  
 For better love would seldom yearn,  
 Could I but teach the hundredth part  
 Of what from you I learn.

— WORDSWORTH.

The case of this remarkable boy presents a most striking example of the legitimate results of careful and systematic training, of wholesome domestic influences and of unwavering devotion to the task of repairing appalling damages done by the destructive hand of fate so far as these are reparable. We are therefore especially pleased to note the steady development of his mental faculties and moral qualities and the marked improvement made in his personal appearance and general condition.

Seldom in the recent history of education has there been a case of such remarkable success and pedagogical importance as that of Tommy Stringer. Considering the circumstances attendant upon the



THOMAS STRINGER.

early life of this child and the very low state of being in which he was seven years ago, his development is truly marvellous. He started from the lowest round in the ladder of human intelligence

and has achieved a success which commands general admiration and is a perennial source of inspiration.

As has been repeatedly stated in these reports, at the time of his admission to the kindergarten Tommy was nothing but a lump of clay fashioned in the form of a child with the breath of life in it. He scarcely differed from a little animal, from an infant *cuniculus* or good-natured puppy. His sensations and emotions were in a dormant state and they generated no desires of any kind nor did they impel him to do this or that. In all his actions and movements he was prompted by a natural blind impulse, having no other end in view save the satisfaction of his corporeal wants. He simply vegetated, performed the vital functions and increased in size but in nothing else. It may be said of him, with strict truth, that he was only breathing; he was not living. For, according to Goethe,—

Frei athmen macht das Leben nicht allein.

Silent and sightless, sad and lone, this hapless boy was doomed to be cast into some sort of receptacle of misery and gloom and to spend his days wearily in a tomb of awful darkness and stillness. He appeared to be weak and languishing both in body and mind and wholly devoid of animation. His first photograph taken several months after his arrival in Boston represents him as a pitiable specimen of dulness and lethargy. Instead of standing erect and walking or running like other children, he was inclined to go on hands and feet like a quadruped and to creep backwards. He was entirely cut off from his environment and deprived of all means of communication with his

fellowmen. His apathy and obtuseness, his stolidity and inertness, his utter unconsciousness of his deprivation and his supreme unconcern about his isolation from the outer world, all combined together to form a strong barrier about him, which had to be penetrated by strenuous effort and arduous labor before it could be ascertained whether there were any signs of intelligence behind it.

Such was the physical and mental condition of the unfortunate boy when a kind nurse brought him from the hospital in Allegheny to South Boston, wrapped in a loose garment and supplied with a few additional articles of clothing. He reached the Perkins Institution early in the morning and no sooner was he seated on a sofa in the reception room, close to his companion, than he fell sound asleep. Owing to the fact that the nurse who attended to him while he was staying at the hospital was on duty during the night, the order of his periods of wakefulness and repose was necessarily reversed, and as it had become a regular habit with him to sleep in the daytime from dawn to dusk, all efforts to rouse him before the evening proved entirely unsuccessful. It was impossible to stir him. Toward sunset he awoke quite refreshed from the fatigue of his journey and was at once taken to the kindergarten in Jamaica Plain and placed under the supervision of a young woman who was employed with the express purpose of looking after him and of serving as his special tutor. Then the work of piercing through the impervious fastnesses of locked and never-opening senses and of liberating his spirit from its captivity was begun with great earnestness and unflagging industry.

It was peculiarly fortunate for Tommy that his

lines were cast for him in such a place as the kindergarten. Here he was cared for and treated with diligent watchfulness and loving solicitude. Here his wants were plentifully supplied and the healthful and genial influences which were brought to bear upon him were calculated to rouse him from his slothfulness, to vivify him and to quicken his activities. Here affection and devotion were abundantly bestowed upon him, and all possible ways and means were employed to build up his physique, to strengthen his muscles, to enliven and develop his brain, to train his hands and to release his spirit from its depressing incarceration.

The methods and processes used for Tommy's deliverance and instruction were similar to those which were devised by Dr. Samuel G. Howe for the benefit of Laura Bridgman. These were applied with a patience that had no limits, with a perseverance that knew no relaxation, with an enthusiasm that was unquenchable, and with a faith that could not be shaken by difficulties. With all these advantages the way to victory was effectually blocked up for nearly six months by Tommy's absolute indifference to what was going on around him, aggravated beyond measure by his stolid indolence and stubborn obstinacy. The trial of one expedient after another proved to be a failure, and there was at times ample cause for discouragement, if not for despair; but the marvellous achievement of Laura's liberator stood before us as a beacon light, illumining our pathway, stimulating our energies and urging us to take heart and go forward. At length the battle was won. After hundreds of experiments and innumerable attempts an aperture was finally opened through the triple walls of the unfort-

unate boy's prison and a new jewel was thereby added to the magnificent crown of philanthropy. He was at last made to understand distinctly that things have names which can be represented by arbitrary signs or letters of the manual alphabet formed upon the fingers, and thus he was freed from the thralldom of his terrible affliction and restored to his human estate.

His imprisoned spirit, its bond in twain,  
The life abroad has sought, and not in vain.

The unremitting care and the rational training which Tommy received at the kindergarten under the best of auspices and the most wholesome and genial influences were as quickening to his mind and as beneficent to his spirit as sunshine and dew and air are to the flowers. Through these agencies there has been a transformation wrought which is little short of a miracle. Out of a puny, weak, inert, drowsy, listless, languid, sluggish, helpless little creature has been evolved a fine specimen of childhood, a well-formed and manly boy, strong, hale, active, alert, hearty, lively, self-reliant.

O, ye with banners and battle shot,  
And soldiers to shout and praise,  
I tell you the kingliest victories fought  
Are fought in these silent ways.

Since his mind has been released from its sepulchral confinement Tommy has been steadily gaining in physical strength, intelligence and goodness of heart, while at the same time he has grown more attractive in appearance. He is one of the best, the kindest and the most natural and honest boys in the school. Teeming with mirth and jollity, at times he seems to be mischief incarnate and roguery personi-



fied; yet, although full of pranks, he is nevertheless strictly truthful, invariably courteous and entirely free from malice or vulgarity. Tommy abounds in the "honest animalisms of the young cub," which Sidney Lanier found in his little boys, but not in the "juicy selfishness" which he ascribes to them. He has a genial wit, a keen relish for humor and, like a living sunbeam, he carries brightness with him wherever he goes. He is singularly pure in heart and thought, innocent as a lamb and always sportive and happy, and these qualities, added to his amiability and to the cheerfulness and generosity of his disposition, make him so lovable and so dear to his friends and school-mates that he may be fittingly called "Tommy the beloved." It is true that, even now when his intellect is so developed as to soar above the void of sight and hearing, the physical darkness and stillness of the room where he sits or studies are so deep that —

No golden sunbeam strikes athwart the gloom.  
 No mother's smile, no glance of loving eyes,  
 Lightens the shadows of that lonely room.  
 No children's laughter comes, no song of bird.  
 The great world storms along its noisy way,  
 But in this place no sound is ever heard.

Yet, to use the exquisite words of the gifted author of the above lines, Mrs. Laura E. Richards, "the clear whiteness of his radiant soul, like angel vestments, shed, decks the dim walls, the lovely light of his innocence shines like a halo round his head, and his gentle thoughts make melody sweeter than aught flung from harp or viol."

The benefits which Tommy has derived from his residence and education at the kindergarten in a physical and mental, as well as in a moral and social

point of view, can hardly be overrated. It is not claiming too much for the juvenile institution to say that nowhere else could his rescue and development have been so well effected, nor would it be possible to obtain the requisite financial assistance for work of this kind in any community outside of Boston. The little school was admirably fitted in every particular to give the remarkable results which have been therein achieved, and the service which it has rendered to the cause of humanity is of the highest order. To Tommy it has not been merely a healthful and congenial home or a place for ordinary educational advantages; it has been the means of his deliverance, the motive power of the development of what is best in him and the promoter of his intellectual and spiritual welfare. The unfortunate boy holds the same relation to it which a branch bears to a tree, and the benignant influences which the kindergarten has exerted upon him are potent, permanent and fruitful. They are still living and working in him, sweetening his nature, exalting his spirit, building his character and pouring sunshine into his life.

At the beginning of the present school year Tommy was transferred from the kindergarten to the primary building. This change of residence makes no difference in the methods of his education. These are in every sense natural and thorough and in no wise artificial or showy. He is taught according to the fundamental principles that underlie Froebel's philosophy of education and is carefully protected from all dry and mechanical instruction, which fails to appeal to lively curiosity in the intellect or to impart any stimulating zest of pleasure to feeling or imagination. He is trained to use his hands intelligently, to learn by

doing and not by any formal routine, and to be exact, faithful and upright in all things. Accompanied by his teacher he joins his classmates in their exercises in the schoolroom or in the gymnasium, and at the end of the hour runs out of doors to play and frolic with them.

Thanks to the exemplary generosity of Mrs. Quincy A. Shaw, who is one of the most generous promoters of sound educational enterprises for the benefit of the poor and the lowly, and whose deeds have shown her to be a worthy heir of the virtues of her distinguished father, the late Prof. Louis Agassiz, the sloyd training school at North Bennet street has been liberally supported and kept in the best working order. There Tommy, together with hundreds of other children, has had his hands properly trained and his brain steadily developed and cultivated under the wise supervision and skilful instruction of the principal of the institution, Mr. Gustaf Larsson, and his assistant, Mr. Sandberg.

Tommy still finds very great pleasure in all sorts of mechanical occupations. His interest in the use of tools is deeper than ever and he has made several articles which show conclusively that his talent in this direction has been gradually blossoming and coming to fruition. In regard to Tommy's progress in his sloyd work during the past year Mr. Larsson wrote, in response to an earnest request of mine, a brief account which I am permitted to publish herewith.

SLOYD TRAINING SCHOOL, November 6, 1899.

MY DEAR MR. ANAGNOS:—Tom's progress in sloyd during the past year has been most gratifying.

He has gained steadily in the control of his tools and in the quality of his work.

He has taken, as heretofore, two lessons a week, each lasting about two hours.

The most interesting feature of his work has been his spontaneous creations.

Twenty minutes of each lesson have been allowed him for making what he pleases, and it is a noteworthy fact that his most vigorous and independent work is done at this time. He will not allow the teacher to help him in the least when he is working on his own inventions.

This year he has made larger articles than heretofore, but his patience and interest have not flagged in spite of the longer road to attainment.

A sled three feet long, a bread-board made of five different pieces joined together and a table with square and dowelled joints are among the productions which attest his ability and skill.

Yours very truly,                      GUSTAF LARSSON.

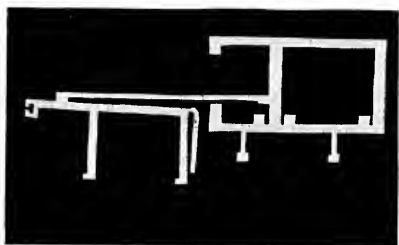
Of the excellent work which Tommy has done during the past year in the line of local history and geography, as well as in sloyd, no better or more cogent proof can be given than that afforded by the story of *Two Boston Boys*, which he himself composed and which he read last June from his manuscript in raised characters at our commencement exercises in the Boston Theatre before an immense and appreciative audience. Here is an exact copy of Tommy's paper.

TWO BOSTON BOYS: — The Puritan boy of 1690 — The Boston boy of 1899.— Boston is an old city. More than two hundred years ago the Puritans came across the ocean to find a new home in America. They built a town on three hills and named it Boston. That was their old home in England.

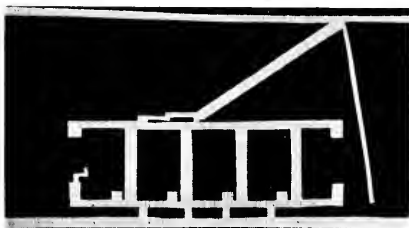
The little Puritan boy walked through grassy lanes instead of streets. He drove the cows to pasture on the Common. Washington St. is the old crooked cow-path. There was a high beacon on Beacon Hill and a windmill on Copp's Hill. The boys liked to coast down Beacon Hill in winter.

An Indian was the postman who carried letters from town to

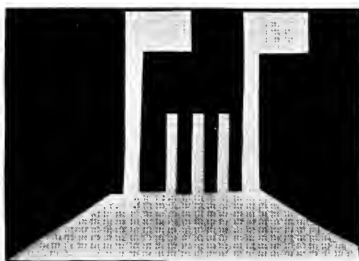
OLD STAGE COACH.



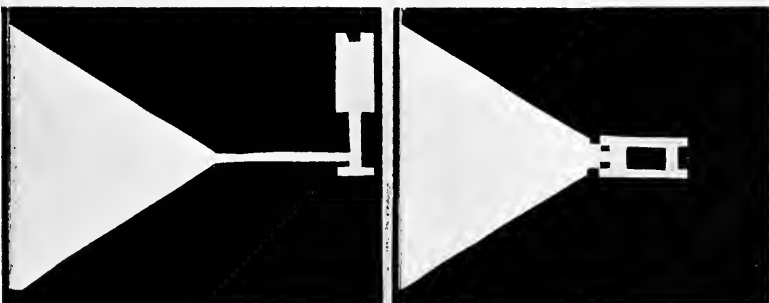
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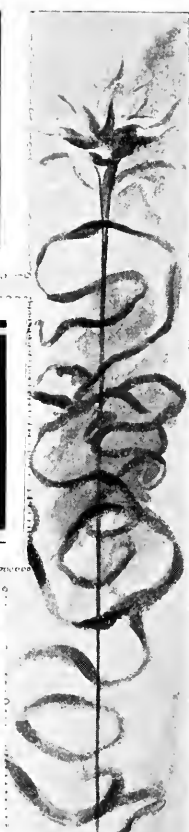
SAILING VESSEL.



WINDMILL, ON COPPS HILL.



BEACON ON BEACON HILL.



town. The people travelled by stage. The only ships were sailing vessels.

Because the people in Boston town were good and brave, it grew to be a big city. There are five hundred thousand people in Boston now.

The Boston boy of 1899 rides in steam and electric cars, and carriages without horses.

The mail and telephone and telegraph carry our messages. Steamboats cross the ocean in a week. There was not land enough for all the people so more land was made in the harbor. The old Town Dock is part of the Subway now. The little Puritan boy would find everything changed except the Common.

I am very glad that the little Puritan boy came across the sea from England to live in Boston in 1690, but I would rather be the Boston boy of 1899.

This story was composed by Tommy himself and written in the Braille point characters during his hours for play. It was profusely and cleverly illustrated by pictures of Tommy's own conceiving and outlining, cut out of white paper and pasted upon a black background. In addition to this achievement, the table, which held his manuscript while he was reading, was made by his own clever hands.

The work accomplished by Tommy during the past year, the progress of his general development, the fine and amusing traits of his character, all these are exceedingly well brought out in the following instructive and entertaining account which has been prepared by his teacher, Miss Helen S. Conley. This narrative, like those that preceded it, has been written throughout with care, candor and accuracy, giving all the facts which it can be of any importance for the reader to know and containing nothing that is not perfectly correct and absolutely true. Here is Tommy's story as told by Miss Conley.

In swift and uneventful succession, the days and weeks of another year have passed, and the story of Tommy's life, as it has been spent among his familiar surroundings, is once again to be told.

It has been a quiet, unbroken year in the little family circle at the kindergarten, and not once has Tommy's place therein been vacant on account of illness. Days filled with pleasures which his friends in their loving-kindness are continually bringing to him, and which he enjoys with the zest of perfect health, are the only milestones to mark a busy year.

The weeks have wrought their changes in the little boy of a twelvemonth ago, who is now taller, sturdier, and far more independent, and who shows unmistakably in looks and disposition his Scotch ancestry. In spite of his rapid growth he still holds his firm, erect carriage, and on familiar ground walks with a sure, free independence. So true is his sense of locality that he will run fearlessly through the corridors and, when the doorway which he wishes to enter is reached, he will turn and, with unerring aim, enter it without slackening his pace in the least. The uncertain, lagging step which formerly made it a task, both difficult and fatiguing, to walk with him, has disappeared, and he now keeps in even step with his companion, tireless for any distance. When, for any reason, he begins to droop, the air and sunshine are for him better restoratives than the prescriptions of any physician. These physical changes have not been the only ones however. It seems not unreasonable to trust that the forces which make for truth and uprightness and all that is best and highest in character-building have been as potent in their silent work as those which build up bone and muscle. Only those who see Tommy day by day can appreciate the struggle which he must make in order to do what he knows to be right, for the strong will which carries its point at any cost, is often the source of grave anxiety to those in authority over him, and the cause of many pricks of conscience to the little fellow himself.

Were it not for this tender conscience, which never fails to administer its silent rebuke, however great or small has been the misdemeanor, the effort to govern and control Tommy would be indeed a difficult one. After a brief respite from the usual routine of school-work, he found his allotted tasks especially irksome and, with this spirit predominant, the days were not happy ones. At length his better nature prevailed, and one morning he greeted us with this announcement: "Old Tom has gone—new Tom has come—new Tom is not cross and rude. Are you glad that old Tom has gone?" Henceforth, "new Tom" was the only one we knew.

A brief, backward glance over the year shows in a large measure a repetition of the general line of work of the preceding one. There has been a steady advance in every direction, and in all an effort to develop the thinking and reasoning powers and to increase the independent execution. Work in the classroom fills the greater part of the day and usually a long walk after school, with an hour's happy chat after supper, completes it.

For Tommy this closing hour is the happiest in the whole day, and he is never at a loss for topics for conversation, which, with a foresight that might well be imitated by older persons than Tommy, he usually assigns himself, thus insuring his immunity from being at all bored. For instance, he will say complacently as he seats himself for the hour: "Now talk about electricity," and he will untiringly propound question after question concerning "the power—the wires—the motor" until his companion feels that nerves and energy are thread-bare, even if the subject may not be.

Sometimes the hour is devoted to games, of which bagatelle is a favorite. With his type-slate Tommy keeps the "tally," with a separate column for each player, and at the end of the game he announces the results. Since this is quite a reminder of work in arithmetic, Tommy prefers to limit the number of players to a small and select few.



At the end of this playtime Tommy is never quite ready to retire. One night, when he had begged to defer the evil hour and "wait till eight," it was suggested to him that the night would thus be too short. "But I will stay in bed till eight in the morning," was the quick reply. This arrangement would be in exact accordance with Tommy's wishes, for the active brain rarely ceases to work, allowing sleep to rest both mind and body, until the evening is far spent. Returning consciousness in the morning finds him often tired and irritable, poorly prepared to meet the strain of the day. To counteract this mental activity a constant effort is made to tire him physically, but this is indeed a difficult task. His great muscular powers are rarely overtaxed, and the great problem with his present environment is to give him the physical exercise which his healthy body really needs. All athletic tendencies are gladly encouraged. Through the kindness of one of his good friends Tommy has been given his first instruction in swimming at the Brookline Natatorium. He himself is eager to own and ride a bicycle, and never allows the opportunity for a chance bit of practice to escape him.

When outdoor pleasures are not to be had, Tommy is never at a loss to find amusement in the house, and his play is never aimless. He has always an end in view, usually the fashioning of some mechanical contrivance. Very clever have his little fingers become in fathoming the mystery of the working of many an appliance of common use, which many an older and wiser person than Tommy would be powerless to repair, should such a need arise. On one occasion he was very anxious to procure a bell, and the janitor, thinking that one which had lost its power to ring would be fully as useful for Tommy's purpose as a perfect one and that he would be happily unconscious of its lack, gave him an old bicycle gong. But Tommy quickly discovered the defect, remedied it, and in triumph exhibited the bell, explaining that it was "all mended now."

Several stormy afternoons were spent in cutting "checks" from brown paper, in exact imitation of the transfer checks given on a street-car. These were to be used in the barn during the summer, each check entitling the holder to a five-minute swing. In return for some little unusual attention and assistance upon the part of the conductor, when leaving a car one day, Tommy bestowed upon him one of these checks as a high mark of gratitude and appreciation. At another time he made a flag for his new flag-pole, measuring the dimensions which he deemed best suited to the height of the pole with the greatest care and doing the necessary sewing himself. Even the smallest detail of any work must be absolutely correct before Tommy is satisfied, and he will labor with infinite patience to make it so,—a trait of character which seems in strange contradiction to his quick, impulsive nature.

The activity of the fingers is second only to the activity of the brain, and the methodical bent of the mind betrays itself in many ways. He seems to have a genius for detail, and notices at once characteristics and qualities of objects which the ordinary observer would be long in noting with the eye. Let him go into a strange house, and upon his return he can tell the number of stairs, and of windows, the arrangement of the plumbing and other details, unnoticed by most people because so commonplace. Even those who are constantly with him are often surprised to find how much information he has gained through this one means of touch.

The constantly increasing use which Tommy makes of signs proves that he is beginning to realize his limitations and to feel hampered by his meagre command of language. These signs are so simple and graceful, yet so expressive, that one wholly unacquainted with the manual alphabet could hardly fail to grasp his thought. Although Tommy's articulation is still the source of infinite trouble and anxiety, he has certainly made perceptible improvement in lip-reading, and he can now understand simple conversation by this method alone. While it is impossible, as yet, to communicate with him as rapidly in this manner

as by the manual alphabet, it can be, and is, used when time is not a factor of importance.

He is still the same trusty little fellow whose "word is as good as his bond." During certain hours in the week he was often necessarily left to his own devices, and frequently some occupation in the line of definite work or reading was provided for this time. No matter how fascinating his play or how loath he was to leave it, he never failed to turn to the allotted task when the hour came, even though no teacher was at hand to enforce the law. One afternoon, a great temptation came to him in the form of a visit from a little friend whose call had long been anticipated with pleasure. Some occupation claimed the attention of all the older members of the family, and no one realized that Tommy's duties as host and pupil conflicted. The idea of being released from his promise never occurred to him; so, being too honorable to stoop to deception, he left his little guest to entertain himself, while Tommy, like a stoic, accepted the inevitable and seated himself for the reading which had been assigned for this half-hour.

Tommy's use of English is very original, and his sentences are models of brevity. Articles and prepositions he considers useless encumbrances; pronouns are thorns in the flesh; and all words not absolutely needful for the expression of the idea are discarded with scant ceremony by the young man. The noun and verb unadorned furnish his conception of a complete sentence. Some of his expressions are peculiarly his own. Subtraction, he declared to mean, "all emptied." In speaking of a tall, slight friend, he remarked that "Mr. — is long but not wide." "The birds have stopped," was his excited comment on finding two little sparrows with life extinct. "Poor I" is his pitying commiseration for some real or fancied personal ill.

The story of a writing lesson is illustrative of Tommy's interest in one subject and of his dogged determination to make all things bend in the direction of this important theme. He had announced his intention to write indefinitely on

locks, weights and elevators, but had been invited, instead, to turn his attention to the prescribed lesson for the day on synonyms and sentence-building. Not to be diverted altogether from his original purpose, however, Tommy saw his opportunity with the first word, "allow," and wrote: "Allow means to say yes. Mr. Brown allows Tom to go to the barn and put up the elevator with a heavy weight, weighs about thirty-five pounds." Doubtless he would have continued with this subject, elaborating it to the end of the hour, had he not been advised to place a period here and advance to the next word, which was "rejoice." "Rejoice means to be glad. I rejoice to go to Wrentham to see Mr. and Mrs. Brown." His next sentence was a gentle reminder of the approach of winter. "Need means I must have. I need a new coat and cap." Then came a hint of his value in the domestic circle. "Daily means every day. Tom brings the potatoes up daily."

When Tommy was asked at Thanksgiving time why he was thankful, he replied, "for a big dinner." It seemed highly fitting that the true significance of the day should be again impressed upon him, and, as a result of the talk on this subject, Tommy wrote the following:—

#### WHY WE HAVE A THANKSGIVING DAY.

We have Thanksgiving because we want to say thank you and remember how many things we have to make us glad and happy and thankful. I am thankful for friends and a happy home and warm clothes and good food and because I am not very sick.

Another original composition was Tommy's story of his own life. Many have been the questions which he has asked concerning the years which he cannot remember, and this was his story as he, one day, wrote it:—

#### TOM.

When Tom was a little boy he lived in Pennsylvania. When my mamma is going to the far country to rest, Tom is going to the Hospital. The bed and the doctor will make him better.

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

Well is it for Tommy that he cannot know the pathos which others read between these lines.

Very happily for himself as well as for others, Tommy is blessed with a keen sense of humor. He recently achieved his first pun and it was not a bad one, considering that he can have no knowledge of sound. It was in the sloyd class one day when an unknown plane was handed to him. "It is not a jack plane," was his soliloquy,— "not a block plane,"— then, with a gleam of fun,— "it must be a Jamaica Plain."

He is a genuine boy and thoroughly enjoys a joke,— particularly when it is played by him upon some one else. One evening when he was about to retire, some time later than the other boys, it was noticed that he took with him a large rubber ball. His little room-mate always waits for a good-night salutation and in expectation of the accustomed ceremony was sitting up in bed. Tommy as usual approached, saying, "good-night, Eddie." Bending over, presumably to kiss him, Tommy gained a close proximity to Eddie's face, gave a sudden pressure to the ball and sent an unexpected shower-bath on Eddie's head. The spluttering on his part and the giggling on Tommy's betrayed the fact that mischief was afoot and an investigation followed.

His vivid imagination not only supplements all descriptive efforts on the teacher's part, but is also the source of much comfort to Tommy. He can seemingly persuade himself that the imaginary is as satisfactory as the real when the latter is unattainable, and long conversations are held on this "make-believe" basis. One day, at the close of school, he appeared dressed for walking and remarked that he was "going to a far field to rest." His attitude all day had con-

veyed the distinct impression that he considered himself an overworked and much-abused individual; and he waited for an expression of regret at his intended departure. As none was forthcoming, he went on to divulge further his plans, saying that he should remain away over-night sleeping upon the grass,—and he even carried his play so far as to accept some crackers which were offered him for his supper. “Do not be late for school in the morning,” was the parting injunction. That his plan had been received with so little surprise and that it had failed to produce the desired effect had been a slight disappointment to Tommy, and here was an opportunity to retire gracefully. “Who will tell me when to get up in the morning?”—in sudden remembrance of this necessary summons. A cow, discovering an intruder in her domain, was suggested as a possible substitute for a rising-bell. Tommy does not care for a close acquaintance with such messengers, and with a brief, but decisive,—“I will come back tonight,” he ran off to play. At reading-time he reappeared, improved in health and spirits by his pretended sojourn in “the far field.”

Tommy's excellent memory which so well retains facts, his general knowledge culled largely through his observant habit of mind and his association of ideas lead him to draw his own independent conclusions and have been most helpful factors in developing his thinking and reasoning powers. Sometimes his memory is almost too good, and Tommy will use your own line of argument to justify himself. Just before his departure for Wrentham, where he was to spend the summer, a few suggestions were offered him regarding his ability to be of use in the family. The following week he was asked to spend some portion of each day during vacation in reading and study. This was an unwelcome request and with deep dejection on his face he retired to a corner to consider the matter. A happy thought occurred to him. “But I cannot study this summer,” he eagerly explained. “Fly said I must take care of Mr. Brown.” It was hard to convince him that assiduous care which would leave no time for study was not expected. At another time a reproof was

administered, closing with the remark: "I am afraid Tom is very lazy." When he was next called to account for some unfinished work, it was his turn to explain: "Tom is very lazy," — with an air which said plainly, — "your own estimate of my character."

In all Tommy's work one of the underlying principles of education has been demonstrated again and again, namely that in order that the best results may be attained, there must first be aroused an active, intelligent interest in the study undertaken. The interest which Tommy takes in the sloyd work which is done under the direction of his teachers, while it is sincere, cannot be compared with that which he feels in his own inventions. In these he becomes for the time being completely absorbed. During the half-hour after the close of each sloyd lesson he has devoted himself to some original work. His first effort took the form of a house, strange in shape and appearance, but dear to him, and to his mind furnished with all the modern conveniences, — a chimney, window, door, door-bell, doorsteps and lock. It was interesting to note that the idea of appearance which naturally would not appeal to him, was always subordinate to that of utility, and that what interests him most in an actual house was first reproduced in his miniature one. When completed, Mr. Larsson's name was written upon the door, and it was given to him. This was followed by the construction of a flag-pole, several feet high, on a stand, skilfully arranged so that the flag could be hoisted or lowered at will. His last invention was a long car-track. His regular work in sloyd has included a bread-board, made from five alternate strips of gum and white wood, glued together, two picture-frames and a table. This last piece of work was, by far, the longest and most difficult, but great was his pride when he could exhibit it in its finished state.

Fortunate indeed has Tommy been, that he could continue for another year under the skilful instruction of two such teachers as Mr. Larsson and Mr. Sandberg, for they not only have given him the finest possible training in sloyd, but have established for him, in ability and character, a

standard to which it is now his ambition to attain. All Tommy's after-life will be fuller and richer in interests and knowledge because such as they have counted not their time or effort dear unto themselves but have willingly and gladly given him of their best.

During the year Tommy has spent many happy hours exploring the historic spots of Boston and its suburbs, gaining thus an intimate personal knowledge of sites made famous by the deeds of long ago. Thus history and geography have gone hand in hand.

His knowledge of the location of Boston streets would do credit to an old resident,—a fact which was demonstrated one evening when the family was invited to play "electric car." Since his ambition is divided between the attainment of the position of motor-man and that of elevator-boy, he reserved the post of conductor for himself and the other members of the family served as passengers. Standing without in the corridor, he would open the door with a flourish and announce the name of the street which the car had reached, surprising all by the number of streets with which he was familiar, and the order in which he named them. When his passengers were slow in leaving the car, and a street was called, known to be frequented by one of them, he would jog the memory of the delinquent with the suggestion: "Miss —, get out here!" — a service seldom rendered by the ordinary conductor.

During the past year Tommy has grown to be quite a financier. Formerly time and money were equally valueless to him; now he hoards both like a miser. A friend, in sending a gift of money for his use, enclosed a dollar with the request that Tommy be allowed to carry it in his purse and enjoy the pleasure of absolute ownership, spending it for whatever he might wish. Probably never again will Tommy feel so rich as he did when he became the proud possessor of that dollar, and he was never separated thereafter from his purse, insisting always upon paying his small bills from his own money. But he must be very firmly convinced, in his own mind, of the need



or utility of any article before he will part with any of his wealth. Almost his first question regarding any object is now, "how much did it cost?" and he is very likely to bestow this admonition: "Be very careful,—it costs too much money."

Yet, while Tommy hesitates to spend his money for himself, he is a willing and generous giver. It is his joy to save his pennies for the Christmas season, and the birthday anniversaries are his especial care. Announcing, one day, that Mr. Brown's birthday was at hand, he asked to be allowed to purchase a necktie as a gift for that good friend. Tommy's companion urged her utter ignorance as to the style which would be suitable and acceptable, as a reason for some other choice, but Tommy was not to be moved. "I will show you," he remarked blandly, and he himself selected one of the style invariably worn by his friend, paid for it with great satisfaction and carried it home, to be laid carefully away until the eventful day arrived. At another time he with several of the other boys had spent a happy day away from home and all had been recipients of various small gifts of money. It was suggested that each should contribute a small sum to provide a little treat for the boys at school who had missed the good time. When the plan was made known to Tommy, he cheerfully asked: "How much shall I give?"—"Just what you wish," was the reply. A careful examination of his purse revealed a small collection of coins of various denominations and among them a silver quarter. He at once rejected all the others and gave this freely and cheerfully for the boys.

With the feeling of pity, which Tommy's affliction always awakens in those who come in contact with him, there is invariably combined the desire to give expression to it by lavishing gifts upon him; and hence there is every tendency to spoil the child and make his life a thoughtless, selfish, self-centred one, unless, in these early, formative years, there can be engrafted into his character a counter-influence of unselfish interest in the well-being of those around him. For this reason every indication of generous thought and purpose is eagerly noted and counted as a signal victory.

The account of this year of Tommy's life cannot be closed without a tribute to all—and their name is legion—who have helped to bring so much happiness and brightness to this little soul. Every one whom he meets shows him un-failing love and kindness, from the roughest laborer in the street to the polished, refined gentleman who opens to him the doors of his own home, to make him gladly welcome. One dear little fellow, himself blessed with abounding health, throughout one day had watched Tommy's every movement with overflowing sympathy. At length, when his emotion had to find some vent, he invested his entire week's allowance in some tin soldiers, and gave his little all to Tommy. In the same spirit a rough old sailor parted with his choicest and, as might well be imagined, his only coin,—a treasure which, he solemnly assured Tommy, was saved "from the Christobal Colon." Doubtless he thought, in his rough kindness, that this fact would enhance its value in the mind of a boy, little realizing that as yet Tommy's faith in the brotherhood of man is unshaken, and that "wars and rumors of wars" are beyond his comprehension.

Last, but by no means least, is the loving thoughtfulness of Tommy's good friend, Mr. Joseph B. Glover. Increasing years have not made him unmindful of "one of these little ones," nor have growing infirmities caused him to forget that humanity with its needs is still urging its claims today, as surely as in the years that are gone. With a judicious and far-reaching thought for the future, he sent one day to Tommy a gold piece to be used as the nucleus of a bank account which, once started, may be added to as opportunity offers and, in the proverbial "rainy day" of the uncertain future, prove not only a timely aid but a lasting memorial of him who gave it.

Many times is the question asked,—does the result obtained with such a child repay the time and effort given,—the expenditure, financial and physical, which such training involves? Would it not be far better were such energy diverted to other channels? To all persons making such

inquiries, those who see and know Tommy in his daily life would say, while the ideal which is desired and the actual which is reached lie immeasurably far apart, yet the only bridge which will ever span the gulf between them is earnest unremitting effort.

In lessons of love, patience and kindness, Tommy has been an unconscious teacher. He has brought to many a mute reproach for their ingratitude and a better appreciation of the common blessings of life as well as an inspiration to use aright the powers which they possess, by the contrast of his life with their own. Who can ask for a greater sphere of usefulness in the world than this? If his life has done so much thus far, surely it is not in vain that it be prepared for higher service. We must consider, too, what increase of knowledge must mean to Tommy, as well as the influence which his life has had on those around him. If he can be lifted from the plane of utter nothingness in which he was found and made to be a man, intelligent, self-respecting, self-supporting, fitted to take a man's place in the world and to bear a man's share of its responsibilities, who shall dare to question whether it has paid? Freely have we received of these good gifts, denied to him, freely let us give of them to him, that at last it may be truly said that this little one who so long has "sat in darkness" has "seen a great light."

Wrentham has lost none of its attractions for Tommy. On the contrary, it continues to share with the kindergarten his warm affection and strong attachment, and to be his abode during the summer vacation. It forms a part of his life, and his fondness for it and the appreciation of the blessings which he enjoys there increase with his advancing years. The beloved people, who have opened to him not only their house but their hearts, have treated him as if he were their own child and have made him feel that there is a spot on earth which he may call his home. He seems to think, that he is a junior partner of his

dear friend, the Rev. William L. Brown, in the ownership of the farm, and takes the most profound interest in it and in everything pertaining to it. He exercises a general supervision over the buildings and looks after the repairs. Doors, windows, locks, the cords of the sash, water-pipes, the fastenings of the rooms, the utensils of the kitchen, the piles of wood, all these are kept in mind and receive his unfailing attention, nor does he forget to watch over the condition of the garden, the orchard, the barn, the fields and the boats on the pond. Indeed, he is inclined to play the rôle of a little proprietor and to feel the burden of his responsibilities. He is eager to lighten the labors of the venerable head of the family and also to help Mrs. and Miss Brown in the performance of their domestic duties. The latter is his wise mentor and constant companion. In the course of the summer she visited with him several places of interest, and about a week before the opening of the school term he sent to me from Wrentham a brief account of his excursions and doings. Here is his letter.

DEAR MR. ANAGNOS. I went to Chicopee Falls, Springfield, and to Holyoke, three cities near the Connecticut river in Massachusetts. I went up to the top of Mount Tom. It is twelve hundred and sixty six feet high. Boys can not coast with sleds because it is so steep and rough.

I have been to Providence and to Block Island. The boat rolled. It was fun.

I ride on the merry go round I made in the barn. It goes very fast I put a bar to keep the boys from slipping. The elevator is down. I am too big, I am thirteen years old. I put two sills on the windows, to keep the cold out in winter. There is a big pile of wood in the shed. I got up at five o'clock to throw in the wood. And I fill the wood box, for Mrs. Brown. It is a good long time for vacation. We are going to school Tuesday at noon.

I will not cry. I am going to stay out of doors in winter and play with my sled.

Good bye with love from TOM.

Miss Laura A. Brown, Tommy's former teacher and devoted friend, has charge of him during his stay at Wrentham and does everything in her power to make him comfortable and contented, to improve his mind and to strengthen his character. She keeps a record of such facts and incidents as relate to his daily life and occupations, and from her notes the following account has been compiled.

**TOMMY IN WRENTHAM.** Very little that is new can be recorded of this vacation season. Each day brought its activities, suggested by the healthy growing mind of a thirteen-year-old boy. A short time, both morning and afternoon, was set apart for reading, writing or work on the type slate,—a duty which sometimes conflicted with his pleasure and caused Tommy to protest that he was "too busy" to read. The urgent business might be the adjusting of some new device called a bell, a tramp through the orchard or a visit to "his" sweet apple tree to munch its fruit.

There were at least four bells in the barn and shed, one of which was for the iceman's special use. Before the time for the latter's regular visit, Tommy would bolt the shed door,—sometimes to the inconvenience of the family,—but he was always at hand to swing the door wide open at the thud of the bell. One in the barn, used in connection with his elevator and swing, was of great service when Tommy was playing up on the beams, for a vigorous pull of the string would bring him quickly within reach.

Some of Tommy's time-honored amusements have lost their charm, and he deems himself "too old" for playing rain or for the elevator which, although during the early part of the summer it made many trips a day, with Tommy

at one end of the rope nicely balanced by a pail of stones at the other, was later superseded by a new arrangement of ropes, chains and whiffle-tree, with a swing-board for a seat, called a "merry-go-round." Sitting in this, with a strap around his neck as security against falling and with his feet as motive power, Tommy went around and around in a circle as wide as the barn floor would permit.

There were frequent walks in the orchard taken with an iron roller, pushed before him by means of a handle which he had fastened to it. It looked like hard work even for a seeing boy who could avoid the worst inequalities, but Tommy heeded them not, seeming rather to rejoice at the hills and rough places.

Like any other boy, Tommy enjoyed paddling around the pond in the boat, hunting for clams and making the circuit of the pond by pulling at the tufts of grass on the banks. He has learned to row, an accomplishment of which he is duly proud, because it shows how strong his arms are.

The year's supply of firewood was housed by this same sturdy boy, who would work an hour or two at a time, throwing it into the shed as it was split. So enthusiastic did he become that he rose at five o'clock on several mornings during the summer, so that he might accomplish this duty before it came hot. When, by mistake, he woke and dressed at four o'clock and aroused the whole family by the bang of the wood as it flew into the shed, they wished that he were less energetic. He has also kept the wood-box well filled, and he would willingly leave his play to perform this duty or to assist in beating eggs, husking corn or shelling peas or beans.

Many hours were happily spent in the shop where Tommy's skilful handiwork was attested by a very neatly made shelf for his own choice possessions and by strips of board, fitted and nailed to the window-sills. He proudly explained that these were to keep out the cold in winter and that the open spaces at either end of one of the strips were "for the spiders to go in and out." All things in the shop he has been allowed to use freely unless he destroyed or

injured something. After having been reprov'd for several such misdeeds, he came in with a valueless little piece of iron, which he held up and turned around so that it might be perfectly seen, saying: "May I have it? may I have it? I do not like Mr. Brown to say I am a naughty boy, no."

A short journey to Springfield and Chicopee Falls gave great pleasure to Tommy, and many were his questions as to location, size and distance from Boston, of the cities and places passed or visited. He remarked that Springfield was a pretty city but not like Boston because it had "no ocean, no common and no Beacon hill." Later he expressed his pity for Springfield because it had no subway and because the electric cars were not like those of Boston. The ride up Mount Tom was the crowning-point of his happiness,— "like an elevator up, up, up," was his comment. When he reached the top he stretched up his hands, expecting to touch the sky, and, failing in this, he said: "It is a big air and a big country." A sail to Block Island was another treat to Tommy, for he enjoys being on a boat, of which the hurricane deck is the pleasantest part, to his mind. From this point he begged for frequent journeys to the lower deck "for a drink of water," in order that he might have the fun of going up and down the stairs and might feel the motion of the boat more fully.

But not every day was cloudless. Three were spent in bed, and on two occasions Tommy's poor nose was stung by hornets, so that his face became badly swollen. He bore the pain and discomfort bravely, laughing at his fat face, but he studiously avoided the places where the encounters had taken place, and rejoiced when the nests were destroyed and the hornets killed. Until then he would often ask if the hornets had been told that they must not sting. One of these injuries was received on Tommy's birthday, whereat he said pityingly: "Poor thirteen."

Tommy reasons in a logical way and sticks persistently to a subject until he gets a satisfactory idea of it. He asks many questions which would do credit to a boy of his age

with all his faculties while, on the other hand, his shut-in condition makes it hard for him to understand many common things. He has, of course, no conception of light. Standing over a bowl of hot water, he said: "Feel the sun, yes, it is like the sun." At one time, when he was urging his companions to go out-doors to see something at night, he was told "it is so dark I cannot see." "I am not dark," Tommy answered quickly.

Very reluctantly Tommy turned his back on Wrentham when the time came to do so, but he said several times: "It is a good long vacation. I will not cry." All his treasured playthings—ropes, nails, locks, bottles and sticks—were packed away and the roller was cleaned and oiled, so that it would not squeak nor rust, by a very sober and even tearful boy; but, when the last moment came, he set bravely forth, with a sunny face, for Boston and school.

This account of what Tommy has accomplished during the past twelve months, and of his general development, added to those which have been published in former years, proves the correctness of the statement made at the beginning of this section, namely that his case is truly a remarkable one. It presents a rich field for pedagogical, scientific and humanitarian explorations. In looking at the two pictures, which are inserted in the opposite page, one cannot help realizing how marvellous is the transformation from darkness to brightness when he sees the light of intelligence and animation and the joy of life beaming forth on Tommy's countenance, which once was so vacant, so dismal and so forlorn!

It may be said without exaggeration, that so far as achievement of results is concerned Tommy's record surpasses that of all other persons in his condition. It bears witness to the marked enlargement of the capacities of his mind, the steady development of the



sweetness of his nature and the constant increase of the admirable qualities of his character. Moreover, it speaks very eloquently of the unstinted liberality of those who have kindly volunteered to supply the means for his maintenance and education. Nothing could have been done without their assistance.



DARKNESS.

Tommy Stringer soon after he arrived, scarcely able to walk and totally helpless, although nearly five years old.



LIGHT.

The Tommy Stringer of three years later.

The most prominent of Tommy's benefactors, to whose generosity his emancipation and training are mainly due, are Mr. Joseph B. Glover, a dear anonymous friend who has paid from time to time such deficits as occurred in Tommy's accounts, Mrs. Warren B. Potter, Mrs. George W. Wales, Mrs. Annie B. Matthews, Miss Sarah M. Fay, Mr. James Eckersley

of Plattsburgh, N.Y., Mrs. J. Conklin Brown of Greensborough, Ga., and her little son Warner, the Misses Jane F. and Lucia Dow of Milton, Miss Flora E. Rogers of New York, Mrs. C. C. Chadwick, Miss Mary D. Sohier, Mrs. Dudley L. Pickman, Mrs. B. L. Young, Mrs. John Jay Chapman of New York, Miss Susan Day Kimball, Miss Eleanor G. May, trustee of the Lydia Maria Child fund, Mrs. William H. Slocum, Mrs. E. Rollins Morse, children of the kindergarten at Florence, Mass., Mr. Robert D. McGonnigle of Pittsburg, Pa., the late Miss Emily M. Everett of Cleveland, Ohio, and many others, whose names are printed in full in another part of this report. All these generous and kind-hearted givers have ample reason to rejoice over the splendid results which have been obtained by the help of their gifts. Through their liberality Tommy has been restored to human fellowship, is comforted in the bosom of society and is enjoying the advantages of education and the blessings of domestic life.

I cannot refrain from speaking at this juncture of the groundlessness of the impression, which prevails among many people, that sufficient provision has already been made for Tommy, that he is favored with a large number of sympathizers who are actively interested in him, and that all his wants, present and future, are amply supplied. I wish from the bottom of my heart, that these notions were correct; but I am grieved to be obliged to state that they are entirely erroneous.

The truth of the matter is that, with the exception of the amount of forty dollars per annum which has been provided for him through the keen foresight and thoughtful generosity of his beloved friend, Mr. Joseph

B. Glover, Tommy has nothing coming to him regularly from any direction. Indeed, it is with immense difficulty and by means of constant personal appeals that the requisite sum of money for his support is obtained.

But for obvious reasons this state of things is exceedingly precarious, and we feel, that a surer and more permanent source of revenue ought to be procured for the unfortunate boy without further delay. Action should be taken while the intelligent and well-to-do members of our community are still manifesting both a profound interest in Tommy and his work and a disposition to lend a helping hand to him and encourage him to go forward. It is high time for us to seize the opportunity and inaugurate an immediate movement for securing a fund for his benefit large enough to yield a yearly income of five hundred dollars, such fund to be raised with the distinct understanding, that it is to be placed under the care and control of the trustees of the Perkins Institution and Massachusetts School for the Blind, and that only its net income is to be given to Tommy so long as he lives or is in need of it, the principal remaining intact forever. It should be further understood, that at his death, or when he is otherwise provided for, another child similarly afflicted shall have the benefit of this fund.

With this explanation we appeal most earnestly to the public in general and to Tommy's loyal friends and benefactors in particular, asking them for gifts toward this permanent fund, as well as for a sufficient number of annual subscriptions to pay his current expenses, and we fervently hope that this request will meet with a favorable response.

From the depths of the dense darkness and awful stillness in which he is plunged, the unfortunate boy is as incapable of pleading his own case in eloquent words as he is of singing a song of glee or a carol of joy. His voice can be of no service to him in portraying his condition or in presenting his claim to a thorough education, which is to him the veritable bread of life and therefore of infinitely greater importance than to children possessed of all their faculties. In all probability he does not realize fully the extent of his indebtedness to his benefactors, and therefore he does not take up his pencil to write a few words to them, acknowledging their goodness towards him and expressing his sentiments of high appreciation and of profound gratitude to them for what they have done for him. Nevertheless, he is gradually becoming conscious of the inestimable value of the aid which they bestow upon him, and, although mutely and unostentatiously yet touchingly and earnestly,—

He sends a prayer from his heart's deep core,  
And flings a plea upwards to heaven's door,

for their spiritual well-being, as well as for their happiness and continued prosperity.

In the whole range of humble and pathetic supplications is there one which can reach the throne of glory more quickly or will be heard more attentively than that which emanates from the white soul and the sealed lips of Tommy Stringer?

## LET US PRESS ONWARD TO THE GOAL.

The good boat speeds thro' the brightening weather.

—BROWNING.

The record of another period of earnest effort and of faithful and painstaking work has already exceeded the usual length and cannot be extended farther. Therefore it must be concluded here. But the past and the present time are so closely joined together that no sooner do we part with the first than we fall directly into the second. "The king is dead! Long live the king!"

Thus the duties of a new year are now confronting us, and we enter upon them with larger plans, higher hopes and brighter prospects for greater achievement than those of the past.

In opening a fresh chapter in the history of the infant institution we have an excellent opportunity to avoid old mistakes, to attempt additional improvements, to study carefully all conditions and to master the situation. The incoming year must be made memorable by great deeds. The nineteenth century is approaching completion; the twentieth is not far away. We have already sounded the note for a grand advance in the form of reorganizing the scheme of the education of the blind and of enlarging its scope, and we must gird ourselves and press right onwards for its consummation, without "bating one jot of heart or hope" before the enormous difficulties which we may have to encounter.

In fighting this battle we have before us either victory and progress or humiliating defeat and retrogression. It depends altogether upon the way in which we take hold of the matter whether the former or the latter alter-

native will come to pass. We are fully aware that our undertaking considered in its financial aspects is immense; but the actual needs of the little sightless children and every page of the history of the kindergarten forbid us to think in insufficient figures or to make inadequate calculations.

If the prominent friends and generous benefactors of our school could unite with the trustees and the members of the ladies' visiting committee in a determined effort to raise the requisite funds there would be no doubt as to the favorable outcome of their action.

Let there be a forward movement all along the line.

All which is respectfully submitted by

MICHAEL ANAGNOS.

## WORK OF THE KINDERGARTEN.

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Some of the most convincing testimony to the value of the even tenor of daily life at the kindergarten is offered through the brief reports which have been prepared by the teachers in the several lines of work. These accounts give a clear idea of the methods pursued, of the obstacles overcome, of the successes attained and of the ideals, so immeasurably beyond the victories. We subjoin copious extracts from the statements written by the teachers.

GIRLS' SECTION. *Kindergarten.* From the report of Miss Alice E. Shedd, kindergartner in the girls' department, we quote as follows: —

The year's work in the girls' department of the kindergarten was so broken by illness that the desired standard of development was by no means attained. Of its twenty-one members, three were removed for the year and many others were absent for a longer or shorter period. But, under these circumstances, the opportunity for paying special attention to some backward children was eagerly embraced and was productive of such gratifying results that the year was far from being lost time.

Some encouraging tale of progress can be told of each of the three classes. Thus the advanced class, connecting the kindergarten with the primary grade, gained in power of invention and in the ability to think out a logical progression from the last combination which had been completed in weaving and in making patterns, while in sewing the results of the work of most of the children were excellent. The manual work of the members of the second class was good in the few things which they were capable of handling, but their work on gifts was poor. Three of the children of the first class have accomplished all that could be

expected of them, and have taken the first steps on the sunny path of learning so bravely as to merit promotion.

The general work of the kindergarten has followed the course of the seasons with the thought of preparing the children to take up intelligently the more specific study of nature in the primary class. Throughout the year the little pupils have been led to perceive the poetical side of the life about them, to use their imaginative faculties and to express them in their daily work and play. Toward the end of the year the growth in this direction was satisfactory.

*Primary Class.* Miss Alice M. Lane gives the following account of the work under her charge:—

In the primary class for girls, the programme for each day included the following subjects: Study of nature, reading, language, arithmetic, writing and number work.

The purpose of the work in nature has been to create an interest in all forms of life and a love for them. The children have studied the growth and structure of plants and animals. Lessons in geography have been given regularly, and there have been interesting talks about the surface of the earth while representations of it in sand have grown under the fingers of the little learners. The opportunity is here presented to the teacher for giving some facts of history, in stories about the countries, the early settlers and some great men and women. The study of nature appeals to every child and it is especially delightful when the lesson is given in the park or in the woods. One little girl exclaimed: "O, I never knew there were so many beautiful things in the world."

The material for the lessons in language has been gathered largely from the work in natural history and geography. In arithmetic the class has made fair progress during the year.

In addition to the reading which has been done in the class, the children are encouraged to keep some book in their possession and to read from it as they may choose in their leisure time.

*Music Department.* In music alone do the little blind children find that æsthetic enjoyment which



their seeing brothers and sisters obtain in several of the fine arts. Hence, their interest in this branch of study is quickly secured, as may be readily seen by the account of Miss Elfie M. Fairbanks, the teacher of music in the girls' department, who describes the work done by her pupils as follows: —

In the music department during the past year, thirteen girls have received instruction in playing upon the pianoforte and one has studied both pianoforte and violin. Scales in graded rhythms, studies adapted to the needs of each pupil and a few short, bright selections of music have formed the course of study. In most cases the children were ready and eager to work, and the progress was marked.

A class of seven pupils had a lesson every day in the Braille system of musical notation. They have shown much interest in the study, and at the close of the year all were able to read their own lessons, thus gaining independence and the opportunity to put into practice the knowledge already acquired.

All the girls attended a daily singing class, where special attention was given to the training of the ear. They were expected to recognize and name all the common intervals, major and minor triads in the different positions, both forms of the minor scale, and the like. Few children seem to have an idea of absolute pitch.

One evening of each week was devoted to musical readings, in which the history of music and the lives of the great composers were taken up briefly and simply. The occasional introduction of musical stories and anecdotes was thoroughly enjoyed.

During a short time each day the older girls were allowed to play whatever they chose upon the pianoforte, and some original and startling compositions were produced from time to time.

All have exhibited great interest and enjoyment in their music; but in some cases the lack of manual dexterity has been a great hindrance to progress, and a long course of patient, careful training has been necessary to bring the little hands under control.

BOYS' SECTION. *Kindergarten.* Miss Grace W. Thomas thus characterizes the general results ob-

tained through kindergarten training for the little boys:—

Some one has said that, had Froebel given the kindergarten to blind children alone, his mission had been great; so wonderfully adapted to their needs does this system seem. We realize the advantage which we have over other kindergartens in being able to carry out literally Froebel's injunction to "live with the children." Our aim is to give the children a home which shall be utterly unlike a *home* in the institutional sense of the word.

As the little ones come to us at the beginning of the year, we are reminded of Longfellow's words,

O child! O new-born denizen  
 Of life's great city \* \* \*  
 Here at the portal thou dost stand  
 And with thy little hand  
 Thou openest the mysterious gate  
 Into the future's undiscovered land.

Strangers in a strange land, they seem sometimes not even to know the language. Words have very little meaning to the blind child, since he has no conception of the objects spoken of; therefore, the talks must be vivified by the objects themselves. Many and delightful have been the walks in search of these, usually in the park, which we are fortunate in having so near. We need not say with what timidity and fear first steps on unfamiliar ground were taken, or how their tiny hands had to be taught to see.

We have sought to make the programme for the year as rich and varied as possible, in order to awaken some sense of the great, wide, beautiful, wonderful world, with its many busy workers, and to arouse an ambition to join these. But how inefficient are the little hands, how helpless and dependent the child's condition! It is the purpose of the kindergarten to make him helpful and independent. In a wonderful way are Froebel's gifts, games and occupations fitted to bring about these results; and, not only in the classroom but throughout the busy day, the children are learning to use the tiny fingers in caring for themselves. The progress, in most cases, is discouragingly slow, if

judged from day to day, but in looking back over the year signs of marked improvement appear.

Some of the little strangers of a year ago can now hardly be recognized. The little feet that were once so timid now carry their owners swiftly and surely over the ground that has become so familiar. When the children come in from the play in the open air, the cheeks are rosy that were once so pale, and their illumined faces and eager questions tell of their awakening to the wonderful story of nature. The work at the tables shows that the fingers are learning to do their part and that the hands may some day, like the master builder's, be termed skilful.

This is the children's garden. Blighted, dwarfed and very immature are many of the tender plants within it, but in the warm, sunny atmosphere of the place they are being nourished,—we believe, they are growing.

*Primary Class.* Of the work of the primary class in the boys' building of the kindergarten, Miss L. Henrietta Stratton speaks as follows:—

During the past year the primary class of the boys' kindergarten department has numbered twelve pupils with whom the work accomplished has been for the most part satisfactory.

The keenest pleasure has been derived from the study of animal, vegetable and mineral life by means of objects which could be readily obtained and were tangible to the pupils. Reading lessons from *The Child's World* and *The Geographical Reader* have supplemented this study of nature. Simple lessons in history have been given in connection with delightful visits to places of historical interest.

While progress has been noted in every branch of the work, it has been secured only through individual attention in the cases of several children whose mental ability was below the average.

*Music Department.* No pains are spared to make the instruction in music, which the little boys receive at the kindergarten, a firm foundation upon which to build a thorough education in this direction. Here is

Miss Eleanor Maud Hamilton's interesting story of the methods used with success in her classes:—

During the past year there have been two classes of boys engaged in the study of music at the kindergarten,—one composed of the older boys and the other, a class of beginners with whom the use of the Fletcher "musical simplex method" has been undertaken for the first time.

With the advanced class of six boys a satisfactory amount of work has been accomplished. The pupils have become accustomed to read and write the Braille system of musical notation. In this manner each child has learned an average of three selections, in addition to those taught to him by dictation. They have studied all the scales, major and minor, pure and harmonic, and can make transpositions to any major or minor key.

Miss Fletcher's "musical simplex method" has proved to be wonderfully adapted to the needs of our children and, after a year's use, its value is placed beyond question. Its particular advantage here is that, through its wooden models, it presents to blind children for the first time a knowledge of musical characters as used by the seeing. She has built her system upon kindergarten lines, using the principle of "learning by doing" and seeking to arouse the child's interest. It depends upon objective methods, and, with the wooden models, the children take pleasure in building the measures and bars, with due regard to musical values which they quickly learn. Until this knowledge is thoroughly gained, no attempt at practice upon a pianoforte is made, although finger and hand exercises prepare the little pupils for that end and careful drill is given in tones and absolute pitch, in accent and rhythm.

Thus, what has been drudgery to many generations of children has now become a delightful play, to be entered into with zest. It is as good fun as a game of conundrums to sit in a circle on the playroom floor, propounding such questions as "what note lives on third leger line below bass staff," or "on space above fifth leger line above treble staff," to which the answer comes in eager shout.

A class of nine boys began to study music according to this method at the beginning of the school year, and one of five boys

in January. The results for the year may be thus summarized:—

The pupils know all the different notes and rests and their values.

They are acquainted with every key in the keyboard and can place the corresponding note on the staves, using leger lines when necessary or “8 *va.*”

They are able to read any note from the staves.

They can repeat or sing any major scale and its tonic triad ; and they can play the triads (and the scales with one finger).

They can tell the time signature and key of almost every piece they hear.

They are able to distinguish any sound within the compass of the fourth octave, or any major or minor second, when they hear it.

They have acquired the habit of placing the hand in a good position.

They have studied about Palestrina, Bach and Mozart.

The more advanced pupils have begun to practise upon the pianoforte.

These results seem to justify our faith in the excellence of this system.

DEPARTMENT OF MANUAL TRAINING. The system of manual training which has been established at the kindergarten aims directly at the mental development of each little pupil, while at the same time the pleasure of making some complete article ensures his interest, and his hands grow strong and skilful through the exercise. Miss Laura A. Brown, who teaches both the little boys and the little girls, thus recounts the progress in this department:—

During the school year there were 49 children (22 boys and 27 girls) under instruction in this department. These formed six classes, namely,—a primary class, an intermediate and one of beginners, composed of boys, and three corresponding classes among the girls. Each division received a lesson every day.

The primary classes had already had two years' training in

this department and were able in knitting to do work which combined the plain stitch and seaming, and to make such articles as fine wash-cloths and bath-towels, and infants' sacques; socks and hoods. During the winter and spring terms they spent every alternate period in sewing, and, having finished the preliminary work on canvas and cloth, they learned to hem towels, while several made pillow-cases. One ambitious little girl, who is especially quick with her fingers, made a white skirt. The progress of the boys in sewing was somewhat slower than that of the girls; but they were interested in the work and did well. They were eager to learn how to sew on buttons, a feat which they were taught to accomplish.

The intermediate classes also had sewing on alternate days, beginning with work upon canvas. In knitting they were occupied with the simpler kinds of work, learning to cast on stitches, to bind off and to seam. The classes of beginners devoted their attention to knitting, in which each pupil made at least four articles while some made as many as twelve.

Among the children there were a few who worked very rapidly and well, more who were obliged to proceed with painstaking care, in order to produce a presentable article, and some, mentally undeveloped, who made little progress in knitting and less in sewing.

#### WORK OF THE PRIMARY DEPARTMENT.

The work of the past year has been very fruitful and exceedingly gratifying in every branch of this department. Harmony, neatness, order, mutual goodwill and an earnest desire to help the children in all their efforts and to look after their personal comfort and their mental and moral improvement, have been the principal characteristics of this new family. Both the matron, Miss Mary J. Jones, and the teachers deserve great credit for this delightful state of things. It is with great pleasure that we are able to make the same statement of the matrons and teachers of the other two households at the kindergarten.

Owing to the increased number of pupils the need of employing a second teacher became evident, and Miss Anna Parish Knapp was added to the corps of instructors at the beginning of the present school year. She is bright, energetic, well equipped for her profession, having been graduated from the state normal school at Framingham, ready to respond cheerfully to all reasonable calls upon her time and strength, and promises to do excellent work.

The spirit of the kindergarten has been carried into the work of the primary department, and the development of the pupils has been sought along the same lines by different means. Some of the exercises which were begun during the early part of the training of the pupils have been continued with a similar plan of concrete presentation and have commanded the unflagging interest of the children. The method of "learning by doing" has been successfully applied not only to the activity of the hands but to that of the brain and the heart.

The teachers of the several branches embraced in the curriculum thus narrate the story of the year.

*Literary Classes.* Miss Bertha G. Hopkins, who has in charge this division of the school course, gives the following detailed account:—

The nine boys who entered the new primary department in September, 1898, were divided into two classes. The members of each division have received instruction in arithmetic, natural history, reading, geography, language and writing.

In arithmetic, both mental and written work in multiplication and division has been accomplished by all the pupils, while the more advanced ones among them have studied decimal fractions.

The work in natural history consisted of a simple study of the surroundings of the school and such material as presented itself in the daily life of the children. In geography, the attention of

the pupils has been devoted to Massachusetts, North America and South America.

The boys have shown a willing spirit toward their daily tasks and, although the degree of progress has differed greatly in the several cases, the year has been upon the whole a satisfactory one.

*Music Department.* In the study of music, the real interest which the children manifest makes this portion of the road of learning smoother, easier and more flowery than many other sections. Miss Abbott thus speaks of the progress of her pupils: —

In the musical work of the primary department during the past year, the aim has been to lay a solid foundation of elementary knowledge upon which a thorough education may be built. There have been nine students of the pianoforte, two of whom also received instruction in playing the violin. In the latter part of the year four boys studied brass instruments, forming a quartet of two cornets, an alto and a tenor horn, which has afforded them excellent practice in *ensemble* playing.

The singing class which included all the boys has met every day. Constant drill has been given in the study of intervals and in the production of good tone; and the use of two-part songs has been especially enjoyable to the pupils. Every Saturday morning a part of the hour of music has been devoted to a pianoforte recital in which each boy played the study or selection of music, learned during the week.

The six more advanced pupils have begun the study of harmony, while those less advanced and the three pupils who entered late in the year received instruction in the Braille system of musical notation. All have listened to brief sketches of the lives of the composers, showing marked interest in Mozart and his boyhood successes.

The pupils have been faithful, earnest workers and have exhibited a noteworthy preference for the best music and a keen enjoyment of the work of the great composers.

At the opening of the school term the writer of the above statement, Miss Helen M. Abbott, was trans-



ferred to the parent school at South Boston, and Miss Minnie C. Tucker, a graduate of the New England conservatory of music, has been appointed to fill the vacancy caused by this change. Miss Tucker is a young woman of excellent character and a teacher of great ability. She is industrious, painstaking, conscientious, self-forgetful, eager to improve herself and faithful in all things. In order to qualify herself thoroughly for her work with our pupils, she has recently taken a complete course of Miss Fletcher's "simplex method of music." It should be stated in this connection, that this system has proved to be of such immense value in the proper training of little sightless children that no teacher who is not perfectly familiar with it will in the future be employed to give them instruction in music.

*Department of Manual Training.* The manual training carried on in this department is more definite and special than that of the kindergarten and bridges over the gap between the latter and the work of the ordinary grammar schools. In the well appointed room in the basement of the building, which is admirably fitted and fully supplied with benches and tools requisite for the systematic training by sloyd methods, the boys find recreation from literary tasks and develop their muscles at the same time that they increase their mental vigor. It is scarcely needful to add, that those pupils who are learning to use their hands and tools of various kinds are as well provided with the necessary means and facilities as those who attend to literary studies or to music. Here is what Miss Martha E. Hall, the teacher of sloyd, says about the work:—

The first year's work in sloyd at the boys' primary building followed the lines established by the best manual training schools, with such few changes as were necessary in order to meet the requirements of our pupils. In this elementary course only two dimensions, length and width, were worked out by the boys.

Pine, whitewood and gumwood have been the materials used for the work, and before the end of the year nearly every pupil was able to choose without difficulty the proper wood for his model.

The number of articles made by the different learners varied according to the ability of each pupil. Some showed a natural aptitude for this occupation, while in not a few instances nervousness,—usually resulting in a lack of control of the hands,—weak muscles or mental inertia made the path of progress a difficult one.

The boys have seemed to enjoy their work and were usually sorry to lay it aside at the end of the hour. During the summer one of them wrote that he should be glad to return to school since there was no bench in his house.

## ACKNOWLEDGMENTS.

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Again we gratefully record the names of the friends of the kindergarten, to whose generous interest in the little school we are indebted for many remembrances.

Dr. Robert W. Lovett has given advice and treatment to one of our little boys throughout the year.

A beautiful bust of Froebel with a suitable pedestal has been presented by that noble friend of the little blind children in general and of Tommy Stringer in particular, Mr. Wallace L. Pierce, whose benefactions are innumerable, and most of them are only known to the recording angel. Tommy has received the gift of a tilt from Mrs. Pierce.

Mr. J. M. Rodocanachi has again manifested his interest in the little kinder orchestra by giving twenty dollars for its furtherance, accompanying the gift by a supply of figs and dates.

Easter boxes were received from Mrs. E. Preble Motley, who also sent ice-cream and cake at Christmas time. For the latter celebration we have also received ten dollars from Mrs. W. C. Baylies, five dollars from Mrs. George H. Monks and candy from Mr. J. B. Glover, Mr. Joseph Curtis and Mrs. F. E. Wilbur. Mrs. Sarah A. Hill sent, as a Christmas gift for the children, a number of balsam-fir pillows of her own making. These have a special value as an expression of love and good will from this dear friend who is "eighty-one years young."

A box of Florida palms, orange flowers, bamboo, grapefruit and oranges arrived from Mrs. W. D. K. Marrs while the great snow-storm of February was raging around us. Shells from Palma Sola, Florida, were sent by Mrs. Eleanor S. Warner.

Clothing has been donated by the Employment Department of the First Church, Boston, while the Young Ladies' Missionary Society has continued to clothe one girl.

We are indebted to the Herford Club of the Arlington street

Church for flowers; to Mr. Joel Feeder, for a supply of groceries; and to Mrs. W. H. Slocum, for seven barrels of fruit and vegetables. Generous gifts of fruit have also been received from Mrs. Frank B. Allen of Longmeadow, Mrs. Joseph Burns of Taunton, Mrs. Louis Duferme of Haverhill and Mr. Richard E. Goodwin of Augusta, Maine.

Fruit, a hammock and the model of a steamboat were donated by the Mission Band of the Congregational Church in Wollaston; and a class of children at Mrs. S. E. Guild's has sent a gift of kindergarten materials.

Through the kindness of Mr. Edward Brooks, the children heartily enjoyed a visit to the Dog Show in April.

Miss Helen D. Orvis again gave pleasure to our older pupils by the gift of six tickets to her concerts, and they were also kindly remembered by Mr. Carl Faelten, who sent twelve tickets to the recitals by his pupils.

In May, Mr. Vincent Akeroyd and his pupils, assisted by four of our children, gave a concert for the benefit of the kindergarten, by which the sum of \$69.80 was realized.

Miss E. J. Freeborn added *The Court of King Arthur* to the library and has also presented to the school a dissected map of the United States. Our library has been further enriched by the gift from Mrs. S. B. Jackson, Newton, of the following books: *Song of Happy Life*, *The Little Colonel*, *Things Will Take a Turn*, *The Gate of the Giant Scissors* and *Holiday Story Book*.

*The Youth's Companion*, *Forward*, *Lend a Hand* and *The Jamaica Plain News* have been received regularly from their publishers.

## LIST OF THE CHILDREN.

---

Abbott, Edna May.  
Allen, Mary K.  
Anderson, Elizabeth.  
Barabesic, Lucy.  
Brayman, Edith I.  
Burns, Nellie.  
Clark, Helen F.  
Curran, Mary I.  
Elwell, Gertrude.  
Finnegan, Alice.  
Goodale, Elcina A.  
Gray, Nettie C.  
Hamlet, Ethel.  
Knap, Mary G.  
Langdon, Margarita.  
Leach, Alice E.  
Mather, Flora L.  
Miller, Gladys.  
Minahan, Annie E.  
Noonan, Marion L.  
Perella, Julia.  
Randall, Helen I.  
Smith, Elena.  
Viles, Alison P.  
Walsh, Annie.  
Watts, Kate.  
Wilde, Agnes.

Bardsley, William E.  
Bixby, Charles A.  
Blood, Howard W.  
Casey, Frank A.  
Corliss, William A.  
Cotton, Chesley L.  
Crandall, Daniel L.  
Cummings, Edwin.

Cunningham, James H.  
Curran, Edward.  
Curran, John.  
Ellis, John W.  
Gibson, Leon S.  
Giles, Lawrence F.  
Goyette, Arthur.  
Graham, William.  
Hamlett, Clarence S.  
Hart, D. Frank.  
Heroux, Alfred N.  
Hickey, Bernard.  
Jordan, John W.  
Kettlewell, Gabriel.  
Kirshen, Morris.  
McDonough, William.  
McQueeney, William.  
Muldoon, Henry M.  
Muldoon, Robert D.  
Musante, Anthony.  
Nelson, Charles S.  
Nelson, John F.  
Rand, Henry.  
Ransom, Francis.  
Rawson, Willey.  
Ray, Edward R.  
Rodrigo, Joseph L.  
Ryan, Michael J.  
Sacco, Nicola.  
Sticher, Frank W.  
Stringer, Thomas.  
Tyner, Edward T.  
Wetherell, John.  
White, Thomas E.  
Williams, Albert L.

# FINANCIAL STATEMENT OF THE KINDERGARTEN

FOR THE YEAR ENDING AUGUST 31, 1899.

## *Receipts.*

Cash on hand September 1, 1898, . . . . . \$22,844.22

### LEGACIES:—

Almira F. Winslow, . . . . .	306.80
J. Putnam Bradlee, . . . . .	25,000.00
Mrs. Charles E. Ware, . . . . .	3,500.00
Mrs. Ellen M. Baker, . . . . .	9,000.00
Mrs. Caroline S. Pickman, . . . . .	1,000.00
A. D. Manson (additional), . . . . .	634.00

### GIFTS:—

Miss Harriet Otis Cruft fund, . . . . .	5,000.00
Mrs. William Appleton fund (additional), . . . . .	1,000.00
Mary Lowell Stone fund (additional), . . . . .	200.00
Endowment fund, . . . . .	\$5,966.80
Endowment fund, through Ladies' Auxiliary Society, . . . . .	1,634.00
Annual subscriptions through Ladies' Auxiliary Society, . . . . .	6,927.00
Board and tuition, . . . . .	7,199.85
Rents, . . . . .	990.50
Income from investments, . . . . .	14,341.45
Profit, exchange of bonds and sale of rights, . . . . .	326.94
	\$105,871.56

## *Expenses.*

Maintenance, . . . . .	\$19,597.34
Expenses on houses let, . . . . .	50.03
Bills to be refunded, . . . . .	126.42
Furnishing primary building, . . . . .	1,432.98
Taxes and annuity, Jackson estate, . . . . .	600.28
Invested, . . . . .	70,989.00
	\$92,796.05
Balance September 1, 1899, . . . . .	13,075.51
	\$105,871.56

PROPERTY BELONGING TO THE KINDERGARTEN.

Mrs. William Appleton fund, . . . . .	\$12,700.00	
Nancy Bartlett fund, . . . . .	500.00	
Miss Helen C. Bradlee fund, . . . . .	65,000.00	
Miss Harriet Otis Cruft fund, . . . . .	6,000.00	
Mrs. Helen Atkins Edmands fund, . . . . .	5,000.00	
Eugenia F. Farnham fund, . . . . .	1,015.00	
Albert Glover fund, . . . . .	1,000.00	
Moses Kimball fund, . . . . .	1,000.00	
Mrs. Warren B. Potter fund, . . . . .	25,000.00	
Mrs. Benjamin S. Rotch fund, . . . . .	8,500.00	
Mary Lowell Stone fund, . . . . .	500.00	
Mrs. George W. Wales fund, . . . . .	10,000.00	
LEGACIES —		
Mrs. Harriet T. Andrew, . . . . .	5,000.00	
Mrs. Eleanor J. W. Baker, . . . . .	2,500.00	
Mrs. Ellen M. Baker, . . . . .	9,000.00	
Sydney Bartlett, . . . . .	10,000.00	
Samuel A. Borden, . . . . .	4,250.00	
Miss Sarah Bradford, . . . . .	100.00	
John W. Carter, . . . . .	500.00	
Benjamin P. Cheney, . . . . .	5,000.00	
George E. Downs, . . . . .	3,000.00	
Mrs. Lucy A. Dwight, . . . . .	4,000.00	
Mary B. Emmons, . . . . .	1,000.00	
John Foster, . . . . .	5,000.00	
Mrs. Elizabeth W. Gay, . . . . .	7,931.00	
Mrs. Ellen M. Gifford, . . . . .	5,000.00	
Mrs. Ann E. Lambert, . . . . .	700.00	
Elisha T. Loring, . . . . .	5,000.00	
Augustus D. Manson, . . . . .	8,134.00	
Miss Sarah L. Marsh, . . . . .	1,000.00	
Mrs. Richard Perkins, . . . . .	10,000.00	
Mrs. Caroline S. Pickman, . . . . .	1,000.00	
Francis L. Pratt, . . . . .	100.00	
Miss Edith Rotch, . . . . .	10,000.00	
Miss Rebecca Salisbury, . . . . .	200.00	
Joseph Scholfield, . . . . .	3,000.00	
Mrs. Eliza B. Seymour, . . . . .	5,000.00	
Mrs. Cornelia V. R. Thayer, . . . . .	10,000.00	
Royal W. Turner, . . . . .	24,082.00	
Mrs. Mary B. Turner, . . . . .	7,574.00	
Mrs. Charles E. Ware, . . . . .	3,500.00	
Mary H. Watson, . . . . .	100.00	
Mrs. Julia A. Whitney, . . . . .	100.00	
Miss Betsy S. Wilder, . . . . .	500.00	
Miss Mary Williams, . . . . .	5,000.00	
Almira F. Winslow, . . . . .	306.80	
Transcript ten-dollar fund, . . . . .	5,666.95	
Funds from other donations, . . . . .	57,252.25	
		\$356,712.00
Real estate subject to annuity, . . . . .		7,200.00
Cash in the treasury, . . . . .		13,075.51
Land, buildings and personal property belonging to the kindergarten, Jamaica Plain, . . . . .		258,450.60
Total amount of property belonging to the kindergarten,		\$635,438.11

## KINDERGARTEN ENDOWMENT FUND.

### LIST OF CONTRIBUTORS

From August 31, 1898, to September 1, 1899.

A. E. S., . . . . .	\$1.00
A friend, . . . . .	50.00
Alden, the Misses, . . . . .	9.20
A silent friend, . . . . .	20.00
Bacon, Mrs. Francis M., . . . . .	10.00
Bacon, Miss Mary P., . . . . .	5.00
Bailey, Miss E. H., Peterborough, N.H., . . . . .	5.00
Balfour, Miss Mary D., Charlestown, . . . . .	10.00
Billings, Mrs. Elizabeth, Canton, . . . . .	1.00
Bissell, Mr. H., West Medford, . . . . .	15.00
Bowditch, Mr. William I., . . . . .	5.00
Brett, Miss Anna K., Avon, . . . . .	10.00
Brewer, W. D., . . . . .	10.00
Brewster, Miss Sarah C., . . . . .	5.00
Bridge, Mrs. B. M., . . . . .	1.00
Brown, Mr. E. R., Dover, N.H., . . . . .	50.00
Bryant, Mrs. Annie B. Matthews, . . . . .	10.00
Bullard, Miss Katherine Eliot, . . . . .	15.00
Cabot, Mrs. Francis, . . . . .	10.00
Child, Miss E. E., . . . . .	2.50
Child, Miss M. C., . . . . .	2.50
Children of the Herbert Street Kindergarten of Salem,	6.00
Children of the Primary Department of Harvard	
Church Sunday-school, Brookline, . . . . .	5.00
Children of Miss Seeger's School, Jamaica Plain, . . . . .	14.00
Children of Mrs. Nancy C. Sweetser's Kindergarten,	
West Newton, . . . . .	5.00
Clark, Mrs. William R., . . . . .	5.00
Codman, Mrs. Charles R., . . . . .	10.00
Concert given by pupils of Mr. Vincent Akeroyd, . . . . .	69.80
Dabney, Miss Roxana L., East Milton, . . . . .	3.00
<i>Amount carried forward,</i> . . . . .	\$365.00



<i>Amount brought forward,</i> . . . . .	\$365.00
Dewey, Miss Mary E., . . . . .	10.00
Donation through the Ladies' Auxiliary Society, . . . . .	10.00
Downer, Mrs. Samuel, Dorchester, . . . . .	50.00
Drummond, Miss E. A., . . . . .	5.00
Drummond, Mrs. James, . . . . .	5.00
Elkins, Rev. W. P., Peterborough, N.H., . . . . .	1.00
Ellis, Mr. George H., . . . . .	75 00
Fairbanks, Miss C. L., . . . . .	10.00
Fairbanks, Mrs. Horace, St. Johnsbury, Vt., . . . . .	10.00
Farnham, the Misses, . . . . .	5.00
Fay, Mrs. Joseph S., . . . . .	25.00
Fay, Miss Sarah M., . . . . .	1,000.00
French, Miss Cornelia Anne, . . . . .	25.00
Friend, W. L. P., . . . . .	100.00
From the bankbook of a little girl, . . . . .	43.00
From a friend, . . . . .	5.00
From a friend, . . . . .	2.50
"Go Forth" Mission Band of the Second Church, Dorchester, . . . . .	10.74
Hallowell, Col. N. P., . . . . .	10.00
Hammer, Miss Helen F., . . . . .	2.00
Harrington, Mrs. Martha S., . . . . .	2.00
Hastings, Mrs. Abby J., Arthur E., and Emily A., . . . . .	3.00
Hemenway, Miss Clara, . . . . .	10.00
Howe, Mrs. George D., . . . . .	5.00
Howe, Mrs. S. Herbert, Marlborough, . . . . .	5.00
Hunnewell, Mr. F. W., . . . . .	100.00
Hutchins, Mr. Constantine F., . . . . .	15.00
Iasigi, Miss Mary V., . . . . .	15.00
In memory of little Amy and Edward, . . . . .	2.00
In memory of Dr. Samuel Eliot, from Mrs. Eliot, . . . . .	100.00
In memory of Miss Alice M. C. Matthews, . . . . .	100.00
Jackson, Mrs. Mary J., Westwood, . . . . .	8.00
Kendall, Miss H. W., . . . . .	50.00
Kent, Mrs. Helena M., . . . . .	100.00
Kindergarten, Ithaca, New York, Miss Carrie A. Hillicks, . . . . .	.78
<i>Amount carried forward,</i> . . . . .	\$2,285.02

<i>Amount brought forward,</i> . . . . .	\$2,285.02
Knapp, Mr. George B., . . . . .	25.00
Learned, Miss Mollie, New London, Conn., . . . . .	10.00
Le Brun, Mrs. J. M., . . . . .	5.00
Lend-a-Hand Club of the First Unitarian Church, Worcester, . . . . .	5.00
Lodge, Mrs. John E., . . . . .	50.00
Lord, Mr. John, Lawrence, . . . . .	50.00
Loud, Miss Sarah P., . . . . .	5.00
L. W. D. and M. M. D., . . . . .	100.00
Matthews, Mrs. Annie B., . . . . .	1,000.00
M. E. L., . . . . .	10.00
Melvin, Miss Rebecca S., . . . . .	20.00
Motley, Mrs. E. P., . . . . .	25.00
Moulton, Mrs. Louise Chandler, . . . . .	25.00
Newell, Mrs. M. Abbie, West Roxbury, . . . . .	40.00
Nichols, Miss Sarah H., . . . . .	10.00
Otis, Mrs. William C., . . . . .	20.00
Parkman, Mr. George F., . . . . .	500.00
Peabody, the Misses, Cambridge, . . . . .	50.00
Peabody, Mr. F. H., . . . . .	100.00
Primary Department of Union Church Sunday-school of Weymouth and Braintree, . . . . .	11.00
Primary Department of the Welsh Church Sunday- school in Minneapolis, . . . . .	4.00
Proceeds of entertainments, February 22, by pupils of Perkins Institution, . . . . .	76.13
Ralli, Mrs. Theodore P. T., New York, . . . . .	5.00
Raymond, Master Fairfield Eager, . . . . .	5.00
Rich, Mrs. Sarah J., Worcester, . . . . .	1.00
Richmond, Miss Anna, . . . . .	1.00
Rogers, Miss Catharine L., . . . . .	15.00
Rogers, Mrs. William B., . . . . .	10.00
Rose, Mrs. Mary L., . . . . .	2.00
Rosenfeld, Mr. Nathan, . . . . .	5.00
Rotch, Miss Mary R., . . . . .	10.00
Russell, Miss Marian, . . . . .	100.00
Rust, Mrs. William A., . . . . .	10.00
<i>Amount carried forward,</i> . . . . .	\$4,590.15

<i>Amount brought forward,</i> . . . . .	\$4,590.15
Saint Peter's Sunday-school, Beverly, . . . . .	10.00
Schmidt, Mr. Arthur P., . . . . .	10.00
Seabury, the Misses, New Bedford, . . . . .	25.00
Sears, Mrs. Frederick R., Jr., . . . . .	10.00
Sheedy, Mrs. Grace R., Groton, . . . . .	2.00
Shumway, Mrs. Nelson, . . . . .	1.00
Simonds, Miss Mary E., . . . . .	5.00
Sohier, Miss E. D., . . . . .	25.00
Sohier, Miss E. M., . . . . .	25.00
Spaulding, Mrs. H. S., . . . . .	5.00
Standish, Miss Adelaide, . . . . .	50.00
Stevens, Mrs. Harriet Lyman, Newport. R.I., . . . . .	25.00
Story, Mrs. George O., . . . . .	2.00
Sunbeam Missionary Society of the First Congrega- tional Church, Chelsea, . . . . .	10.00
Sunday-school of the First Church, Boston, . . . . .	91.59
Sunday-school of Shepard Church, Cambridge, through Mr. Henry T. Burrage, treasurer, . . . . .	19.94
Sunday-school of the Second Congregational Church, Dorchester, . . . . .	10.00
Talbot, Mrs. T. H., . . . . .	3.00
Thorndike, Mrs. J. H. (\$10 annual), . . . . .	110.00
Tyler, Mrs. Joseph H., . . . . .	5.00
Unitarian Church in Belmont, . . . . .	5.97
Unitarian Society in Belmont, . . . . .	10.15
Upham, Mrs. Eveline, Canton, . . . . .	1.00
Vose, Miss C. C., Milton, . . . . .	10.00
Welch, Mr. Charles A., . . . . .	50.00
White, Prof. C. J., . . . . .	25.00
Whitehead, Miss Mary (\$10 annual), . . . . .	55.00
Whiting, Mrs. S. B., Cambridge, . . . . .	25.00
Whitney, Miss Elizabeth J., . . . . .	5.00
Whitney, Miss Kate A., . . . . .	5.00
Williams, Miss, . . . . .	15.00
Williams, Miss L. H., . . . . .	15.00
Williams, Miss Ruth, . . . . .	100.00
Wolcott, Mrs. J. Huntington, . . . . .	500.00
<i>Amount carried forward,</i> . . . . .	\$5,856.80

<i>Amount brought forward,</i> . . . . .	\$5,856.80
Yerxa, Miss Helen, North Cambridge, . . . . .	2.00
Young, Mr. Charles L., . . . . .	100.00
Young People's Junior Society of Christian Endeavor of the Eliot Church, Roxbury, . . . . .	5.00
Young People's Society of Christian Endeavor of the Walnut Avenue Congregational Church, . . . . .	3.00
	<hr/>
	\$5,966.80

### CONTRIBUTIONS FOR CURRENT EXPENSES.

Annual subscriptions through the Ladies' Auxiliary Society, Miss S. E. Lane, treasurer, . . . . .	\$5,662.00
Cambridge Branch, through Mrs. E. C. Agassiz, treasurer, . . . . .	575.00
Dorchester Branch, through Mrs. J. Henry Bean, treasurer, . . . . .	182.00
Lynn Branch, through Mr. L. K. Blood, . . . . .	167.00
Milton Branch, through Mrs. William Wood, treasurer,	122.00
Worcester Branch, through Mrs. Henry J. Gross, treasurer, . . . . .	219.00
	<hr/>
	\$6,927.00

*All contributors to the funds are respectfully requested to peruse the above list, and to report either to EDWARD JACKSON, Treasurer, No. 53 State street, Boston, or to the Director, M. ANAGNOS, South Boston, any omissions or inaccuracies which they may find in it.*

EDWARD JACKSON, *Treasurer.*

NO. 53 STATE STREET (ROOM 840), BOSTON.

## DONATIONS AND SUBSCRIPTIONS FOR TOMMY STRINGER

FROM AUGUST 31, 1898, TO SEPTEMBER 1, 1899.

Ballou, Mrs. A. A., Detroit, Mich., . . . . .	\$10.00
Bethmann, Mrs. Emily F., . . . . .	5.00
Boys' League, Roxbury, . . . . .	1.35
Brown, Mrs. J. Conklin, Greensborough, Ga., . . . .	10.00
Brown, Master Warner, Greensborough, Ga., . . . .	2.00
Buxton, Dr. B. H., New York, . . . . .	15.00
Chadwick, Mrs. C. C., . . . . .	50.00
Chapman, Mrs. Elizabeth W., New York, . . . . .	25.00
Children of the first grade of Winthrop School, Brook- line, . . . . .	2.00
Children of Mrs. J. Jones's Sunday-school class, Fee, Pa., . . . . .	4.00
Conant, Miss Grace W., and friend, Wellesley Hills. .	2.00
Curtis, Mrs. Cyrus H., Wyncote, Pa., . . . . .	5.00
De Veau, Master Frederic J., . . . . .	10.00
Dow, Miss Jane F., Milton, . . . . .	35.00
Eckersley, Mr. James, Plattsburgh, N.Y., collection by: —	
A friend, through Mrs. Edgar, . . . . .	\$1.00
Mrs. Edgar, . . . . .	5.00
Junior Epworth League of Methodist Episcopal Church, Plattsburgh, N.Y., . . . . .	2.00
Junior Society of Christian Endeavor of Second Congregational Church, Ben- nington, Vt., . . . . .	5.00
Mission Band of Reformed Presbyterian Church, Coulterville, Ill., . . . . .	2.50
Sunday-school of First Presbyterian Church, Plattsburgh, N.Y., . . . . .	18.50
"Tom's friend," . . . . .	11.00
	45.00
Fay, Miss Sarah M., . . . . .	50.00
<i>Amount carried forward,</i> . . . . .	\$271.35

<i>Amount brought forward,</i> . . . . .	\$271.35
Gates, Mr. Gardiner P., . . . . .	5.00
Glover, Mr. Joseph B., . . . . .	50.00
Heath, Mrs. Sarah A., . . . . .	5.00
Hudson, Miss Mary R., . . . . .	1.00
Infant Class Lend-a-Hand Club of Howard Sunday-school, Bulfinch street, Boston, . . . . .	7.75
In memory of Miss Emily M. Everett, . . . . .	25.00
Jackson, Mrs. Mary J., Westwood, . . . . .	2.00
Junior Children's Aid Society of Washington County, Pa., through Miss Madeleine Le Moyne, secretary, . . . . .	6.00
Junior Society of Christian Endeavor of Clay Center, Neb., through the Rev. J. E. Storm, . . . . .	1.00
Kindergarten at Florence, through Miss Frances H. Look, . . . . .	5.00
Kindergarten department of Washington Street Baptist Church, Lynn, . . . . .	4.75
King's Daughters of Richmond College, Va., . . . . .	5.00
Knapp, Miss Almira S., . . . . .	1.00
Matthews, Mrs. Annie B., . . . . .	50.00
May, Miss Eleanor G., trustee of Lydia Maria Child fund, . . . . .	35.00
Moore, Mrs. G. W., Brookline, . . . . .	1.50
Morse, Mrs. E. Rollins (annual), . . . . .	5.00
Newell, Mrs. M. Abbie, . . . . .	10.00
Peyraud, Mademoiselle Rosalie J. (annual), . . . . .	1.00
Pickman, Mrs. D. L., . . . . .	10.00
Potter, Mrs. Warren B., . . . . .	100.00
Primary class in Sunday-school of Walnut Avenue Congregational Church, . . . . .	5.00
Primary department of Immanuel Sunday-school, Roxbury, through Miss Antoinette Clapp, . . . . .	10.00
Proceeds of fair held by Bessie Moseley, Barbara Barnet and Edith Wood of Ashmont, . . . . .	17.00
"Rodelmer," . . . . .	2.00
Rogers, Miss Flora E., New York, . . . . .	50.00
Sohier, Miss Mary D., . . . . .	25.00
Spalter, Miss Mabel, Winchendon, . . . . .	1.00
<i>Amount carried forward,</i> . . . . .	<u>\$712.35</u>

<i>Amount brought forward,</i> . . . . .	\$712.35
Sunday-school of First Methodist Protestant Church of Pittsburg, Pa., through Mr. Robert D. McGonnigle, . . . . .	10.00
"To-day" Lend-a-Hand Club, Walpole, . . . . .	2.00
Wales, Mrs. George W., . . . . .	50.00
Young, Mrs. B. L., . . . . .	10.00
Young ladies at Richmond College, Va., . . . . .	2.00
Zakrzewska, Dr. Marie, . . . . .	5.00
	\$791.35

The amount of \$8.26, which was erroneously credited to Miss Mary E. Nightingale in the report for 1898, should have been entered as the gift of the little children in her school, who earned the sum for this purpose.

A donation of twenty-five dollars from Miss Susan Day Kimball and one of three dollars from Dr. J. F. Jenckes were received after this account had been closed, and will appear in the list for next year.

Contributions both for the annual expenses of Tommy's education and for the permanent fund, of which mention is made on page 257 of this report, will be gratefully received and duly acknowledged by

MICHAEL ANAGNOS, *Trustee.*

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#### DONATIONS THROUGH THE LADIES' AUXILIARY.

Abercrombie, Mrs. E. B., . . . . .	\$2.00
Adams, Mrs. Charles H., Jamaica Plain, . . . . .	20.00
"A friend," . . . . .	2.00
A. L. F., . . . . .	5.00
Anonymous, . . . . .	1.00
" . . . . .	1.00
" . . . . .	1.00
" . . . . .	1.00
" . . . . .	.25
" . . . . .	.25
<i>Amount carried forward,</i> . . . . .	\$33.50

<i>Amount brought forward,</i> . . . . .	\$33.50
Anonymous, . . . . .	.50
“ . . . . .	5.00
“ . . . . .	1.00
Appleton, Gen. Francis H., . . . . .	5.00
Arklay, Mrs. Julia C., New York, . . . . .	5.00
Bailey, Miss Elizabeth H., Peterborough, N.H., . . . . .	5.00
Ballard, Miss Elizabeth, . . . . .	5.00
Bartlett, Miss Fannie, . . . . .	25.00
Bartlett, the Misses, Roxbury, . . . . .	5.00
Baylies, Mrs. Walter C., . . . . .	10.00
Benedict, Mrs. William L., Brookline, . . . . .	5.00
Bigelow, Miss Mary A., . . . . .	10.00
Black, Mrs. George N., . . . . .	50.00
Blake, Mrs. Arthur W., Brookline, . . . . .	5.00
Blanchard, Mrs. W. G., Roxbury, . . . . .	1.00
Bowditch, Mrs. Alfred, . . . . .	10.00
Bradt, Mrs. Julia B., . . . . .	4.00
Burnham, Mrs. William A., . . . . .	10.00
Buttrick, Mrs. John A., Salem, . . . . .	3.00
Carpenter, Mrs. George O., . . . . .	5.00
Carruth, Mr. Frank H., Roxbury, . . . . .	5.00
Cary, Miss Ellen G., . . . . .	10.00
Cary, Miss Georgiana S., . . . . .	4.00
Cary, Mrs. Richard, . . . . .	4.00
C. D. M., . . . . .	2.00
Chester, Mrs. H. C., Brookline, . . . . .	2.00
Clark, Mrs. Sarah, Brookline, . . . . .	5.00
Cohen, Mrs. Fanny, . . . . .	1.00
Collar, Mr. William C., Roxbury, . . . . .	3.00
Coolidge, Mrs. T. Jefferson, Jr., . . . . .	50.00
Cotting, Mrs. C. E., . . . . .	5.00
Cotting, Mr. C. U., . . . . .	2.00
Cram, Mrs. W. A., Hampton Falls, N.H., . . . . .	1.00
Crane, Mrs. James B., Dalton, . . . . .	10.00
Crane, Hon. W. Murray, Dalton, . . . . .	25.00
Crane, Mrs. Z. Marshal, Dalton, . . . . .	30.00
Crocker, Mrs. Uriel H., . . . . .	10.00
<i>Amount carried forward,</i> . . . . .	\$372.00



<i>Amount brought forward,</i> . . . . .	\$372.00
Cross, Dr. H. B., Jamaica Plain, . . . . .	5.00
Cumston, Mrs. William, Brookline, . . . . .	10.00
Cushing, Mrs. J. W., Brookline, . . . . .	1.00
Dane, Mrs. J. H., . . . . .	5.00
Devlin, Mr. John E., . . . . .	15.00
Dorr, Mr. Henry G., . . . . .	5.00
Driver, Mrs. W. R., . . . . .	5.00
DuBois, Mrs. L. G., . . . . .	10.00
Evans, Mrs. Glendower, . . . . .	10.00
Farnam, Mrs. Henry, New Haven, Conn., . . . . .	25.00
FitzGerald, Mrs. Desmond, Brookline, . . . . .	5.00
Forbes, Mrs. William H., Milton, . . . . .	5.00
From a friend through Miss Catharine Sabine, Brook- line, . . . . .	25.00
From "Harry," . . . . .	15.00
From the children of Mrs. W. J. Bicknell, Dorchester,	1.00
Galloupe, Mr. Charles W., . . . . .	25.00
Gardner, Mr. George A., . . . . .	50.00
Glover, Mr. Joseph B., . . . . .	100.00
Gooding, Mrs. T. P., . . . . .	1.00
Goodwin, Mrs. W. W., Cambridge, . . . . .	2.00
Graham, Mrs. Douglas, Brookline, . . . . .	1.00
Green, Mr. Charles G., . . . . .	10.00
Greene, Miss Emily, Jamaica Plain, . . . . .	5.00
Guild, Miss Harriet J., . . . . .	5.00
Gunaris, Mr. Andrew, . . . . .	10.00
Hall, Master Eric, Cambridge, . . . . .	1.00
Hall, Miss Laura E., . . . . .	5.00
Hallowell, Miss Henrietta T., Milton, . . . . .	1.00
Hallowell, Col. N. P., . . . . .	5.00
Hamlin, Miss Harriet G., . . . . .	5.00
Haskell, Mrs. Edwin B., Auburndale, . . . . .	10.00
Hill, Mrs. L. C., . . . . .	5.00
Hitchcock, Mr. D. W., . . . . .	20.00
Hollings, Mrs. H., Roxbury, . . . . .	2.00
Hoppin, Mrs. Courtland, . . . . .	10.00
Howe, the Misses, Brookline, . . . . .	10.00
<i>Amount carried forward,</i> . . . . .	\$797.00

<i>Amount brought forward,</i> . . . . .	\$797.00
Hunnewell, Mrs. Arthur, . . . . .	15.00
Hunt, Mrs. William D., Brookline, . . . . .	5.00
In memory of Mrs. Robert Swan, Dorchester, . . . . .	15.00
In memory of Mrs. Alice M. Whelden, Campello, by her sister, Mrs. Lillian M. Keith, . . . . .	10.00
Jenks, Miss Caroline E., . . . . .	5.00
"Kindergarten," . . . . .	1.00
Leavitt, Mr. Frank M., Roxbury, . . . . .	5.00
Lincoln, Mr. A. L., Jr., Brookline, . . . . .	5.00
Loring, Mrs. Augustus P., . . . . .	10.00
Loring, the Misses, . . . . .	35.00
Lowell, Mrs. A. Lawrence, . . . . .	10.00
Lowell, Mrs. George G., . . . . .	20.00
Lowell, Miss Rebecca R., . . . . .	5.00
Lyman, Mrs. George H., . . . . .	10.00
Miner, Mrs. George A., . . . . .	2.00
Monks, Mrs. George H., . . . . .	10.00
Morrill, Miss Amelia, . . . . .	20.00
Morrill, Miss Fanny E., . . . . .	50.00
Morse, Warren Julian, . . . . .	1.00
Oliver, Miss L. H., Brookline, "an Easter offering," . . . . .	25.00
Palfrey, the Misses, Cambridge, . . . . .	5.00
Peabody, Mr. F. H., . . . . .	90.00
Perry, Mrs. C. F., . . . . .	3.00
Peyraud, Mademoiselle Rosalie J., Brookline, . . . . .	1.00
Pickering, Mrs. Edward, . . . . .	5.00
Prendergast, James M., . . . . .	15.00
Putnam, Mrs. J. J., . . . . .	5.00
Rogers, Mrs. Jacob C., . . . . .	2.00
Schlesinger, Mr. Barthold, Brookline, . . . . .	20.00
Sherwin, Mr. Edward, . . . . .	10.00
Sprague, Mrs. Charles F., Brookline, . . . . .	15.00
Sprague, Dr. Francis P., . . . . .	10.00
Stanwood, Mrs. A. G., . . . . .	1.00
Stetson, Mr. Amos W., . . . . .	20.00
Stevenson, Miss Annie B., Brookline, . . . . .	5.00
Strong, Mrs. Alex., . . . . .	15.00
<i>Amount carried forward,</i> . . . . .	<u>\$1,278.00</u>

<i>Amount brought forward,</i> . . . . .	\$1,278.00
Swan, Mr. Robert, Dorchester, . . . . .	10.00
Swift, Mrs. E. C., . . . . .	20.00
Tapley, Mrs. Anna S., . . . . .	10.00
Thayer, Mr. Byron T., . . . . .	5.00
Thayer, Mr. John E., . . . . .	50.00
Turner, Miss Esther Parkman, Brookline, a "Thank offering," . . . . .	2.00
Wambaugh, Master Miles, Cambridge, . . . . .	1.00
Ware, Miss Mary L., . . . . .	25.00
Watson, Mr. Thomas A., Weymouth, . . . . .	20.00
Watson, Mrs. Thomas A., Weymouth, . . . . .	10.00
Wells, Mrs. Elizabeth S., . . . . .	3.00
Wesson, Miss Isabel, . . . . .	5.00
White, Miss Eliza Orne, Brookline, . . . . .	5.00
Whitman, Mr. James H., Charlestown, . . . . .	10.00
Whitman, Mrs. James H., Charlestown, . . . . .	10.00
Whitney, Mrs. Edward, Belmont, . . . . .	100.00
Whitney, Mr. Frank, . . . . .	5.00
Whitney, Miss Maria D., . . . . .	5.00
Willson, Miss Lucy B., Salem, . . . . .	5.00
Windram, Mrs. Westwood T., . . . . .	10.00
Winslow, Miss Lucy W., . . . . .	10.00
Winthrop, Mrs. Thomas Lindall, . . . . .	25.00
Wood, Mrs. R. W., Jamaica Plain, . . . . .	5.00
Woodman, Mr. Stephen F., Jamaica Plain, . . . . .	5.00
	<hr/>
	\$1,634.00

### ANNUAL SUBSCRIPTIONS.

Through the Ladies' Auxiliary Society, Miss S. E. LANE, *Treasurer.*

Abbot, Miss A. F., . . . . .	\$1.00
Abbot, Miss G. E., . . . . .	1.00
Abbot, Mrs. H. Edward, Brookline, . . . . .	1.00
Abbot, Mrs. J., . . . . .	5.00
Abel, Mrs. S. C., Roxbury, . . . . .	1.00
Adams, Mrs. Charles H., Jamaica Plain, . . . . .	5.00
	<hr/>
<i>Amount carried forward,</i> . . . . .	\$14.00

<i>Amount brought forward,</i> . . . . .	\$14.00
Adams, Mr. George, Roxbury, . . . . .	1.00
Adams, Mrs. Hannah P., . . . . .	5.00
Adams, Mrs. James, Longwood, . . . . .	1.00
Adams, Mrs. Waldo, . . . . .	5.00
Adams, Mr. Walter B., . . . . .	10.00
Alford, Mrs. O. H., Longwood, . . . . .	5.00
Allen, Mrs. A. H., . . . . .	1.00
Allen, Mrs. F. R., . . . . .	5.00
Allen, Mrs. Thomas, . . . . .	5.00
Allen, Mrs. W. H., . . . . .	5.00
Allen, Mrs. W. L., Chestnut Hill, . . . . .	2.00
Alley, Mrs. John R., Jamaica Plain, . . . . .	10.00
Ames, Rev. Charles G., . . . . .	10.00
Ames, Mrs. Frederick L., . . . . .	50.00
Ames, Miss Mary S., . . . . .	50.00
Amory, Mrs. C. W., . . . . .	50.00
Amory, Mrs. William, . . . . .	5.00
Anderson, Miss Anna F., Lowell, . . . . .	1.00
Anderson, Mrs. J. F., . . . . .	5.00
Angell, Mrs. Frank, Jamaica Plain, . . . . .	1.00
Anthony, Mrs. Nathan, . . . . .	1.00
Anthony, Mrs. S. Reed, . . . . .	5.00
Appleton, Miss Fanny C., . . . . .	1.00
Appleton, Mrs. William, . . . . .	5.00
Archer, Mrs. Ellen M. H., Charlestown, . . . . .	1.00
Armstrong, Mr. George W., . . . . .	10.00
Arnold, Mrs. Richard, . . . . .	2.00
Atkinson, Mrs. Edward, Brookline, . . . . .	10.00
Ayer, Mrs. James B., . . . . .	5.00
Ayer, Mrs. Monroe, . . . . .	2.00
Bacon, Miss Ellen S., Jamaica Plain, . . . . .	5.00
Bacon, Miss Julia, Jamaica Plain, . . . . .	5.00
Bailey, Mrs. Hollis R., Cambridge, . . . . .	2.00
Balch, Miss Elizabeth A., . . . . .	2.00
Balch, Mrs. F. G., . . . . .	5.00
Baldwin, Mr. E. L., . . . . .	1.00
Bancroft, Mrs. J. C., . . . . .	5.00
<i>Amount carried forward,</i> . . . . .	<u>\$308.00</u>

<i>Amount brought forward,</i> . . . . .	\$308.00
Bangs, Miss Edith, . . . . .	10.00
Bangs, Mrs. Edward, . . . . .	5.00
Barnard, Mrs. Mary C. E., Dorchester, . . . . .	2.00
Barnes, Mrs. Amos, . . . . .	1.00
Barnes, Mrs. Charles B., . . . . .	10.00
Barstow, Miss K. A., . . . . .	5.00
Bartlett, Miss Mary F., . . . . .	20.00
Bartlett, Miss Mary H., . . . . .	5.00
Bartol, Rev. Cyrus A., D.D., . . . . .	10.00
Bass, Mrs. Emma M., Newtonville, . . . . .	10.00
Basto, Mrs. Mary A., Roxbury, . . . . .	3.00
Batcheller, Mrs. A. H., . . . . .	5.00
Batcheller, Mr. Robert, . . . . .	2.00
Bates, Messrs. W. and S. W., . . . . .	2.00
Beebe, Mrs. J. Arthur, . . . . .	25.00
Bemis, Mr. J. M., . . . . .	5.00
Bemis, Mrs. John W., . . . . .	2.00
Berlin, Dr. Fanny, . . . . .	1.00
Bernard, Mrs. Albert, Brookline, . . . . .	10.00
Berwin, Mrs. Jacob, . . . . .	5.00
Bigelow, Mrs. Alanson, Chestnut Hill, . . . . .	2.00
Bigelow, Mrs. A. O., . . . . .	5.00
Bigelow, Mrs. G. T., . . . . .	5.00
Bigelow, Miss Helen O., . . . . .	5.00
Bigelow, Mrs. J. S., . . . . .	10.00
Bigelow, Mrs. Prescott, Brookline, . . . . .	10.00
Bigelow, Mrs. Prescott, Jr., Brookline, . . . . .	5.00
Billings, Mrs. J. B., . . . . .	2.00
Blacker, Miss Eliza F., Allston, . . . . .	5.00
Blackmar, Mrs. W. W., . . . . .	5.00
Blake, Mrs. Charles, . . . . .	5.00
Blake, Mrs. George B., . . . . .	15.00
Blake, Mrs. S. P., . . . . .	5.00
Blake, Mr. William P., . . . . .	5.00
Boardman, Miss E. D., . . . . .	2.00
Boardman, Mrs. T. Dennie (since died), . . . . .	2.00
Boland, Mrs. E. S., South Boston, . . . . .	5.00
<i>Amount carried forward,</i> . . . . .	\$539.00

<i>Amount brought forward,</i> . . . . .	\$539.00
Bolster, Mrs. Wilfred, Roxbury, . . . . .	1.00
Bond, Mrs. Charles H., . . . . .	10.00
Bond, Mr. William S., Jamaica Plain, . . . . .	10.00
Boody, Mr. J. H., Brookline, . . . . .	5.00
Bosson, Mrs. A. D., . . . . .	2.00
Bowditch, Dr. Henry P., Jamaica Plain, . . . . .	2.00
Bowditch, Dr. Vincent Y., . . . . .	2.00
Bradford, Mrs. C. F., . . . . .	10.00
Bradt, Mrs. Julia B., . . . . .	1.00
Bray, Mrs. S. M., South Boston, . . . . .	2.00
Bremer, Mrs. J. L., . . . . .	5.00
Brewer, Mr. Edward M., . . . . .	5.00
Brewer, Miss Lucy S., . . . . .	10.00
Bridge, Mrs. J. G., . . . . .	1.00
Brooks, Mrs. Frank Hilliard, . . . . .	10.00
Brown, Miss Abby C., . . . . .	5.00
Brown, Mrs. Atherton T., Roxbury, . . . . .	10.00
Brown, Miss Augusta M., . . . . .	5.00
Brown, Mr. C. H. C., Roxbury, . . . . .	5.00
Brown, Miss Elizabeth Bowen, Roxbury, . . . . .	5.00
Brown, Miss Rebecca Warren, . . . . .	5.00
Browne, Miss Harriet T., . . . . .	10.00
"B. R. S.," . . . . .	5.00
Bruerton, Mrs. James, Malden, . . . . .	10.00
Bryant, Mrs. J. D., . . . . .	2.00
Bullard, Mr. Stephen, . . . . .	10.00
Bullard, Mrs. William S., . . . . .	10.00
Bullens, Miss Charlotte L., Newton, . . . . .	1.00
Bullens, Mrs. George S., Newton, . . . . .	1.00
Bumstead, Mrs. Freeman, Cambridge, . . . . .	10.00
Bunker, Mr. Alfred, Roxbury, . . . . .	2.00
Burgess, Mrs. Sophia K., Brookline, . . . . .	10.00
Burkhardt, Mrs. P. W., Brookline, . . . . .	10.00
Burnett, Mrs. Joseph, . . . . .	5.00
Burnham, Mrs. H. D., . . . . .	5.00
Burnham, Mrs. John A. (since died), . . . . .	10.00
Burnham, Mrs. John A., Jr., . . . . .	5.00
<i>Amount carried forward,</i> . . . . .	<u>\$756.00</u>

<i>Amount brought forward,</i> . . . . .	\$756.00
Burrage, Mrs. J. C., West Newton, . . . . .	2.00
Butler, Mrs. Charles S., . . . . .	2.00
Butler, Mr. Charles Shorey, . . . . .	2.00
Butler, Mrs. William S., . . . . .	2.00
Cabot, Dr. A. T., . . . . .	5.00
Cabot, Mr. John H., Brookline, . . . . .	5.00
Cabot, Miss Mary E., Brookline, . . . . .	5.00
Cabot, Mrs. Walter C., Brookline, . . . . .	10.00
Caldwell, Mr. J. A., Roxbury, . . . . .	2.00
Calkins, Miss Mary W., . . . . .	2.00
Capen, Mr. Samuel B., Jamaica Plain, . . . . .	3.00
Carlton, Mrs. John, Roxbury, . . . . .	2.00
Carr, Mrs. Samuel, . . . . .	10.00
Carter, Mrs. C. M., . . . . .	10.00
Carter, Mrs. George E., . . . . .	5.00
Carter, Mrs. John W., West Newton, . . . . .	5.00
Carter, Mrs. William S., Jamaica Plain, . . . . .	2.00
Cary, Miss Ellen G., . . . . .	10.00
Cary, Miss Georgiana S., . . . . .	1.00
Cary, Mrs. Richard, . . . . .	1.00
Caryl, Miss Harriet E., . . . . .	2.00
Case, Mrs. James B., . . . . .	5.00
Cate, Mr. Martin L., Roxbury, . . . . .	2.00
Cate, Mrs. Martin L., Roxbury, . . . . .	5.00
Center, Mr. Joseph H., Roxbury, . . . . .	5.00
Chace, Miss Emily B., Brookline, . . . . .	5.00
Chamberlain, Mrs. M. L., . . . . .	5.00
Chandler, Mrs. Cleaveland A., Jamaica Plain, . . . . .	5.00
Chandler, Mrs. Frank W., . . . . .	5.00
Channing, Miss Blanche M., Brookline, . . . . .	1.00
Channing, Mrs. Walter, Brookline, . . . . .	5.00
Chapin, Mrs. H. B., Jamaica Plain, . . . . .	5.00
Chapman, Miss Anna B., Cambridge, . . . . .	1.00
Chapman, Miss E. D., Cambridge, . . . . .	1.00
Chapman, Miss J., Cambridge, . . . . .	1.00
Chase, Dr. H. Lincoln, Brookline, . . . . .	2.00
Cheney, Mrs. Arthur, . . . . .	5.00
<i>Amount carried forward,</i> . . . . .	\$902.00

<i>Amount brought forward,</i> . . . . .	\$902.00
Chick, Mrs. I. W., . . . . .	2.00
Choate, Mr. Charles F., . . . . .	10.00
Church, Mrs. H. A., . . . . .	1.00
Clapp, Miss Antoinette, Roxbury, . . . . .	2.00
Clapp, Miss Helen, . . . . .	2.00
Clark, Mrs. B. C., . . . . .	5.00
Clark, Miss Eleanor J., . . . . .	10.00
Clark, Mrs. Frederick S., . . . . .	10.00
Clark, Mrs. J. J., . . . . .	2.00
Clark, Mrs. John T., Jamaica Plain, . . . . .	10.00
Clark, Miss Mary, . . . . .	2.00
Clark, Miss Sarah W., Beverly, . . . . .	10.00
Clement, Mrs. Hazen, . . . . .	5.00
Clerk, Mrs. W. F., Roxbury, . . . . .	3.00
Cobb, Mrs. Charles K., Chestnut Hill, . . . . .	5.00
Cobb, Mrs. Francis D., . . . . .	1.00
Coburn, Mrs. George W., . . . . .	25.00
Cochrane, Mrs. Alexander, . . . . .	5.00
Codman, Mrs. Charles R., . . . . .	10.00
Codman, Mrs. J. Amory, . . . . .	5.00
Codman, Mr. Robert, . . . . .	5.00
Coffin, Mrs. C. C., . . . . .	2.00
Colburn, Mrs. C. H., . . . . .	5.00
Collamore, the Misses, . . . . .	5.00
Conant, Mrs. William M., . . . . .	1.00
Conrad, Mrs. David, Brookline, . . . . .	2.00
Converse, Mrs. C. C., . . . . .	5.00
Converse, Mrs. E. S., . . . . .	5.00
Coolidge, Mrs. Algernon, . . . . .	5.00
Coolidge, Mrs. Henry S., Brookline, . . . . .	2.00
Coolidge, Mrs. J. Randolph, . . . . .	10.00
Coolidge, Mrs. John T. (since died), . . . . .	10.00
Corey, Mrs. H. D., Newton, . . . . .	2.00
Corey, Mrs. Sarah E., Brookline, . . . . .	10.00
Cotton, Miss Elizabeth A., Longwood, . . . . .	5.00
Covel, Mrs. A. S., . . . . .	2.00
Cowing, Mrs. Martha W., West Roxbury, . . . . .	25.00
<i>Amount carried forward,</i> . . . . .	<u>\$1,128.00</u>



<i>Amount brought forward,</i> . . . . .	\$1,128.00
Cox, Mrs. William E., Chestnut Hill, . . . . .	10.00
Crafts, Mrs. James M., . . . . .	25.00
Craig, Mrs. D. R., . . . . .	5.00
Craigin, Dr. G. A., . . . . .	5.00
Crane, Mrs. Aaron M., . . . . .	5.00
Crane, Mr. Zenas, Dalton, . . . . .	25.00
Crehore, Mrs. G. C., . . . . .	5.00
Crocker, Miss Sarah H., . . . . .	5.00
Crosby, Mrs. S. M., . . . . .	5.00
Crosby, Miss S. T., . . . . .	1.00
Crosby, Mrs. S. V. R., . . . . .	5.00
Cross, Mrs. Frank B., Cincinnati, Ohio, . . . . .	5.00
Cumings, Mrs. Charles B., Jamaica Plain, . . . . .	2.00
Cummings, Mrs. Charles A., . . . . .	5.00
Cummings, Mr. George W., Brookline, . . . . .	2.00
Curtis, Mrs. Charles P., . . . . .	20.00
Curtis, Mr. George W., Roxbury, . . . . .	5.00
Curtis, Mrs. H. G., . . . . .	5.00
Curtis, Mrs. J. F., . . . . .	5.00
Curtis, Mrs. M. P., Roxbury, . . . . .	10.00
Curtis, the Misses, Roxbury, . . . . .	2.00
Curtis, Mr. William O., Roxbury, . . . . .	5.00
Cushing, Mrs. H. W., . . . . .	5.00
Cushing, Miss Sarah P., . . . . .	5.00
Cutler, Mrs. E. G., . . . . .	2.00
Cutter, Master Edward L., Dorchester, . . . . .	1.00
Cutter, Mrs. Ellen M., . . . . .	1.00
Cutter, Mrs. Frank W., Dorchester, . . . . .	1.00
Dabney, Mrs. L. S. (since died), . . . . .	10.00
Dale, Mrs. Eben, . . . . .	5.00
Dana, Mr. Samuel B., . . . . .	10.00
Dane, Mrs. E. S., Longwood, . . . . .	2.00
Danforth, Mr. James H., . . . . .	10.00
Daniell, Mrs. Henry W., . . . . .	5.00
Davenport, Mrs. G. H., . . . . .	2.00
Davis, Mrs. James H., North Andover Depot, . . . . .	5.00
Davis, Mrs. Joseph E., . . . . .	5.00
<i>Amount carried forward,</i> . . . . .	\$1,359.00

<i>Amount brought forward,</i>	\$1,359.00
Davis, Mrs. Simon,	3.00
Day, Mrs. Lewis, Norwood,	2.00
Dean, Mr. Charles A., Roxbury,	10.00
Dehon, Miss Cornelia,	5.00
Deland, Mrs. Thomas W., Roxbury,	5.00
Dennison, Mrs. E. W., Brookline,	5.00
Dennison, Mr. Henry B., Roxbury,	10.00
Denny, Mrs. Arthur B., Chestnut Hill,	5.00
Denny, Mrs. W. C., Pittsburg, Pa.,	2.00
Derby, Miss Caroline,	5.00
Derby, Mrs. Hasket,	5.00
Dewey, Miss Mary E.,	2.00
Dexter, Miss Elsie,	2.00
Dexter, Miss Rose L.,	5.00
Dexter, Miss Sarah V.,	10.00
Dillaway, Mrs. Charles K., Roxbury,	1.00
Ditson, Mrs. Oliver (since died),	5.00
Dixon, Mrs. L. S.,	2.00
Doe, Miss Ellen L.,	5.00
Doliber, Mrs. Thomas, Brookline,	5.00
Dow, Mrs. R. S.,	2.00
Downes, Mrs. Lilla A., Roxbury,	2.00
Dowse, Mrs. Charles F.,	1.00
Draper, Dr. F. W.,	5.00
Drew, Mrs. E. C.,	5.00
Driscoll, Mrs. Dennis, Brookline,	2.00
Drost, Mrs. C. A., Brookline,	2.00
Dunbar, Mrs. James R.,	5.00
Dunn, Mrs. E. H.,	2.00
Dwight, Mr. Edmund,	5.00
Dwight, Mrs. James,	1.00
Dwight, Mrs. Thomas,	1.00
Dwight, Mrs. Thomas, Jr.,	1.00
Eager, Mrs. G. H.,	2.00
Eaton, Mrs. J. J.,	1.00
Edmands, Mr. H. H. W., Roxbury,	2.00
Edmands, Mrs. M. G., Brookline,	10.00
<i>Amount carried forward,</i>	\$1,502.00

<i>Amount brought forward,</i> . . . . .	\$1,502.00
Edmond, Mrs. Emma H., Brookline, . . . . .	1.00
Edwards, Miss Hannah M., . . . . .	5.00
Edwards, Mr. John C., Brookline, . . . . .	10.00
Eldredge, Mrs. J. T., . . . . .	10.00
Eliot, Mrs. Amory, . . . . .	2.00
Ellis, Mrs. Caleb, . . . . .	1.00
Elms, Mrs. Edward C., Newton, . . . . .	2.00
Elms, Miss Florence G., Newton, . . . . .	1.00
Elms, Mr. James C., Newton, . . . . .	2.00
Elms, Mrs. James C., Newton, . . . . .	2.00
Elms, Mrs. James C., Jr., Newton, . . . . .	1.00
Ely, Mrs. Harriet E., . . . . .	5.00
Emerson, Miss Elizabeth, Brookline, . . . . .	1.00
Emerson, Dr. Nathaniel W., . . . . .	5.00
Emerson, Mrs. Susan, Brookline, . . . . .	1.00
Emerson, Mrs. William P., Brookline, . . . . .	3.00
Emery, Mrs. Mark, North Anson, Maine, . . . . .	1.00
Emmons, Mrs. George Beale, Brookline, . . . . .	5.00
Emmons, Mrs. R. W., 2d, . . . . .	5.00
Endicott, Mrs. Henry, . . . . .	5.00
Ernst, Mrs. C. W., . . . . .	2.00
Estabrook, Mrs. Arthur F., . . . . .	5.00
Eustis, Mrs. H. H., Brookline, . . . . .	5.00
Eustis, Mrs. W. T., Brookline, . . . . .	2.00
Everett, Miss Caroline F., Roxbury, . . . . .	5.00
Fairbairn, Mrs. R. B., . . . . .	2.00
Fairbanks, Mrs. C. F., . . . . .	5.00
Farwell, Mrs. Susan W., . . . . .	5.00
Faulkner, Mrs. Charles, . . . . .	10.00
Faulkner, Miss Fannie M., . . . . .	10.00
Fay, Mrs. Dudley B., . . . . .	10.00
Fay, Mrs. Henry H., . . . . .	10.00
Fay, Mrs. Joseph S., . . . . .	10.00
Fay, Miss Sarah B., . . . . .	10.00
Fay, Miss Sarah M., . . . . .	10.00
Ferrin, Mrs. M. T. B., Newton, . . . . .	5.00
Ferris, Mrs. Mortimer C., Brookline, . . . . .	5.00
<i>Amount carried forward,</i> . . . . .	\$1,681.00

<i>Amount brought forward,</i> . . . . .	\$1,681.00
Ferris, Miss M. E., Brookline, . . . . .	5.00
Fessenden, Mrs. Sewell H., . . . . .	2.00
Fisher, Mrs. James T., Jamaica Plain, . . . . .	2.00
Fisk, Mr. Lyman B., Cambridge, . . . . .	10.00
Fiske, Miss Elizabeth S., . . . . .	10.00
Fiske, Mrs. Joseph N., . . . . .	5.00
Fitz, Mrs. Walter Scott, . . . . .	25.00
FitzGerald, Mr. Desmond, Brookline, . . . . .	5.00
Flagg, Mrs. Augustus, . . . . .	6.00
Flint, Mrs. D. B., . . . . .	2.00
Folsom, Miss Ellen M., . . . . .	2.00
Forbes, Mrs. W. H., Jamaica Plain, . . . . .	3.00
Ford, Mr. Daniel S., . . . . .	25.00
Forster, Mrs. Henry, Jamaica Plain, . . . . .	5.00
Foss, Mrs. Eugene N., Jamaica Plain, . . . . .	10.00
Foster, Mrs. Hatherly, Brookline, . . . . .	2.00
Fottler, Mrs. Jacob, . . . . .	5.00
Francis, Mr. Nathaniel L., . . . . .	100.00
Frank, Mrs. Daniel, . . . . .	1.00
Freeman, Mrs. A. F., . . . . .	2.00
Freeman, Mrs. Louisa A., . . . . .	2.00
French, Mrs. E. A., . . . . .	5.00
French, Miss I. P., . . . . .	1.00
French, Mrs. John J., . . . . .	5.00
Friedman, Mrs. Max, Roxbury, . . . . .	5.00
Frothingham, Miss Anne G., . . . . .	5.00
Frothingham, Mrs. E. L., . . . . .	2.00
Frothingham, Miss Ellen, . . . . .	10.00
Frothingham, Mrs. L. F., . . . . .	2.00
Frothingham, Mrs. O. B., . . . . .	5.00
Fry, Mrs. Charles, . . . . .	10.00
Gaffield, Mr. Thomas, . . . . .	5.00
Gardner, Mrs. John L., . . . . .	5.00
Gaston, Mrs. W., . . . . .	5.00
Gates, Mr. Gardner P., . . . . .	5.00
Gay, Mrs. Albert, Brookline, . . . . .	1.00
Gay, Dr. Warren F., . . . . .	5.00
<i>Amount carried forward,</i> . . . . .	<u>\$1,986.00</u>

<i>Amount brought forward,</i> . . . . .	\$1,986.00
Gill, Mr. Abbott D., Roxbury, . . . . .	2.00
Gill, Mrs. George F., . . . . .	1.00
Gillett, Mr. S. Lewis, Roxbury, . . . . .	3.00
Gilmore, Mrs. K. M., Lexington, . . . . .	5.00
Gleason, Mrs. Cora L., South Boston, . . . . .	2.00
Glover, Mrs. Irene C., Roxbury, . . . . .	1.00
Goddard, Miss Matilda, . . . . .	2.00
Goldthwait, Mr. John (since died), . . . . .	10.00
Goodhue, Mrs. George H., Chestnut Hill, . . . . .	1.00
Goodwin, Mr. Frank, . . . . .	1.00
Gorham, Mrs. W. H., . . . . .	5.00
Graeff, Miss Virginia E., Cleveland, Ohio, . . . . .	1.00
Graham, Mr. Edward, Roxbury, . . . . .	5.00
Grandgent, Prof. Charles H., Cambridge, . . . . .	5.00
Grandgent, Mrs. Lucy L., Cambridge, . . . . .	5.00
Grandin, Mrs. J. L., . . . . .	25.00
Grant, Mrs. Robert, . . . . .	2.00
Graves, Mrs. J. L., . . . . .	5.00
Gray, Mrs. John Chipman, . . . . .	10.00
Gray, Mrs. Joseph H., . . . . .	5.00
Gray, Mrs. Morris, Chestnut Hill, . . . . .	5.00
Gray, Mrs. Reginald, Chestnut Hill, . . . . .	5.00
Greeley, Mrs. R. F., . . . . .	5.00
Greene, Mrs. J. S. Copley, . . . . .	2.00
Greenleaf, Mrs. L. B., . . . . .	5.00
Greenough, Mrs. A. A., Jamaica Plain, . . . . .	5.00
Grew, Mrs. H. S., . . . . .	10.00
Griggs, Mr. B. F., Roxbury, . . . . .	1.00
Guild, Mrs. J. Anson, Brookline, . . . . .	2.00
Gunnison, Miss Mary E., Roxbury, . . . . .	3.00
Hall, Mrs. Anthony D., . . . . .	2.00
Hall, Mrs. E. R., . . . . .	2.00
Hall, Miss Fanny, . . . . .	1.00
Hall, Mr. George G., . . . . .	2.00
Hall, Mrs. Jacob, . . . . .	2.00
Hall, Mrs. Solomon, Dorchester, . . . . .	10.00
Hall, Mr. William F., Brookline, . . . . .	5.00
<i>Amount carried forward,</i> . . . . .	\$2,149.00

<i>Amount brought forward,</i> . . . . .	\$2,149.00
Hammond, Miss E., Cambridge, . . . . .	5.00
Harding, Mrs. E., . . . . .	10.00
Hardy, Mrs. A. H., . . . . .	3.00
Harrington, Mrs. F. B., . . . . .	5.00
Harrington, Dr. Harriet L., Dorchester. . . . .	2.00
Harris, Mrs. William, Jamaica Plain, . . . . .	2.00
Hart, Mrs. Thomas N., . . . . .	2.00
Harwood, Mrs. George S., Newton, . . . . .	5.00
Haskell, Mrs. C. A., Newton, . . . . .	2.00
Hayden, Mrs. C. R., . . . . .	5.00
Hayden, Miss Lena E. (for 1898-99). . . . .	10.00
Hayes, Mrs. William A., . . . . .	1.00
Head, Mrs. Charles, . . . . .	25.00
Healey, Miss Helen, . . . . .	1.00
Heard, Mrs. J. Theodore, . . . . .	5.00
Heath, Mrs. Sarah A., . . . . .	2.00
Hecht, Mrs. J. H., . . . . .	5.00
Hemenway, Mrs. C. P., . . . . .	10.00
Henshaw, Mrs. Harriet A., . . . . .	10.00
Herman, Mrs. Joseph M., . . . . .	2.00
Herrick, Miss A. J., . . . . .	1.00
Hersey, Miss M. T., . . . . .	1.00
Hicks, Mrs. Mary Dana, . . . . .	2.00
Higginson, Miss E. C., Brookline, . . . . .	5.00
Higginson, Mrs. Henry L., . . . . .	15.00
Hill, Mrs. C. W., Roxbury, . . . . .	1.00
Hill, Mrs. S. A., Brookline, . . . . .	1.00
Hills, Mrs. E. A., . . . . .	5.00
Hills, Mrs. S. E., Jamaica Plain, . . . . .	2.00
Hoadley, Mrs. John C., Roxbury, . . . . .	2.00
Hobbs, Mrs. Warren D., . . . . .	2.00
Hogg, Mr. John, . . . . .	25.00
Holbrook, Mrs. Walter, Newton, . . . . .	1.00
Holden, Miss H. F., Dorchester. . . . .	1.00
Hollander, Mrs. Louis P., . . . . .	5.00
Hood, Mrs. George H., . . . . .	5.00
Hooper, Mrs. F. T. (since died), . . . . .	10.00
<i>Amount carried forward,</i> . . . . .	\$2,345.00

<i>Amount brought forward,</i>	\$2,345.00
Hooper, Mrs. James R.,	10.00
Hooper, Mrs. R. C., Sr.,	10.00
Hopkins, Mrs. Charles A., Brookline,	10.00
Horton, Mrs. E. A.,	2.00
Houghton, Miss Elizabeth G.,	10.00
Howe, Mrs. Arabella,	2.00
Howe, Mr. George E.,	2.00
Howe, Mrs. J. S., Brookline,	5.00
Howes, Mrs. Osborn,	2.00
Hoyt, Mrs. J. C.,	5.00
Hubbard, Mrs. Eliot,	10.00
Hudson, Mrs. John E.,	5.00
Hunneman, Miss Elizabeth A., Roxbury,	2.00
Hunneman, Mrs. S. W., Roxbury,	2.00
Hunnewell, Mrs. Arthur,	5.00
Hunnewell, Mr. H. H.,	50.00
Hunnewell, Mr. Walter,	10.00
Hutchins, Mrs. Constantine F.,	5.00
Hyde, Mrs. J. F. C., Newton Highlands,	1.00
Hyde, Miss M. E., Newton Highlands,	1.00
Iasigi, Mrs. Oscar,	10.00
In memory of Mrs. Charles Lowell Thayer,	3.00
Ireson, Mrs. S. E.,	5.00
Jackson, Mrs. J. B. S.,	20.00
Jelly, Dr. George F.,	10.00
Jenkins, Mr. Charles,	5.00
Jenney, Mrs. Annie S., Weston,	2.00
Jewett, Miss Annie (for 1898-99),	4.00
Jewett, Miss Sarah Orne, South Berwick, Maine,	5.00
Johnson, Miss,	5.00
Johnson, Mrs. Edward,	2.00
Johnson, Mr. Edward C.,	10.00
Johnson, Miss Fanny L., Wollaston,	1.00
Johnson, Mrs. F. W.,	2.00
Johnson, Mrs. H. A.,	1.00
Jolliffe, Mrs. T. H., Brookline,	5.00
Jones, Mrs. B. M.,	5.00
<i>Amount carried forward,</i>	\$2,589.00

<i>Amount brought forward,</i>	\$2,589.00
Jones, Miss Ellen M.,	10.00
Jones, Mrs. Jerome, Brookline,	10.00
Jones, Mr. Rollin, Brookline,	10.00
Jordan, Mrs. Eben D.,	5.00
Josselyn, Mrs. A. S.,	5.00
Joy, Mrs. Charles H.,	10.00
Keene, Mrs. S. W., Roxbury,	2.00
Keep, Mrs. F. E., Brookline,	1.00
Keith, Mrs. John,	1.00
Kenerson, Mr. Austin H., Roxbury,	2.00
Kenney, Miss E. I.,	2.00
Kent, Mr. Prentiss M.,	5.00
Kettle, Mrs. C. L.,	1.00
Kidder, Mrs. Henry P., Milton,	5.00
Kidner, Mrs. Reuben,	2.00
Kimball, Mrs. D. P.,	25.00
Kimball, Mr. Edward P., Malden,	10.00
Kimball, Mrs. M. D.,	5.00
Kimball, Mrs. Marcus M.,	50.00
Kimball, Miss Susan Day,	2.00
King, Mrs. D. Webster,	2.00
Kingsbury, Miss Mary E., Brookline,	1.00
Klous, Mr. Isaac, Roxbury,	2.00
Knight, Mr. J. M., Jamaica Plain,	5.00
Koshland, Mrs. Joseph,	10.00
Kuhn, Mrs. Grace M.,	10.00
Lamb, Miss Augusta T., Brookline,	1.00
Lamson, Mrs. J. A.,	1.00
Lancaster, Mrs. W. B.,	5.00
Larkin, the Misses,	2.00
Lavalle, Mrs. John,	5.00
Lawrence, Mrs. Abbott,	5.00
Lawrence, Mr. Charles R., Brookline,	5.00
Leavitt, Mrs. George R., Jamaica Plain,	1.00
Lee, Mrs. George C.,	10.00
Lee, Mrs. Henry, Brookline,	20.00
Lee, Mrs. Joseph,	50.00
<i>Amount carried forward,</i>	\$2,887.00



<i>Amount brought forward,</i> . . . . .	\$2,887.00
Leighton, Mrs. John W., Brookline, . . . . .	5.00
Leland, Mrs. Mary E., . . . . .	2.00
Lincoln, Miss C. K. T., . . . . .	1.00
Lins, Mrs. Ferdinand, Jamaica Plain, . . . . .	2.00
Livermore, Mr. Thomas L., Jamaica Plain, . . . . .	10.00
Loring, the Misses, . . . . .	15.00
Loring, Mrs. Harrison, . . . . .	3.00
Loring, Mrs. W. C., . . . . .	25.00
Lothrop, Miss Mary B., . . . . .	5.00
Lothrop, Mrs. Thornton K., . . . . .	25.00
Lothrop, Mrs. W. S. H., . . . . .	5.00
Lovering, Mrs. C. T., . . . . .	10.00
Lovett, Mr. A. S., Brookline, . . . . .	5.00
Lowell, Mrs. Charles, . . . . .	5.00
Lowell, Mrs. Edward J., . . . . .	5.00
Lowell, Miss Georgina, . . . . .	5.00
Lowell, Mrs. John, Chestnut Hill, . . . . .	5.00
Lowell, Mrs. John, Jr., Chestnut Hill, . . . . .	5.00
Lutz, Mrs. H. Louise, . . . . .	5.00
Lyman, Mr. John Pickering, . . . . .	10.00
Lyman, Mrs. Theodore, Brookline, . . . . .	20.00
Mack, Mrs. Thomas, . . . . .	5.00
Mackinnon, Mrs. T. A., . . . . .	5.00
Mackintosh, Mrs. W. H., Roxbury, . . . . .	3.00
Magee, Mr. J. L., Chelsea, . . . . .	10.00
Mallory, Mrs. F. B., . . . . .	2.00
Mandell, Mrs. S. P., . . . . .	5.00
Mansfield, Mrs. George S., Malden, . . . . .	5.00
Marrs, Mrs. Kingsmill, Saxonville, . . . . .	10.00
Marsh, Mrs. Robert, . . . . .	1.00
Marshall, Mrs. J. P. C., . . . . .	10.00
Martin, Mrs. Alex., . . . . .	1.00
Maynard, Mr. Charles H., Longwood, . . . . .	5.00
Mead, Mrs. S. R., . . . . .	10.00
Means, Mrs. James, . . . . .	5.00
Melville, Mrs. H. H., . . . . .	10.00
Meredith, Mrs. J. H., . . . . .	5.00
<i>Amount carried forward,</i> . . . . .	<u>\$3,152.00</u>

<i>Amount brought forward,</i> . . . . .	\$3,152.00
Merriam, Mrs. Charles, . . . . .	5.00
Merrill, Mrs. J. Warren, Providence, R.I., . . . . .	10.00
Merritt, Mrs. George W., . . . . .	5.00
Merritt, Mrs. Mary E., . . . . .	1.00
Meyer, Mrs. George A., . . . . .	10.00
Minot, Dr. Francis (since died), . . . . .	10.00
Mitton, Mrs. E. J., Brookline, . . . . .	5.00
Mixer, Miss M., . . . . .	1.00
Mixer, Mrs. William, . . . . .	1.00
Monks, Mrs. George H., . . . . .	5.00
Monroe, Mrs. George H., Brookline, . . . . .	5.00
Morison, Mr. George B., . . . . .	3.00
Morison, Mrs. John H., . . . . .	5.00
Morrill, Miss Annie W., . . . . .	5.00
Morrill, Mrs. Ellen A., Roxbury, . . . . .	5.00
Morrill, Miss Fannie E., . . . . .	5.00
Morrill, Mrs. F. Gordon, . . . . .	2.00
Morris, Mrs. Frances Isabel, Westchester, New York City, . . . . .	5.00
Morse, Mrs. Jacob, . . . . .	5.00
Morse, Mr. John T., . . . . .	5.00
Morse, Miss Margaret F., Jamaica Plain, . . . . .	5.00
Morss, Mrs. Anthony S., Charlestown, . . . . .	5.00
Moseley, Miss Ellen F., . . . . .	5.00
Motte, Mrs. Ellis L., . . . . .	2.00
Murdock, Mrs. William C., . . . . .	1.00
Murphy, Mrs. Frank S., . . . . .	1.00
Nazro, Mrs. Fred H., Roxbury, . . . . .	2.00
Nazro, Miss Mary W., Roxbury, . . . . .	2.00
Neal, Miss Caro F., Charlestown, . . . . .	5.00
Neal, Miss M. M., . . . . .	5.00
Newell, Mrs. James W., Brookline, . . . . .	2.00
Newell, Mrs. M. A. M., Roxbury, . . . . .	5.00
Newton, Mrs. E. Bertram, . . . . .	1.00
Nichols, Mrs. E. H., . . . . .	2.00
Nichols, Mrs. Fred S., . . . . .	5.00
Nickerson, Mr. Andrew, . . . . .	10.00
<i>Amount carried forward,</i> . . . . .	\$3,308.00

<i>Amount brought forward,</i> . . . . .	\$3,308.00
Nickerson, Miss Florence S., South Boston, . . . . .	1.00
Nickerson, Miss Grace E., South Boston, . . . . .	1.00
Nickerson, Miss Isabel J., South Boston, . . . . .	1.00
Nickerson, Mrs. J. S., South Boston, . . . . .	1.00
Norcross, Miss Edith C., Roxbury, . . . . .	1.00
Norcross, Mrs. J. W., Roxbury, . . . . .	1.00
Norcross, Mrs. Otis, . . . . .	5.00
Norcross, Mrs. Otis, Jr., . . . . .	5.00
North, Mrs. J. N., Brookline, . . . . .	5.00
Norton, Mrs. Frank L., . . . . .	5.00
Nowell, Mrs. George M., . . . . .	5.00
Noye, Mrs. W. F., . . . . .	1.00
Noyes, Mrs. D. W., . . . . .	2.00
Noyes, Mrs. George D., . . . . .	1.00
Ober, Mr. Louis P., . . . . .	10.00
Oliver, Miss Martha C., Colorado, . . . . .	1.00
Osborn, Mrs. Anna F., Pittsfield, Maine, . . . . .	1.00
Osborn, Mrs. John, . . . . .	2.00
Osgood, Mrs. John Felt, . . . . .	10.00
Page, Mrs. Calvin Gates, . . . . .	2.00
Page, Rev. Charles L., Roxbury, . . . . .	1.00
Paige, Mrs. I. H., . . . . .	1.00
Palfrey, Mrs. J. C., . . . . .	2.00
Parker, Mrs. Charles W. (since died), . . . . .	5.00
Parker, Miss Eleanor S., . . . . .	5.00
Parker, Mrs. Susan E., Roxbury, . . . . .	2.00
Parker, Mrs. T. K., Winchendon, . . . . .	1.00
Parkinson, Mrs. John, . . . . .	20.00
Parsons, the Misses, Roxbury, . . . . .	5.00
Parsons, Mrs. William and Miss, . . . . .	5.00
Payne, Miss S. A., Jamaica Plain, . . . . .	5.00
Peabody, Mrs. Anna P., . . . . .	5.00
Peabody, Mr. F. H., . . . . .	10.00
Peabody, Mrs. Oliver W., Milton, . . . . .	5.00
Peabody, Mrs. S. E., . . . . .	10.00
Pearson, Mrs. C. H., Brookline, . . . . .	5.00
Pecker, the Misses Annie J. and Mary L., . . . . .	5.00
<i>Amount carried forward,</i> . . . . .	\$3,461.00

<i>Amount brought forward,</i>	\$3,461.00
Peirce, Mrs. Silas, Jr., Brookline,	2.00
Peirson, Mrs. Charles L.,	10.00
Penfield, Mrs. James A.,	2.00
Percy, Mrs. Fred B., Brookline,	2.00
Perry, Mrs. C. N., Roxbury,	5.00
Perry, Miss Elizabeth H., Bridgewater,	2.00
Peters, Mr. Edward D.,	10.00
Pfaff, Mrs. Jacob,	10.00
Philbrick, Mrs. E. S., Brookline,	3.00
Phillips, Mrs. Anna T.,	25.00
Phinney, William L., Jr., Brookline,	10.00
Phipps, Mrs. Mary J.,	25.00
Pickman, Mrs. Dudley L.,	25.00
Pierce, Mrs. N. W.,	2.00
Pierce, Mrs. Phineas,	5.00
Pierce, Mrs. Wallace L.,	15.00
Pitkin, Mrs. C. L., Brookline,	2.00
Plumer, Mrs. Avery,	1.00
Pope, Mrs. Albert A.,	25.00
Pope, Drs. C. A. and E. F.,	2.00
Porteous, Mrs. John,	4.00
Porteous, Miss M. F.,	1.00
Porter, Mrs. A. S.,	1.00
Porter, Miss Nellie E., North Anson, Maine,	1.00
Porter, Mrs. P. G., Cambridgeport,	1.00
Potter, Mrs. Warren B.,	100.00
Poulsson, Miss Emilie,	1.00
Poulsson, Miss Laura E.,	1.00
Powars, Miss Mary A.,	1.00
Prager, Mrs. Philip,	3.00
Prang, Mr. Louis,	10.00
Pratt, Mrs. Elliott W.,	3.00
Prendergast, Mr. James M.,	10.00
Prescott, Dr. W. H.,	2.00
Preston, Mrs. G. H.,	2.00
Proctor, Miss Ellen O., Brookline,	10.00
Proctor, Mrs. H. H.,	2.00
<i>Amount carried forward,</i>	\$3,797.00

<i>Amount brought forward,</i>	\$3,797.00
Putnam, Miss Georgina Lowell,	10.00
Putnam, Mrs. J. Pickering,	5.00
Putnam, Mrs. William L.,	5.00
Quincy, Mrs. C. F., Chicago, Ill.,	2.00
Quincy, Mrs. George H.,	10.00
Quincy, Mrs. H. P.,	5.00
Ramsdell, Mrs. E. A.,	1.00
Ranney, Mr. Fletcher, Brookline,	5.00
Ratshesky, Mrs. I. A.,	5.00
Raymond, Mrs. Henry E., Brookline,	5.00
Raymond, Mrs. T. C., Cambridge,	5.00
Reed, Mrs. H. M.,	1.00
Reed, Mrs. William H.,	5.00
Revere, Mrs. Paul J.,	1.00
Reynolds, Mr. Walter H.,	5.00
Rhodes, Miss Florence R.,	1.00
Rhodes, Mr. James F.,	5.00
Rhodes, Mrs. S. H.,	5.00
Rice, Mr. David, Jamaica Plain,	10.00
Rice, Mrs. David, Jamaica Plain,	15.00
Rice, Mrs. David Hall, Brookline,	2.00
Rice, Mrs. Francis B.,	10.00
Rice, Mrs. Henry A.,	5.00
Rice, Mrs. N. W.,	5.00
Rice, Mrs. W. B., Quincy,	2.00
Rice, Mrs. W. P.,	5.00
Richards, Miss Annie Louise,	20.00
Richards, Miss C.,	5.00
Richards, Mrs. Dexter N., Brookline,	10.00
Richardson, Mrs. E. C.,	2.00
Richardson, Mrs. F. A., Burlington, Vt.,	5.00
Richardson, Mr. Spencer W.,	5.00
Richardson, Mrs. Mary R., Newport, R.I.,	10.00
Ridgway, Miss H. B.,	1.00
Riley, Mr. C. E., Newton,	10.00
Robbins, Mrs. F. A.,	1.00
Robbins, Mrs. Royal,	5.00
<i>Amount carried forward,</i>	\$4,006.00

<i>Amount brought forward,</i>	\$4,006.00
Robeson, Mrs. Andrew,	5.00
Robinson, Mrs. Henry H., Brookline,	2.00
Robinson, Miss H. M.,	25.00
Robinson, Mrs. J. C., Jamaica Plain,	5.00
Roby, Mrs. C. C.,	5.00
Rochford, Master Francis J., Newton Lower Falls.	1.00
Rodman, Mr. S. W.,	10.00
Roeth, Mrs. A. G.,	1.00
Rogers, Miss Anna P.,	10.00
Rogers, Mrs. Henry M.,	5.00
Rogers, Mrs. Jacob C.,	5.00
Rogers, Mrs. J. F.,	3.00
Rogers, Mrs. J. P.,	5.00
Rogers, Miss Susan S., Milton,	5.00
Rogers, Mrs. William B.,	3.00
Rosenbaum, Mrs L.,	1.00
Rotch, Mrs. C. M., New Bedford,	10.00
Rotch, Miss Mary R., New Bedford,	5.00
Rotch, Mrs. T. M.,	2.00
Rothwell, Mrs. W. H., Longwood,	5.00
Russell, Mrs. Eliot,	2.00
Russell, Mrs. Henry G., Providence, R.I.,	25.00
Russell, Mrs. William A.,	10.00
Rust, Mrs. Nathaniel J.,	2.00
Rust, Mrs. W. A., Cambridge,	5.00
Sabin, Mrs. Charles W., Brookline,	2.00
Sabine, Miss Catherine, Brookline,	2.00
Sabine, Mrs. G. K., Brookline,	2.00
Sacker, Miss Amy M.,	5.00
Sacker, Mrs. H. H.,	2.00
Saltonstall, Mrs. Henry,	10.00
Saltonstall, Mrs. Leverett, Chestnut Hill,	10.00
Sampson, Mrs. Edwin H., Cambridge,	1.00
Sampson, Miss H. H.,	1.00
Sampson, Mrs. O. H.,	5.00
Sanborn, Mrs. C. W. H., Brookline,	1.00
Sargent, Mrs. E. P., Brookline,	2.00
<i>Amount carried forward,</i>	\$4,206.00

<i>Amount brought forward,</i> . . . . .	\$4,206.00
Sargent, Mrs. F. W., . . . . .	5.00
Sargent, Mrs. Winthrop, . . . . .	50.00
Sawyer, Mrs. Timothy T., . . . . .	5.00
Scaife, Miss Helen, . . . . .	2.00
Schoff, Miss M. H., . . . . .	1.00
Schouler, Mrs. James, . . . . .	5.00
Schwarz, Mrs. Louis B., Brookline, . . . . .	2.00
Scott, Mrs. William M., . . . . .	2.00
Seamans, Mr. James M., Brookline, . . . . .	10.00
Sears, Mrs. A. P., Brookline, . . . . .	1.00
Sears, Mr. Frederick R., . . . . .	25.00
Sears, Mrs. Herbert M., . . . . .	25.00
Sears, Mrs. Knyvet W., . . . . .	10.00
Sears, Mrs. Philip H., . . . . .	10.00
Sears, Mrs. Willard T., . . . . .	5.00
Shattuck, Mrs. F. C., . . . . .	50.00
Shattuck, Mrs. G. B., . . . . .	5.00
Shaw, Mrs. Benjamin S., . . . . .	5.00
Shaw, Mrs. G. Howland, . . . . .	10.00
Shaw, Mrs. George R., . . . . .	1.00
Shaw, Mrs. Henry Lyman, . . . . .	5.00
Shaw, Mrs. Henry Russell, . . . . .	10.00
Shaw, Mrs. Robert Gould, . . . . .	5.00
Shepard, Mrs. L. H., Brookline, . . . . .	5.00
Shepard, Mr. O. A., Brookline, . . . . .	3.00
Shepard, Mrs. Thomas H., Brookline, . . . . .	5.00
Shepard, Mrs. T. P., Providence, R.I., . . . . .	25.00
Sherburne, Mrs. F. S., . . . . .	5.00
Sigourney, Mr. Henry, . . . . .	10.00
Simpkins, Miss Mary W., Jamaica Plain, . . . . .	5.00
Skinner, Mrs. William, Holyoke, . . . . .	5.00
Slatery, Mrs. William, . . . . .	1.00
Slocum, Mrs. William H., Jamaica Plain, . . . . .	10.00
Smith, Miss Anne E., Roxbury, . . . . .	2.00
Smith, Mr. Azariah, Roxbury, . . . . .	2.00
Smith, Mr. B. F., . . . . .	5.00
Smith, Mrs. Joseph W., . . . . .	1.00
<i>Amount carried forward,</i> . . . . .	<u>\$4,539.00</u>

<i>Amount brought forward,</i>	\$4,539.00
Smith, Mrs. Samuel,	5.00
Smith, Mrs. Thomas P., Brookline,	1.00
Smyser, Mrs. C. F., Brookline,	1.00
Soren, Mr. John H., Roxbury,	2.00
Sowdon, Mr. A. J. C.,	10.00
Spencer, Miss Edith Louise, Jamaica Plain,	2.00
Sprague, Mr. C. J.,	2.00
Stack, Mrs. James H., Brookline,	1.00
Stackpole, Miss Roxanna,	5.00
Stadtmiller, Mrs. F., Jamaica Plain,	5.00
Standish, Mrs. L. M.,	10.00
Stearns, Mr. and Mrs. Charles H., Brookline,	30.00
Stearns, Mrs. R. H.,	10.00
Stearns, Mrs. R. S., Jamaica Plain,	10.00
Stedman, Mrs. Daniel B., Jr.,	1.00
Steese, Mrs. Edward, Brookline,	5.00
Steinert, Mrs. Alex.,	3.00
Stetson, Miss Sarah M.,	10.00
Stevens, Mrs. H. H.,	5.00
Stevens, Mr. John J.,	5.00
Stone, Mrs. Edwin P.,	5.00
Stone, Mrs. Frederick,	20.00
Stone, Mrs. J. S.,	5.00
Storer, the Misses,	4.00
Stowell, Mrs. H. B.,	3.00
Strauss, Mrs. J. W., Jamaica Plain,	2.00
Strauss, Mrs. Louis,	2.00
Strauss, Mrs. Philip,	2.00
Strong, Mrs. Alex.,	10.00
Sturgis, Mrs. John H.,	5.00
Swan, Mr. Charles H.,	5.00
Swan, Miss Elizabeth B., Dorchester,	5.00
Swann, Mrs. John, Stockbridge,	10.00
Sweetser, Mr. Frank E.,	5.00
Sweetser, Mrs. Frank E.,	5.00
Sweetser, Miss Ida E.,	10.00
Sweetser, Mr. I. Homer,	10.00
<i>Amount carried forward,</i>	\$4,770.00



<i>Amount brought forward,</i>	\$4,770.00
Swett, Mrs. J. H., Brookline,	1.00
Symonds, Miss Lucy Harris,	5.00
Talbot, Mrs. I. T.,	2.00
Talbot, Master Leslie, Ashmont,	1.00
Talbot, Miss Marjorie, Ashmont,	1.00
Talbot, Mrs. Thomas, North Billerica,	25.00
Talbot, Mrs. Thomas Palmer, Ashmont,	1.00
Tappan, Miss Mary A.,	15.00
Tarbell, Mrs. J. P.,	5.00
Taylor, Mrs. Charles H., Jr.,	10.00
Taylor, Mrs. E. B.,	5.00
Thacher, Mrs. Lydia W., Peabody,	10.00
Thayer, Miss Adela G.,	10.00
Thayer, Mrs. Bayard,	50.00
Thayer, Mrs. Ezra Ripley,	15.00
Thayer, Miss Harriet L.,	5.00
Thayer, Mrs. William G., Southborough,	10.00
Thomas, Miss Catharine C.,	2.00
Thomson, Mrs. Arthur C., Brookline,	5.00
Thorndike, Mrs. A.,	5.00
Tilton, Mrs. Joseph B.,	5.00
Tilton, Mrs. William S., Newtonville,	5.00
Topliff, Miss Mary M.,	2.00
Townsend, Mrs. Thomas D.,	2.00
Tucker, Mrs. James,	1.00
Tucker, Mrs. J. Alfred, Newton,	1.00
Tuckerman, Mrs. C. S.,	2.00
Turner, Miss Abby W., Randolph,	10.00
Turner, Miss Esther Parkman, Brookline,	2.00
Tyler, Mrs. J. H.,	5.00
Van Nostrand, Mrs. Alonzo G.,	5.00
Vaughn, Mrs. W. W.,	5.00
Vaughn, Master William M. (for 1898-99),	2.00
Velasco, Miss Gertrude, Jamaica Plain,	1.00
Vickery, Mrs. Herman F.,	5.00
Vorenberg, Mrs. S.,	1.00
Vose, Mrs. Charles, Jamaica Plain,	2.00
<i>Amount carried forward,</i>	<u>\$5,009.00</u>

<i>Amount brought forward,</i>	\$5,009.00
Vose, Miss Florence P., Brookline,	2.00
Vose, Mr. Frank T., Jamaica Plain,	5.00
Wadsworth, Mrs. A. F.,	5.00
Wadsworth, Mrs. O. F.,	5.00
Wainwright, Miss R. P.,	10.00
Waldo, Mr. Clarence H.,	1.00
Wales, Mrs. George W.,	5.00
Walker, Mrs. Nathaniel U., Brookline,	1.00
Wallace, Mrs. William, Brookline,	3.00
Walley, Mrs. William Phillips,	1.00
Walsh, Master Fred. V., Dorchester,	1.00
Ward, the Misses,	5.00
Ward, Mrs. Henry V.,	5.00
Ware, Miss Charlotte L., Cambridge,	10.00
Ware, Miss Harriot, Brooklyn, N.Y.,	2.00
Warner, Mrs. F. E.,	5.00
Warren, Mrs. Frederick,	5.00
Warren, Mrs. Susan C.,	10.00
Warren, Mrs. William W.,	25.00
Washburn, Mrs. Rufus A.,	1.00
Wason, Mrs. E., Brookline,	5.00
Watson, Mrs. H. H.,	2.00
Wead, Mrs. Leslie C., Brookline,	2.00
Webster, Mrs. F. G.,	5.00
Weeks, Mrs. A. G.,	5.00
Weld, Miss Alice B., Jamaica Plain,	10.00
Weld, Mrs. A. Davis, Jamaica Plain,	5.00
Weld, Mrs. A. W., Chestnut Hill,	2.00
Weld, Mrs. Samuel M., North Chatham (for 1898-99),	4.00
Weld, Mrs. William F.,	20.00
Weston, Mrs. H. C.,	10.00
Wetherbee, Mrs. J. Otis,	1.00
Whalen, Mrs. J. E., Melrose Highlands,	1.00
Wheeler, Mrs. G. H.,	1.00
Wheelwright, the Misses,	2.00
Wheelwright, Mrs. E.,	5.00
Wheelwright, Mrs. G. W., Jamaica Plain,	10.00
<i>Amount carried forward,</i>	\$5,206.00

<i>Amount brought forward,</i>	\$5,206.00
Wheelwright, Mrs. J. W.,	10.00
Whidden, Miss Georgia M.,	25.00
Whipple, Mrs. J. Reed,	10.00
White, Miss A. B.,	1.00
White, Mrs. C. T.,	2.00
White, Miss Eliza Orne, Brookline,	5.00
White, Mr. George A.,	25.00
White, Miss G. R.,	2.00
White, Mrs. Jonathan H., Brookline,	10.00
White, Mrs. Joseph H., Brookline,	2.00
White, Mrs. W. H., Brookline,	20.00
Whiteside, Mrs. A.,	3.00
Whiting, Mrs. Irving O.,	5.00
Whiting, Mrs. J. K., Longwood,	10.00
Whiting, Miss Susan A., Newton,	5.00
Whiting, Mrs. S. B., Cambridge,	10.00
Whiting, Mrs. W. S., Brookline,	5.00
Whitman, Mrs. Sarah W.,	25.00
Whitney, the Misses,	2.00
Whitney, Mrs. Edward, Belmont,	25.00
Whitney, Mr. Edward F.,	10.00
Whitney, Mrs. George,	2.00
Whitney, Mr. George M., Winchendon,	1.00
Whitney, Mrs. H. A.,	5.00
Whitney, Mrs. Henry M., Brookline,	5.00
Whitney, Miss Mary,	1.00
Whitwell, Mrs. Frederick A.,	5.00
Whitwell, Miss S. L.,	10.00
Willard, Mrs. A. R.,	5.00
Willard, Miss Edith G.,	1.00
Willcomb, Mrs. George,	5.00
Willcutt, Mr. Levi L., Longwood,	10.00
Williams, the Misses,	2.00
Williams, Miss Adelia C., Roxbury,	10.00
Williams, Mrs. Charles A., Brookline,	5.00
Williams, Mrs. Harriet C.,	25.00
Williams, Mrs. Jeremiah,	2.00
<i>Amount carried forward,</i>	\$5,512.00

<i>Amount brought forward,</i> . . . . .	\$5,512.00
Williams, Mr. Moses, . . . . .	5.00
Williams, Mrs. Moses, . . . . .	10.00
Williams, Mrs. T. B., . . . . .	5.00
Wilson, Miss Annie E., Brookline, . . . . .	5.00
Wilson, Mrs. Edward C., Brookline, . . . . .	5.00
Wilson, Miss Lilly U., Brookline, . . . . .	5.00
Winkley, Mrs. Samuel H., . . . . .	25.00
Winslow, Miss Helen M., . . . . .	1.00
Winsor, Mrs. Ernest, Chestnut Hill, . . . . .	1.00
Withington, Miss Anna S., Brookline, . . . . .	1.00
Wolcott, Mrs. J. Huntington (since died), . . . . .	10.00
Wolcott, Mrs. Roger, . . . . .	5.00
Wood, Mrs. E. S., . . . . .	2.00
Wood, Mr. Henry, Roxbury, . . . . .	5.00
Woodbury, Mrs. John P., . . . . .	5.00
Woods, Mrs. H. F., . . . . .	1.00
Woodworth, Mrs. A. S., . . . . .	10.00
Worthington, Mrs. Roland, Roxbury, . . . . .	5.00
Worthley, Mrs. George H., Brookline, . . . . .	2.00
Wright, Miss M. A., . . . . .	3.00
Wright, Mrs. Mary E., . . . . .	5.00
Wyman, Mr. A. E., Newtonville, . . . . .	15.00
Young, the Misses, Brookline, . . . . .	5.00
Young, Mrs. Benjamin L., Auburndale, . . . . .	10.00
Young, Mr. Calvin, Dorchester, . . . . .	2 00
Young, Miss Lucy F., Groton, . . . . .	2.00
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	\$5,662.00

## CAMBRIDGE BRANCH.

Through Mrs. E. C. AGASSIZ.

Abbot, Miss Anne W., . . . . .	\$10.00
Abbot, Mrs. Edwin H., . . . . .	10.00
Abbott, Mrs. Edward, . . . . .	5.00
Agassiz, Mrs. E. C., . . . . .	10.00
Ames, Mrs. James B., . . . . .	5.00
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<i>Amount carried forward,</i> . . . . .	\$40.00

<i>Amount brought forward,</i> . . . . .	\$40.00
Anonymous, . . . . .	1.00
Anonymous, . . . . .	1.00
Anonymous, . . . . .	5.00
Batchelder, Mrs. J. M. (since died), . . . . .	1.00
Beard, Mrs. Edward L., . . . . .	1.00
Bemis, Mrs. J. W. (since died), . . . . .	10.00
Bradford, Miss Edith, . . . . .	5.00
Brewster, Mrs. William, . . . . .	5.00
Brooks, Miss Martha W., Petersham, . . . . .	5.00
Buttrick, Miss Anne, . . . . .	1.00
Cary, Miss, . . . . .	2.00
Chandler, Mrs. S. C., . . . . .	1.00
Chapman, Mrs. L. A., . . . . .	2.00
Child, Mrs. and Miss, . . . . .	3.00
Cooke, Mrs. J. P., . . . . .	5.00
Cushman, Miss Edith W., . . . . .	1.00
Dana, Mrs. R. H., Jr., . . . . .	5.00
Davis, Prof. W. M., . . . . .	1.00
Dixwell, Mr. E. S. (since died), . . . . .	50.00
Dodge, Mrs. J. C., . . . . .	10.00
Dodge, Mrs. S. B., . . . . .	1.00
Emery, Miss Octavia B., . . . . .	2.00
Eustis, Mrs. Frank I., . . . . .	1.00
Everett, Miss Mildred, . . . . .	10.00
Farley, Miss C. A., . . . . .	1.00
Fish, Mrs. F. P., . . . . .	5.00
Fisk, Mrs. James C., . . . . .	5.00
Folsom, Mr. Charles W., . . . . .	1.00
Folsom, Mrs. Norton, . . . . .	1.00
Foster, Mrs. Francis C., . . . . .	100.00
Gale, Mrs. J. W., Weston, . . . . .	5.00
Gilman, Mrs. Arthur, . . . . .	5.00
Goodwin, Miss A. M., . . . . .	5.00
Goodwin, Mrs. H. B., . . . . .	5.00
Goodwin, Mrs. W. W., . . . . .	5.00
Greenleaf, Mrs. James, . . . . .	25.00
Harris, Miss Charlotte M., . . . . .	1.00
<i>Amount carried forward,</i> . . . . .	<u>\$333.00</u>

<i>Amount brought forward,</i>	\$333.00
Hedge, Miss Charlotte A., Brookline,	5.00
Henchman, Miss A. P.,	5.00
Hooper, Mr. E. W., Boston,	25.00
Hopkinson, Mrs. J. P.,	5.00
Horsford, Miss,	5.00
Horsford, Mrs. E. N.,	5.00
Houghton, the Misses,	10.00
Howard, Miss E.,	2.00
James, Mrs. William,	2.00
Lamb, Mrs. George,	5.00
Longfellow, Miss Alice M.,	10.00
Lyon, Mrs. D. G.,	1.00
McKean, Mrs. H. S.,	1.00
Moore, Mrs. L. T.,	1.00
Munroe, Miss L. S., Boston,	3.00
Nichols, Mrs.,	2.00
Norton, Prof. Charles Eliot,	10.00
Page, the Misses,	2.00
Palfrey, Miss A. R.,	2.00
Perrin, Mrs. F.,	1.00
Read, Mr. William,	1.00
Richards, Mrs. J. R.,	2.00
Ross, Mrs. J. L.,	5.00
Saville, Mrs. H. M.,	1.00
Scudder, Mr. S. H.,	1.00
Sedgwick, Miss M. T.,	5.00
Sharples, Mrs. S. P.,	1.00
Simmons, Mrs. G.,	1.00
Smith, Mrs. Horatio S.,	2.00
Spelman, Mrs. I. M.,	5.00
Stark, Mrs. W. F.,	1.00
Stoughton, Mrs. E. W.,	5.00
Swan, Mrs. J. A.,	5.00
Thayer, Mrs. J. B.,	1.00
Thayer, Mrs. J. H.,	2.00
Thorp, Mrs. J. G.,	10.00
Toffey, Mrs. A. S.,	5.00
<i>Amount carried forward,</i>	\$488.00

<i>Amount brought forward,</i> . . . . .	\$488.00
Tower, Miss A. E., . . . . .	1.00
Trowbridge, Mrs. John L., . . . . .	2.00
Vaughan, Mrs. Benjamin, . . . . .	10.00
Wesselhoeft, Mrs. W., . . . . .	2.00
White, Mrs. J. Gardner, . . . . .	5.00
White, Mrs. M. P., . . . . .	5.00
Whitney, Mrs. A. A., . . . . .	1.00
Whittemore, Mrs. F. W., . . . . .	10.00
Whittemore, Mrs. G. W., . . . . .	1.00
Willson, Mrs. Robert W., . . . . .	5.00
Woodman, Mrs. C. F., . . . . .	25.00
Interest, . . . . .	20.00
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	\$575.00

## DORCHESTER BRANCH.

Through Mrs. J. HENRY BEAN.

"A sister," . . . . .	\$1.00
Atherton, Mrs. Samuel, Boston, . . . . .	1.00
Barnard, Mrs. C. F., . . . . .	2.00
Barry, Mrs. Elizabeth S., . . . . .	1.00
Bartlett, Mrs. S. E., Boston, . . . . .	1.00
Bates, Mrs. Henry L., . . . . .	1.00
Bean, Mrs. J. Henry, . . . . .	1.00
Bennett, Miss M. M., Wellesley College, . . . . .	1.00
Bird, Mrs. John L., . . . . .	1.00
Bockus, Mrs. Charles E., . . . . .	1.00
Bradford, Mrs. Martin L., . . . . .	2.00
Brigham, Mrs. Frank E., . . . . .	1.00
Burdett, Mrs. Charles A., . . . . .	3.00
Callender, Miss, . . . . .	1.00
Callender, Mrs. Henry, . . . . .	1.00
Churchill, Mrs. J. R., . . . . .	1.00
Clark, Mrs. A. C., . . . . .	1.00
Clark, Mrs. W. R., Jr., . . . . .	1.00
Conant, Mrs. James S., . . . . .	1.00
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<i>Amount carried forward,</i> . . . . .	\$23.00

<i>Amount brought forward,</i>	\$23.00
Copeland, Mrs. W. A.,	1.00
Cushing, Mrs. Benjamin,	1.00
Cushing, Miss Susan T.,	1.00
Cutter, Mrs. D. J.,	1.00
Dillaway, Mrs. C. O. L.,	1.00
Dolan, Miss,	1.00
Dorchester Woman's Club,	20.00
Downer, Mrs. Samuel,	5.00
Eaton, Mrs. Albert,	1.00
Eddy, Mrs. Otis,	1.00
Eliot, Mrs. Christopher R., Boston,	1.00
Everett, Mrs. William B.,	1.00
Faunce, Mrs. Sewall A.,	1.00
Fay, Mrs. M. C. T., Milton,	2.00
Flusk, Miss Elizabeth A.,	1.00
Forrest, Mrs. R. M.,	1.00
Galvin, Mrs. John Mitchel,	2.00
Hall, Miss Adelaide,	2.00
Hall, Mrs. Henry,	1.00
Hawkes, Mrs. S. L., Mattapan,	1.00
Hearsey, Miss Sarah E.,	1.00
Hemmenway, Mrs. Edward A.,	1.00
Hoag, Mrs. Louisa P.,	1.00
Hosmer, Mrs. Jerome C.,	1.00
Humphreys, Mrs. R. C.,	2.00
Jackson, Mr. Edward Payson,	1.00
Joyslin, Mrs. L. R., Wakefield,	1.00
King, Miss S. Frank,	1.00
Knight, Mr. Clarence H.,	1.00
Lanning, Mr. Charles D.,	5.00
Lee, Mrs. L. M.,	1.00
Lindsey, Mrs. W. H.,	1.00
Mansfield, Mrs. Frederick H.,	1.00
Moore, Mrs. L. M., Lexington,	1.00
Moseley, Master Frederick Russell,	1.00
Murdock, Mrs. Harold,	5.00
Nash, Mrs. Edward, Boston,	1.00
<i>Amount carried forward,</i>	<u>\$95.00</u>



<i>Amount brought forward,</i>	\$95.00
Nichols, Mrs. Smith W.,	2.00
Nightingale, Mrs. C.,	1.00
North, Mrs. F. O.,	1.00
Noyes, Miss Mary E.,	1.00
Oliver, Miss Martha C., Colorado (donation),	1.00
Orcutt, Mrs. Hiram,	1.00
Peabody, Mrs. Charles K.,	1.00
Phillips, Mrs. John G.,	1.00
Phillips, Miss Mary H.,	1.00
Pierce, Miss Henrietta M.,	1.00
Pratt, Mrs. Laban,	2.00
Preston, Mrs. John,	1.00
Rhodes, Mrs. T. M.,	1.00
Rose, Mrs. M. L.,	1.00
Sayward, Mrs. W. H.,	2.00
Shepard, Mrs. John, Jr., Providence, R.I.,	1.00
Smith, Mrs. Bryant G.,	1.00
Smith, Miss H. J.,	1.00
Smith, Mrs. Walter E. C.,	1.00
Smith, Mrs. W. H. L.,	1.00
Soule, Mrs. Elizabeth P.,	5.00
Stearns, Mrs. Albert H.,	1.00
Stearns, Master A. Maynard,	1.00
Stearns, Master A. T., 2d,	1.00
Stearns, Mrs. Fred. P.,	2.00
Stearns, Master Henry D.,	1.00
Stearns, Miss Katherine,	1.00
Swan, Mr. Joseph W.,	3.00
Swan, Miss M. E.,	1.00
Tanner, Mrs. J. A.,	1.00
Thacher, Mrs. A. C.,	1.00
Thacher, Mrs. Charles A.,	2.00
Thacher, Miss Elizabeth M.,	1.00
Thacher, Miss M. H.,	1.00
Tileston, Mrs. Thomas,	2.00
Torrey, Mrs. Elbridge,	10.00
Turner, Mr. William H. (for 1898),	1.00
<i>Amount carried forward,</i>	\$153.00

<i>Amount brought forward,</i> . . . . .	\$153.00
Vinson, Miss Charlotte, . . . . .	1.00
Waitt, Mrs. William Gay, . . . . .	1.00
Wales, Mr. B. Read, . . . . .	1.00
Warner, Mrs. F. H., . . . . .	2.00
Whiton, Mrs. Royal, . . . . .	1.00
Whitten, Mrs. C. V., . . . . .	1.00
Wilder, Miss Grace S., . . . . .	3.00
Willard, Miss Ellen E., . . . . .	1.00
Willard, Mrs. L. P., . . . . .	1.00
Wood, Mr. Frank, . . . . .	5.00
Wood, Mrs. Frank, . . . . .	5.00
Wood, Mrs. William A., . . . . .	1.00
Woodbury, Miss Mary, . . . . .	1.00
Wright, Mr. C. P., . . . . .	5.00
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	\$182.00

## LYNN BRANCH.

Through Mr. L. K. BLOOD.

Averill, Miss M. J., . . . . .	\$1.00
Bancroft, Mrs. Thomas, . . . . .	1.00
Bancroft, Mrs. William, . . . . .	1.00
Bates, Mrs. Wallace, . . . . .	2.00
Berry, Mrs. B. J., . . . . .	5.00
Blood, Mr. E. H., . . . . .	5.00
Blood, Mr. L. K., . . . . .	5.00
Caldwell, Mrs. Ellen F., Bradford, . . . . .	1.00
Chase, Mrs. Alice B., . . . . .	5.00
Chase, Mrs. P. A., . . . . .	1.00
Coffin, Miss Addie, . . . . .	1.00
Coffin, Mr. C. A., . . . . .	5.00
Dearborn, Mrs. Edward, . . . . .	2.00
Earp, Miss Emily A., . . . . .	1.00
Elmer, Mr. V. J., . . . . .	5.00
Frazier, Mrs. Lyman B., . . . . .	5.00
Haddock, Miss Emily, . . . . .	1.00
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<i>Amount carried forward,</i> . . . . .	\$47.00

<i>Amount brought forward,</i>	\$47.00
Harmon, Mrs.,	1.00
Haven, Mrs. L. B. (since died),	3.00
Haven, Miss Rebecca E.,	1.00
Heath, Mrs. Caroline P.,	2.00
Johnson, Mr. Luther S.,	5.00
Jones, Mrs. Cyrus,	1.00
Lee, Mrs. Caroline A.,	5.00
LeRow, Mrs. M. H.,	1.00
Little, Mrs. William B.,	1.00
Lovejoy, Mrs. Elbridge,	1.00
Macnair, Mr. John,	5.00
Magrane, Mr. P. B.,	5.00
McArthur, Mrs. Dr.,	1.00
Melcher, Mrs. Angie O.,	1.00
Morgan, Mrs. William F.,	5.00
Newhall, Mr. Charles H.,	10.00
Newhall, Mrs. Dr. E.,	5.00
Newhall, Miss Lilla,	2.00
Newhall, Mrs. Marion W.,	1.00
Osborne, Mrs. Wallace,	1.00
Page, Mrs.,	1.00
Pevear, Mr. Henry A.,	5.00
Pevear, Mr. Waldo L.,	5.00
Pickford, Mrs. Anna M.,	5.00
Pinkham, Mr. Charles H.,	5.00
Pope, Mrs. M. J.,	1.00
Purinton, Mrs. H. S.,	1.00
Sheldon, Mrs. Mary L.,	5.00
Spinney, Mr. B. F.,	5.00
Sprague, Mr. Henry B.,	5.00
Sweetser, Mr. David H.,	5.00
Tapley, Mr. Henry F.,	5.00
Tebbetts, Mr. Charles B.,	5.00
Tebbetts, Mrs. Georgiana B.,	2.00
Thomson, Mr. Elihu, Swampscott,	5.00
Walsh, Mr. and Mrs. Charles,	2.00
Worthley, Mr. Mark J.,	1.00
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	\$167.00

## MILTON BRANCH.

Through Mrs. WILLIAM WOOD.

Baldwin, Miss Alice W., . . . . .	\$1.00
Barnard, Mrs. James M., . . . . .	1.00
Beck, Mrs. Gideon, . . . . .	1.00
Breck, Mrs. C. E. C., . . . . .	1.00
Brewer, Mrs. Joseph, . . . . .	1.00
Briggs, Mrs. S. E., . . . . .	1.00
Brooks, Mrs. Edward, Hyde Park, . . . . .	1.00
Channing, Miss, . . . . .	1.00
Clum, Mrs. Alison B., . . . . .	1.00
Dow, Miss J. F., . . . . .	2.00
Dow, Miss Lucia A., . . . . .	2.00
Emerson, Mrs. W. R., . . . . .	1.00
Gilbert, Mrs. H. J., . . . . .	1.00
Glover, Mrs. T. R., . . . . .	1.00
Greene, Mrs. J. S., . . . . .	1.00
Hemenway, Mrs. Augustus, Readville, . . . . .	25.00
Hicks, Miss Josephine, . . . . .	1.00
Hinckley, Miss Mary, Mattapan, . . . . .	1.00
Hollingsworth, Mrs. Amor, . . . . .	3.00
Hollingsworth, Mrs. P. R., Mattapan, . . . . .	5.00
Jacques, Mrs. Francis, . . . . .	5.00
Jacques, Miss Helen, . . . . .	10.00
Klous, Mrs. Henry D., . . . . .	1.00
Ladd, Mrs. W. J., . . . . .	2.00
Loring, Miss Edith, . . . . .	2.00
Loring, Mrs. Elisha, . . . . .	3.00
Mackintosh, Mrs., . . . . .	1.00
Perkins, Mrs. Charles E., . . . . .	5.00
Pierce, Mrs. M. V., . . . . .	1.00
Pierce, Mr. Walworth, . . . . .	1.00
Pierce, Mrs. W. L., . . . . .	1.00
Richardson, Miss N., . . . . .	2.00
Richardson, Miss S. H., . . . . .	1.00
Rivers, Mrs. George R. R., . . . . .	2.00
Roberts, Miss Rachel, . . . . .	1.00
<i>Amount carried forward, . . . . .</i>	<u>\$90.00</u>

<i>Amount brought forward,</i>	\$90.00
Roberts, Mrs. R. H.,	1.00
Rotch, Miss Joanna,	1.00
Safford, Mrs. N. M.,	2.00
Tilden, Mrs. George,	2.00
Tilden, Mrs. William P.,	1.00
Tucker, Miss Sarah, Hyde Park,	1.00
Tucker, Mrs. Stephen A., Hyde Park,	1.00
Tuell, Mrs. Hiram,	1.00
Vose, Miss Caroline C.,	2.00
Wadsworth, Mrs. E. D.,	1.00
Ware, Mrs. Arthur L.,	2.00
Weston, Mr. William B.,	1.00
Weston, Mrs. William B.,	1.00
White, Mrs. F. B.,	1.00
Whitney, Mrs. A. D. T.,	1.00
Whitwell, Mrs. F. A.,	1.00
Whitwell, Miss Natalie S.,	1.00
Wood, Mr. William,	1.00
Wood, Mrs. William,	10.00
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	\$122.00

## WORCESTER BRANCH.

Through Mrs. HENRY J. GROSS.

Allen, Miss Katherine,	\$5.00
Allen, Mrs. Lamson,	1.00
Bigelow, Mrs. A. A.,	1.00
Bigelow, Mrs. C. F.,	1.00
Blake, Miss Ellen,	1.00
Blake, Miss Louisa,	1.00
Brady, Mr. John G.,	2.00
Brigham, Mrs. John S.,	1.00
Brown, Mrs. Sarah Theo,	1.00
Clark, Miss Harriet E.,	5.00
Clark, Mrs. Henry,	50.00
Comins, Mrs. E. I.,	1.00
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<i>Amount carried forward,</i>	\$70.00

<i>Amount brought forward,</i> . . . . .	\$70.00
Day, Mrs. John E., . . . . .	1.00
Denholm, Mrs. W. J., . . . . .	1.00
Fobes, Mrs. Celia E. (\$1.00 for 1898), . . . . .	2.00
Gage, Mrs. Homer, . . . . .	2.00
Gage, Mrs. T. H., . . . . .	1.00
Gates, Mrs. Charles L., . . . . .	1.00
Gray, Miss Sybil M., . . . . .	1.00
Gross, Mrs. H. J., . . . . .	1.00
Harlowe, Ralph, Anna, Robert, . . . . .	1.00
Harrington, Mrs. C. G., . . . . .	2.00
Hoar, Miss Mary, . . . . .	5.00
Johnson, Mrs. W. W., . . . . .	1.00
Kent, Mrs. G. W., . . . . .	1.00
Knowles, Mrs. Hester A., . . . . .	5.00
Lathrop, Mrs. F. D., . . . . .	1.00
Leland, Mrs. L. K., . . . . .	1.00
Lincoln, Mrs. Winslow S., . . . . .	1.00
Lowell, Mr. A. S., . . . . .	5.00
Marble, Mrs. John O., . . . . .	5.00
McCullagh, Mrs. Archibald (\$1.00 for 1898), . . . . .	2.00
Moore; Mrs. Jessie, . . . . .	2.00
Morse, Mrs. E. D. F., . . . . .	1.00
Murdock, Mrs. Julia T., . . . . .	1.00
Newton, Mrs. George L. (for 1898), . . . . .	1.00
Norcross, Mrs. O. W., . . . . .	10.00
Pratt, Mrs. Henry S., . . . . .	10.00
Rice, Mrs. W. E., . . . . .	5.00
Rice, Mrs. W. W., . . . . .	5.00
Robinson, Mrs. J. H., . . . . .	1.00
Salisbury, Hon. Stephen, . . . . .	10.00
Sanford, Mrs. M. L., . . . . .	2.00
Scofield, Mrs. J. M., . . . . .	5.00
Sibley, Miss Martha, . . . . .	1.00
Sinclair, Mr. J. E., . . . . .	1.00
Sinclair, Mrs. J. E. (\$1.00 for 1898), . . . . .	2.00
Stone, Mrs. James B., . . . . .	1.00
Thayer, Mrs. Adin, . . . . .	5.00
<i>Amount carried forward,</i> . . . . .	<u>\$173.00</u>

<i>Amount brought forward,</i>	\$173.00
Thayer, Mrs. E. D., Jr.,	10.00
Torrey, Mrs. L. H.,	1.00
Washburn, Mrs. Charles G.,	25.00
Wesson, Mrs. James E.,	2.00
Wheeler, Mrs. Leonard,	1.00
Witter, Mrs. H. M.,	1.00
Wood, Mrs. E. M.,	5.00
Wyman, Miss Florence W.,	1.00
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	\$219.00





SIXTY-NINTH ANNUAL REPORT  
OF  
THE TRUSTEES  
OF THE  
PERKINS INSTITUTION  
AND  
Massachusetts School for the Blind,

FOR THE YEAR ENDING

AUGUST 31, 1900.

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BOSTON  
PRESS OF GEORGE H. ELLIS, 272 CONGRESS STREET  
1901



## Commonwealth of Massachusetts.

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PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,  
SOUTH BOSTON, October 17, 1900.

To the Hon. WM. M. OLIN, *Secretary of State*, Boston.

DEAR SIR:—I have the honor to transmit to you, for the use of the legislature, a copy of the sixty-ninth annual report of the trustees of this institution to the corporation thereof, together with that of the director and the usual accompanying documents.

Respectfully,

MICHAEL ANAGNOS,

*Secretary.*

# OFFICERS OF THE CORPORATION.

1900-1901.

---

FRANCIS H. APPLETON, *President*.  
AMORY A. LAWRENCE, *Vice-President*.  
EDWARD JACKSON, *Treasurer*.  
MICHAEL ANAGNOS, *Secretary*.

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## BOARD OF TRUSTEES.

S. LOTHROP THORNDIKE, <i>Chairman</i> .	J. THEODORE HEARD, M.D.
WILLIAM ENDICOTT.	HENRY MARION HOWE.
CHARLES P. GARDINER.	FRANCIS W. HUNNEWELL.
ROBERT H. GARDINER.	GEORGE H. RICHARDS.
JOSEPH B. GLOVER.	WILLIAM L. RICHARDSON, M.D.
N. P. HALLOWELL.	RICHARD M. SALTONSTALL.

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## STANDING COMMITTEES.

### Monthly Visiting Committee,

*whose duty it is to visit and inspect the Institution at least once in each month.*

1901.	1901.
January, . . . . WILLIAM ENDICOTT.	July, . . . . HENRY M. HOWE.
February, . . . . CHARLES P. GARDINER.	August, . . . . FRANCIS W. HUNNEWELL.
March, . . . . ROBERT H. GARDINER.	September, . . . . GEORGE H. RICHARDS.
April, . . . . JOSEPH B. GLOVER.	October, . . . . WILLIAM L. RICHARDSON.
May, . . . . N. P. HALLOWELL.	November, . . . . RICHARD M. SALTONSTALL.
June, . . . . J. THEODORE HEARD.	December, . . . . S. LOTHROP THORNDIKE.

---

### Committee on Education.

GEORGE H. RICHARDS.  
FRANCIS W. HUNNEWELL.  
ROBERT H. GARDINER.

### House Committee.

WILLIAM L. RICHARDSON, M.D.  
CHARLES P. GARDINER.  
GEORGE H. RICHARDS.

---

### Committee on Finance.

S. LOTHROP THORNDIKE.  
WILLIAM ENDICOTT.  
JOSEPH B. GLOVER.  
N. P. HALLOWELL.

### Committee on Health.

J. THEODORE HEARD, M.D.  
WILLIAM L. RICHARDSON, M.D.  
RICHARD M. SALTONSTALL.

---

### Auditors of Accounts.

J. THEODORE HEARD, M.D.  
S. LOTHROP THORNDIKE.

# OFFICERS OF THE INSTITUTION.

## DIRECTOR.

MICHAEL ANAGNOS.

## LITERARY DEPARTMENT.

### Boys' Section.

ALBERT MARSHALL JONES.  
Miss CAROLINE E. McMASTER.  
Miss JULIA A. BOYLAN.  
Miss JESSICA L. LANGWORTHY.  
MALCOLM C. SYLVESTER.  
Miss EDITH A. FLAGG.  
Miss ELLEN B. EWELL.

### Girls' Section.

Miss GAZELLA BENNETT.  
Miss SARAH M. LILLEY.  
Miss FRANCES S. MARRETT.  
Miss ALICE B. DEARBORN.  
Miss ELLA J. SPOONER.  
Miss JULIA E. BURNHAM.  
Miss ETHEL M. STICKNEY.  
Miss EDITH M. THURSTON.  
Miss VINA C. BADGER.

Miss SARAH ELIZABETH LANE, *Librarian.*  
Miss LAURA M. SAWYER, *Assistant.*  
Miss ANNA GARDNER FISH, *Clerk.*

## DEPARTMENT OF MUSIC.

### Boys' Section.

EDWIN L. GARDINER.  
Miss FRED A. BLACK.  
Miss HELEN M. ABBOTT.  
Miss MARY E. BURBECK.

W. LUTHER STOVER.  
WILLIAM A. TAYLOR.  
JOHN M. FLOCKTON.  
LORENZO WHITE.

### Girls' Section.

Miss LILA P. COLE.  
Miss MARY E. RILEY.  
Miss LOUISA L. FERNALD.

Miss GRACE L. WILBOUR.  
Miss BLANCHE ATWOOD BARDIN.

GEORGE W. WANT.  
EDWIN A. SABIN.

## TUNING DEPARTMENT.

GEORGE E. HART, *Instructor and Manager.*

## DEPARTMENT OF MANUAL TRAINING.

JOHN H. WRIGHT.  
JULIAN H. MABEY.  
ELWYN C. SMITH.  
Miss MARY B. KNOWLTON, *Sloyd.*

Miss ANNA S. HANNGREN, *Sloyd.*  
Miss FRANCES M. LANGWORTHY.  
Miss M. ELIZABETH ROBBINS.  
Miss FLORA J. McNABB.

## DOMESTIC DEPARTMENT.

ELISHA S. BOLAND, M.D.,  
*Attending Physician.*  
FREDERICK A. FLANDERS, *Steward.*  
MRS. FRANCES E. CARLTON, *Matron.*  
MRS. EMMA W. FALLS, *Assistant.*

### Housekeepers in the Cottages.

MRS. M. A. KNOWLTON.  
MRS. CORA L. GLEASON.  
Miss JESSIE BENTLEY.  
MRS. SOPHIA C. HOPKINS.  
MRS. L. ADA MIXER.

## PRINTING DEPARTMENT.

DENNIS A. REARDON, *Manager.*  
MRS. ELIZABETH L. BOWDEN, *Printer.*

Miss LOUISE CHISHOLM, *Printer.*  
Miss ISABELLA G. MEALEY, *Printer.*

## WORKSHOP FOR ADULTS.

EUGENE C. HOWARD, *Manager.*

Miss ESTELLE M. MENDUM, *Clerk.*

Miss ELLEN B. WEBSTER, *Book-keeper.*  
Miss MAYBEL J. KING, *Assistant.*

## MEMBERS OF THE CORPORATION.

---

- Abbott, Mrs. M. T., Cambridge.  
Adams, John A., Pawtucket, R.I.  
Agassiz, Mrs. E. C., Cambridge.  
Ahl, Mrs. Daniel, Boston.  
Alger, Rev. William R., Boston.  
Amory, C. W., Boston.  
Anagnos, Michael, Boston.  
Anderson, Mrs. John F., Boston.  
Appleton, Gen. Francis H., Boston.  
Appleton, Mrs. R. M., New York.  
Appleton, Dr. William, Boston.  
Appleton, Mrs. William, Boston.  
Apthorp, William F., Boston.  
Atkinson, Edward, Boston.  
Bacon, Edwin M., Boston.  
Baker, Mrs. Ezra H., Boston.  
Baker, Miss M. K., Boston.  
Baldwin, S. E., New Haven, Conn.  
Baldwin, William H., Boston.  
Balfour, Miss M. D., Charlestown.  
Ballard, Miss E., Boston.  
Barbour, E. D., Boston.  
Barrett, William E., Boston.  
Barrows, Hon. S. J., Dorchester.  
Barrows, Mrs. S. J., Dorchester.  
Bartlett, Francis, Boston.  
Bartlett, Miss F., Boston.  
Bartlett, Mrs. John, Cambridge.  
Bartlett, Mrs. Mary E., Boston.  
Bartlett, Miss Mary F., Boston.  
Bartol, Rev. Cyrus A., Boston.  
Bartol, Miss Mary, Boston.  
Bates, Arlo, Boston.  
Baylies, Mrs. Charlotte U., Boston.  
Beach, Rev. D. N., Minnesota.  
Beach, Mrs. Edwin H., Springfield.
- Beal, James H., Boston.  
Beebe, E. Pierson, Boston.  
Beebe, J. Arthur, Boston.  
Beebe, Mrs. J. Arthur, Boston.  
Bigelow, Mrs. Prescott, Boston.  
Binney, William, Providence.  
Black, George N., Boston.  
Blanchard, G. D. B., Malden.  
Boardman, Mrs. Edwin A., Boston.  
Bourn, Hon. A. O., Providence.  
Bowditch, Alfred, Boston.  
Bowditch, Dr. H. P., Jamaica Plain.  
Boyden, Mrs. Charles, Boston.  
Brackett, Mrs. Henry, Boston.  
Brimmer, Mrs. Martin, Boston.  
Brooke, Rev. Stopford W., Boston.  
Brooks, Edward, Hyde Park.  
Brooks, Rev. G. W., Dorchester.  
Brooks, Peter C., Boston.  
Brooks, Mrs. Peter C., Boston.  
Brooks, Shepherd, Boston.  
Brown, B. F., Boston.  
Brown, Mrs. John C., Providence.  
Browne, A. Parker, Boston.  
Browne, Miss H. T., Boston.  
Bryant, Mrs. A. B. M., New York.  
Bullard, Mrs. William S., Boston.  
Bullock, George A., Worcester.  
Bumstead, Mrs. F. J., Cambridge.  
Bundy, James J., Providence.  
Burgess, Mrs. S. K., Brookline.  
Burnham, Miss Julia E., Lowell.  
Burnham, William A., Boston.  
Burton, Dr. J. W., Flushing, N.Y.  
Cabot, Mrs. Joseph S., Boston.  
Cabot, Mrs. S., Boston.

- Cabot, Walter C., Boston.  
 Callahan, Miss Mary G., Boston.  
 Callender, Walter, Providence.  
 Carpenter, Charles E., Providence.  
 Carter, Mrs. J. W., West Newton.  
 Cary, Miss E. F., Cambridge.  
 Cary, Miss Ellen G., Boston.  
 Cary, Mrs. Richard, Boston.  
 Case, Mrs. Laura L., Boston.  
 Center, Joseph H., Boston.  
 Chace, James H., Valley Falls, R.I.  
 Chace, Hon. J., Valley Falls, R.I.  
 Chadwick, Mrs. C. C., Boston.  
 Chamberlin, E. D., Boston.  
 Chamberlin, Joseph Edgar, Boston.  
 Chapin, E. P., Providence.  
 Cheever, Dr. David W., Boston.  
 Cheever, Miss M. E., Boston.  
 Claffin, Hon. William, Boston.  
 Clark, Miss S. W., Beverly.  
 Clarke, James W., New York.  
 Clement, Edward H., Boston.  
 Coates, James, Providence.  
 Cochrane, Alexander, Boston.  
 Coffin, Mrs. W. E., Boston.  
 Colt, Samuel P., Bristol, R.I.  
 Cook, Charles T., Detroit, Mich.  
 Cook, Mrs. C. T., Detroit, Mich.  
 Coolidge, Dr. A., Boston.  
 Coolidge, J. Randolph, Boston.  
 Coolidge, Mrs. J. R., Boston.  
 Coolidge, John T., Boston.  
 Coolidge, T. Jefferson, Boston.  
 Cotting, C. U., Boston.  
 Cowing, Miss Grace G., Roxbury.  
 Cowing, Mrs. M. W., Roxbury.  
 Crafts, Mrs. J. M., Boston.  
 Crane, Mrs. Zenas M., Dalton.  
 Crocker, U. H., Boston.  
 Crosby, Joseph B., Boston.  
 Crosby, Sumner, Brookline.  
 Crosby, William S., Brookline.  
 Cross, Mrs. F. B., Cincinnati, Ohio.  
 Cruft, Miss Harriet O., Boston.  
 Cummings, Mrs. A. L., Portland, Me.  
 Cummings, Charles A., Boston.  
 Cunniff, Hon. M. M., Boston.  
 Curtis, C. A., Boston.  
 Curtis, Mrs. Charles P., Boston.  
 Curtis, Mrs. Greeley S., Boston.  
 Curtis, Mrs. Mary S., Boston.  
 Dalton, C. H., Boston.  
 Dalton, Mrs. C. H., Boston.  
 Darling, Cortes A., Providence.  
 Davis, Miss A. W., Boston.  
 Davis, Mrs. Edward L., Boston.  
 Dexter, Mrs. F. G., Boston.  
 Dillaway, W. E. L., Boston.  
 Dinsmoor, George R., Keene, N.H.  
 Doliber, Thomas, Boston.  
 Dow, Miss Jane F., Milton.  
 Dow, Mrs. Moses A., Brookline.  
 Draper, Eben S., Boston.  
 Draper, George A., Boston.  
 Dunklee, Mrs. John W., Boston.  
 Durant, William, Boston.  
 Duryea, Mrs. Herman, New York.  
 Dutton, Miss Mary M., Boston.  
 Earle, Mrs. T. K., Boston.  
 Eaton, W. S., Boston.  
 Eliot, Rev. Christopher R., Boston.  
 Elliott, Mrs. Maud Howe, Boston.  
 Ellis, George H., Boston.  
 Endicott, Miss Clara T., Boston.  
 Endicott, Henry, Boston.  
 Endicott, Miss Mary E., Beverly.  
 Endicott, William, Boston.  
 Endicott, William C., Jr., Boston.  
 Ernst, C. W., Boston.  
 Evans, Mrs. Glendower, Boston.  
 Everett, Mrs. Emily, Cambridge.  
 Fairbanks, Miss C. L., Boston.  
 Farlow, George A., Boston.  
 Farnam, Mrs. Ann S., New Haven.  
 Faulkner, Mrs. Charles, Boston.  
 Faulkner, Miss Fannie M., Boston.

- Fay, Mrs. Dudley B., Boston.  
 Fay, H. H., Boston.  
 Fay, Mrs. H. H., Boston.  
 Fay, Mrs. Joseph S., Boston.  
 Fay, Miss Sarah B., Boston.  
 Fay, Miss S. M., Boston.  
 Fenno, Mrs. L. C., Boston.  
 Ferguson, Mrs. C. H., Dorchester.  
 Ferris, Mrs. M. E., Brookline.  
 Ferris, Miss Mary E., Brookline.  
 Fields, Mrs. James T., Boston.  
 Fiske, Mrs. Joseph N., Boston.  
 Fitz, Mrs. W. Scott, Boston.  
 Folsom, Charles F., M.D., Boston.  
 Foote, Miss M. B., Cambridge.  
 Foster, Miss C. P., Cambridge.  
 Foster, Mrs. E. W., Hartford, Conn.  
 Foster, Francis C., Cambridge.  
 Foster, Mrs. Francis C., Cambridge.  
 Freeman, Miss Harriet E., Boston.  
 French, Jonathan, Boston.  
 Frothingham, Miss Ellen, Boston.  
 Fry, Mrs. Charles, Boston.  
 Fuller, Mrs. Samuel R., Boston.  
 Gaffield, Thomas, Boston.  
 Galloupe, C. W., Boston.  
 Gammans, Hon. George H., Boston.  
 Gardiner, Charles P., Boston.  
 Gardiner, Robert H., Boston.  
 Gardner, George A., Boston.  
 Gardner, Mrs. John L., Boston.  
 George, Charles H., Providence.  
 Gill, Mrs. Francis A., Boston.  
 Glidden, W. T., Boston.  
 Glover, Joseph B., Boston.  
 Goddard, Miss Matilda, Boston.  
 Goddard, William, Providence.  
 Goff, Darius L., Pawtucket, R.I.  
 Goff, Lyman B., Pawtucket, R.I.  
 Goldthwait, Mrs. John, Boston.  
 Gooding, Rev. A., Portsmouth, N.H.  
 Goodnow, Mrs. L. M., Cambridge.  
 Goodwin, Miss A. M., Cambridge.  
 Gordon, Rev. G. A., D.D., Boston.  
 Gray, Mrs. Ellen, New York City.  
 Green, Charles G., Boston.  
 Greenleaf, Mrs. James, Cambridge.  
 Grew, Edward W., Boston.  
 Griffin, S. B., Springfield.  
 Hale, Rev. Edward E., Boston.  
 Hall, Mrs. F. Howe, Plainfield, N.J.  
 Hall, Miss L. E., Boston.  
 Hall, Miss Minna B., Longwood.  
 Hallowell, Col. N. P., Boston.  
 Hammond, Mrs. G. G., Jr., Boston.  
 Hammond, Mrs. G. W., Boston.  
 Hanscom, Dr. Sanford, Somerville.  
 Haskell, Edwin B., Auburndale.  
 Haskell, Mrs. E. B., Auburndale.  
 Head, Charles, Boston.  
 Head, Mrs. Charles, Boston.  
 Heard, J. T., M.D., Boston.  
 Hearst, Mrs. Phebe A.  
 Hemenway, Mrs. Augustus, Boston.  
 Hemenway, Mrs. Chas. P., Boston.  
 Henshaw, Mrs. Harriet A., Boston.  
 Herford, Rev. Brooke, England.  
 Hersey, Charles H., Boston.  
 Higginson, Frederick, Brookline.  
 Higginson, Henry Lee, Boston.  
 Higginson, Mrs. Henry L., Boston.  
 Hill, Dr. A. S., Somerville.  
 Hill, J. E. R., Boston.  
 Hill, Mrs. T. J., Providence.  
 Hoar, Gen. Rockwood, Worcester.  
 Hodgkins, Frank E., Somerville.  
 Hodgkins, William H., Somerville.  
 Hogg, John, Boston.  
 Hollis, Mrs. S. J., Lynn.  
 Holmes, Charles W., Canada.  
 Holmes, John H., Boston.  
 Hooper, E. W., Boston.  
 Hooper, Mrs. R. C., Boston.  
 Horton, Mrs. William H., Boston.  
 Hovey, William A., Boston.  
 Howard, Hon. A. C., Boston.



- Howard, Hon. Henry, Providence.  
 Howe, Henry Marion, Boston.  
 Howe, Mrs. Julia Ward, Boston.  
 Howe, Mrs. Virginia A., Boston.  
 Howland, Mrs. O. O., Boston.  
 Hunnewell, Francis W., Boston.  
 Hunnewell, H. H., Boston.  
 Hunnewell, Mrs. H. S., Boston.  
 Hutchins, Mrs. C. F., Boston.  
 Iasigi, Miss Mary V., Boston.  
 Ingraham, Mrs. E. T., Wellesley.  
 Jackson, Charles C., Boston.  
 Jackson, Edward, Boston.  
 Jackson, Mrs. J. B. S., Boston.  
 Jackson, Patrick T., Cambridge.  
 James, Mrs. C. D., Brookline.  
 Jenks, Miss C. E., Boston.  
 Johnson, Edward C., Boston.  
 Jones, Mrs. E. C., New Bedford.  
 Jones, Miss Ellen M., Boston.  
 Joy, Mrs. Charles H., Boston.  
 Kasson, Rev. F. H., Boston.  
 Kellogg, Mrs. Eva D., Boston.  
 Kendall, Miss H. W., Boston.  
 Kennard, Martin P., Brookline.  
 Kent, Mrs. Helena M., Boston.  
 Kidder, Mrs. Henry P., Milton.  
 Kilmer, Frederick M., Somerville.  
 Kimball, Mrs. David P., Boston.  
 Kimball, Edward P., Malden.  
 Knapp, George B., Boston.  
 Knowlton, Daniel S., Boston.  
 Kramer, Henry C., Boston.  
 Lamb, Mrs. Annie L., Boston.  
 Lamson, Miss C. W., England.  
 Lang, B. J., Boston.  
 Lang, Mrs. B. J., Boston.  
 Lawrence, Amory A., Boston.  
 Lawrence, James, Groton.  
 Lawrence, Mrs. James, Groton.  
 Lawrence, Rt. Rev. Wm., Boston.  
 Lee, George C., Boston.  
 Lee, Mrs. George C., Boston.  
 Lillie, Mrs. A. H., Richmond, Eng.  
 Lincoln, L. J. B., Hingham.  
 Linzee, J. T., Boston.  
 Littell, Miss S. G., Boston.  
 Livermore, Thomas L., Boston.  
 Lodge, Hon. Henry C., Boston.  
 Longfellow, Miss Alice M.  
 Lord, Rev. A. M., Providence, R.I.  
 Loring, Mrs. W. Caleb, Boston.  
 Lothrop, John, Auburndale.  
 Lothrop, Mrs. T. K., Boston.  
 Lovering, Mrs. Charles T., Boston.  
 Lowell, Abbott Lawrence, Boston.  
 Lowell, Miss Amy, Boston.  
 Lowell, Charles, Boston.  
 Lowell, Francis C., Boston.  
 Lowell, Mrs. George G., Boston.  
 Lowell, Miss Georgiana, Boston.  
 Lowell, Mrs. John, Boston.  
 Lowell, Miss Lucy, Boston.  
 Luce, Matthew, Boston.  
 Lyman, Arthur T., Boston.  
 Lyman, J. P., Boston.  
 Manning, Mrs. M. W., Brooklyn.  
 Marrett, Miss H. M., Standish, Me.  
 Marrs, Mrs. Kingsmill, Wayland.  
 Marvin, Mrs. E. C., Boston.  
 Mason, Miss E. F., Boston.  
 Mason, Miss Ida M., Boston.  
 Mason, I. B., Providence.  
 Matchett, Mrs. W. F., Boston.  
 Matthews, Mrs. A. B., Boston.  
 May, F. W. G., Dorchester.  
 Merriam, Charles, Boston.  
 Merriam, Mrs. Charles, Boston.  
 Merriman, Mrs. D., Worcester.  
 Merritt, Edward P., Boston.  
 Meyer, Mrs. George von L., Boston.  
 Minot, J. Grafton, Boston.  
 Minot, The Misses, Boston.  
 Mixer, Miss Madeleine C., Boston.  
 Morgan, Eustis P., Saco, Me.  
 Morgan, Mrs. Eustis P., Saco, Me.

- Morison, John H., Boston.  
 Morison, Mrs. John H., Boston.  
 Morse, Mrs. Leopold, Boston.  
 Morse, Miss M. F., Jamaica Plain.  
 Morss, A. S., Charlestown.  
 Moseley, Charles H., Boston.  
 Motley, Mrs. E. Preble, Boston.  
 Moulton, Miss Maria C., Boston.  
 Neal, George B., Charlestown.  
 Newell, Mrs. M. Abbie, Boston.  
 Nichols, Mrs. Frederick S., Boston.  
 Nichols, J. Howard, Boston.  
 Nickerson, Andrew, Boston.  
 Nickerson, George, Jamaica Plain.  
 Nickerson, Miss Priscilla, Boston.  
 Nickerson, S. D., Boston.  
 Norcross, Grenville H., Boston.  
 Norcross, Mrs. Otis, Jr., Boston.  
 Noyes, Hon. Charles J., Boston.  
 Oliver, Dr. Henry K., Boston.  
 Paine, Mrs. Julia B., Boston.  
 Paine, Robert Treat, Boston.  
 Palfrey, J. C., Boston.  
 Palmer, John S., Providence.  
 Parker, Richard T., Boston.  
 Parkinson, John, Boston.  
 Parkinson, Mrs. John, Boston.  
 Parkman, George F., Boston.  
 Peabody, Rev. Endicott, Groton.  
 Peabody, F. H., Boston.  
 Peabody, Frederick W., Boston.  
 Peabody, Mrs. R. S., Brookline.  
 Peabody, S. E., Boston.  
 Perkins, Charles Bruen, Boston.  
 Perkins, Mrs. C. E., Boston.  
 Phillips, Mrs. John C., Boston.  
 Phipps, Mrs. John A., Boston.  
 Pickering, Mrs. Edward, Boston.  
 Pickman, D. L., Boston.  
 Pickman, Mrs. D. L., Boston.  
 Pierce, Mrs. M. G., Milton.  
 Pope, Mrs. A. A., Boston.  
 Porter, Charles H., Quincy.  
 Potter, Isaac M., Providence.  
 Potter, Mrs. Warren B., Boston.  
 Powars, Miss Mary A., Boston.  
 Pratt, Elliott W., Boston.  
 Pratt, Mrs. Sarah M., Boston.  
 Prendergast, J. M., Boston.  
 Proctor, James H., Boston.  
 Proctor, Mrs. T. E., Boston.  
 Rand, Arnold A., Boston.  
 Rantoul, Robert S., Salem.  
 Reardon, Dennis A., Boston.  
 Reed, Mrs. Wm. Homer, Boston.  
 Reynolds, Walter H., Boston.  
 Rice, Mrs. Henry A., Boston.  
 Richards, Miss Elise, Boston.  
 Richards, George H., Boston.  
 Richards, Mrs. H., Gardiner, Me.  
 Richardson, John, Boston.  
 Richardson, Miss M. G., New York.  
 Richardson, Mrs. M. R., Boston.  
 Richardson, W. L., M.D., Boston.  
 Robbins, Royal E., Boston.  
 Roberts, Mrs. A. W., Boston.  
 Robertson, Mrs. A. K., Boston.  
 Robinson, Henry, Reading.  
 Rodman, S. W., Boston.  
 Rodocanachi, J. M., Boston.  
 Rogers, Miss Clara B., Boston.  
 Rogers, Miss Flora E., New York.  
 Rogers, Henry M., Boston.  
 Rogers, Mrs. William B., Boston.  
 Ropes, Mrs. Joseph A., Boston.  
 Ropes, Joseph S., Boston.  
 Russell, Henry G., Providence.  
 Russell, Mrs. Henry G., Providence.  
 Russell, Henry S., Boston.  
 Russell, Miss Marian, Boston.  
 Russell, Mrs. Robert S., Boston.  
 Russell, Mrs. William A., Boston.  
 Sabine, Mrs. G. K., Brookline.  
 Saltonstall, Mrs. Henry, Boston.  
 Saltonstall, Mrs. Leverett, Newton.  
 Saltonstall, Richard M., Newton.

- Sanborn, Frank B., Concord.  
 Sayles, F. C., Pawtucket, R.I.  
 Schaff, Capt. Morris, Pittsfield.  
 Schlesinger, Sebastian B., Boston.  
 Sears, David, Boston.  
 Sears, Frederick R., Boston.  
 Sears, Mrs. Fred. R., Jr., Boston.  
 Sears, Mrs. Knyvet W., Boston,  
 Sears, Mrs. P. H., Boston.  
 Sears, Willard T., Boston.  
 Shaw, Mrs. G. Howland, Boston.  
 Shaw, Henry S., Boston.  
 Shaw, Quincy A., Boston.  
 Shepard, Harvey N., Boston.  
 Shepard, Mrs. T. P., Providence.  
 Sherwood, W. H., Boston.  
 Shippen, Rev. R. R., Brockton.  
 Sigourney, Mr. Henry, Boston.  
 Slafter, Rev. Edmund F., Boston.  
 Slater, Mrs. H. N., Boston.  
 Slater, H. N., Jr., Providence.  
 Slocum, Mrs. W. H., Jamaica Plain.  
 Snelling, Samuel G., Boston.  
 Sohler, Miss E. D., Boston.  
 Sohler, Miss Elizabeth, Boston.  
 Sohler, Miss Emily L., Boston.  
 Sorchan, Mrs. Victor, New York.  
 Spaulding, Mrs. Mahlon D., Boston.  
 Spencer, Henry F., Boston.  
 Sprague, F. P., M.D., Boston.  
 Stanwood, Edward, Brookline.  
 Stearns, Charles H., Brookline.  
 Stearns, Mrs. Charles H., Brookline.  
 Stevens, Miss C. Augusta, N.Y.  
 Stewart, Mrs. C. B., Boston.  
 Sturgis, Francis S., Boston.  
 Sullivan, Richard, Boston.  
 Swan, Robert, Dorchester.  
 Swan, Mrs. Sarah H., Cambridge.  
 Taggard, Mrs. B. W., Boston.  
 Talbot, Mrs. Isabella W., Boston.  
 Tapley, Mrs. Amos P., Boston.  
 Tarbell, George G., M.D., Boston.  
 Temple, Thomas F., Boston.  
 Thaw, Mrs. Wm., Pittsburg, Pa.  
 Thayer, Miss Adele G., Boston.  
 Thayer, E. V. R., Boston.  
 Thayer, Rev. George A., Cincinnati.  
 Thayer, Prof. James B., Cambridge.  
 Thayer, Mrs. Nathaniel, Boston.  
 Thomas, Mrs. Joseph B., Boston.  
 Thorndike, S. Lothrop, Boston.  
 Tilden, Miss Alice Foster, Milton.  
 Tilden, Miss Edith S., Milton.  
 Tilden, Mrs. M. Louise, Milton.  
 Tilton, Mrs. W. S., Newtonville.  
 Tingley, S. H., Providence.  
 Tompkins, Eugene, Boston.  
 Torrey, Miss A. D., Boston.  
 Tower, Col. William A., Boston.  
 Tuckerman, Mrs. C. S., Boston.  
 Turner, Miss Abby W., Randolph.  
 Turner, Mrs. M. A., Providence.  
 Underwood, Herbert S., Boston.  
 Upton, George B., Boston.  
 Villard, Mrs. Henry, New York.  
 Vose, Miss Caroline C., Milton.  
 Wainwright, Miss R. P., Boston.  
 Wales, Mrs. George W., Boston.  
 Wales, Joseph H., Boston.  
 Warden, Erskine, Waltham.  
 Ware, Miss C. L., Cambridge.  
 Ware, Miss M. L., Boston.  
 Warren, J. G., Providence.  
 Warren, Mrs. Wm. W., Boston.  
 Washburn, Hon. J. D., Worcester.  
 Watson, Thomas A., Weymouth.  
 Watson, Mrs. T. A., Weymouth.  
 Weeks, A. G., Boston.  
 Weld, R. H., Boston.  
 Weld, Mrs. William F., Boston.  
 Wesson, J. L., Boston.  
 Wheelock, Miss Lucy, Boston.  
 Wheelwright, A. C., Boston.  
 Wheelwright, John W., Boston.  
 White, C. J., Cambridge.

- White, Mrs. Charles T., Boston.  
White, G. A., Boston.  
Whitehead, Miss Mary, Roxbury.  
Whitford, George W., Providence.  
Whiting, Albert T., Boston.  
Whitman, Mrs. Sarah W., Boston.  
Whitney, Miss Anne, Boston.  
Whitney, Henry M., Brookline.  
Whitten, Mrs. Elizabeth S.  
Whitwell, S. Horatio, Boston.  
Whitwell, Miss S. L., Boston.  
Wigglesworth, Thomas, Boston.  
Wightman, W. D., Providence.  
Williams, Mrs. H., Boston.  
Williams, Miss Louise H., Boston.  
Wilson, Mrs. Maria Gill, Boston.  
Winslow, Mrs. George, Roxbury.  
Winsor, Mrs. E., Chestnut Hill.  
Winsor, J. B., Providence.  
Winthrop, Mrs. John Stockbridge.  
Winthrop, Mrs. Thos. L., Boston.  
Wolcott, Hon. Roger, Boston.  
Woodruff, Thomas T., Boston.  
Woods, Henry, Boston.  
Wolf, Benjamin E., Boston.  
Young, Mrs. Benjamin L., Boston.  
Young, Charles L., Boston.

SYNOPSIS OF THE PROCEEDINGS  
OF THE  
ANNUAL MEETING OF THE CORPORATION.

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SOUTH BOSTON, October 10, 1900.

The annual meeting of the corporation, duly summoned, was held today at the institution, and was called to order by the president, Gen. Francis H. Appleton, at 3 P.M.

The proceedings of the last meeting were read by the secretary and declared approved.

The annual report of the trustees was read, accepted and ordered to be printed with the usual accompanying documents.

The report of the treasurer was read, accepted and ordered to be printed.

The corporation then proceeded to ballot for officers for the ensuing year, and the following persons were unanimously elected:—

*President*—Gen. Francis H. Appleton.

*Vice-President*—Amory A. Lawrence.

*Treasurer*—Edward Jackson.

*Secretary*—Michael Anagnos.

*Trustees*—William Endicott, Charles P. Gardiner, Joseph B. Glover, J. Theodore Heard, M.D., Henry Marion Howe, George H. Richards, Richard M. Saltonstall, and S. Lothrop Thorndike.

The meeting was then dissolved, and all in attendance proceeded, with the invited guests, to visit the various departments of the school.

MICHAEL ANAGNOS,

*Secretary.*

## REPORT OF THE TRUSTEES.

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PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,  
SOUTH BOSTON, October 10, 1900.

*To the Members of the Corporation.*

LADIES AND GENTLEMEN: — In compliance with the provisions of the by-laws of your association, we, the undersigned trustees, have the honor to present the following annual report of the affairs of the institution, committed to our charge, for the financial year ending August 31, 1900: —

We take very great pleasure in being able to state that a new occasion for thanksgiving and gratitude is furnished to all who are deeply concerned in the welfare of the institution by the history of the past twelve months.

During that period the school has enjoyed absolute immunity from any drawback, and a good measure of success has crowned both the faithful and assiduous application of the pupils and the painstaking labors of their instructors.

At the beginning of the year under review the total number of blind persons recorded in the various departments of the establishment was 252. Since then 30 have been admitted and 18 have been discharged, making the present number 264.

The general health of the pupils has been unbroken by any epidemic or infectious disease, and the maintenance of the high standard of work has been greatly aided by the physical condition of the pupils. In spite of this we are obliged to record regretfully the decease

of two students in the boys' department, Thomas Crofton of Chelsea, Mass., and Millard Durette of Friendship, Maine. The former died on the eighth of May, 1900, of a cerebral tumor, and the latter, on the first of June, of a severe attack of pneumonia. These young men had proved their worth in their daily life at the institution and in the class-room, and they will be greatly missed by their teachers and their young companions.

By reference to the report of the director, which is hereto appended, much useful information concerning the operations of the school, the improvements effected during the past twelve months and the needs of the future will be found.

#### THE OBJECTS AND OPERATIONS OF THE SCHOOL.

The work of the institution has been carried on along the same lines as in the previous year, and we have every reason to be satisfied with what has been accomplished in the course of the past twelve months.

The main object of the exercises pursued in the various departments of the school has been to promote the physical well-being of the pupils and strengthen their muscular systems, to develop and discipline their minds, to cultivate their hearts and chasten their sentiments, to improve their taste and æsthetic sense and to provide them with as full an equipment as possible for the active duties of life.

Regular, systematic physical training has kept its place of honor on the list of the educational agencies employed in the school and has received all the attention which its importance demands. The pupils have been required to go through a series of gymnastics,

calculated not only to build up their physique but also to promote their mental and moral sanity, and the results have proved to be exceedingly beneficial in every respect.

Manual training which constitutes a very important factor in the educational work of the institution has been especially emphasized of late years, because it meets some of the specific needs of the blind. It contributes largely to the development of motor nerve-cells in the brain; hence it promotes mental power as well as manual dexterity. It is both creative and uplifting and teaches effectively the weighty lessons of care and responsibility.

Steady progress has been made in the literary department during the past year. The good work of rendering the methods of instruction and training as natural and as rational as they ought to be has been prosecuted with diligence, and many improvements have been introduced. The mind of each pupil has been considered not merely as a repository of information or as a sort of granary of wisdom but has been treated as a growing organism, to be developed and assisted in the acquirement of power, of self-poise, self-control and self-expression.

Music in its various branches has been taught by a corps of well qualified and experienced teachers, and all the pupils who possess the requisite amount of musical talent have been carefully instructed and properly trained in the theory and practice of this art. Every needful facility has been supplied for the performance of the work in the best possible manner. Cut off as the blind are from the visible universe, they find an immense source of pleasure and comfort in the domain of sound and are very eager to explore it and



to revel in it. Hence they apply themselves to the study of music, both vocal and instrumental, with great zest and derive from it the æsthetic culture and fine artistic enjoyment which they cannot obtain from any other branch of education.

Step by step the curriculum of our school has been reorganized and enlarged, so that those of the students who go through the post-graduate course are well fitted to pass successfully the prescribed examinations for admission to the various universities and colleges of New England; yet the need of our pupils can never be entirely satisfied. Owing to the advancement of the science of pedagogy, new conditions are constantly created, which demand the adoption of improved processes and more rational methods of instruction and training, and it is our purpose to provide for the sightless children and youth, who are entrusted to our care, educational advantages equal to those which are freely given to the ordinary pupils of the best public schools and endowed academies in the state.

#### FINANCES.

The report of the treasurer, Mr. Edward Jackson, covering the financial year which ended on the 31st of August, 1900, is herewith presented.

The statements of this document in reference to the receipts and disbursements are very gratifying and may be summarized as follows:—

Cash on hand September 1, 1899, . . .	\$21,282.28
Total receipts during the year, . . .	<u>250,912.42</u>
	\$272,194.70
Total expenditures and investments, . . .	<u>215,172.74</u>
Balance in the treasury August 31, 1900, .	\$57,021.96

We earnestly hope that the efforts, which are made at this institution, to equip its pupils to fight successfully the stern battle of life and to meet, patiently and courageously, the trials and difficulties which they are destined to encounter, may continue to receive from the public that measure of support which they so well deserve.

#### BEQUESTS.

We have new reason to feel that the vast debt of gratitude which we owe to the blessed memory of that great benefactor of the blind, Miss HELEN CURTIS BRADLEE, has been immensely increased. During the past year the trustees of the estate of the brother of this noble lady, following exactly the explicit directions which they received from her shortly before her death as to the final disposal of the property, have given to the institution another sum of \$25,000, and the same amount to the kindergarten for little sightless children. Thus the legacy which stands as an everlasting monument to the name of the late J. PUTNAM BRADLEE has been brought up to \$50,000, while the bequests paid in compliance with Miss Bradlee's wishes both to the parent school and to the kindergarten, added to the contributions which she made to the latter before the close of her earthly career, amount in all to \$150,000. In acknowledging the receipt of this last munificent gift, we cannot refrain from expressing our gratitude to the trustees of the estate, Messrs. William L. Strong and William H. Hodgkins, for their unfailing personal interest in the welfare of the blind.

It is with a deep sense of obligation that we record also the receipt of a legacy of \$23,750, which was left

to the institution by the late ROBERT C. BILLINGS and which was paid to our treasurer by the executors of his will, Messrs. Thomas Minns, Matthew Luce and Joseph S. Kendall. The total amount of this bequest was \$25,000, but the sum of \$1,250 has been deducted from it and paid to the government of the United States for war taxes. Mr. Billings' will bears ample testimony to his sterling worth, to the tenderness of his heart, to the keenness of his mind and to the catholicity of his spirit, and it will stand forever as a magnificent monument to his benevolence.

In paying a fitting tribute in our last annual report to the memory of one of the honored citizens and highly esteemed merchants of Boston, the late STEPHEN WEBSTER MARSTON, who died a year ago, we mentioned the fact that he was deeply interested in the institution and its work and that he had bequeathed to it the sum of \$5,000. For this legacy we have received from the executors of Mr. Marston's will the amount of \$4,500, the balance of \$500 having been taken by the government of the United States for war taxes.

Mr. W. Y. Peters has sent to our treasurer the sum of \$500 as a legacy left to the institution by his late father, EDWARD DYER PETERS, of whose death due notice will be found in the obituaries.

We have also received from Mr. Frank Lyman, executor of the will of his aunt, Mrs. SUSAN BULFINCH LYMAN, a further sum of \$1,809.78, and one of \$400 from the estate of the late Mrs. MARY ANN P. WELD, making the total amount of Mrs. Lyman's legacy \$4,809.78, and that of Mrs. Weld \$2,000.

In addition to these bequests this institution is one of twenty, each of which is to receive annually from

the income of the estate of the late ROBERT BROCK BRIGHAM one thousand dollars for all time to come. Mr. Brigham was an astute observer of the condition of men and a sagacious student of the primary needs of human society. He gave a great deal of thought to the problem of what he should do with the wealth which had rewarded his careful business methods, and it is creditable to his head and heart that he felt that suffering humanity had the first claim upon it. The disposition of his large fortune is in some respects unique, and his will is a model in its way. It reflects the liberality, the good judgment, the breadth of mind and the warmth of heart of the testator. In the long list of the institutions and societies, which have been chosen as the recipients of his help, there is not a single one that is unworthy the aid which has been bestowed upon it. He has not regarded race, creed or color in the distribution of his benefactions. The incurable, the blind, the halt, the lame, the aged, the poor, whether white or black, came in for a share of his bounty. The bulk of his estate he appropriated to the establishment and support of a home for incurables, and his gift is a noble one. Perhaps no man possessed of immense riches has recently passed away who has given a wider range to his philanthropy than Robert Brock Brigham. The charities of this princely giver will enter the dark places and help to cheer those who are now cheerless and impart hope to those who are most hopeless.

#### THE HOWE MEMORIAL PRESS.

In spite of the limitations and difficulties under which the Howe Memorial Press is laboring on account of the lack of sufficient room, its operations

have been prosecuted with undiminished vigor, and several excellent books have been issued during the past year. The most important among these were the last three volumes of Green's *Short History of the English People*. This work is of the utmost value to the blind, for it opens to them a record of past events of the mother-country, which in conciseness of expression, in accuracy and correctness of statement, in skilful grouping of facts and in elegance of diction can hardly be surpassed. We have also printed two other books,—Thackeray's *Henry Esmond*, in three volumes, and Ernest Seton-Thompson's *Wild Animals I Have Known*, in one volume. The former of these works forms a most important addition to our collection of classical literature, while the latter puts within the reach of the blind stories full of action and interest.

In addition to these, there have been printed in embossed characters thirty-nine pieces of music for the pianoforte, the voice, the violin and the brass band.

The shelves of our circulating library are now filled with books of every description, printed in raised characters. These are loaned gratuitously to all applicants for reading matter.

Our collections of educational appliances, models, objects of different kinds, minerals, stuffed animals and botanical specimens for the study of nature have been constantly increased during the past year. The general library has also received many new accessions and is well equipped and fully prepared to meet the requirements of our students and teachers in every particular. It is steadily put to its highest uses and is made the very heart of the organism of the school, supplying it with abundant stores of mental nutriment

and sending into every one of its departments streams of the precious life-blood of fresh and vigorous thought.

In order to accommodate a large number of blind readers who live in different parts of New England and to enable them to obtain the publications issued by the Howe Memorial Press with as little inconvenience as possible, we cause copies of these to be placed in eight or ten of the leading public libraries without any cost to them and to be renewed from time to time, so that the supply of embossed books may be kept in good condition.

#### WORKSHOP FOR ADULTS.

The department for supplying work to industrious and meritorious blind persons is now in a little better condition than it has been heretofore. During the past twelve months it has received a fair amount of patronage, and the results of its operations show that there is a balance of \$1,269.74 on the right side of the sheet.

Nearly as many blind men and women as in former years have been constantly kept busy in the shop, and it was with deep regret that we could not obtain sufficient work, so that we might be able to give steady employment to several others, who have applied for it and who were both capable and eager to earn their living through their own exertions.

Early in December, 1899, the salesrooms and the office of the institution were transferred from Avon place to No. 383 Boylston street, where we purchased some time ago a suitable building and had it altered for our use and adapted to our purpose. This removal has proved exceedingly advantageous in more ways

than one. Through it our store has been located in one of the leading thoroughfares of the city, near the residences of a large number of the regular patrons of the industrial department of the institution, and at the same time the work of the blind men and women has been brought to the notice of thousands of people who pass daily in front of our place of business and read the signs attached thereto.

It is hardly necessary to state that strict honesty in all dealings is the principal rule that governs the operations of the workshop. The mattresses manufactured therein are precisely such as they are represented to be and compare most favorably with the best in the market. The prices are even lower than those which goods of the same quality command elsewhere, and it is earnestly hoped that fair-minded housekeepers will, as a matter of economy to themselves and justice to a deserving class of people, examine the articles made by the blind before making their purchases.

#### COMMENCEMENT EXERCISES.

The fifth of June, the day for the commencement exercises of our school, proved fair and cool, a matter for congratulation alike to the graduates, to whom this is the most important day of school-life, to the other pupils who lent their aid to the success of the entertainment and to the many friends of the institution who hail with pleasure this annual opportunity of keeping in touch with the progress of the school through this brief *résumé* of some phases of the year's work.

The auditorium of Tremont Temple was well filled by interested friends at three o'clock, when the great

organ pealed forth its salutatory under the hand of Herbert A. Strout, who rendered Guilmant's *Processional March* with much spirit. The young musicians of the school were grouped in the gallery at either side of the organ, and upon the conclusion of the voluntary the members of the orchestra rose in their places and played exquisitely Haydn's *Menuett from the Military Symphony*.

During these musical numbers the little children from the kindergarten had been attentive listeners from their little chairs on the platform, but at this point they took possession of the stage and began to carry out their share of the programme, a full account of which is given in our special report on that division of the work.

When the stage was once more at the disposal of the older pupils, a class of girls gave a very interesting exercise in Latin, reading and translating a passage from the first book of Cæsar's *Commentaries* on the conference between Cæsar and Ariovistus. Their sweet voices and clear enunciation combined with their ease of manner and choice diction to hold the close attention of all present. Edith Thomas was a member of the class and took her full part in the reading through the assistance of her neighbor, Nellie Kennedy, who told the audience by word of mouth what Edith's fingers rapidly imprinted on her palm, Edith's own hands doing the double service to her busy brain, of gleaning on the one side and of imparting on the other.

This exercise was followed by one given by the boys of the graduating class, who had prepared thoughtful, scholarly papers on *Our "Autocrat,"* each treating of some period of the life of the genial poet,



scientist and wit, or of some characteristic of his works. This series of essays displayed a depth of research, a breadth of mental view and a height of appreciation, which reflect no little credit upon these young scholars whose methods of close application and severe study augur well for further attainments in fields of intellectual activity.

A remarkable exhibition of physical training was made in the gymnastic exercises of a class of girls, who performed very difficult feats with perfect uniformity and grace. They were justly applauded by the enthusiastic observers, for they presented a pretty sight in their red and white costumes, moving in unison at the command of their teacher. Elizabeth Robin joined in this exercise, but in such perfect harmony with the others did she execute the movements that she was distinguishable from them only by the one note of difference, the aid of the special helper who stood at her side to give the abbreviated command on her ready palm and, by a light touch here and there, to supplement the counting. The military drill by a class of boys was characterized by the precision and orderliness of the ranks of regulars. Next, a chorus of girls charmed their listeners by their sweet, melodious rendition of *Die Heimkehr*.

The proud moment in the lives of the seven graduates was then reached, and they stepped forward to receive their diplomas from the hand of Gen. Francis H. Appleton, the president of the corporation, who accompanied the gift by a few words of congratulation and good wishes. The names of the young men who had gone through the regular course of the school were Charles Henry Amadon, Frederick Joseph Carney, Patrick Joseph O'Neill, Herbert Austin Putnam,

Francis Joseph Rochford, Herbert Ansley Strout and Frederick Vincent Walsh.

The overture, *Banditenstreiche*, well played by the military band of the institution, brought to a close a most pleasing entertainment which was successful in giving enjoyment to the many friends of the blind, in awakening in them feelings of compassion toward those unfortunate ones who must struggle under a heavy burden of infirmity, and in teaching a lesson of fortitude and forbearance more forcibly than any sermon could do.

## In Memoriam.

### MEMBERS OF THE CORPORATION.

It is with profound sorrow that we are obliged to report that death has again been making sad inroads in the ranks of the friends and benefactors of the blind, and that the earthly career of twenty-four members of the corporation has been closed during the past twelve months. The list of the deceased comprises the following honored names:—

HON. ALANSON W. BEARD died in his home at No. 395 Marlborough street, Boston, on the twenty-seventh of August, 1900, at the age of seventy-five years. Mr. Beard's career was a distinguished one and was typical of American self-development. He came of good New England stock, and his early opportunities were those of the average country boy. He lived in an atmosphere of true patriotism and in stirring times, and he was a prominent factor in the events which belonged to the latter. He was a man of force and courage and possessed genuine qualities of leadership, including the power of organization. His interest in public

affairs and in philanthropic enterprises was profound, and he was always ready to render service to the institution whenever he was asked to do so. His presence was striking and commanding, and corresponded well with his character. He will be remembered as one of the strong men of his generation.

Mrs. SARAH PUTNAM LOWELL BLAKE, widow of the late George Baty Blake, died in her home at No. 37 Beacon street on Saturday, the thirtieth of December, 1899. She was the daughter of the late John Amory Lowell and was born in Roxbury before that town was annexed to Boston. She proved to be a worthy heir of the virtues of her distinguished ancestors and was widely known and highly esteemed in the community. She had been for a long time actively connected with many of the leading philanthropic and patriotic societies of Boston, and her deeds of benevolence were always performed quietly and without ostentation. Her sympathies were keen, her benefactions large and her generosity unflagging. Mrs. Blake was a liberal contributor to many good causes, including that of the education of the blind.

GEORGE HARVEY CHICKERING died at his home in Milton on the seventeenth day of November, 1899, in the seventieth year of his age. In the passing of Mr. Chickering from among us we have lost a singularly lovable, useful and noble soul. He was the youngest son of the late Jonas Chickering, the founder of the well-known pianoforte firm which bears the name of the latter. He was a man of tender heart, of gentle demeanor, of strict honesty, of true patriotism and of splendid ideals. At one time he was the moving spirit in more than one musical organization and an active member of the Apollo club and for some years

its president. Though sorrow and trials came to him, that radiant sweetness which characterized him never passed away till the shadow of death fell upon him.

Mrs. DELIA K. COBB, widow of the late Freeman Cobb, died on the twentieth of March, 1900. She was a woman of even temperament, gentle disposition and attractive appearance, with courteous manners and a kindly heart. Goodness beamed in her countenance and manifested itself through her words and deeds. Together with other members of her family, she espoused the cause of the blind many years ago and worked cheerfully and heartily for its advancement.

Mrs. ANNA TUCKER COOLIDGE, wife of John T. Coolidge, died at Cotuit, Cape Cod, on Friday, October twenty, 1899. She was a woman of pure heart, distinguished both for her generosity and for her tender and boundless compassion. Refinement and culture gave her a gracious power of helpfulness and beneficence in the community. By her numerous deeds of generosity and benevolence she earned a warm place in the hearts of many poor and needy people, as well as in those of the blind and their friends, all of whom mourn her loss and revere her memory. We record, in words as simple and sincere as befit her character, our tribute to her worth as a liberal and firm friend of the cause of humanity.

Mrs. CLARA BIGELOW DABNEY, wife of Mr. Lewis S. Dabney of Beacon street, the well-known lawyer, died in Paris, France, from typhoid fever on Monday, the sixteenth of October, 1899. She was a woman of exceptional kindness of spirit, of broad sympathies and of unstinted liberality. She was a generous contributor to various good causes, among which that of the blind was included, and her death has thrown a shadow

on the path of a large number of friends who loved and honored her.

Mrs. CAROLINE A. FULLER of West Hingham, widow of the late John E. Fuller, died at her home on the twenty-fourth of October, 1899. She was a woman of many gifts, sterling character and broad influence. Her active interest in many benevolent enterprises was unfailing, and her life was full of good works. By her constant thought for others and by her unnumbered acts of kindness, she endeared herself to many hearts and she will be greatly missed by those who knew her well and admired the beauty of her soul.

Mrs. SUSAN TILLINGHAST KIMBALL, widow of the late M. Day Kimball, died at her residence, No. 325 Commonwealth avenue, on Thursday, March twenty-two, 1900. She belonged to the well known Morton family whose ancestor was one of the Pilgrim fathers, being one of the younger children of Governor Marcus Morton of Taunton, and sister of the late Chief Justice Marcus Morton of the supreme court of Massachusetts. On her marriage with M. Day Kimball of Boston, she became identified with this city, but her interest in her birthplace never waned, and the gift of the fine old Morton mansion to the city of Taunton for a public hospital was esteemed one of the most considerable benefactions ever received by that municipality. After the death of her youngest son in 1893, she established as a memorial to him the Day Kimball hospital in Putnam, Connecticut. In these testimonials of affection for parent and child, she also found expression for a deeply rooted sense of public duty, or responsibility for the welfare of the community, inherited from a long line of puritan ancestry.

Mrs. Kimball's charities were numerous and unflinching, reaching a large number of sufferers and relieving many a victim of misfortune. They live after her and are her best and most enduring monument.

Mrs. ANNA CABOT LODGE, the widow of the late John Ellerton Lodge and mother of Hon. Henry Cabot Lodge, senator of the United States from the state of Massachusetts, died at her home, No. 31 Beacon street, on Monday, the nineteenth of February, 1900, at the age of seventy-nine years. In the death of this most estimable lady there departed from among us another of the very few remaining persons who linked the old Boston she loved so well to the modern city. During the years of her girlhood, in the third and fourth decades of the now expiring century, Mrs. Lodge aided her gifted but frail and delicate mother in entertaining the noted men and women of the day, to whom her father's house was a favorite resort and whose intimate friendship and companionship she enjoyed immensely. Thus, although she was inclined to be quiet and retiring, she had exceptional opportunities to train her faculties and to store her mind with such information and general knowledge as few women of her time possessed. Gradually she became deeply interested in various charities and in all that concerned the good of the community. She delighted to give from her means with a liberal yet discriminating hand, seeking always to do this just where her assistance would be of greatest benefit to the recipient. She was especially kind and thoughtful in helping quietly people who early in life had been better situated than they later became and to whom self-denial and privation of what they once had been accustomed to were particularly hard to bear. She had a great admiration

for Dr. Howe and for his work for the blind, and her gifts both to the institution and for the personal comfort and pleasure of Laura Bridgman while the latter was living were frequent and substantial.

AUGUSTUS LOWELL died suddenly at his residence in Brookline on the twenty-second of June, 1900, at the age of seventy years. He was one of the worthiest and most trusted sons of Boston and fully maintained the reputation which his eminent family had won and preserved for two centuries of honorable and successful endeavor. The positions which he held in many societies and corporations, as president or as trustee or manager, were of themselves abundant proof of the high estimate placed on his ability, integrity, prudence and intelligence by the community. He was noted for his faithfulness and devotion to his numerous and varied tasks and responsibilities, and his life was an example and an encouragement to younger men. Those who were brought into contact with him could not help recognizing the force and dignity of his character, his unswerving truthfulness and his undeviating adherence to the most stringent rules of honor. His help and advice were readily extended to any one in need, but his judgment was stern and pitiless against the wrong doer and his contempt strong for things mean or deceitful. He was a member of the board of trustees of this institution from 1867 to 1875 and rendered good and efficient service.

JESSE METCALF died at his home in Providence, Rhode Island, on the twentieth of December, 1899, at the age of seventy-two years. He was one of the best known manufacturers in his native state and served either as president or as director in a large number of corporations. He was kind-hearted and generous,

and to all who knew him his death caused profound sorrow. The well appointed edifice on Waterman street, where the Rhode Island school of design has a home, is a monument of Mr. Metcalf's generosity. He gave the land upon which this building stands and also contributed the money which made its erection possible.

EDWIN MORTON died at Morges, near Lausanne, in Switzerland, at the age of sixty-six years. He was for a long time absent from his native land and a confirmed invalid. He was a graduate of Harvard college and practised law for several years with success, first in Plymouth, where he was born, and afterwards in Boston; but his health failed so completely that he undertook in the summer of 1874 a voyage around the world by the way of Japan and India. Arriving at Rome in 1876, he found himself so ill that, by the advice of physicians, he went as a last resort to the baths of Baden in Aargau, which so restored his health that he remained in that town for about ten years. He then removed to Morges on lake Geneva, where he had lived in retirement ever since. He was gifted by nature with rare musical talent and with a taste for all that is best in literature. He was tenderly appreciative of the beauty of the outer world, especially of the sea, near which he was born and bred. He was a student and adept in political and social science, in Greek history and in the poetry of all nations. He was brought up under the purest influences of the transcendental period in Massachusetts, while the culture and experiences in after years had broadened his mind without perverting it. His acquaintance and correspondence extended throughout Europe and America. To his kindred and to a num-



ber of friends who are living in Boston and who retain a vivid remembrance of Mr. Morton's fine qualities, his death was a complete surprise, since they had not heard of any serious increase of his illness, which was of long standing.

LOUIS P. OBER died of heart disease in Brookline on the twenty-ninth of July, 1900, at the age of sixty-three years. He was born in Alsace and came to this country when he was a youth. In person he was tall and stately, dignified and courteous in manner, cordial and affable in general intercourse and genial in social life. He was successful in business and accumulated a substantial property in real estate. He showed a friendly interest in the cause of the blind and became a regular contributor to the funds of the kindergarten. He is missed and mourned by a large number of friends.

EDWARD DYER PETERS died at the Brunswick hotel on the twentieth day of February, 1900. He was one of the worthiest and most highly respected citizens of Boston, and his life has been one long story of active beneficence. He loved to do good, and, if there were a kind, thoughtful, considerate act to be performed, he would improve the opportunity with rare discernment. He took an earnest interest in our institution and its work, and before his death he directed his son, Mr. W. Y. Peters, to give to it the sum of \$500. This wish has been carried out with filial reverence and in the spirit which prompted it.

JACOB CROWNINSHIELD ROGERS died at his home, No. 231 Commonwealth avenue, on the second day of January, 1900, in the seventy-second year of his age. He was born in Salem and became one of the distinguished bankers of Boston and New England. A

loyal, honorable and courageous man, he has left a record like an open page, clean and clear throughout. No one can read it without feeling better for the act and grateful for the life that is now closed. His charities were constant, judicious and cheerfully bestowed whenever a cause commended itself to his judgment. He was one of the regular annual subscribers to the kindergarten and also a helper of such movements as were calculated to promote its interests.

JOHN CODMAN ROPES, the head of the legal firm of Ropes, Gray and Loring, died at his home, No. 99 Mt. Vernon street, on Friday, October twenty-seven, in the sixty-fourth year of his age. He was essentially a man of letters and was as well known for his literary as for his professional achievements. He loved books dearly and devoted to them as much of his time and thought as could be spared from his practice of the law. Though a civilian all his life, he achieved a high reputation as a military critic and historian. Gifted by nature with a wonderful power of analysis, he could readily resolve a campaign into its elements and describe it clearly and graphically. He was especially interested in the Napoleonic era and made luminous contributions to the literature relating to this period. His nature was so strong, so vigorous and so full of energy that his intimate friends have found it hard to realize that they will see him no more. Despite his many occupations, he found time to enjoy society in the best sense of the term. A forceful, bold and independent thinker, he had a mind of great natural capacity, and it was so richly stored that it was a veritable treasure-house.

BARTHOLD SCHLESINGER died of apoplexy at his

residence in Brookline on the thirteenth of July, 1900, at the age of seventy-two years. He was one of the prominent capitalists of Boston, and for a long time he had been identified with the material growth of some parts of the city. His large means enabled him to invest in property valuable for development, and his sound judgment was seldom, if ever, at fault in real estate enterprises. He was also very upright and honorable and deeply interested in reform. Mr. Schlesinger was exceedingly fond of music, of the fine arts in general and of flowers. He had an abundance of the latter at his beautiful place in Brookline, and many of the fairest roses from his greenhouses and gardens were given by him to the flower mission. He was an old and valued friend of Dr. Howe and his family and became a member of the corporation of this institution in 1882 by a gift of money to the Howe memorial printing fund. He had been for several years a regular contributor to the kindergarten for the blind.

LUCIAN SHARPE of Providence, Rhode Island, died on board the German steamer *Saale* on the seventeenth day of October, 1899. He was very prominent in the business circles of Rhode Island and served faithfully as director or trustee in several industrial corporations and financial institutions of his native city. He made frequent trips to Europe and was as well known in London and Paris as in New York and Boston. He responded favorably to a personal appeal for a contribution to the printing fund and was therefore made a member of the corporation in 1882. Of late years he had been a regular annual subscriber to the kindergarten, and so long as he was able to attend to his business he never failed to send his yearly gift.

JOSEPH BLAKE THAXTER died at his home in Hingham on the twenty-third of March, 1900, in the eighty-second year of his age. He was a man of sterling character and of broad views, and his life was filled with peace, goodness, high aspirations and beneficent deeds. By his agreeable disposition, upright purpose and fair dealings in all his relations with men, he endeared himself to those who knew him well and gained their respect and confidence. He served as a member of the board of trustees of this institution from 1856 to 1865, and was exceedingly faithful and painstaking in the discharge of his duties.

Mrs. DELIA D. THORNDIKE, widow of the late John H. Thorndike, died at Nice, France, on the thirtieth of October, 1899. She was a typical New England woman of the best kind,—sincere, kindly, courageous, public-spirited and modest. Her generosity to benevolent and educational institutions was widely known and gratefully acknowledged. Her gifts to humane enterprises were regular and unailing. Her name appeared on the list of subscriptions for the advancement of most of the philanthropic movements of the day, and the representatives of many a good cause will hardly know where to find her successor. Her life was filled with the spirit of benevolence, and it could be said of her with literal truth that she went about doing good. The mortal part of Mrs. Thorndike may find rest in foreign soil, but the incentive and blessing of her character will abide here.

Mrs. SARAH SPRAGUE UPHAM, wife of Mr. George P. Upham, died at her home, No. 144 Beacon street, on the twenty-sixth of January, 1900. She passed away as quietly as she had lived. Modest, unassuming and retiring by nature, she was strongly averse to

all display and ostentation. The loveliness of her character was no doubt largely due to the careful training and education which she had received in the home of refined and intellectual parents. She was the daughter of Judge Peleg W. Sprague, a man who served the republic well both in the national legislature and upon the bench and who would be sure to impress upon his children the essentials of a noble character. On her marriage and removal to Boston she had the privilege of attending the reverent and gracious ministrations of Dr. Charles Lowell, to whose guidance she was largely indebted for the development of her liberal and hopeful characteristics. Thus she became a woman of exceptional worth and of a beautiful soul. No one could come into relations with her without being deeply impressed with the engaging charm of her personality, with the unobtrusiveness of her manners and with the meekness of her spirit. Of her generous deeds there are ample evidences in every direction, and the friends of the blind have good reason to pay a tribute of earnest gratitude to her memory.

Mrs. ANNA CABOT LOWELL QUINCY WATERSTON, widow of the late Robert C. Waterston, died at her home, No. 526 Massachusetts avenue, on the fourteenth day of October, 1899, in the eighty-seventh year of her age. She was the only surviving daughter of the eldest Josiah Quincy, the second mayor of the city of Boston and president of Harvard college. On account of the eminent position of her family and especially through her own talents, Mrs. Waterston was able to gather around her a wide circle of friends and acquaintances. She knew well and was intimately associated with many of the most distinguished men

and women of the former generation. When her father entertained Lafayette she was a school girl, but the occasion made such an impression upon her mind that she retained a vivid remembrance of it in later years. Her life was filled with deeds of kindness and with the public spirit of her race, and the cause of the blind has been near to her heart ever since the establishment of the institution.

Mrs. ELIZABETH SEWALL WELLS, widow of the late Thomas Goodwin Wells, died at her home, No. 81 Pinckney street, on Friday, the eighth of August, 1900, in the eightieth year of her age. She traced her descent from more than one old family of New England, being by birth a Sewall and also a descendant of John May, an English shipmaster, who settled in Boston in 1640. She was distinguished by natural benevolence and proverbial generosity and was a woman of great intelligence, integrity, energy and public spirit. She was much interested in various philanthropic causes, which she was always ready to assist, and was an excellent representative of the best traditions of New England.

CHARLES T. WHITE died of pneumonia at his residence, No. 213 Commonwealth avenue, on the twentieth of March, 1900, at the age of sixty-four years. He led a very active life with many and varied interests and was held in high esteem by those who had come in contact with him in the business world or who had been associated with him in the diversified charities with which he was occupied. In the circles where he was best known and most highly appreciated, his departure from this life has left a void which cannot be easily filled.

These brief memorial notices give utterance to our grief and to our sense of the great loss which the institution has sustained in the death of so many prominent members of its corporation.

All which is respectfully submitted by

WILLIAM ENDICOTT,  
CHARLES P. GARDINER,  
ROBERT H. GARDINER,  
JOSEPH B. GLOVER,  
N. P. HALLOWELL,  
J. THEODORE HEARD,  
HENRY MARION HOWE,  
FRANCIS W. HUNNEWELL,  
GEORGE H. RICHARDS,  
WILLIAM L. RICHARDSON,  
RICHARD M. SALTONSTALL,  
S. LOTHROP THORNDIKE,

*Trustees.*

## THE REPORT OF THE DIRECTOR.

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The world leads round the seasons in a choir,  
Forever changing and forever new,  
Blending the grand, the beautiful, the gay,  
The mournful and the tender, in one strain.

— PERCIVAL.

*To the Board of Trustees.*

GENTLEMEN:— In order that we may be able to gain an accurate knowledge of the present condition of the institution, of the extent of its operations or of its present requirements and of its prospective or possible needs, we must take a careful survey of the past in all its aspects and ascertain what has been done and what methods and processes have been employed.

I am sure that a retrospect of this sort, if wisely directed, will help us to find out how to perform our tasks and do our work in the best possible manner, and at the same time it will indicate to us the course which we shall have to pursue for the purpose of achieving greater and more satisfactory results than those which have been hitherto obtained.

With this end in view I beg leave to lay before you the report of the director, containing a full account of the operations of the school during the year just closed, and to accompany it with such thoughts, observations and suggestions as are germane to the education of the blind and may be of assistance to its improvement and extension.

The general objects of the institution have been



prosecuted in the course of the past twelve months with diligence and success, and the progress of the pupils in their studies and other work has been highly commendable.

The teachers and other officers have not confined themselves merely to a formal routine of service. They have done much more than this. They have exercised a constant watchfulness and care, an ever active ingenuity, an untiring patience and an inflexible perseverance and resolution in making improvements and in advancing steadily the cause for which the establishment exists.

There is every reason to believe that the good work, which is done through the agency of the school, is fully appreciated both by the friends of the blind and by all those who are familiar with it and well qualified to be competent judges of its efficiency and value. Ours was the pioneer institution of its kind in America, having been incorporated by the legislature of Massachusetts in 1829. Since its opening in 1832, 1,495 blind persons of both sexes and of different ages have enjoyed its advantages, and when we remember that nearly two-thirds of those who have gone through the regular course of instruction and training have become useful members of society and self-supporting either wholly or in part, the result is not only very gratifying but highly encouraging.

#### ENROLMENT OF BLIND PERSONS.

Number sufficient to possess her realms.

— MILTON.

At the date of my last annual report the number of blind persons registered in the various departments of

the institution as pupils, teachers, employés and work men and women was 252. Since then 30 have been admitted and 18 have been discharged, making the total number at the present time 264. Of these 175 are in the parent school at South Boston, 74 in the kindergarten and primary department at Jamaica Plain, and 15 in the workshop for adults. The first division includes 162 pupils, 10 teachers and other officers and 3 domestics; the second comprises 74 little boys and girls, and the third, 15 men and women employed in the workshop for adults.

### THE HEALTH RECORD.

Health is the paradise of the body.

— ST. THEODORUS.

There is no more valuable or precious possession in this life than health. Next to a good conscience, that state of the physical organism, in which every part is sound and all the vital functions are kept in unison and performed freely and properly, is the greatest blessing. It is a gracious boon of heaven. It is the basis of all virtues and the soul that animates pleasures and "makes the delights delightful." It is indispensable to happiness and an important requisite in the accomplishment of anything distinguished. Without it the enjoyments of life fade and become tasteless and save in rare instances no moral excellence or mental achievements of a high order can be attained.

Poets, philosophers, saints, scientists, thinkers, educators, all alike have recognized the power of health and have sung its praises. Galen termed it symmetry and Ariphton designated it as the most august of the blessed goddesses. Theodosios had such an exalted ap-

preciation of it that he wished to have the word *Hygeia* inscribed as an epitaph on his tomb. Both Dr. Johnson and Emerson placed it above all riches. Bickersteth esteemed it as the best of all earthly possessions, and it was a maxim with him that a hale cobbler is a better man than a sick king. Thomson characterized it as the vital principle of bliss. Gray called it one of heaven's best treasures, and Carlyle considered it the "synonym of all that is true, justly ordered, good."

For reasons that can be easily understood, the blind as a class are lacking in vigorous health, and therefore greater attention and more diligent care have to be bestowed upon this particular point in schools established and maintained for their benefit than in those for ordinary children and youth.

I am very glad to be able to report that, during the past year, a good degree of health has been enjoyed in every department of the institution. Although we have had our fair share of the colds, sore throats and trivial ailments to which children always and everywhere are liable, we have not been visited by epidemic or infectious diseases; and the accidents of a broken arm and a broken finger, which befell two of the lads, seem insignificant in retrospect, when complete recovery has been gained. But the white page of our health record must be marred by two sad blots, for we have lost by death two students in our boys' department. Thomas Crofton of Chelsea, Mass., died at the Massachusetts General Hospital, May 8, of spinal meningitis, the result of a cerebral tumor of which his loss of vision was the first indication; and Millard Durette of Friendship, Me., succumbed to an attack of pneumonia, at the City Hospital, on the first day of June, 1900. Both of these young men were good,

painstaking students, interested in their work and showing a strong desire to perform the duties of each day in the best possible manner and to be worthy sons of their *alma mater*. Their loyalty, faithful service and cheery demeanor won for them an abiding esteem and affection in the hearts of their teachers and school-mates, by whom they will long be held in loving remembrance.

#### DR. HOWE AND HIS WORK FOR THE BLIND.

Be suffering what it may, time will bring summer,  
When briers shall have leaves as well as thorns,  
And be as sweet as sharp.

— SHAKESPEARE.

Blindness is unquestionably one of the severest of human calamities. Whether considered from a material or a spiritual and ethical standpoint, it is found to be productive of more ills and disadvantages than any other physical affliction that can be sustained. By plunging its victims into a sea of darkness and “cutting them off from the cheerful ways of men,” it tends to dwarf and enfeeble their whole being. The reasons thereof are obvious.

Of all the avenues of perception, sight is the broadest and most perfect, the swiftest and most delightful. Aristotle regards it as possessing most completely the nature and characteristics of a sense. He says —

Ἦ ὄψις μάλιστα αἰσθησίς ἐστιν.

In the words of Lucretius, it is the surest path that faith can find, by which to enter the human heart and mind: —

Via qua munita fidei

Proxima fert humanum in pectus, templa que montis.

Sir John Herschel remarked that it confers upon us, to a considerable extent, the character of ubiquity. Unlike touch, it is not confined in its operations to the number, bulk and distance of a few particular objects. On the contrary, it spreads itself over an infinite multitude of bodies, comprehends the largest figures, and brings into our reach some of the most remote parts of the universe. In the language of Emerson, its organs—the eyes—“are bold as lions, roving, running, leaping here and there, far and near.” Improving “each shining hour” after the fashion of the busy bee, and flying over an illimitable extent of space with marvellous rapidity, sight collects the pollen of thought from the anthers of every flower in the wide fields of creation and “hoards the golden store” in the cells of the hive of intellect for the aliment of the indwelling brood of human faculties. It continues the longest in action without being tired or satiated with its proper enjoyments. Through its channel knowledge of the outer world flows more abundantly to the mind than by any other of its gateways. It is the visual sense which not only reveals to us external things in their natural beauty and in all their changes and varieties but supplies also those materials out of which the imagination creates new forms more glorious than the original ones, bodying forth the shapes of things unknown, whilst the understanding traces the different relations existing among the ideas received, and gives birth to a secondary and reflex class of conceptions still more subtile and refined. This process is concisely hinted at in the following words of Milton:—

Life and sense,  
Fancy and understanding: whence the soul  
Reason receives, and reason is her being.

This vehicle of enormous wealth of objective information is a nonentity to the blind. For them the golden lamp of heaven is irrevocably sunk deep in the ocean of misfortune and concealed by the ebon curtain of interminable blackness. Their horizon is overcast by dun storm clouds, through which no cheering ray gleams. The mind, which is the only thing sublunary that mirrors forth intellectual light, is in their case veiled by folds of darkness all around its borders, and the background is a blank to them. Evermore theirs is the brow of night, whose myriads of luminous isles are extinct. Flowers grow at their feet, and dews like diamonds are scattered everywhere, but they cannot perceive them. The visible universe is totally annihilated to them, and they can see —

No starry heavens, no azure sky,  
 No swan-like clouds floating by.  
 No mountain, river, lake or plain,  
 No wooded hills, no waving grain,  
 No matchless painting on the skies  
 At set of sun, or at its rise.  
 The magic charms the seasons bring  
 Of summer, autumn, winter, spring,  
 Alike take on the same dark hue;  
 Alike are hidden from their view.

The obscuration of so important a sense, raising as it does an impenetrable barrier between the minds of the blind and the prodigious variety of the visible forms of nature which attract and enravish the eye, imposes on them great limitations, which are followed by grave consequences. Aside from barring to them the temples of knowledge and drying its fountains or turning them into rocks, it curbs the energy of the blind and contracts the circle of their play and exer-

cise. It narrows the horizon of their perception and diminishes the breadth of their thoughts, hopes and aspirations. It isolates them from their surroundings, and, where people live much by themselves, they live too much for themselves. It occasions certain disabilities and fosters the growth of self-esteem and love of approbation. It acts as a disturbing force in the order of the development of the different intellectual and moral faculties which go to form character, hinders the expansion of the sympathies, saps the vitality of the bodily organization, and tends to render the blind weak in thought and irresolute in action, as well as feeble in stamina and flabby in fibre. Its effects, as seen in a large number of individuals, are somewhat like those of light coming upon a plant from one side only and causing it to grow crooked. In other words, it affects them intellectually and morally, as well as physically; for, to repeat one of the apt quotations used by Dr. Howe, —

From nature's chain whatever link you strike,  
Tenth, or ten thousandth, breaks the chain alike.

Now a system of broad and liberal education, based upon sound scientific principles, reared on the soil of a thorough knowledge of physiology and anthropology, and taking cognizance of all the physical oddities and peculiarities, mental idiosyncrasies and psychological phenomena arising from the loss of sight, is the most powerful and efficacious remedy for repairing the ravages caused by the destructive agency of blindness, and for fertilizing the soil which it has laid waste. It is the only means which can counteract the influences of the privation to which the blind are subject for life, reduce its results to the minimum and enable its

victims to soar above the mists of misfortune and play their part in the drama of life, thus robbing the sting of affliction of its sharpness and winning victory from adversity itself.

The illustrious founder of this institution was a most profound believer in such a scheme of education and in man's capacity for improvement under it regardless of bodily obstructions. His conception of the *beau ideal* of human perfection was of a being whose physical formation should be healthy and symmetrical, his mental faculties active and enlightened, his tastes cultivated and refined, and his sentiments noble and dignified; Dr. Howe devoted his genius and his rare qualities of head and heart to the organization of a system of instruction and training for the blind, which should bring them as near as possible to this ideal, and should enable them to develop the capacities of every kind with which nature has endowed them — to gain the mastery of themselves and reliance upon their own resources, to enlarge their experience by personal contact with the world in which they live and move, to pursue the road of a useful and wise activity to the goal of true happiness and to meet the higher obligations of manhood and womanhood.

In order to accomplish this purpose, Dr. Howe labored in season and out of season with unparalleled assiduity and exemplary self-abnegation. His entrance upon the field was a most fortunate event, for of all his contemporaries he was the most eminently fitted to take charge of its cultivation. In the words of Shakespeare, he was —

A combination and a form indeed,  
Where every god did seem to set his seal,  
To give the world assurance of a man.



No sooner had he espoused this grand cause than his interest became most profoundly enlisted in it. His heart was ablaze with enthusiasm for its advancement. He became its unflinching advocate and staunchest promoter.

Formed of a superior clay,  
And animated by a purer ray,

he saw at a glance its importance, its worth, its possibilities and its needs, and in making them known to the public, he spoke and wrote and acted as one who felt the iron pierce his soul. His pen never indited a weak or involved sentence, nor did his voice ever give forth an uncertain sound. It rang out in Massachusetts, New England—everywhere,—with trumpet tones. His earnestness evoked energy in others and carried them along with him unconsciously. His zeal was contagious and compelled imitation. He exercised an electric power, which sent a thrill through every fibre of those about him, passed like a flash into their natures and made them give out sparks of fire. His triumph was secured.

On crossing the meridian of his life, Dr. Howe was favored, in his philanthropic exploits in general and in his plans for the elevation of the blind in particular, with the constant companionship and help and cheer of that saintly being who sprang up in the circle of his children and shared with him in all his errands of mercy, and who grew to be an angel on earth, an intellectual prodigy and moral colossus, a real personification of every womanly virtue,—of goodness and beauty, of charity and generosity, of truth and purity, of modesty and chastity, of ever active and never intermitting benevolence. She was to him a spirit and

a blessing from above, a source of joy and a centre of affection. Theirs was not merely a blood relationship of father and daughter, but a fellowship of kindred minds and loving hearts. They walked, thought, sympathized and worked together. They were always ready to lend a helping hand to those who were in need of it, and their deeds speak to us from their graves, and beckon us on in the paths which they trod. Their example is still with us, to guide, to influence and to direct us. For nobility of character is a perpetual bequest, living from age to age and constantly tending to reproduce its like.

The tidal wave of deeper souls  
 Into our inmost being rolls.  
 And lifts us, unawares,  
 Out of all meaner cares.

Thanks be to heaven for granting us these noble laborers in the vineyard of humanity; and, although they are no more, we cannot forget their love for the blind, which went out in strong tides to enlighten and lift them up, to strengthen and cheer, to save and bless them.

The blind in their turn are entitled to no small credit for availing themselves to their fullest extent of the uncommon educational advantages secured for them through the sagacity and tireless labors of Dr. Howe, and for grasping eagerly the end of Ariadne's thread, which was presented to them to lead them out of the labyrinth of inertia and wretchedness, where they had been wandering from time immemorial and where they were in danger of being devoured by the Minotaur of ignorance. Instead of bending down under the ponderous burden of their infirmity, moaning and crying for light, they have made the best of

their situation, have stood up manfully and striven to lessen the crushing weight of their calamity and render it bearable. No matter how hard was their task or how thickly was their path beset with the thorns of difficulty, they have not deviated from their course. They have wasted no strength in mournful lamentations or doleful supplications as did their fellow sufferers in the past.

The prayer of Ajax was for light,  
Through all that dark and desperate fight,  
The blackness of that noonday night:

but their most ardent desire has been to eat the bread of knowledge, to drink deeply of the "Pierian spring" and to learn to use their remaining faculties to the greatest advantage for themselves and others; and a wonderful revolution has been wrought in their condition. Their social and moral status has been vastly improved. They are no longer objects of pity and charity. They know something of the palms and lilies of the valley as well as of the lichens and thistles of life. There is sweetness and brightness now where only bitter discontent and dismal gloom formerly prevailed.

Their professional attainments receive due recognition and appreciation and they have won their way into positions where their work is not only serviceable in itself, but gives them adequate returns. Most of the rounds in the ladder of their education have been supplied, and it is earnestly hoped that those which are still missing will be procured very soon. Their claims to participate in all the advantages offered by the state are generally admitted. They form integral parts of the communities in which they live, enjoying the privileges and bearing the responsibilities of citizenship.

Such are the fruits borne on the tree of the education of the blind. To raise them it has taken sixty-eight years of profound thought and infinite toil.

Yet, notwithstanding all this harvest, the reformation is far from being complete. Much as has already been accomplished in curing weaknesses, healing injuries and weeding out prejudices, a great deal more remains to be done in order to repair all damages as far as they are curable, to free the victims of the loss of sight from the chains of groundless tradition and venerable superstition with regard to their impotence, render accessible to them the armories whence they can procure the weapons necessary for the battle of life, thrust the spear of hopefulness in the bosom of despair, and make the purple wine spring from the crushed vintage, and the leaves grow with the thorns on the briars.

Doubtless, external aid will be very conducive to this end, and we have every reason to believe that this will be given without stint and that there will be within a reasonable period of time an amount of money raised large enough to render it possible for us to reconstruct our plan of education upon a broader and more comprehensive scale and to effect a thorough reorganization of the school. But, in addition to all this, what is even more imperatively needed for complete success is energy and determination on the part of the recipients of these benefits to make the best of them and thus to rise above the clouds of misfortune. It is not so much a push from without as a propelling force from within that will enable the blind to swim across the river of misfortune and to "change their

market-cart into a chariot of the sun," so that they may rise to the heights of public usefulness and breathe the air of individual independence. They must find a spur to action in the fact that they are handicapped in the race with seeing persons whose fitting out is more perfect. They should bear in mind, that earnest persistence outstrips talent. Noble purpose and firm resolve augment ability and convert impediments into stepping stones by which to climb. Indomitable and steadfast resolution not to submit or yield to the obstacles of affliction bridge over its chasms and open the royal road to achievement. True, the privation of the blind is not an insignificant breach in their armor, and they must fight their battles under serious disadvantages. But, aside from this, the rest of their equipment is flawless. They are not denied practical sense, which takes the lead even of finely-tempered genius in the affairs of life, and the potency of which is thus described by Young:—

Of plain sound sense life's current coin is made;  
With that we drive the most substantial trade.

With this quality in the ascendant, and with a sufficient degree of industry, sobriety and patience, they can master any situation, utilize failures, coin dangers and opportunities into wealth, veer and haul, walk and play, stand and rally, live and conquer. As Milton puts it:—

Patience is more oft the exercise  
Of saints, the trial of their fortitude,  
Making them each his own deliverer,  
And victor over all  
That tyranny or fortune can inflict.

A review of the work which has been performed in the various departments of the school during

the past twelve months seems to be in order here. For it will serve as an illustration or confirmation of some of the statements made in the preceding pages.

DEPARTMENT OF PHYSICAL EDUCATION.

*Importance of keeping the surface of the body clean.*

Take thought for thy body with steadfast fidelity.

GOETHE.

The importance of physical training as one of the most effective agencies for developing and moulding the corporeal frame, for preventing or correcting anatomical and physiological defects so far as these are remediable, and for promoting soundness of health, cerebral energy, resoluteness of purpose, endurance and many other qualities both intellectual and moral, has been more than once shown in such a clear and convincing manner that it would be entirely superfluous to dwell again upon this subject at great length and to repeat here what has been formerly stated. Yet we cannot refrain from saying a few words about it at this juncture.

For obvious reasons bodily training is more needful and of far greater value in the case of the blind than in that of seeing children and youth, and no school established and supported for the special benefit of those bereft of the visual sense can perform its work well and with good success without allotting a very prominent place in its curriculum to a series of gymnastic exercises wisely arranged and regularly executed. While some other branches of education may be very useful or simply desirable, the exercises in the gym-

nasium are indispensable. Supplemented by free play and games or sports in the open air, they constitute one of the primary means for the muscular development of the pupils and for laying such a solid physical basis as will sustain the intellectual and spiritual edifice to be built thereon. But even these are not all sufficient by themselves, forming the *ne plus ultra* in physical culture. More is absolutely required.

In order that the bodily condition may be improved as much as possible and the corporeal frame brought up to such a high standard of soundness and efficiency as to serve as a firm foundation whereupon a superstructure of mental activity and vigor and of moral excellence can be safely reared, cleanliness, proper diet, sleep, repose and recreation, all are equally needful and none of these can be neglected or overlooked without great injury to the well-being of the individual.

Having treated repeatedly in former reports the subject of physical exercise in its various aspects and shown its value as a principal factor in our system of education, we propose in this one to go further and to speak of bathing or cleanliness, setting forth in the briefest possible way the numerous hygienic, physiological and moral advantages which will result from the practice of washing the human skin frequently and of keeping it scrupulously free from impurities of all sorts.

Such cleanliness from head to heel.

— SWIFT.

Maidens, give the stranger food  
And drink,— and take him to the river-side  
To bathe where there is shelter from the wind.

— HOMER.

The modern science of hygiene teaches, that the observance of certain laws is absolutely necessary for

the evolution of the growing boy and girl into the healthy man and woman. Prominent among these is that of cleanliness,—of keeping the outer covering of the human frame entirely free from impurities. This habit, aside from being one of the most efficient means for the preservation of health, exerts a most beneficent influence upon the whole intellectual and ethical life. John Wesley places it next to godliness, and Thomson affirms, that —

Even from the body's purity the mind  
Receives a secret, sympathetic aid.

Mere physical cleanliness is followed by its psychical parallel. It fosters a taste for neatness and creates a liking for order and regularity. So great is its effect upon man that it extends to his moral character. Virtue never dwells long with filth. David the psalmist writes of clean hands and a pure heart. Spencer avers, that "dirt is generally accompanied by an inclination toward crime." Be this as it may, it is indisputably true, that cleanliness affects most powerfully the soundness and vigor of the body. It keeps up free perspiration, refreshes the blood and enlivens the mind.

When the Apaches under their chief Geronimo were made prisoners of war after their last uprising, they were sent to the garrison at Mt. Vernon Barracks, Ala., and placed under the special charge of Captain (then Lieut.) Wotherspoon, a man of strong philanthropic instincts and of wide experience with Indians both in war and peace. He immediately set about improving their condition so far as he could. He taught the men to do several kinds of work, procured what employment he could for them and tried to train



them to better ways of living, morally and physically. The Massachusetts Indian Association established a school for the instruction of the children and of such adults as chose to avail themselves of its advantages — Geronimo himself was one of the pupils.

As is usual when the Indians are brought from their wild life into the restraints of civilization, the captives languished and died in great numbers. Not being able to procure from the government supplies of medicines or proper facilities for the care of the sick, Capt. Wotherspoon determined to try what mere cleanliness would do to avert disease and lower the mortality. So he instituted laws by which the greatest cleanliness should be carried into every detail of Indian life, and saw personally to their strict enforcement. Every Saturday he held an inspection, going from house to house and examining the person and wardrobe of each Indian as well as every detail of housekeeping. It was his custom to wear a pair of immaculate white cotton gloves in making these rounds, and to test the cleanliness of tables, shelves, dishes and even pots and pans with them. If the white gloves were black or dingy after rubbing the bottom of a pot or pan, the inspection was repeated on the following Monday in the hope of a better result. If the Monday inspection proved unsatisfactory, the ordeal was again tried on Tuesday. As a matter of fact, these repetitions were seldom called for when the required standard was once understood, for the Indians proved to be excellent housekeepers under this régime.

The result obtained by these simple but stringent measures was a reduction of 75 per cent in the mortality of the Indians under Captain Wotherspoon's charge.

Seventy-five per cent reduction in an alarming mortality affected by *cleanliness alone!* This is certainly a remarkable showing.

For the carrying on of the functions of life in a healthy manner nothing exceeds in importance the skin. We may live for a week or more without giving our stomach any work to do, the liver may cease action for several days before death ensues, but it is impossible to survive for the same length of time, if the integument is thoroughly coated and its functions completely stopped. It is related, that at the coronation of one of the Popes about three hundred years ago, a little boy was chosen to act the part of an angel; and in order that his appearance might be as gorgeous as possible, he was covered from head to foot with a coating of gold foil. He was soon taken sick, and although every known means were employed, except the removal of his fatal golden covering, he died in a few hours.

It should be remembered that the skin is a covering of marvellously woven network, presenting millions of interstices and apertures, and that each of these is the open débouche or outlet of a tube, which, striking deep its convoluted roots among the underlying strata of blood-vessels, separates from the accelerated currents what may prove injurious to the health of the body.

Through these sudoriferous ducts, which are like little sewers made to carry away some of the impurities of the corporal structure, and of which there are about 3,500 to a square inch, the skin is rendered a vast emunctory—a most important organ for the deportation of the moisture produced

during the combustion of waste tissue by the oxygen of the blood. Sanctorius found out by experiments made on his own person, that of every eight pounds of food and drink which were taken into his system every day, five passed out through the skin. There is ample reason to believe, that about twenty-three ounces of perspiration are thrown off in the twenty-four hours and that these contain at least one hundred grains of solid azotized matter, which is left behind on evaporation. Moreover, there are sebaceous glands which secrete oily and resinous substances, of which the wax in the ear is a type.

It is needless to observe that any cause, which checks or impedes these eliminations of waste matter must not only throw additional labor on the lungs and kidneys, and will be likely to produce disorders of their functions, but impair the quality of the blood, and thus interfere with the process of formation and repair. This is unavoidable. It cannot be otherwise. The connection of the external covering of the human frame with the internal apparatus of life is too intimate to allow of a different result.

In view of these facts it is obviously necessary that the surface of the body should be cleaned at short intervals from these excretions,—the salts of the perspiration, the oil and the dead particles of the cuticle. All these should be thoroughly removed, for if they are suffered to remain they are liable to be mixed with the dust that floats in the atmosphere, and the whole together form a foul and disgusting and sometimes a glutinous compound which fills the pores, interrupts the transmission of the natural fluids, irritates the skin, impairs its healthfulness and activity, its suppleness and elasticity, its lively glow and exquisite sensibility.

Furthermore these thick, pasty impurities are always disagreeable and at times extremely offensive both to the smell and sight. In some persons they are fœtid. Their foulness is strikingly depicted by Shakespeare, who makes the merry wives of Windsor, when they wished to throw the greatest indignity on Sir John Falstaff, put him into a basket of soiled linen which had been worn next to the flesh and was covered with waste matter.

Obviously then it is of the utmost importance, that the skin should be kept scrupulously clean. This can be done only by daily ablutions, followed by energetic friction with brush or towel. These are indispensable to every human being wearing clothes. Nothing can take their place. The benefits resulting from them are manifold. These are not limited to the external tegument of the physical structure; they extend to the internal organs. When the surface of the body is frequently washed, the lungs, the stomach, the heart and blood-vessels, the nerves and the entire nervous system perform their functions with more energy and greater regularity, give the whole frame a higher tone of life, and render it proof against illness. "He who keeps the skin ruddy and soft shuts many gates against disease."

These advantages were so well known and so highly appreciated by some of the ancient peoples, that bathing was classed by them among their religious rites. The Israelites, the Egyptians and the inhabitants of the East Indies practised it as a duty, as typical of moral purification, while the Greeks and Romans considered it as one of the essentials of existence. Their public and private baths were buildings of noble proportions and magnificent architecture, decorated with

marbles, paintings, sculptures, fountains, and what not. Connected with these were gymnasia for exercise, libraries, and porticoes, wherein the people might have shade and shelter and rest.

During the dark ages a most distressing reaction took place. Then a healthy and vigorous body came to be considered by ignorant ascetics and sordid fanatics as an insuperable hindrance to the salvation of the soul from the everlasting fire of hell,—a veritable abode of the devil,—and consequently the most atrocious tortures were perpetrated upon it for the purpose of enervating it, degrading its character, mortifying its natural instincts and sapping its vitality. Under such circumstances cleanliness was not even to be thought of, and of its entire absence Lord Lyon Playfair speaks as follows :—

When the civilization of Egypt, Greece and Rome faded, the world passed through dark ages of mental and physical barbarism. For a thousand years there was not a man or woman in Europe that ever took a bath, if the historian of those times, Michelet, is to be believed. No wonder that there came the wondrous epidemics of the middle ages, which cut off one fourth of the population of Europe—the spotted plague, the black death, sweating sickness, and the terrible mental epidemics which follow in their train—the dancing mania, the mewing mania, and the biting mania. Not only their persons, but their houses were uncleanly, even in the classes that were well-to-do. Filth, instead of being abhorred, was almost sanctified.

At the present time the civilized nations of both hemispheres are making considerable progress in the care of their skins, but they are far from approaching the high standard of the ancients. Nor have they improved on that of the less cultivated Hindoos, Persians and Turks of today. Yet owing to the nature

of the industrial development and of the domestic and sanitary arrangements of modern society, the bath is in greater demand and of higher value now than ever before. Indeed its use is by no means merely a hygienic luxury, but a matter of absolute necessity; and the blind stand at the very head of the column of the different classes of people who need it most. The reasons are obvious.

The loss of sight is in many cases a visible sign of a latent disease, and generally acts as a disturbing agency in the animal and mental economy of its victims. It restricts the freedom of their movements, renders the current of their circulation languid, weakens the performance of their bodily functions and tends to induce timorous inaction and sluggishness, which debilitate the frame and extinguish from the face —

The cheerful, pure and animated bloom.

Now in persons subject to such organic disorders the cutaneous excretions are not only dead substance but nasty matter, and should be promptly washed off; otherwise they would clog the pores of the skin, obstruct the circulation and vitiate the blood, thus undermining the foundation of health and keeping the door standing wide open to disease. The blind are not at all aware how prone they are to ailments arising from the poverty and deficiency of the blood, and how important to their safety it is to have the purple currents and crimson streams course swiftly "through the natural gates and alleys of the body" and fill well its tissues with fine, ruddy, florid, vigorous, serviceable blood, rich in the elements of nutrition and quick with the principles of life.

This simple statement of facts shows conclusively

that, so far as our pupils are concerned, bathing is not merely a pastime or a thing to be done or omitted at will, but a vital necessity, imposed upon them by the very nature of their infirmity. They require more frequent ablutions than seeing persons in order to "clear the sluices of the skin" and to "keep the body sacred from indecent soil," and they must plunge once a day into a tub, and —

Untwist their stubborn pores, that full and free  
Th' evaporation through the softened skin  
May bear proportion to the swelling blood.

To them water is truly one of "the three greatest physicians," the other two being exercise and diet. It is a powerful hygienic and even moral agency, and omission or neglect of its constant use is in their case a violation of one of the fundamental principles of the laws of health and strikes at the very root of their physical and mental well-being. No young student of an abnormal bodily condition can build himself up and rise above the level of hopeless mediocrity, unless he determines to set at naught all inconveniences and discomforts, to exert himself resolutely and to undertake bravely such manly tasks and exercises as tend to brace the flaccid nerves, spur the lagging blood, invigorate the body, strengthen the will, fortify the moral stamina, stimulate the spirit of enterprise and give nerve and steadfastness to character. In the battle of life the prize is won not by softness, faint-heartedness and pusillanimity but by hardihood, firmness and valor. It is only by habitual indifference to violent storms and by disregard of the severity of the weather that the qualities of sturdiness, fortitude and courage grow and thrive.

His care were ill bestowed  
 Who would with warm\*effeminacy nurse  
 The thriving oak, which on the mountain's brow  
 Bears all the blasts that sweep the wintry heaven.

In closing these remarks I am compelled by a sense of duty to add in true kindness, but with the greatest possible emphasis, that a young sightless person, who, from indolence or dread of bathing in cold water, fails to keep his skin clean and healthy, or who has not strength enough to resist the temptation of introducing into his system the poison of nicotine, will never amount to much, be his natural talents and special aptitudes what they may.

#### DEPARTMENT OF MANUAL TRAINING.

The hand, together with reason, is  
 what makes man a man.

— BUFFON.

This department plays a very important rôle in our scheme of education, and its work has been carried on during the past year with more vigor and zest than heretofore and with increasing advantage to the recipients of its benefits.

In looking over the field of our operations we find that there has been a decided change in the arrangement of our school curriculum and especially in our modes of teaching. Instead of moving in beaten ways and following the common practice of paying exclusive attention to such exercises as are calculated to foster and strengthen the mere acquisitive and memorizing faculties to a sterilizing excess, we have sought more rational methods and have directed our efforts toward the vivifying of as large areas of



sensory and motor nerve-cells in the cerebral region as possible and to the development of the creative and constructive as well as the meditative and reasoning powers.

For the achievement of this end systematic manual training and such principles of rational education as form the sum and substance of Froebel's philosophic system of pedagogy are indispensable and must be employed in our school curriculum as fundamental factors and not as auxiliary means or side issues.

Manual training, if scientifically arranged and intelligently conducted, is distinctly educational in its effects. It exerts a wholesome and beneficent influence upon the whole being of those children and youth who come within its reach. Its chief aim is not to promote the attainment of mechanical skill or the capability to work at a trade. It is rather to awaken those dormant areas of the nerve-cells in the brain, which none of the ordinary branches of study can touch, and to stimulate the intellect, to train the hand to obey the commands of the will and execute its dictates promptly, to supply a way of giving expression to the thoughts and conceptions of the mind in a clearer and more concrete form than that which descriptive words can furnish, to adapt the means to the end in the accomplishment of purpose, to provide a suitable outlet for surplus activity and thus prevent it from running into vicious channels, to establish habits of industry and patience as well as of accuracy and perseverance, to act as a tonic upon the moral nature and to aid in the building up of character.

Additional experience and further observation and study have strengthened our conviction that, of the different systems of manual training, which are now

in vogue, sloyd is by far the best and most fruitful in such results as relate to the evolution of forces and the realization of organic education.

Whether it is considered from a psychological and physiological or from a pedagogical and moral point of view, this system is simpler, more rational and more comprehensive than any other. Its purpose is human development and its method is strictly causal. Like the kindergarten it rests upon a profound belief in the absolute unity of man and it concerns itself no less with the heart and head than with the hand. It is rich in suggestions and in materials for new thought and fresh effort. It is a direct form of gymnastics and affords scope for free bodily movements. Through its progressive exercises, the interest, spontaneity and affection of a child are engaged, the senses of touch, form and proportion are cultivated and mental alertness and strength of will are gained. Not only manual deftness but skill of organism to be used in life is secured, and the nervous and muscular systems are toned up and brought into harmonious coöperation. Moreover, the use of the various tools, which are necessarily employed in the practice of sloyd, has a most beneficial effect upon the pupil, since it promotes his physical and intellectual growth, and also increases his competency to handle dexterously and successfully the appliances and apparatus used in a schoolroom or the instruments of any occupation or profession.

About ten years ago sloyd attracted our earnest attention and it was introduced into our curriculum under favorable auspices. It has since taken deep root and now holds a commanding place in our plan of education. It is taught in a thorough and most highly satisfactory manner by a set of faithful and ad-

mirably well equipped instructors, and its results are conspicuous in various directions. They can be easily seen not only in the physical and mental vigor of the students or in their organic evolution, but in the enlargement of their resources and in their readiness to grapple with difficulties and overcome obstacles. These results are also evident in their ability to utilize their tactile power in different ways and in the facility with which they learn to read and write, to use the ciphering board and the embossing machine, to manipulate the type-writer, to master the keyboard of the pianoforte and that of the organ, to construct outline maps and geometrical diagrams, and to handle tools used in tuning and repairing instruments. The value of sloyd to our whole system of education can indeed hardly be overestimated.

The schedule of the course of manual training, which was prepared a year ago by the principal teacher of sloyd, Miss Anna Sophia Hanngren, with the assistance of Miss Frances M. Langworthy, and the main features of which have already been laid in detail before the readers of these reports, is undergoing such alterations and improvements as are suggested by constant study and increased experience.

There has been only one change in the corps of instructors of this department. Miss Mary L. Sanford, the senior instructor in sewing and knitting, declined a reëlection at the close of her term of service, and her assistant, Miss Frances M. Langworthy, has been promoted to take her place. The vacancy thus created has been filled by the appointment of Miss M. Elizabeth Robbins, an earnest and intelligent young woman, who promises to do well. Miss Sanford has rendered faithful and

efficient service for eleven years. She understands her business thoroughly and is happily blessed with a sunny disposition, great kindness of heart and many valuable womanly qualities, which won for her the esteem and affection of her associates and pupils. Our best wishes accompany her in her retirement.

#### LITERARY DEPARTMENT.

Is learning your ambition?  
 There is no royal road;  
 Alike the peer and peasant  
 Must climb to her abode.

—JOHN G. SAXE.

As physical exercise is indispensable for keeping the body in a healthy condition and for rendering the muscles strong and flexible, so mental gymnastics are equally needed to develop the brain, to promote the activity and vigor of the intellect and prevent it from declining and falling into a routine of generalizations and formalized rules, to foster thought and the spirit of investigation and to give freshness and interest to life.

During the past year the work of this department has been carried on regularly and successfully. Both pupils and teachers have performed their tasks with faithfulness and diligence, and the good order and general spirit of harmony, which have prevailed throughout the school, have been exceedingly satisfactory. The results accomplished in most of the branches of study have been such as to merit commendation.

There has been a steady improvement in the methods of teaching and in the processes of imparting and acquiring knowledge. The study of

nature, the spread of the kindergarten ideas, the effects of the pedagogical manual training and the constant endeavor to keep out of the old ruts of formalism and mechanical drill and to make the education of the blind more rational, vital and humane, all these have created a new order of things and have infused fresh life into the work of the school. We fully realize the fact that, in order that our pupils may be properly prepared and adequately equipped to carry on successfully the struggle for existence, in spite of the odds that are against them, and to fulfil their destiny, they must be developed and cultivated much more by what they put out and unfold from themselves than by what they receive and absorb from without. To use Froebel's significant words, "training and instruction should rest on the foundation from which proceed all genuine knowledge and attainments,—on life itself and on creative effort; on the union and interdependence of doing and thinking, representation and knowledge, art and science. They should be based on the personal effort of the learners in work and expression."

Special emphasis must be always placed upon the study of literature both in prose and verse, for this branch of learning, like that of music, is of far greater importance to the blind than to any other class of scholars. It opens to them new vistas of reflection and wide fields of knowledge and paves for them the way to communion with noble minds. It appeals to the emotions, enriches the vocabulary, taxes the fancy to the utmost and stimulates and strengthens the mental faculties. It trains and helps the student to perceive quickly essentials in thought and grasp them

readily, to imagine vividly and sanely, to feel deeply, to analyze character skilfully and appreciate its moral worth, to acquire a new sense of the meaning of nature, to gain ease and elegance of style and to avoid rough and unmusical diction, to look into a world of enchantment, peopled by knights and ladies and abounding in tournaments and chivalrous enterprises, to understand clearly the life and events of former years and to learn that service is both a duty and a source of pleasure and also that poetry and truth are not mutually antagonistic. It creates in the young a love of high ideals and enables them to enjoy the delightful word-pictures of *Evangeline* and of the *Lady of the Lake*, or the quaint stories of the *Sketch Book* and the *Twice Told Tales*; to listen to Milton's mighty organ tones with reverence and admiration; to study human nature with fancy's child, "Sweetest Shakespeare;" to feel the eloquence of Burke and Gladstone, of Webster and Wendell Phillips; to dance around the world with Shelley's *Cloud* and glide down to Camelot with the *Lady of Shalott*; to read in fascination the tale of the *Ancient Mariner*; to catch a faint glimpse of the trailing clouds of glory in Wordsworth's matchless ode, and to feast in Plutarch's *Lives*, which have been styled "the pasture of noble minds," because a youth cannot look upon the shining examples therein set forth without becoming possessed by an earnest desire to emulate them.

To look on noble forms  
 Makes noble through the sensuous organism  
 That which is higher.

Neither in science nor in mathematics nor in any other branch of learning are all these elements combined together as they are in literature. It should be dis-

tinctly understood, however, that little can be gained by a superficial perusal of books, or by obtaining a dry catalogue of rhetorical figures or even by the treasuring in the memory of choice selections from classic authors. It is only by entering into the study of literary masterpieces with a determination to explore the mines of thought and the depths of sentiment which lie hidden in these works that the blind will profit greatly by them and will be able to —

Think clearly, feel deeply, bear fruit well.

No efforts have been spared to prevent the work of the school from becoming mere routine, to keep it fresh and creative, to develop originality in the pupils and to lead them through experimental knowledge to wisdom.

At the close of the school year Mr. Eugene C. Vining, a quiet and industrious young man, who has proved to be very faithful and conscientious in the discharge of his duties, refused a reappointment and has been succeeded by Mr. Malcolm C. Sylvester, who is a graduate of Bowdoin college and whose earnestness of purpose and devotion to his profession give distinct promise of future usefulness.

#### MUSIC DEPARTMENT.

Music's force can tame the furious beast;  
 Can wake the wolf, or foaming boar, restrain  
 His rage; the lion drop his crested mane,  
 Attentive to the song.

— PRIOR.

In the education of the blind, more than in that of any other class of children, music should hold a most prominent place, since it exercises a powerful in-

fluence on their minds and characters. It supplies in an attractive and effective manner the very elements that are wanting in the life of persons bereft of the visual sense. It addresses itself most directly and forcibly to their mental, emotional, æsthetic and moral faculties and brings these into a healthful activity. It is the voice of nature speaking to their hearts, appealing to the best that is in them, calling out their finer feelings and soothing or stimulating their pure, innocent emotions. It develops in them their patience and perseverance, promotes their mental alertness and intellectual grasp, strengthens the memory, quickens the imagination, cultivates the taste, as well as the analytical and synthetic powers, and engenders an appreciation and love of the beautiful which exist in every young soul and which should be assiduously fostered and carefully nurtured.

For these reasons, as well as for the solace and cheer which music brings into the life of the blind, this art holds a very prominent place in our school curriculum, and the work of the department which is devoted to it has been carried on in a highly commendable way.

The course of study therein pursued is broad and comprehensive, including both the theoretical and practical branches of music, and its chief aim is not to further the use of finger gymnastics or digital acrobatism, nor to exalt the *technique* of singing above all other things. It is rather to ground the students in the science of the concord of sweet sounds, to increase their musical intelligence and to lead their inborn love for the beautiful in art toward the understanding and appreciation of its higher forms.

We take great pleasure in being able to report that



the teachers have spared no effort in cultivating the musical sense and refining the taste of the pupils and in raising the standard of their work to a higher plane. In their selection of music for the study and practice of the scholars, they have invariably insisted upon giving preference to the best compositions and on barring the use of popular trash of all kinds.

The following statement, prepared by Mr. Edwin L. Gardiner, the principal teacher in the boys' department, gives an idea of the work which has been accomplished under his direction: —

In point of numbers this department has been smaller than usual. The progress of the pupils has been generally satisfactory, and in some cases very noticeable improvement has been made over the work accomplished during the previous year. This is due in part to the greater love for music which seems to have been prevalent among the boys and also to the increased attention which the teachers have been able to give to individual students.

Several classes in harmony, theory, history of music and analysis have been maintained throughout the year with good results. There is a growing appreciation of these subjects and a more general desire to engage in studying them than formerly existed.

The orchestra, which a year ago was not only small in numbers but deficient in *technique*, has come rapidly to the front and is now a permanent feature of the school, with a *repertoire* comprising works by Haydn, Mozart, Mendelssohn, Schubert, Grieg and other composers of equal merit. The improvement in *ensemble* playing, *technique* and quality of produced tone is noticeable. Two French horns which were purchased in January have proved valuable acquisitions.

Our military band contained fewer experienced players during the past year than formerly, but in spite of this fact good results have been obtained, and the general rendering of the music attempted has been satisfactory. The selections for study were from the works of Mozart, Meyerbeer, Weber, Flotow, Heinicke, Balfe, Bizet, Halevy, Gounod and Verdi, representing the German, French and Italian schools of composition.

Owing to the lack of good voices we have been obliged to discontinue the glee club for a time. In place of this a double quartet has been organized, and some progress has been made. We are hopeful that this will prove to be the nucleus for a larger and more proficient organization in the near future.

We have given much time to the stereotyping of music in the Braille system. Our efforts in this direction have been mainly confined to the preparation of orchestral music, very little of which has heretofore been available in this form.

It is due to Mr. Gardiner to say at this juncture that this department of the institution has never been managed so efficiently, so economically, so successfully and in such a broad spirit as during the past two years.

Miss Lena E. Hayden who had occupied the place of head teacher in the girls' branch of the music department since the autumn of 1896, and who conducted her work with intelligence and ability, decided to give up her position at the expiration of her term of service and has since married. Before her retirement she wrote the following account of the work which had been done under her supervision during the previous twelve months: —

The school-year opened with an enrolment of 63 girls as students of music. Of this number 6 are still receiving instruction in the elements of music; 40 have studied the pianoforte; 10, singing and pianoforte; 2, violin and pianoforte; 3, violin, singing and pianoforte; 1, violoncello, singing and pianoforte; and 1, organ and pianoforte.

Twenty pupils have been intelligent and interested members of a weekly class in musical history, during two terms of the year, the third term having been devoted to the practical study of harmony.

A chorus of 18 advanced pupils and one of 12 younger girls have held three meetings each week for the study of concerted vocal music. Good opportunity for practice has thus been afforded,

while at the same time it has been made possible to present two choruses at each weekly exhibition.

One hour a week has been devoted to the singing of hymns. Almost every pupil is now able to take her turn in accompanying the morning hymn upon the pianoforte. This has been of great value to the younger students.

On one evening of each week the entire school has listened to the reading of biographies of composers, short stories pertaining to the lives of musicians, helpful essays on teaching or criticisms on the current musical events.

For four years the work of the school in music has been along the lines of the Leschetitzky system of mental and physical development. The results have been very gratifying. After watching closely the progress of the pupils, one feels that this is no narrow training in playing upon the pianoforte ; it is the study of the underlying principles of an art. The following results from the use of this method may be enumerated : —Perfect concentration ; harmonic and tactile memory ; well-prepared hand positions for all possible technical difficulties ; good production of tones and smooth *arpeggi* and scales ; strong chords and rapidity in execution, both in *piano* and *forte* passages ; and intelligent interpretation.

Regular attendance at concerts, operas and recitals of a high merit is one of the most powerful agencies for promoting the thorough cultivation and adequate equipment of the students of music. Through it the artistic sense and refinement are developed, the power of insight and discrimination is broadened, the faculty of understanding and appreciating what is pure and exquisite in a composition is nurtured, a strong stimulus to technical efficiency is supplied and glimpses of unusual possibilities are obtained. Thanks to the unstinted liberality of Mr. Eugene Tompkins, proprietor of the Boston theatre, and of many other earnest and loyal friends of the blind, our pupils have been greatly favored in this respect by having been permitted to listen to numerous musical performances of a superior

character, in which the masterpieces of the great composers were finely interpreted by eminent artists. For these privileges, as well as for a number of concerts, lectures and other entertainments given in our own hall by musicians and literary people of high standing in the community, we are under great and lasting obligations to the kind friends whose names are gratefully recorded in the list of acknowledgments and whose generous and thoughtful remembrance of our people is most heartily appreciated.

Miss Lila P. Cole of Mattapoisett, a graduate of the New England conservatory of music and a young woman of sound judgment and thorough musical education, has been appointed head teacher in the girls' section of the music department in place of Miss Lena E. Hayden, of whose retirement from the service of our school we have already spoken. Another faithful, industrious and well equipped teacher, Miss Louisa L. Fernald, has been elected to fill a second vacancy caused by the resignation of Miss Hermine Bopp.

#### TUNING DEPARTMENT.

And to nightingale's complaining notes  
Tune my distresses and record my woes.

— SHAKESPEARE.

Under the efficient and progressive management of its present head, Mr. George E. Hart, this department has continued to do admirable work and to prepare a large number of the recipients of its benefits for a lucrative occupation and for the active duties of life.

During the past year twenty pupils have received

instruction in tuning. Those who were quite advanced in the theoretical and practical knowledge of their art have spent a portion of their time in studying the mechanism of the pianoforte and in learning how to make repairs. This branch of the work is of the utmost importance to the students, since no one of them, even though he know all about pitch, about the relation of intervals and the theory of scales, about harmonics, beats and temperaments, can meet with signal success as a tuner unless he is capable of replacing or repairing well the injured or worn out parts of an instrument.

The facilities and accommodations afforded by this institution for the study and practice of the art of tuning can be had in no other school for the blind either in this country or in Europe. Suites of well finished and commodious rooms, fully equipped in every particular, instruments of every description, models of actions of various kinds and forms, tools and apparatus, all are provided without stint.

Fourteen pianofortes and one organ are now appropriated for the special service of the tuning department. The students use the oldest of these instruments for the purpose of acquiring sufficient experience in moving the actions in and out and of training themselves to do a variety of oft-needed repairs.

In addition to the regular work of this department there have been four old pianofortes thoroughly overhauled and put in good working condition. Of these one belonged to a public school of the city of Boston, one to the kindergarten for the blind and two to private families. In repairing these instruments the pupils have found new and unexpected

difficulties in each of them. In one instance the bottom boards warped, thus forcing the action out of shape. In another the bridge was cracked, while in a third the strain had drawn the iron plate out of its proper shape, causing the strings to jingle on the edge when vibrating. It is hardly necessary to state that from the work of repairing these old instruments our students receive a benefit similar to that which young surgeons derive from setting broken bones at a hospital.

The following letter, written by the master of the public grammar school in which the first of the repaired pianofortes is used, bears convincing testimony to the excellent quality of the work which was done upon it.

MARTIN SCHOOL, February 23, 1900.

DEAR MR. HART:—Please pardon my delay in answering your letter. The piano I find to be in excellent condition both as to tone and appearance, and I am deeply grateful to you for your interest in the matter.

Yours very truly,

A. F. McDONALD.

Like Mr. Edwin L. Gardiner, the head teacher in the boys' section of the music department, Mr. Hart confines himself strictly to his own business. He is deeply interested in his work and labors for its success and for the advancement of his pupils with a diligence that is unremitting, with a perseverance that knows no bounds and with an unobtrusive modesty that is characteristic of all sincere and earnest instructors.





EDITH M. THOMAS.



## EDITH M. THOMAS.

Her mind's a garden, where do grow  
 Sweet thoughts like posies in a row.  
 Her soul is as some lucent star,  
 That shines upon us from afar!

—LOVEMAN.

This interesting girl has been moving onward during the past twelve months, showing unremitting energy and increasing power. Her case presents a striking illustration of what average ability, accompanied by firm determination and tireless perseverance, can accomplish.

Although her pathway in life is beset with the enormous obstacles which are inherent in her condition, cut off as she is from the outer world by the loss of the senses of sight and hearing, and although she is not armed by nature with a panoply of unusual mental endowments, Edith has been making a gallant fight to overcome the odds that are against her. She has striven valiantly to rise above the low level where fate had placed her and to reach the heights of enlightenment and activity, of honor and uprightness, of usefulness and happiness.

Edith represents the best type of the New England character. She is tremendously active and sturdily healthy in body, mind and spirit. She is possessed of a tenderly sympathetic heart and of a conscience which is as true as the needle to the pole. The stern moral qualities of a Puritan are hers; she knows no compromise with wrong and has a love of fairness and veracity that nothing can shake. She is an almost perfect

embodiment of purity and honesty, as well as of all womanly virtues. No ambition to shine or to be distinguished enters her thoughts or saps the foundations of her charming modesty, nor can any power of evil avail against her armor of goodness and integrity. She hates falsity, duplicity, deceit, dissimulation and hypocrisy and stands like a lofty tower of truth and sincerity, of frankness and ingenuousness, of candor and trustworthiness.

The methods pursued in Edith's education are of the best and most appropriate kind, and she has been immensely benefited by them. She has the stuff of a hard and persistent worker in her, and, having once been admitted to the garden of learning, she is determined to gather as much of the fruit therein contained as she possibly can. Therefore, she has had fair success in enriching her mind and in gaining a large amount of knowledge in a natural and definite manner. Her compositions show distinctly the character and the results of the training under which her intellectual faculties have been developed. In these there are no involved sentences, no obscure or complicated statements and no superfluity of words. As her thoughts are simple, direct, spontaneous, unsophisticated, uncontaminated by deceitful influences and untrammelled by numerous superficial and conventional ideas which impinge upon the reason of a pliable person and beget confusion, her expression is clear, pithy, artless and free from stolen plumes and borrowed ornaments of fictitious sentimentality and hypocritical pretence. The stream of her career is quiet, noiseless, un-

disturbed by subjective craving for fulsome praise or by objective attempts at moral delinquency. It bears no similarity to a mighty river, charged with the waters of many tributaries,—turbid, full, many-mouthed,—“albeit with murmurs and scents of the infinite sea,” but it is decidedly like “a pellucid brook, dashing down from some highland fastness in pristine purity.”

With the assistance of her special tutor and interpreter Edith has followed closely the studies of the class to which she belongs and in which her standing is very good. She has been peculiarly fortunate in having been placed under the care and tuition of a set of teachers whose uprightness, probity, discretion, earnestness of purpose, devotion to duty and enthusiasm for their profession can hardly be surpassed. These ladies deserve both our warmest thanks for the remarkable results which they have achieved in Edith’s case, as well as in that of Elizabeth Robin, and our hearty congratulations for the wisdom and sagacity which they have shown in dealing with these girls, in cultivating their minds, purifying their hearts, chastening their sentiments, broadening their intellectual horizon and bringing out what is best and noblest in them.

Miss Frances S. Marrett has cheerfully consented to write a brief account of Edith’s education during the past year, based upon the facts and incidents which have been recorded from day to day. This she has done with scrupulous care and with undeviating regard for truth, and we take very great pleasure in laying before our readers the results of Miss Marrett’s work in the following narrative, which is written in a clear and attractive style and which is as accurate as it is charming:—

The record of another year in the history of Edith's education does not indicate a more alert and positive mental activity than she has previously shown; but faithful effort has insured the usual progress.

The studies included in her literary course, namely,—history, Latin, arithmetic and algebra,—have required diligent and patient application, and much of the knowledge which she has gained has been earned by a steady conquest of frowning obstacles.

In the department of manual training and in the gymnasium she has worked with the ambitious interest which has been noted year by year as significant of excellent results.

Edith first became interested in history through the reading of Fiske's abridgment of Irving's *Life of Washington*, and Abbott's *Life of Caesar*. Her enthusiastic enjoyment of these books showed that she possessed some of the qualities of the true hero-worshipper, and last autumn, she received with pleasure the announcement that she was to begin the study of Greek and Roman history. The earnest work of the class room, however, brought disappointment and discouragement when its general aim was revealed, and Edith realized that she could not allow her mind to dwell solely on the human interest of great characters.

She must strive to trace the development of the Greek and Roman races from the mythical period to that of their highest civilization, to note carefully those characteristics which stimulated them to brave deeds and led to their high rank among the nations, to search out the causes and events which brought about a decline of their power, to consider always the influence of environment in the gradual growth of the system of social and political life, and to study the wars for a true knowledge of changes wrought in the state, as well as for a fuller acquaintance with the famous men who won renown in them. These questions of cause and effect have proved too complex and far-reaching for Edith's present comprehension. Her recitations have indicated her ability to state clearly isolated facts of general

interest which have especially appealed to her, and to speak fully of the acts of distinguished men ; but she has failed to recognize distinctly the relation of the individual to the state, and has been annoyed by any attempt to reveal to her the importance of this relation. To Edith, perhaps in a greater degree than to most pupils of her age, biography is the radiant element which gives zest to the noble study of history, and heroic deeds are the refreshing poetry of much dry prose. She has not the power to gain easily an idea of the continuity of events and to discover in them a vital truth ; but her own character is undoubtedly affected by the degree in which she can enter into the lives of her favorite heroes and claim a share in the hope and joy of a noble conquest.

In the study of Roman history, she was delighted to find names which had become familiar through stories which she had read in the Latin class. The period of the first Triumvirate was of especial interest to her in the wondrous link of the personality and work of Julius Caesar.

Edith has spent two hours of each day in the preparation of the history lesson, and, when her task has been particularly hard, she has surrendered to its requirements some of her recreation time. There has never been any sign of impatience in this sacrifice and she has often said, "I do not care if I do have extra work ; because, you know, I love history."

The principal resources for individual study have been the volume of Swinton's *Outlines of the World's History* in embossed print, Botsford's *History of Greece* (copied for Edith's use in the Braille system of writing) and the general notes of the class room.

At first Edith halted in her recitations apparently making an effort to repeat the words of the text-book ; but a more prompt and natural expression of her thoughts has been the welcome result of a deepened interest.

Of the battle of Thermopylae she said, "it is wonderfully exciting," and while studying about the progress of the Peloponnesian war, she exclaimed again and again with

intense feeling, "I do hope that Athens will win!" She was particularly interested in the life of Alexander the Great, and she rejoiced in the strong sense of honor which illumined his brave deeds.

During the spring vacation, Edith read Macaulay's *Lays of Ancient Rome*, and found real pleasure in tracing the events which led to the incidents so vividly described in these poems.

The books which Edith has chosen as a means of entertainment during her leisure hours bear testimony to her keen interest in the heroes and scenes of olden days. They are,—*The Talisman*, *Book of Golden Deeds*, and *Tales of King Arthur*. She has expressed much regret that the time which she could freely devote to reading has been more restricted than usual.

In her conversation with intimate friends she likes to introduce the characters of a favorite story, and she has long been accustomed to tell her teacher, day by day, the important incidents in the progress of a thrilling narrative.

Edith's "historical comprehension" is still very limited; but the year's study has certainly widened her view of the field of human action, quickened her sympathy and her imagination and provided her with a good fund of knowledge as a basis of more advanced work.

The Latin lessons have included the translation of some fables, a few of the stories from *Viri Romae* and the first book of Caesar. A difficulty with verbs, which necessitated a careful review of the conjugations, made a tedious beginning to Edith's work, and for several months there was frequent evidence of the heedlessness caused by a spirit of indifference. The interest of Caesar's campaigns was dimmed by many perplexities of construction, and the process of translation was too mechanical and slow for Edith to grasp the meaning of what she read. She often failed to give in her own words the ideas contained in a simple paragraph. In a mood of discouragement, she said to her teacher, "the lovely Latin has become as hard as a rock;" and when her dear friend Elizabeth Robin began the study of Latin, Edith

sounded a note of alarm by telling her that there were words in this language eleven syllables long, and that the march to the Gallic war was very steep and rough. The obstacles, which had at first seemed to Edith so invincible, were, however, gradually lessened through persistent application, and her enthusiasm was aroused when she learned to appreciate the privilege of reading of the achievements of a favorite hero in the language which he himself had used. In the translation of a difficult sentence, Edith has received help by having her attention directed to the complex principle of construction involved in it. After this construction has been fully explained to her and she has grasped the connected thought through a very literal translation of the sentence, she has been required to give a free rendering of it.

The narrow range of her English vocabulary has placed her at a disadvantage with the other members of her class in the task of translation. Her progress has been often retarded by the necessity of explaining the meaning of the best English equivalents of many Latin words. She was much puzzled by the following clause:—*Ea quae ad effeminandos animos pertinent.* Her trouble was at last traced to the meaning which had been supplied for "pertinent"—"tend" as she understood the word signified only "to care for sheep and cattle."

The study of Latin has proved of especial value to Edith as a means of affording a larger and more intimate acquaintance with the varied wealth of her own language, and of training her judgment in an accurate use of it.

The natural aversion to mathematics which has manifested itself throughout Edith's school life in a serious neglect of arithmetical duty has made it necessary to continue for another year the plan of requiring her to devote two hours of each morning's session to the solution of problems in mental and written arithmetic. The chief incitement to faithful endeavor has been the desire to begin the study of algebra. The realization of this wish and the completion of the prescribed course in arithmetic must be regarded as the significant achievements of her progress during the past year.

She has studied profit and loss, commission and brokerage, insurance, taxes, customs and duties, simple and compound interest and partial payments. Of an example included under the last mentioned subject, Edith said playfully: "This reminds me of a piece of elastic, the more you pull it or work it, the longer it gets."

The record of the year's work indicates a decided advance in concentration, clearness and accuracy of thought and in the strength of the moral attribute of perseverance. Edith has obtained correct answers to 72 per cent of the written problems, which she has studied. She welcomed algebra as the goal of earnest endeavor in arithmetic, and may she not have cherished the hope of easier paths across an untried field? Her first stumbling block was a difficulty in perceiving the significant use of algebraic expressions, and through the medium of a new language the process of reasoning was rendered more complex. Very slow and careless work soon made it imperative to limit Edith to a reasonable time for the solution of each question. All moments beyond this were counted as wasted, and she was required to atone for them during a recreation period. This unexpected stricture proved effectual in securing the attention and application necessary to successful achievement.

Edith's first glad feeling of encouragement in the study of algebra was occasioned by her share in a public recitation of her class upon one of the days when visitors are received at our school. Her example was: "Find the value of  $x$  in the following equation,— $(\frac{2x}{3} - \frac{x}{6} = 6)$ ." This simple problem was quickly performed and clearly explained and a helpful bit of self-respect was thereby earned.

Edith began with learning by illustration the meaning of a simple equation and the processes employed in the reduction of it. She then learned to apply these processes carefully to many equations and has worked out about fifty problems requiring equations containing but one unknown quantity.

Every Saturday morning Edith has joined the members of her class in a spelling exercise, and through this experience



she has had the pleasure of entering more fully into the school life of "the other girls."

Each pupil has been required to spell, define and use correctly in a sentence two words which have been added to her vocabulary during the week. Edith's choice of words in response to this demand has generally included those used in common conversation as the following list shows:— *Induce, renounce, sustain, exalt, abase, indulge, investigate, reprimand, degenerate, conformable, population, evinced, effaced, muffled, averted, fumigate.*

Frequently words have been named and defined by the teacher. The pupils' task, after a short period of study, has then been to write them correctly in clear and concise sentences. To the preparation of such a lesson Edith has been obliged to devote a great deal of time; but the happy result of continued effort has been a marked improvement in her use of words. The following sentences have been selected from her written exercises as fair examples of her work, and are here given without change. In each sentence the word in italics is the one of which the correct use was requested.

The commander of the fleet will *summon* the young man for his trial tomorrow.

It would be far safer for the people to *evacuate* the city than to fight the enemy.

The *exemption* of being a slave any longer was granted to him.

There was a *conflagration* going over a building the other night.

Be *punctilious* today because there is to be company.

While thus speaking on a subject he was stopped and told that he should not *prevaricate*.

There was a young man who, being *indefatigable*, carried a bag of meal to a mill.

The principal cause of Edith's misuse of words has been due to her inability to distinguish readily the parts of speech, and the significance of each of the varied forms of inflection.

English composition has claimed Edith's attention for one

hour of each week. She has learned some of the essential elements of description from a practice of representing in language familiar persons and places, and through the medium of a story designed to teach a child some lesson, she has been led to consider some of the qualities of vivid narration.

The gymnasium is a place of genuine recreation to Edith. Here she learns to respond quickly to every kind of exercise. There is a spirit of quiet, earnest enjoyment in her execution of the regular order of a day's lesson and one of lively delight in the games and dancing. She has improved very much in her positions, balance movements and in the energy of general activity.

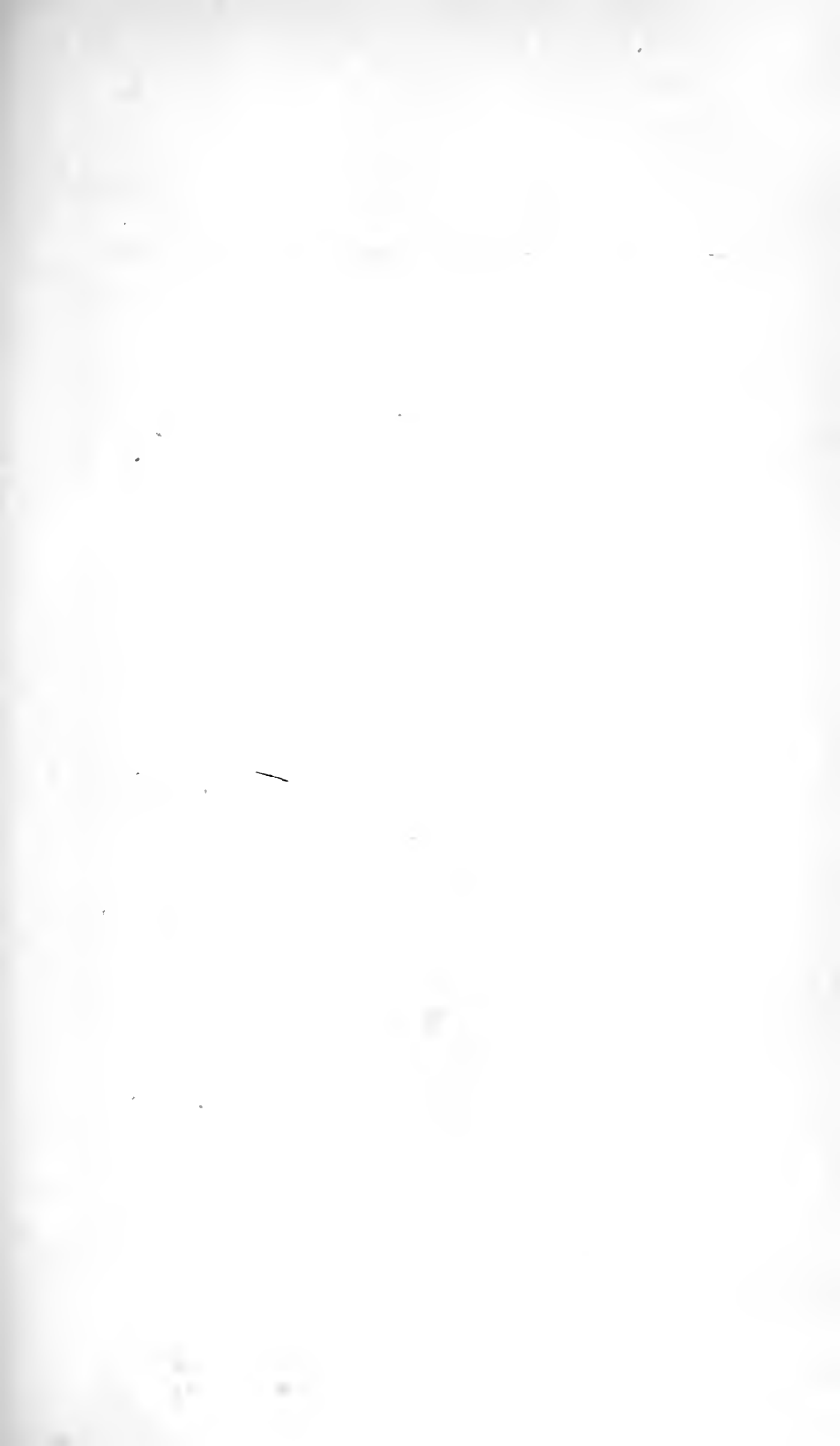
Edith's teacher in the department of manual training speaks of her as follows: "She is one of the most reliable and helpful girls under my charge." She has accomplished much during the past year in hand and machine sewing, and many pretty gifts testify to her diligence and skill in knitting and crocheting.

The strong sympathy, affectionate thought and generous service which have been developed in Edith's character by the process of education are sweetly illustrated in the record of each passing year. An interest once awakened in behalf of those less fortunate than herself is true and constant.

The Elizabeth Peabody kindergarten is still the glad inspiration of many busy hours, which are lovingly dedicated to the needs of the children who are gathered there.

Not long ago Edith told her teacher of a plan to form a new school society. "It is to be called," she said, "the club of Resolution and Charity; for the members are to help one another." As a preparation for this important organization she asked many questions concerning the duties of the officers of the club and the general articles of parliamentary rule.

A warm feeling for all persons, whom she holds in the grateful remembrance of kindness shown to her and fond association, or counts as the staunch, true friends of today, is a beautiful trait in Edith's character.





ELIZABETH ROBIN.

Last November when Dr. Howe's birthday was celebrated at the institution with appropriate literary and musical exercises, Edith was very glad that she could share in them by reading a short selection from Mrs. Richards's delightful biographical story, *When I Was, Your Age*. Every reference to Laura Bridgman made her proudly happy in the thought that when she was a little girl she had known and loved Laura.

The years, which have robbed Edith of the glowing spontaneity that belongs to a free and joyous childhood, have brought the rich gifts of the triumphs over many serious difficulties of her school life. The latest record of her progress furnishes few traces of that expression of individuality which is such a valuable index of growth; but there is the glad assurance of a deeper self-reliance and a new strength of mental and moral purpose for the work which is yet to be done.

#### ELIZABETH ROBIN.

Her lips are like a pink sea-shell  
 Just as the sun shines through.  
 Her hair is like the waving grain  
 In summer's golden light;  
 And best of all, her little soul  
 Is, like the lily, white.

—GUSTAVE KOBÉ.

The record of the education of this beautiful girl for the year just closed is exceedingly interesting and eminently instructive. It is replete with facts and incidents that speak clearly of her steady progress and with ample proofs of the perfection of her development.

Elizabeth is a fine and attractive girl. There is something in her that is at once unique and lovely. She is endowed with many excellent qualities of mind and heart, as well as with robust health. Her personal

appearance is ideally beautiful. Her stately form corresponds well with the loveliness of her soul and the sanity of her character. She is tall, straight, clothed with strength, symmetrical in feature and punctiliously neat. Her winning and courteous manners are as attractive as her handsome looks and fine bearing. Her fascinating face and blithe, jocund spirit charm all who know her.

While Edith Thomas is to the last degree reticent and retiring, Elizabeth is on the contrary very fond of society and of being praised and admired. She is always ready to make new acquaintances and is fond of novel experiences. She is cheerful and vivacious, gentle and tender-hearted, impulsive and high-spirited, genuine and true all the day through.

A sweet heart-lifting cheerfulness,  
Like spring-time of the year,  
Seems ever on her steps to wait.

Elizabeth lives, moves and grows in the midst of wholesome and genial surroundings and under the best and most beneficent influences. The evolution and discipline of her physical and intellectual powers and the formation of her moral character are entrusted to the same faithful and upright teachers who have done such a remarkable work in the case of Edith Thomas. These ladies treat all the pupils alike and make no exceptions of any kind in behalf of Elizabeth. She neither receives nor expects any favors. In every particular she stands precisely on the same footing as the rest of her class-mates, and, with the aid of her special tutor, she follows them regularly in all their studies and school exercises. She goes with them through a prescribed course of training which

is very comprehensive and based on sound pedagogical principles.

The chief aim of this is not to enable her to acquire a superficial knowledge of general rules and useless formulæ about which no interest whatsoever is aroused in the minds of the scholars, or to commit to memory the contents of the text book and then to repeat glibly the words of her lessons to the astonishment of her listeners; it is rather to unfold and nurture her perceptive, reflective, creative and executive faculties to their fullest extent, so that she may learn to observe and investigate, to compare and judge, to reason and think, to plan and do. Indeed, she has been shielded and spared from all methods of teaching which tend to degrade the mental powers and to render the process of learning stultifying to the child's nature, and, while her mind is steadily developed and invigorated, it is at the same time incidentally stored with a fund of useful knowledge.

The parental love which her devoted friends, Mr. and Mrs. Albert T. Whiting, bestow upon Elizabeth is as strong as ever. They continue to treat her as if she were their own daughter and to provide everything in their power for her comfort and happiness. They not only open their home to her during vacations but ascertain her needs constantly and supply them freely. In order that he may be able to amuse her and to give to her both pleasure and exercise in the open air, Mr. Whiting has purchased a double bicycle and during the summer months he often rides with her out in the country. For all the favors and kindnesses which Elizabeth receives at the hands of her beloved friends she is profoundly grateful and she cherishes for them in her heart of hearts a high esteem and filial affection.

Her special teacher, Miss Vina C. Badger, has kept a diary where is recorded the progress which Elizabeth has made in her studies during the past year, and also such events and occurrences in her daily life and work as seemed to be worthy of preservation. From these



MR. WHITING AND ELIZABETH ON THE DOUBLE WHEEL.

notes the clerk of the institution, Miss Anna Gardner Fish, has compiled with scrupulous care and excellent judgment the following account, which is so well and vividly written that no one can read it without becoming deeply interested in the beautiful girl and without rejoicing at her achievements.

The story of Elizabeth's work for the year is that of happy, normal, school-girl life. Her interests, pleasures and trials are like those of her young companions, and her studies progress under the same influences and incentives of environment.

Only one new study was undertaken at the beginning of the first term,—that of Latin, upon which she entered



with agreeable anticipations, the effect of Edith's example in this direction. Even when bright previsions were exchanged for more sober realities, her interest remained unabated, and she has made satisfactory progress in this study. From the first she was eager to use her newly acquired language upon every occasion, and, during the fourth day of school, she made an enthusiastic attempt at the dinner-table by spelling: *Tuae sunt puellae bonae*. During a reading-lesson, soon afterwards, it suddenly became a difficult task for the teacher to follow Elizabeth's formation of the words in the manual alphabet, but it was soon discovered that she was translating every recognizable word into its Latin equivalent. Elizabeth has already found that work on one study is useful in another. Thus after spelling the word *benignant* she asked: "Does this mean *kind*?" When told that it did she laughed and spelled "Latin."

Frequent reviews have been necessary in order to fix in her mind the lesson of each day, but she has always acquiesced in these with a cheerful and willing spirit.

In the reading of *Evangeline*, Elizabeth has for the first time been introduced to the study of poetical forms of expression in the place of the prose works which have heretofore been selected for use in the class-room. This naturally involved fresh difficulties, and, in order to obviate these, remembering Elizabeth's struggles of the year past among unknown allusions and idiomatic language, her teachers decided that an additional hour might well be devoted by her to the preparation of the reading-lesson. She was inclined to resent this tax upon her time, which her school-mates did not share, but when she was reminded of the bitterness of her failure, last year, to grasp the full meaning of the text of her book, she became more reconciled, only seeking to make this provision: "If I do very well, can I not have a free hour the last of the year?" When the work was fairly begun, her new-found spirit of independence, not yet fully grown, began to assert itself. "No, let me," was her response to an offer of help, and she

did not relax her efforts until she could offer a better explanation of the verses,

Unto their eyes it seemed the lamps of the city celestial  
 Into whose shining gates erelong their spirits would enter.

“I think it is a very beautiful poem,” she said earnestly.

The story took a strong hold upon her sympathies. “Now to find Gabriel,” she exclaimed as she settled herself to the task of the extra hour one day, but as she followed the weary search she grew very sober, as if she shared with Evangeline the heart-sickening sorrow of hope deferred. At another time, upon the expiration of the hour, in momentary abstraction she carried off her book. She returned, laughing, to place it upon the shelf but later she referred to her mistake, saying gravely: “I think I must have been thinking about Evangeline.”

A sense of rhythm was readily communicated to her by reading to her several lines with exaggerated force laid upon the accented syllable. At first she showed a tendency to lay undue stress upon certain prepositions, such as *in*, *by* and *to*, but, this difficulty once surmounted, she was soon able to render the lines in true poetic swing, with due regard for the quantities of the syllables. “Have we not had a good lesson,” was her happy comment upon the success of the hour.

Elizabeth commits to memory slowly and very imperfectly, showing in this as in many other ways her serious lack of vigorous mental application,—a defect which prevents the high degree of attainment, befitting her intellectual endowment. It is quite apparent that this failure to apply her mind seriously arises from lack of interest in the result to be attained.

After the class had completed the story of *Evangeline*, the *Courtship of Miles Standish* was taken up. Elizabeth had visited Plymouth, and, having examined the relics and trophies there exhibited, she was keenly alive to the exquisite setting of the story. So vivid did her enjoyment of it become that she was ready to devote some of her precious free

time to the perusal of the beautiful poem. "I like poetry almost as well as prose now," she exclaimed eagerly. "I am crazy over it."

Her first paper on the story was accurate as to order of events but very poorly expressed. "Your English is not always good," was the comment upon her work. "But I am very particular about good English," Elizabeth protested, referring to grammatical construction, but, after a minute's thought, she added: "I suppose you mean the order of the clauses."

The members of the class were asked to choose the stanzas of the poem which they liked best. The first anxious inquiry was as to whether they would be expected to learn their selections. When satisfied on this point Elizabeth stated her preference to be for the stanza which tells of John's sorrow and Miles' anger after John's return from the house of Priscilla, and, for her second choice, the passage describing the reconciliation of the two men.

*Bible Stories* was the book next selected for class-room work, in order to increase the girl's knowledge of allusions which occur in daily readings. Elizabeth seemed pleased by the choice, although she appeared to feel that she already knew them well.

She has been able to enter more fully into the author's meaning in her reading this year, through her enriched vocabulary, and, although she is still inclined to allow the principal theme to be obscured by some detail which has pleased her fancy, she now gains a better comprehension of her subject as a whole than ever before.

Not so large a measure of success can be credited to Elizabeth in her struggle with arithmetic. Her only excellence in this study has lain in her ability to perform accurately and quickly the purely mechanical part of the work, but, as this grows less and the necessity for mental activity increases, it becomes correspondingly harder for her to maintain the standard of class-room work. Many extra hours have been needed to bring about this result and probably this will always be the case. She is still slow to

apply principles to the problems which she is required to solve, and she could not fail to win sympathy by this frank avowal, "I must confess that I get mixed in these examples and do not know whether to divide by the base or rate."

In the independent work, which, like the rest of her classmates, she is encouraged to perform, at times her failure to understand the meaning of some common word brings to naught the efforts of the entire hour. Her endeavor to originate problems illustrative of newly-learned rules shows an encouraging increase in mental application. She has studied decimal fractions, the buying and selling of goods in quantity, percentage and commission. The result of one examination revealed the noteworthy fact that, although Elizabeth had not solved as many problems as the other members of the class, her analysis of her work was much more clear and satisfactory than that of any one else.

In geography attention has been given to the United States in sections, Europe as a whole and the principal European countries in detail. Elizabeth's interest in Europe has far exceeded that in her own land, and the reading about these countries has found in her an eager listener. Her descent from Swedish ancestors has led her to look upon Sweden as a home land, and she began with real gratification to read about the customs of that nation. Judge then how rude was the shock to her pride when she came upon the statement that the peasants took a very thorough bath on the night before Christmas, and, sad to say, this was often the only one they did take throughout the year. Horrified beyond measure by the thought of such a state of things, she hurriedly retraced the letters as if she could not believe that such a thing could possibly have been said. She appeared to feel this as a personal disgrace, to be buried away in the depths of her heart, and she alluded to it only in a guarded way to her teacher, who, having stumbled with her upon the dreadful secret, might be expected to give sympathy.

In a visit to an English friend Elizabeth tasted rich

reward for many of her hours of labor in her larger appreciation of the descriptions of places, scenes and customs of Great Britain.

Elizabeth has continued the use of gymnastic exercises during the past year. These are an aid to her mental and physical development while at the same time they offer a relaxation from close application to literary pursuits and a recreation from the severe taxing of her intellectual powers in some of her more difficult and therefore less enjoyable studies. Greatly to her delight she was assigned a place among the girls who were chosen to give an exhibition in gymnastics at the commencement exercises in June. This was indeed an honor, and the young girl upon whom it had been bestowed felt very proud that she had been worthy of it. When her attention to her studies flagged, no threat was more effective than the suggestion that, if the practice of gymnastics proved so arduous as to prevent her from maintaining her class-standing, she could be released from the duty. Her performance on that day was a marvellous exposition of the complete domination of mind over matter. In perfect harmony with those around her, she carried out each difficult movement with precision and seeming ease. No one in the large audience, who had not been apprised of her presence in the class of girls, could have picked her out among them from any awkwardness or lack of celerity on her part. Although she did not appear to be weighed down by any responsibility before the exercise, she was unusually gay when it was over and said joyously: "It went off all right."

In her manual training she has worked along regular lines. Her promotion to the use of a sewing-machine was the cause of much elation on her part, and, although her progress was slow at first, she soon had the proud satisfaction of hearing her work pronounced *good* by her teacher. In crocheting she has shown great improvement over her work of the previous year, and a great deal of loving care was expended upon the shawl which she made as a surprise for Mrs. Whiting. Independen-

dently of the sewing hour, Elizabeth entered with zest upon the task of hemming six napkins for the fair in behalf of the Elizabeth Peabody free kindergarten, but her love of chatting with those around her, as the girls sat together at their sewing, proved a sad interference with the progress of her work, and, when the day of the fair dawned, Elizabeth, quite sorry and ashamed, went to her teacher to say in a tone of distress: "What shall we do? I have only two done." Through her discomfort a natural opportunity was presented to her for learning a valuable lesson, that earnest effort in behalf of others often demands personal sacrifice.

Elizabeth has some little habits against which a constant fight must be waged if they are not to become firmly rooted in her character. She has seemed to realize this to a considerable degree, and, especially toward the last of the past year, she has endeavored to overcome these by heroic efforts which have borne fruit in self-control when disappointments occur in her every-day life or when punishment must be met; in concentration of mind upon the task of the hour even if this be some unloved study; in independent action when it would be far easier to rely upon the more extensive experience of some friend; in firmness of resolve against the urgency of an opposite attraction. One of her gravest faults is a tendency to give an evasive answer where the truth would reflect no credit upon her. She sometimes does this through carelessness, but at other times it is done in order to escape the consequences of an error. These evasions of the truth have given rise to many a bitter hour for the young girl and to much anxiety to her friends, whose part it is to counsel and advise, but who must leave to her the working out of this problem of life. Elizabeth had an ardent desire to join a band of King's Daughters, and great was her joy when she received the announcement of her acceptance as a member. But the first jubilation gave place to sober reflection when she was made

to understand that with her new-found pleasure she had incurred larger responsibilities by thus uniting with a company of women and girls who were striving to do right. After a serious talk on the subject she promised to try to think whether what she intended to say were the exact truth before giving utterance to it.

In her ambition to belong to a club Elizabeth has looked with envious eyes upon the fortunate girls who make up the "Ruby Seal," a flourishing secret society in the institution, which she has never been invited to join. Therefore, she was fairly bubbling over with happiness one evening as she greeted her teacher with the words: "I have something nice to tell you. Now guess what it is." Without waiting for an answer, she went on: "I am going to belong to something." The first guess was correct and she admitted that she had been invited to join "a society sewing." "Edith is the president and I am the treasury" [treasurer], she continued. "We shall have meetings the last Wednesday night of every month and they will begin at seven and last an hour. We shall have business for half an hour and sew the rest. We shall sew for the poor. We can dress dolls or make children's skirts, and we can carry our own sewing if we want to. The name is going to be the 'Bond of Resolution and Charity.' I have not read all of Edith's story but she has a long one and I shall read it again and learn the motto. It is something like this: 'Help others.' We shall have twelve members. At first we shall not have so many but choose them at the meetings. Edith says we must not have any more because some might be absent too much. We shall have some secrets but of course there will be things we can tell, like what we are making. The president will buy the materials and we shall pay ten cents a year. Edith says it is an experience [experiment], and if we want to keep on we shall have it forever. Only the first six classes can join, those who have had experience in sewing. Edith thought of it last year, so it is her idea but the others will

belong just the same as if it were theirs." She was bright and animated throughout the evening as she laughed and talked about it with the girls. "Tonight is the society!" she exclaimed gaily when the eventful day arrived; but inquiries the next morning elicited nothing beyond the regular business of the meeting. "We voted and Edith is the president and I am the treasurer. We shall carry our own work for the present." At the next meeting it became Elizabeth's duty to offer a resolution which was to be embodied in a verse from the Bible. Its form at first was said to be confused, and she was obliged to rewrite it. "It was not *wrong*," she insisted, anxiously, "but they thought I better do it again." From this meeting she could report — "The society is the 'Forget-me-not Society.' We voted last night and chose that name. I made a speech about the money." But the substance of the speech could not be divulged, such matters being subject to the ban of secrecy.

It is interesting to note that Elizabeth is thoroughly conversant with all that goes on around her or is discussed by her school-mates, and she betrays an intimate knowledge of the attitude which the girls assume toward one another. During the discussion of some part of the school-work, she said: "I will ask —," naming a girl who is a recognized authority among her mates, but with whom Elizabeth has had little to do. In true school-girl fashion, "the idea!" is a frequent ejaculation with Elizabeth.

A story which has been used experimentally with several thousand children in London and in California, to determine the ideas about punishment prevailing among those from seven to fifteen years of age, was thus told to Elizabeth: A child six years of age had a box of paints, and one day while its mother was busy it daubed a chair in the parlor so that the chair was ruined. Then it went to its mother and said: "Oh, mama, come and see how pretty this chair looks." What would you have



done to the child? "I should have told her not to do it again," said Elizabeth. "I should have asked her if she would like to have it done to her things." "But the child thought it pretty," she was reminded. "I should have told her I didn't like it." When it was suggested that the child might not understand why, she replied with spirit: "I should have taken the paints away until she could understand." She was told that some children had proposed whipping and beating, and others, explaining. "No, no, I would not do that," she cried, referring to whipping. "I should explain." When the gentleman who had made the experiment was told of Elizabeth's ideas, he said they showed a normal development along the line of his inquiry.

The quiet routine of daily life at the institution is often broken by some outside enjoyment, which remains long in the minds of the pupils and in retrospect brightens many a neutral-tinted day. Such a pleasure came to Elizabeth through the visit of a dear little girl who showed at once a warm affection for Elizabeth, which was in striking contrast to some painful experiences in the past when timid children have drawn back from her friendly advances. Elizabeth was very happy as she ran and played with little Dorothy, always with a protecting air, ready to catch the merry sprite if her step faltered for an instant. When evening came, Edith and Elizabeth joined hands and carried the child off to bed. "She is as fond of me as Albert is," said Elizabeth with beaming face. In the morning she hurried through her accustomed duties in order to give the little visitor the pleasure of a ride in the rocking-boat.

At dinner one day a guest who knew Elizabeth sent this message along the table to her: "I have been sending affectionate thoughts down her way." Elizabeth's response was, "I send her a telegram of love."

A little party was planned for one evening at which every member of the household should contribute something toward the entertainment. When Elizabeth was asked what she should do, she replied: "I have not been

told." She was informed that each one must decide for herself and that even the smallest pupil had planned her part. Elizabeth was silent for a long time, but finally she announced: "I know what I shall do." The entertainment passed off very pleasantly. Some of the girls played upon the pianoforte or sang, and several recited poems. When Elizabeth's turn came, she arose, quietly drew a paper from her pocket and read a nonsense poem which she had learned in the summer. She was delighted at the vigorous applause made by stamping, with which her efforts were received, but she hid her face behind her paper and blushed. "It was not good. They should not have done it," she said smiling and much pleased.

One evening when the girls were gathered in the hall, a teacher entertained them by reading from a newspaper published in the year 1833 an account of an exhibition given by the pupils of this institution. Elizabeth was much interested. "It must be written on papyrus to last so long," she remarked. Elizabeth herself provided pleasure for the girls, as they sat at their sewing one evening, by reading aloud to them from *What Katy Did*.

With great kindness of heart, Prof. Garner gave the pupils the privilege of hearing his experiences in an African forest. During the explanatory part Elizabeth became very drowsy, but when she felt the girl next her laugh, she roused herself instantly and asked what the speaker was saying. From that moment she gave the closest attention to his anecdotes of monkey life, saying "go on! go on!" at the slightest pause in the transmission of his words. On the following Sunday she spent the afternoon in writing a birthday letter to her brother in place of the valentine which she has usually sent. She said: "I told him perhaps he would enjoy hearing about the monkeys as well as he had looking at the valentine before. I told him about Moses, Aaron and Elizabeth and that Mr. Garner was going back to teach a school of monkeys. I told him this was for Albert to hear too. I was afraid that Albert would be jealous. He was jealous when papa gave Robbie a cart."

With tender remembrances of the beloved home-people always in her heart, Elizabeth is never happier than when planning something for their pleasure. At Christmas time she sent books to her brothers and sisters. She relied upon Mrs. Whiting's judgment in purchasing those for the boys, but drawing upon her own experience for the girls, she chose *Little Women* for one and *Alice in Wonderland* for the other. The handkerchief which her mother made and sent to her at this season became one of Elizabeth's choicest possessions. "I am very proud of it," she said as she displayed it to her friends. A visit from Edith's sister caused Elizabeth to say wistfully: "I wonder what I should do if my sisters could come to see me." Again, she expressed the wish that she had wings so that she might make a hasty visit to the dear family in Texas.

The word "sin" which occurred in her reading recalled to Elizabeth some of her early experiences. "Mrs. Hadley told me what sin meant first," she said. "I knew what good and bad were and I found the word when I was reading, so Mrs. Hadley said it meant something bad. After that, Miss Greeley wanted me to do something and Mrs. Hadley told me, but I would not do it, and she spelled 'sin' in my hand, and I said, 'sin, go to bed!'" After a pause she went on: "The first word I learned was 'fan.'" When asked how she liked having Mrs. Hadley show her the fan and make the letters on her fingers, she replied: "I liked it." To the question what she thought Mrs. Hadley was trying to do, her response was: "I did not think about it but I knew I was going away from home when we left Texas to come here and I was not sorry. I liked the journey and I did not cry when my mama went away from the kindergarten." Concerning the kindergarten, she said: "I thought it was nice and I played with the girls, but I would not go to the teachers. I crawled under the table to get away from them and bumped my head." She laughed at the recollection, and added: "I was wild."

Continuing her reminiscences, she said: "I remember one day when I was sitting on the floor at the kindergarten, before I knew how to talk, my mama spelled 'c-a-t' on my hand." She was asked how she knew what it was, and she replied: "I remembered the feeling of the letters and when the word was given me, I knew it was the same one that my mama spelled to me." Truly the difference between those days of darkness and these of healthy activity and growth is sufficiently marked to impress even Elizabeth herself when she pauses to review the past.

Her loving thoughts were often turned toward two friends who were absent from the institution in distant lands, and she considered that the magic carpet of which she had read in *Arabian Nights* would be a desirable possession, so that their wanderings might be traced. She joined enthusiastically in the applause which greeted the reappearance of the travellers in the school-room, her radiant face adding testimony to her happiness in their return. Talks with those who have visited other countries, descriptions of their interesting mementoes of the journeys, and her reading, supplementary to the study of geography, which has been such a revelation to her, have aroused in her a longing to widen her own horizon by travel, but, after giving voice to this desire, she concluded sadly: "But I have not the money to go."

The sweet kindness of her nature shines forth in numberless acts of courtesy, and more and more finds its best expression in little affectionate and caressing ways which formerly seemed foreign to her temperament and were avoided under every possible pretext. She now strives to be gracious in her words of invitation, acceptance or thanks, and sympathetic with friends and acquaintances.

When the bed, left vacant by her room-mate's absence, was claimed for some guest, Elizabeth always made it ready for the expected visitor, placing the only chair at her disposal, and, if the visit were prolonged, offering the use of a bureau drawer. Everything possible for the comfort of

her companion would receive attention from the solicitous young hostess during the visit in a hospitable spirit, which could not fail to make the guest feel herself welcome. Of her own volition she assumes a share of the household tasks upon her visits to the Whiting home, which is practically her own; and, especially toward the end of the year, she seemed to make a conscientious effort to perform all her duties, both in and out of the class-room, in a thoroughly satisfactory manner.

Elizabeth is full of good cheer. For a stranger to this task of reclamation, to stand before her as she sits at her work, seemingly in complete isolation from the busy world around her, her face bright with the sweet smile which her own happy thoughts have brought to her lips, is like pausing at the threshold of an impenetrable country—a land of perpetual sunshine—to which Elizabeth alone possesses the key, and the feeling grows that she has found what many more favored ones have missed—the secret of true happiness.

#### ENTERTAINMENTS ON WASHINGTON'S BIRTHDAY.

Yes, one — the first, the last, the best,  
 The Cincinnatus of the west,  
 Whom envy dared not hate —  
 Bequeathed the name of Washington,  
 To make men blush there was but one.

— BYRON.

The 22nd of February dawned with gray skies and lowering clouds, followed by a steady rain, which lasted throughout the day. Courageous, indeed, were those who braved a wetting for the sake of enjoying the efforts of our pupils in the portrayal of dramatic art; and, although the audience was smaller than it might have been under favorable circumstances, the interest and appreciation of those who were in attendance were assured by their very presence. The exercises

began at eleven o'clock with a musical programme, rendered by the girls. This won well-deserved applause. It was very well adapted to bring out their natural talent and to show the results of the careful teaching which is helping them to express themselves through the medium of music. Here is the programme.

VIOLIN SOLO.	<i>Menuet from "Don Juan."</i>	. . . . .	Mozart.
	Norah Burke.		
PIANO SOLO.	<i>Valse Nobles.</i>	. . . . .	Scharwenka.
	Martha Griffin.		
CONCERTO FOR VIOLIN AND PIANO.		. . . . .	Accolay.
	Sophia Muldoon.		
	Julia Roeske, <i>accompanist.</i>		
CHORUS.	<i>a. A Summer Song.</i>	. . . . .	Abt.
	<i>b. Fair Janet.</i>	. . . . .	Abt.
PIANO DUET.	<i>Menuet from E flat Symphony.</i>	. . . . .	Mozart.
	Edna Reed and Florence Smith.		

This was followed by a very pretty and melodious cantata, "A Quarrel among the Flowers," perfectly suited to the voices of the young girls and gracefully rendered by them in their charming floral gowns which turned them for the nonce into rose, crocus, dahlia, sunflower, lily, snowdrop, violet and pink.

The gymnastics performed by the boys, which ended the morning's entertainment, held the closest attention of the spectators. The boys went through the most rigorous exercises without the least appearance of fatigue, exhibiting an endurance which could only be the concomitant of fine physical development.

At three o'clock in the afternoon the boys of the school presented "The Birds' Christmas Carol," in four acts, as especially adapted to their use. The rôles were cleverly taken by the following pupils: — *Mrs. Bird*, Frederick Walsh; *Mr. Bird*, William Clenon; *Carol*

*Bird*, Joseph Bartlett; *Uncle Jack*, Clarence Jackson; *Donald Bird*, Charles Amadon; *Hugh Bird*, Thomas Stringer; *Mrs. Ruggles*, Herbert Strout; *Sarah Maud*, Edson Parks; *Peter*, Albert Fuller; *Susan*, George Lucier; *Kitty*, Benjamin Matteson; *Peory*, John Lord; *Clem*, Charles Wilder; *Con*, Charles Winchell; *Eily*, William Walsh; *Baby Larry*, George Clark.

Their efforts received the heartiest commendation from their audience, which was enthusiastic in praise of the little play. Selections by the military band and the orchestra, with a solo on the organ, rounded out a very pleasing entertainment, while Tommy Stringer's recitation excited the amazement and deep interest which are elicited by these proofs of the wonderful boy's progress.

But the gratification of the interest of the visitors is by no means the most important result of these efforts in dramatic work. Their greatest value consists in the creation in the minds of these pupils of a conception of the actor's art, a realization of which can come to them in no other way. "Experience is the best teacher" in this as in all other cases. When these blind boys and girls attend a play or opera, as through the kindly interest of many proprietors and managers of theatres they are often permitted to do, you might strive in vain to interpret to them the action upon the stage were it not for this personal experience,—without a mental picture of its like, it must still remain an abstract conception to them. But herein lies the educational significance of their own histrionic endeavors which, giving them an understanding of the art, awaken them to an appreciation of the powers of representation possessed by professional actors. The quickness with which they grasp the idea of dramatic action is,

indeed, remarkable. Not many seeing boys could have acted the part of Mrs. Ruggles with more spirit and spontaneity than did this boy to whom all "stage business" must have forever remained hearsay, were it not for his own experience in that direction.

The gymnastic exercises by the girls, among whom Edith Thomas did very interesting work, brought to a fitting close a day which must have been delightful to all within the walls of the institution.

#### VISIT TO EUROPEAN INSTITUTIONS FOR THE BLIND.

*Supplemented by a brief account of the proceedings of the international congress, held in Paris.*

The wish to know — that endless thirst,  
Which ev'n by quenching is awak'd,—  
Still urg'd me onward, with desire  
Insatiate, to explore, inquire.

— MOORE.

Availing myself of the leave of absence for six months, which was so kindly granted to me by the board of trustees, I sailed for Europe on the twenty-fourth day of last March and returned to Boston on the thirtieth of the following August. Thus I have been away from my post five months and six days. During that period of time I have visited several institutions for the blind on the continent of Europe and I have tried to see and study as much of their workings as I could. I was kindly received everywhere, and I seize this opportunity to express my sense of gratitude to the superintendents and teachers of these schools for the courtesy which they extended to me and for their readiness to facilitate my investigations and to give me such information on various subjects as I was



eager to obtain. They never were too busy to answer my questions or to assist me in my efforts to get at the root of things.

Before proceeding with my story I take very great pleasure in stating at the outset that, during the ten years which have elapsed between my first visit to these institutions, made in 1889 and 1890, and the recent one, there have been many changes for the better and great progress and improvement in most of them.

Soon after landing at Naples on the fifth day of April last I called at the *Principe di Napoli* institution for the young blind of both sexes, which is situated in the heart of the city, near the national museum. The founder of the school, Cav. Domenico Martuscelli, with whom I became acquainted in 1890, is still its director and president of its council of administration. He is a man of great energy and mental alertness and of strong individuality. The principal features of his temperament are plainly reflected in his work. In order to enable his pupils to gain a clearer idea of the world around them than that which they could obtain from printed or verbal descriptions, he has collected for their use a variety of tangible objects, models and specimens of different kinds. He has also enlarged the circle of manual occupations and increased the facilities for the study of vocal and instrumental music. It was a great pleasure for me to find that as the result of these efforts the students have reached, both in playing and singing, a higher standard of attainment than that which formerly prevailed. Attempts either to make improvements on the appliances already in vogue or to invent something new are by no means infrequent. Not long ago one of the blind men de-

vised a complicated but ingenious machine for printing music in the ordinary characters used by the seeing. This piece of mechanism was so cleverly contrived that the *R. Istituto d' Incoraggiamento di Napoli* deemed it worthy of a gold medal. Among the pupils of the school there is a boy, Eugenio Malassi by name, who is deaf and dumb as well as blind. He has been under instruction since the twenty-first day of October, 1895, and has gained considerable manual dexterity. His mental and moral development are also satisfactory. A little fancy basket and a small wooden cup, which were given to me as samples of his work, show the skill of his fingers.

The second institution which I visited in the course of my travels was that at Buda-Pesth in Hungary. Upon entering the school I ascertained that a change had occurred in the office of the superintendent, the former incumbent, Dr. Michályik Szidor having been succeeded by Pivár Ignac. The new director is a man of untiring industry, of good administrative ability and very efficient in the management of the affairs of the establishment. The plan which he follows in the instruction and training of his pupils is in its main features similar to that which is pursued by Prof. Mell in Vienna. He spared no pains in showing me the work under his charge in all its details. He took me also to the outskirts of the city to see a number of well designed and solidly constructed buildings which were in process of erection. When these are finished and furnished and the school is thereto transferred, then its inmates will have ample room for out-of-door exercise and an abundance of sunshine and of fresh air.

From Buda-Pesth I went directly to Vienna, where, after some inquiry, I found my friend, Professor Alex-

ander Mell, director of the imperial institution for the blind, carrying on his work in a very fine new building, situated close by the famous park of the capital of Austria, the Prater. In dignity of appearance, in solidity of construction and in capacity for meeting the demands for physical, mental, moral and spiritual development, this noble edifice is all that could be desired. It contains a commodious and well equipped gymnasium, excellent school and music rooms, a capacious refectory with the appurtenances and conveniences belonging thereto, a chapel, a printing office with the necessary tools and machinery and a fine museum. This latter department constitutes a valuable adjunct to the institution and one of its most attractive features to the student of the history of the education of the blind. Although in some of its collections of specimens of appliances and apparatus it is not so rich as that of Paris, in the systematic arrangement and classification and in the proper display of its contents it is the best museum of its kind in Europe. I went through and examined carefully every part of the establishment, and wherever I went my inspection gave rise to a feeling of real pleasure and satisfaction in the thought that such a beautiful temple had been erected and dedicated to the cause of the education of the blind in Vienna. After the completion and occupation of the new building Prof. Mell's great work on the blind, his *Encyklopädisches Handbuch des Blindenwesens*, was also finished and published. This book is unique in its character and its value demands a fuller recognition and more adequate appreciation on the part of the members of our profession than it has thus far received. It is a rich treasury of historical, pedagogical, scientific and

technical information concerning the blind and the methods and appliances employed in their instruction and training. The materials have been carefully collected, intelligently examined, wisely winnowed and the results concisely recorded. It is a repository of a vast amount of useful and interesting knowledge, and it forms an enduring monument to the industry, perseverance and sagacity of its distinguished author, who deserves our warmest congratulations upon his great literary achievement.

While I was conversing with Prof. Mell on persons and passing events connected with our work, I was truly shocked to learn from him, that the gifted and valuable superintendent of the Yorkshire school for the blind in England, Mr. Anthony Buckle, was no more among the living, having passed away on the twenty-seventh of May, 1900. Through Mr. Buckle's death an irreparable loss has been sustained not only by the institution over the affairs of which he presided with exemplary dignity and honor, but also by the cause which he had deeply at heart. In many respects he was a remarkable man,—one whose character, to use an apt expression of the Very Rev. Dean of York, "if not actually unique, was indeed a gem of many facets, each beaming out (amidst the varying circumstances of his life) a clear, pure radiance, which pleased and cheered and edified and sometimes surprised even his friends." Scholarly and artistic in his tastes, poetical by nature, tender-hearted, broad-minded, endowed with superior executive ability and with a remarkable capacity for business and imbued with a spirit of real love for suffering humanity, he was sincerely and profoundly devoted to the cause which he espoused

and spared no efforts in its advancement. With an earnestness that was inspiring, with a modesty that was charming and with an enthusiasm that sprang from a true heart and sensitive conscience, he labored unremittingly and without the least ostentation for the amelioration of the condition of the blind and has done during the last quarter of the nineteenth century more solid and effective work for their intellectual and spiritual enlightenment and for their elevation in the industrial and moral scale than any other man in Great Britain. Mr. Buckle was very widely known and highly esteemed among the members of our profession on both sides of the Atlantic, and he will be greatly missed and affectionately remembered by a large number of them.

Before leaving the city of Vienna I called at the *Israelitisches Blinden-Institut* in Hohe-Warte and saw my friend, Herr Simon Heller, who is still conducting the work of his school in a very spirited and vigorous way and with an unflagging industry which tells its own story in the quality of the results obtained and in the state of health of the chief toiler. The modelling, which impressed me most favorably in 1889, seems to be even fuller, more accurate and more elaborate now than it was before, while the drawing in relief by means of an elastic cotton string stuck on a cushion with small pins piercing the thread, has been greatly improved. The only new feature which I saw in the industrial department was the working with narrow strips of thin sheet iron and making a variety of ornamental and useful articles, in some of which well-shaped little flowers were included in the design of the decoration.

The next institution for the blind which I visited was that in Munich. This school is situated on Ludwig street, opposite the royal library and, like several of the beautiful public buildings in that vicinity, was erected by the architect Gärtner in 1834-38 in the Florentine style. It is an old edifice ill adapted for its purpose, but is well preserved and kept in good condition. Its music hall is artistically decorated and noted for its excellent acoustic properties, while the portals at the main entrance are embellished with the statues of the patron saints of the blind, St. Ruppert, St. Benno, St. Ottilia and St. Lucia. When I entered the institution I discovered to my great regret that its regular work was nearly finished for the season and that preparations were being made for an exhibition and for the closing annual concert which was to be given two days later. Nevertheless, Herr Joseph Ruppert, the new inspector, was so very kind as to take pains to show me every part of the establishment and to call together classes of pupils to read, recite, play on various instruments or sing for me. I was truly glad to see that, during the last eleven years, a decided change for the better has taken place and that there is now greater order as well as more life and spirit than there have been heretofore.

As the schools in Germany and Belgium were generally closed for the summer vacation and I could no longer find any of them in operation, I decided to direct my steps towards France.

On reaching Paris the following week I was exceedingly glad to ascertain that both the *In-*

*stitution Nationale* for the young blind at the *boulevard des Invalides* and the *école Braille* at Saint-Mandé were still in session.

In a day or two after my arrival in Paris I called at the national institution and found Monsieur Paul Robin occupying the position of superintendent, which was made vacant early in August, 1899, by the sudden and untimely death of the late lamented director, Émile Martin. As Monsieur Robin had to keep a previous engagement, he could not give me any of his time, but he kindly introduced me to the *censeur* or principal teacher, who is the only seeing person on the staff of instructors. Under the diligent and thoughtful guidance of this young officer, I was permitted to see the various departments of the establishment and to examine the work which is done therein. I discharged this duty to the best of my ability, eagerly looking not for obscure defects but for luminous and praiseworthy points.

I earnestly desire to give as favorable an account as possible of my impressions; but regard for truth compels me to state that my inspection and inquiries elicited nothing that was new or modern and that no signs of an onward and upward movement were visible anywhere. Everything seemed to move in the grooves of the good old ways in accordance with the requirements of a routine, which has been sanctioned by the experience of the past and ratified by antiquated traditions and which is impervious to the educational influences of the present day. It is difficult to believe, nevertheless it is absolutely true, that the famous school which was established by the great

apostle of the blind, Valentin Haüy, has not as yet procured for the benefit of its students a well equipped gymnasium nor the services of special instructors in physical exercise!

With the exception of a few minor changes in the apparatus and machinery for writing and printing in raised characters, there have been no improvements of any kind in this school either in its educational processes and appliances or in its methods of instruction and training; nor are these possible under existing circumstances.

The first condition of keeping pace with progress is to be in contact with the world around us, to know precisely what is going on in it and to take part in its movements. The national institution does nothing of this sort. It is liberally supported by the state, and its pupils are as a rule superior in intelligence to those attending the other European and the American schools, because they are selected from a very large number of applicants residing in all the districts of France; but it is removed from the general educational centres and forms a separate circle by itself. Its professors, with only one exception, are exclusively chosen from among its own graduates. Obviously the duty of those who are entrusted with the power of electing or appointing the *personnel* of the corps of teachers is to search thoroughly not Paris alone but every city with a view of employing the ablest and most competent instructors, men and women who have been taught and trained in the leading colleges and normal schools of the country, who stand very high in their profession and who have studied modern education in all its phases and are firmly grounded on



its principles. Instead of doing this, those in authority give preference to a sort of intellectual and moral inbreeding and have nearly all their instructors made to order at their own establishment, keeping a sufficient supply of them on hand to fill any vacancies which may occur from time to time. This practice has been so deeply rooted and is so strenuously defended by those who profit thereby and their friends, that it has become a sort of an unwritten law or tacit recognition of the rights of inheritance.

But no intelligent observer can help noticing that this policy is decidedly retrogressive and leads to results which are far from being beneficial to the great mass of the blind children and youth. It shuts out all external light and leaves no opportunity for the introduction of new pedagogical ideas and progressive thoughts. It precludes the possibility of reform or of discarding old practices and renders inevitable the perpetuation of crystallized formalism and of obsolete modes of teaching. Finally it deprives the students of their birthright, namely the privilege of coming in contact with as many keen and broad minds as possible and of enjoying the advantages of the best and most approved methods of instruction and training.

On the other hand the state of things in the *école Braille* at Saint-Mandé is wholly different. This school is located in one of the suburbs of Paris and is entirely supported by the city. It is under the control of the municipal authorities and no ecclesiastical influence is allowed to enter its premises. With very few exceptions the instructors are seeing persons and are chosen from the ranks of the teachers of the public schools on account of their professional qualifications and their fitness for their work and for no other reason.

Besides attending the closing exercises of this excellent school I visited it more than once, going through its various departments in company with the genial and obliging resident superintendent, Monsieur A. Baldon, and I was happily surprised at its progress and at the remarkable growth which it has attained since I saw it first in 1889. The effects of the vigor and efficiency of its administration are in evidence everywhere. In whatever direction I turned my attention I could not help noticing life, energy, action, alertness, improvement. The administrative director, Monsieur A. Péphau, is a rare man. His tact, his earnestness, his uncommon ability, his enterprising spirit, his tireless industry, his unquenchable enthusiasm and his exquisite manners place him at the head of the column of the laborers in the field of the amelioration of the condition of the blind in France. In this work he has scarcely a rival among the French people; he certainly has no superior. Assisted by the sympathetic and wide-awake resident director, Monsieur Baldon, by the brilliant *institutrice en chef*, Mademoiselle A. Herbillon, and by a staff of well chosen and able teachers, Dr. Péphau has transformed the *école Braille* at Saint-Mandé and has made it a great institution. From some of his views, and especially from his unwise doctrine that "the public support of the blind must begin at their birth and end with the opening of their grave," we dissent most emphatically; but we cannot help loving and admiring the man, who has accomplished so much, who has gathered around him a remarkable group of earnest and sincere workers and who has fired them with his own enthusiasm.

During the latter part of my stay in Paris most of

my time was spent in attending the meetings of the international congress for the amelioration of the condition of the blind, which met in that city on the first, second, third, fourth and fifth days of August last. This congress was one of a series of about two hundred gatherings, which related to a great variety of educational, scientific, philological, sociological, philanthropic and professional subjects and which were held under the auspices of the French republic in connection with the universal exposition of 1900.

The attendance was much larger than is usual on such occasions, including about three hundred and fifty persons. Most of the regular members or *congresistes*, as they are aptly called by the French, belonged to France and Belgium; but in addition to these there were a number of men and women representing Germany, England, Denmark, Sweden, Holland, Russia, Hungary, Switzerland, Italy and Portugal. I was the only delegate from the United States of America, my friend, Mr. F. D. Morrison, superintendent of the Maryland school for the blind, who had expected to join me, having been unable to do so.

It may be stated with strict propriety that the congress was controlled from beginning to end by the Franco-Belgian delegates, who for the most part were either ecclesiastics and members of religious orders or graduates of the national institution and who acted with entire unanimity.

The first regular meeting of the congress was held in the *salle des fêtes* of the national institution for the young blind on Wednesday morning, the first of August. The president of the commission which was charged by the French government with the duty to organize the congress, Monsieur J. J. Dussouchet, a

courteous and affable gentleman, opened the proceedings in a speech full of eloquence and cordial expressions of welcome. He closed his charming address by indicating briefly the objects of the gathering and by appealing to the friends of the blind to work harmoniously and concentrate their efforts in promoting the cause which brought them together.

The four principal questions, which were discussed by the congress in accordance with the programme prepared by the committee of arrangements, were as follows:—

I. What is the best organization of patronage (*a*) for the blind trained in special schools, (*b*) for other blind people?

II. Ought the teaching and education of blind children to be left to sightless masters? If so, to what extent?

III. What is especially needed in schools for the physical development of blind children in view of their education and instruction?

IV. To what degree and by what means can a primary school for the seeing be used in the intellectual development of blind children?

The first of these questions was treated by Father Amédée Stockmans of Gand, Belgium, by Herr August Brandstaeter of Königsberg, Germany, Sister Bouffier of Marseilles, Signor Pierre Landriani of Florence, Italy, Mr. James Moldenhawer of Copenhagen, Denmark, Mr. Alfred Hirst of England, Monsieur Ravel of Marseilles and Miss Amy Segerstedt, of Stockholm, Sweden. The keynote in nearly all the papers which were read on this subject was not how or how far to increase or multiply the educational facilities for the blind and to enable them to become entirely self-supporting and independent, but how to secure for them a permanent and unfailing supply of

patronage and of maintenance. Most of the essayists did not seem to realize that provisions of this kind, if they are thoughtlessly and unwisely made, are harmful rather than beneficial. They cut the nerves of every exertion for self-reliance and weaken all spurs to such efforts as are calculated to conquer difficulties and build up character. They help to increase the ranks of discontented and moaning paupers and to diminish those of active and useful men and women. Herr Brandstaeter was the only writer who laid special emphasis upon the self-respect of the blind and who said in his paper that, in dealing with them, we must adhere strictly to the very important principles of encouraging them in their work, of maintaining them in their independence and of never hurting their dignity. No one else alluded to these points, nor was any attention given to the fact, that aid must be bestowed upon the blind with the distinct purpose of enabling them to help themselves. The views which prevail in Europe in regard to the subject of patronage or direct assistance differ radically from those which are held in our schools. With us public subvention or succor is not considered as a life-long necessity, as a main and continual reliance or as a permanent source of supplies, but rather as a temporary expedient, as a means to a definite end, as a stick to walk with conveniently through a course of liberal education and not as crutches to lean upon forever, as a valuable auxiliary to be used just so long as it may be needful to fit its recipients for the active duties and responsibilities of life. Happily this country is entirely free from many traditions which are still dominant in the old world and which hinder more or less the development of individual independence.

The idea of self-help is deeply rooted in our educational, social and political institutions and forms both the main spring and the chief end and aim of their movements.

On the second question ten papers were presented, and to these was added the printed testimony of the late director of the national institution, Émile Martin. The reading of these papers was followed by a discussion, during which a divergence of opinion was shown concerning the details, but the conclusion was nearly unanimous in favor of blind instructors. This result was received with great approval by the audience, but no true friend of the blind could help being pained in observing that the interests of a very limited number of adults were deemed of such paramount importance as to be placed far above those of the great mass of sightless children and that any kind of teaching would be considered as adequate and good enough for these helpless sufferers, provided a few desirable positions could be secured for grown-up persons who thought that they were entitled to them. Herr Martin Kunz, director of the evangelical school for the blind in Illzach, Alsace, was the only essayist who treated the subject in a way which seemed to be free from bias, recommending that only one-third of the instructors employed by an institution should be blind; but his remarks were evidently not at all pleasing to a large number of the members of the congress and especially to those who had been connected with the national institution or are still in its employment.

The third question was treated in eight papers, the authors of which recognized with perfect accord the necessity that the blind should have a thorough physical education, which would develop their bodily powers

and respiratory organs, cultivate their senses of touch and hearing, strengthen their muscles, rectify their faulty habits, straighten their carriage and regulate their movements. The views expressed in these papers met with the unanimous approval of the congress, and physical training was characterized by all as an indispensable factor in the education of the blind.

Seven papers were written on the fourth question. Both the gist of these and the sense of the congress in general were to the effect that the public primary school for seeing children might be utilized to a very limited extent in behalf of the blind in cases of necessity, but that it could not replace the special institutions, to which those bereft of the visual sense should be sent as soon as possible.

During the intervals between the sessions of the congress, its members conformed scrupulously with all the arrangements announced in the printed programme and visited in a body several institutions. The principal among these were the *national ophthalmic clinic* and the *hospice des Quinze-Vingts*, the *école Braille* at Saint-Mandé, the section for the blind in the asylum of the brothers of *Saint-Jean-de-Dieu* for infirm and poor children, and the workshops for the blind at Montrouge. After inspecting the various departments of the *école Braille*, the members of the congress were invited to witness a series of gymnastic exercises, which were performed on the large playground of the institution with perfect unison of movement and absolute precision by several classes of boys and girls of different ages under the direction of capable instructors. This exhibition showed conclusively that Mon. Péphau and his coworkers have already put into practice with admirable success what, in most of the

schools for the blind in France and Belgium, is still a great *desideratum*, the realization of which is very highly recommended and most fervently prayed for.

Finally on Sunday the fifth day of August, the sessions of the congress were closed in one of the halls of the "palace of congresses" within the grounds of the exposition. The president, Mon. Dussouchet, gave with great feeling a *résumé* of the work of the meetings in a speech which evoked hearty applause. He bade farewell to all who came to bring their little stone to the edifice and expressed the hope that the seed which had been planted during the few previous days would bear precious and enduring fruits.

It was voted to hold the next session of the international congress at Brussels in the summer of 1902.

Annexed to the congress there was an educational and mechanical exhibition held in the long playroom for the girls of the national institution. Arranged in perfect order on long tables was a great variety of appliances and apparatus for writing, of books and pamphlets in raised characters, of maps and outlines of animals in relief, of specimens of articles of different kinds of handicraft, and of tools used in their manufacture. Prof. Edgard Guilbeau, president of the commission on studies of the association *Valentin Haüy*, published a full description of this exhibition.

#### CONCLUSION.

I thus conclude my theme.

— DRYDEN.

I take sincere pleasure in stating that, during my absence in Europe, the work of the institution was carried on harmoniously and that no serious drawback



of any kind has occurred to hinder or disturb the regular course of things.

For these satisfactory results I am greatly indebted to each and all of my worthy coadjutors in the corps of teachers and other officers and employés for their loyalty and devotion to the interests of the establishment and for the performance of their respective duties with fidelity and in the best possible manner. On my return home I was highly pleased to find that all of them were well and happy and that the school was in perfectly good order.

As we close the record of the past twelve months, let us enter rejoicingly upon the work of another year with renewed hopes, clearer insight and deeper enthusiasm.

All of which is respectfully submitted by

MICHAEL ANAGNOS.

## LIST OF PUPILS.

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Bennett, Annie F.	Griffin, Martha.
Borden, Lucy Mabel.	Hayes, Mary Etta.
Brisbois, Edith.	Heap, Myra.
Brodie, Mary.	Henley, Catherine G.
Brown, Grace L.	Hilgenberg, Johanna.
Browne, Mary I.	Howard, Lily B.
Bucknor, Mabel E.	Hughes, Mattie.
Burke, Norah.	Ingham, Beatrice E.
Carr, Emma L.	Jones, Louise.
Caulfield, Genevieve.	Keegan, Margaret M.
Chick, Alice E.	Kennedy, Annie M.
Cole, Carrie W.	Kennedy, Nellie A.
Coogan, Jennie.	Kent, Bessie Eva.
Cooper, Goldie May.	Keyes, Teresa J.
Coyle, Mabel.	Knowlton, Etta F.
Cross, Ida.	Lambe, Caroline R.
Cummings, Elsie.	Lawrence, Anna.
Dart, M. Fernette.	Leach, Alice E.
Diotte, Corinne.	Lee, Sarah B. K.
Dodd, E. Elizabeth.	Lewis, Jessie.
Dolan, Ellen.	Matthews, Clara.
Ellingwood, Mary E.	Mattimore, Augustina E.
Elliott, Bessie M.	McClintock, Mary.
Elmer, Edith M.	McKenzie, Margaret.
Elwell, Gertrude.	Miller, Marion A.
Flaherty, Margaret.	Muldoon, Sophia J.
Forbush, Vinnie F.	Murphy, Frances A.
Foss, Jennie.	Myers, Mabel.
Gavaghan, Annie.	Newton, Eldora B.
Gavin, Ellen A.	Norton, Agnes E.
Gee, Katherine M.	O'Neal, Kate.
Gilman, Lura.	Ovens, Emily A.
Goullard, E. Edna.	Paine, Elsie G.

Pike, Fanny.  
 Puffer, Mildred E.  
 Ramsdell, Harriet M.  
 Reed, Nellie Edna.  
 Ricker, Annie S.  
 Robin, Elizabeth.  
 Roeske, Julia M. B.  
 Root, May.  
 Ryan, Margaret.  
 Saunders, Emma E.  
 Sheehy, Margaret M.  
 Smith, Florence G.  
 Smith, Nellie J.  
 Spring, Genevra S.  
 Stone, Clara E.  
 Thomas, Edith M.  
 Thurley, Blanche M.  
 Tye, Gertrude.  
 Veasey, Emma.  
 Wagner, M. Alice.  
 Warrenner, Louise.  
 Wells, M. Esther.  
 Wigley, Florence M.  
 Aberg, George H.  
 Amadon, Charles H.  
 Baker, Frank G.  
 Barnard, Richard J. C.  
 Bartlett, Joseph.  
 Belhumeur, J. Oscar.  
 Black, Charles.  
 Bond, Samuel C.  
 Bradley, Edward F.  
 Butters, Albert W.  
 Cahoon, Joseph O.  
 Carney, Frederick.  
 Casassa, Stephen.  
 Clark, George H.  
 Clenon, William T.  
 Corliss, Albert F.  
 Cunningham, James H.

Dewhurst, Henry.  
 Dodge, Wilbur.  
 Drew, Francis.  
 Fuller, Albert.  
 Furrow, George.  
 Gibbs, Reuel E.  
 Hagopian, Kirkor D.  
 Harmon, Everett M.  
 Harvey, Lyman K.  
 Heroux, Alfred N.  
 Henry, George G.  
 Howe, Charles E.  
 Irving, Frederick.  
 Jackson, Clarence A.  
 Jennings, Henry M.  
 Kenyon, Henry C.  
 Levin, Barnard.  
 Lord, John W.  
 Lucier, George.  
 Lund, Olaf H.  
 Matteson, Benjamin G.  
 Mills, George.  
 Moriarty, John.  
 Muldoon, Henry M.  
 Muldoon, Robert D.  
 Nilson, Frank.  
 O'Neill, Patrick.  
 Osborne, Patrick.  
 Paige, Franklin H.  
 Parks, Edson A.  
 Peabody, Eugene.  
 Putnam, Herbert A.  
 Rand, Henry.  
 Ransom, Francis.  
 Robinson, William E.  
 Rochford, Francis J.  
 Ryan, Edward D.  
 Schuerer, Edward.  
 Smith, Eugene S.  
 Stamp, Charles.

Sticher, Charles F.  
Sticher, Frank W.  
Stover, Alfred.  
Strout, Herbert A.  
Stuart, Edwin.  
Swift, William S.  
Thompson, Robert.  
Van Vliet, Henry.

Vaughn, William M.  
Walsh, Frederick V.  
Walsh, William.  
Washington, Arthur.  
Wilder, Charles H.  
Williams, Albert L.  
Winchell, Charles L.  
Wrinn, Owen E.

## ACKNOWLEDGMENTS.

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Among the pleasant duties incident to the close of the year is that of expressing our heartfelt thanks and grateful acknowledgments to the following artists, *littérateurs*, societies, proprietors, managers, editors, and publishers, for concerts and various musical entertainments, for operas, oratorios, lectures, readings, and for an excellent supply of periodicals and weekly papers, books, and specimens of various kinds.

As I have said in previous reports, these favors are not only a source of pleasure and happiness to our pupils, but also a valuable means of æsthetic culture, of social intercourse, and of mental stimulus and improvement. So far as we know, there is no community in the world which does half so much for the gratification and improvement of its unfortunate members as that of Boston does for our pupils.

### *I.—Acknowledgments for Concerts, Operas, etc., in the City.*

To Mr. Eugene Tompkins, proprietor of the Boston Theatre, through Mr. F. E. Pond, for an invitation to fifty pupils to attend the operas *Aïda* and *Der Fliegende Holländer*.

To the Apollo Club, through its secretary, Mr. Henry Basford, for nine tickets to each of four concerts.

To the Cecilia Club, through its secretary, Mr. Charles C. Ryder, for an average of thirty tickets to each of four concerts.

To the Händel and Haydn Society, through its secretary, Mr. William F. Bradbury, for an invitation to the final rehearsal of the oratorio "Elijah."

To Mr. Henry G. Tucker, for ten tickets, and to Miss M. E. Giddings, for twenty tickets to the oratorio "The Messiah" in the People's Temple.

To Mr. L. H. Mudgett, for twenty-five tickets and again for a general invitation to two recitals by De Pachmann in Music Hall.

To Mr. Richard Newman, for an average of thirty-six tickets to each of three recitals in Steinert Hall.

To Madame Madeline Schiller, for an invitation to fifty pupils to attend her recital in Association Hall.

To Miss Gladys Perkins Fogg, for twenty tickets to her recital in Association Hall.

To the New England Conservatory of Music, for twelve tickets to an organ recital in Shawmut Church.

To Mr. John M. Flockton, for thirty tickets to a concert in Association Hall.

To the Bowdoin Glee Club, through its manager, Mr. R. F. Chapman, for forty tickets to a concert.

To Mr. Leo Lewis of the Twentieth Century Club, for the use of a ticket to a concert by the Symphony Orchestra.

To Miss Charlotte W. Hawes, for an invitation to six pupils to attend a course of musical lectures.

To La Société Française of Boston College, through its secretary, Mr. W. J. Chisholm, for a general invitation to a performance of "Les Enfants d'Édouard."

To the Fulton Debating Society of Boston College, for six tickets to a debate.

To Mr. James Morrison, for a general invitation to the Food Fair.

## *II.—Acknowledgments for Concerts and Lectures given in our Hall.*

To Mrs. Julia Ward Howe, for a lecture on "Jay and Jefferson."

To Mrs. Florence Howe Hall, for a lecture on "English."

To Madame Helen Hopekirk, for a pianoforte recital.

To Mrs. Maas-Tapper and Mr. E. Marr, for a concert.

To Mr. Frank B. Sanborn, for a lecture on "John Brown."

To Prof. Arlo Bates, for a lecture on "Beowulf."

To Mrs. Lillian Lord-Wood, for a pianoforte recital.

To Mr. Wilhelm Heinrich and Miss Gladys Perkins Fogg, for a concert.

To Prof. Richard L. Garner, through Mr. H. L. Broadbridge, manager, for a lecture on life in an African forest.

To the pupils of Miss M. Estelle Drake and other friends from Waltham, for an entertainment.

To the pupils of Mr. Frank Morse, for a concert.

III.—*Acknowledgments for Books, Specimens, etc.*

For various books, specimens, etc., we are indebted to the following friends:—

To Mrs. Frederick E. Anthony, Providence, R.I., Edith Lady Playfair, Mr. Charles H. Clark, Mr. Charles P. Scott, Mr. S. A. Beadle, Jackson, Miss., Mr. William Wade, Oakmont, Pa., Mrs. Sarah A. Stover, Miss E. B. Webster, and the Society for providing evangelical religious literature for the Blind.

To Mr. Samuel H. Wheeler and Mr. I. Holden, of the Wheeler and Wilson Manufacturing Company, for the generous gift of two new sewing machines.

IV.—*Acknowledgments for Periodicals and Newspapers.*

The editors and publishers of the following reviews, magazines and semi-monthly and weekly papers continue to be very kind and liberal in sending us their publications gratuitously, which are always cordially welcomed and perused with interest:—

<i>The N. E. Journal of Education,</i>	. . .	Boston, Mass.
<i>The Atlantic,</i>	. . . . .	“ “
<i>Boston Home Journal,</i>	. . . . .	“ “
<i>Education,</i>	. . . . .	“ “
<i>Youth's Companion,</i>	. . . . .	“ “
<i>Our Dumb Animals,</i>	. . . . .	“ “
<i>The Christian Register,</i>	. . . . .	“ “
<i>Littell's Living Age,</i>	. . . . .	“ “
<i>The Missionary Herald,</i>	. . . . .	“ “
<i>The Well-Spring,</i>	. . . . .	“ “
<i>Woman's Journal,</i>	. . . . .	“ “
<i>The Century,</i>	. . . . .	New York, N. Y.
<i>St. Nicholas,</i>	. . . . .	“ “ “
<i>Collier's Weekly,</i>	. . . . .	“ “ “
<i>American Annals of the Deaf,</i>	. . . . .	Washington, D. C.
<i>The Étude,</i>	. . . . .	Philadelphia, Pa.
<i>The Inland Educator,</i>	. . . . .	Terre Haute, Ind.
<i>The Mentor,</i>	. . . . .	Inst. for Deaf-Mutes, Malone, N. Y.
<i>Our Little People,</i>	. . . . .	Inst. for Deaf-Mutes, Rochester, N. Y.
<i>The Silent Worker,</i>	. . . . .	Inst. for the Deaf-Mutes, Trenton, N. J.

<i>The Ohio Chronicle,</i>	Inst. for the Deaf-Mutes, Columbus, O.
<i>The N. Dakota Banner,</i>	School for the Deaf, N. Dakota.
<i>The Oregon Gazetteer,</i>	School for Deaf-Mutes, Salem, Ore.
<i>The Messenger,</i>	Ala. Academy for the Blind.
<i>The Tablet,</i>	West Va. School for Deaf-Mutes and Blind.
<i>The Inst. Herald,</i>	Florida Institute for Deaf-Mutes and Blind.
<i>The Washingtonian,</i>	School for the Deaf, etc., Vancouver.
<i>The Colorado Index,</i>	Colorado School for Deaf and Blind.

I desire again to render the most hearty thanks, in behalf of all our pupils, to the kind friends who have thus nobly remembered them. The seeds which their friendly and generous attentions have sown have fallen on no barren ground, but will continue to bear fruit in after years; and the memory of many of these delightful and instructive occasions and valuable gifts will be retained through life.

MICHAEL ANAGNOS.



EDWARD JACKSON, TREASURER, in account with the PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,  
for the Year ending August 31, 1900.

RECEIPTS.		EXPENDITURES.	
Balance on hand September 1, 1899, . . . . .		Drafts for general account, . . . . .	\$85,000.00
Income from invested funds, . . . . .	\$21,282.28	Less unexpended balance, . . . . .	315.57
	55,019.62		\$84,684.43
<i>General Account.</i>		Drafts for kindergarten account, . . . . .	\$21,500.00
From state of Massachusetts, . . . . .	\$30,000.00	Less unexpended balance, . . . . .	22.93
" Rhode Island, . . . . .	4,244.13	Drafts for printing account, . . . . .	\$5,759.95
" Maine, . . . . .	5,078.96	Less unexpended balance, . . . . .	13.37
" New Hampshire, . . . . .	2,066.67	Paid Mrs. Mary J. Jackson on account of annuity, . . . . .	
" Vermont, . . . . .	1,866.67	treasurer, for clerk hire, . . . . .	5,746.58
" Connecticut, . . . . .	5,127.65	safe rent, . . . . .	500.00
" Massachusetts for deaf pupils, . . . . .	700.00	taxes on St. Paul property, . . . . .	250.00
" Massachusetts for indigent pupils, . . . . .	99.31	charges collecting Maine draft, . . . . .	50.00
legacy from estate of J. Putnam Bradlee, . . . . .	25,000.00	for revenue stamps, new leases, . . . . .	629.00
" " Robert C. Billings, . . . . .	23,750.00	for insurance on Devonshire street property, . . . . .	6.28
" " Stephen W. Marston, . . . . .	4,500.00		2.00
" " Mrs. Susan B. Lyman, . . . . .	1,809.78		209.23
" " Edward D. Peters, . . . . .	500.00		
" " Mrs. Mary Ann P. Weld, . . . . .	400.00		
amounts received through M. Anagnos, director, . . . . .	6,836.15		
donations, . . . . .	1,221.25		
	113,200.57		
<i>Investment Account.</i>		Bought 15 shares New York Central & Hudson River R.R., . . . . .	\$1,500.00
Collected \$14,000 Chicago, Burlington & Northern R.R. bonds, . . . . .	\$14,700.00	estate, 288, 290 Devonshire street, . . . . .	\$1,907.50
Collected \$1,000 Chicago, Burlington & Quincy R.R. bond, . . . . .	1,000.00	Bought estate, 363 Boylston street, . . . . .	\$3,210.65
		Less mortgage of . . . . .	20,000.00
	15,700.00	Cash on hand in New England Trust Company, . . . . .	18,210.65
	\$205,202.47		101,618.15
			57,021.96
		<i>Amount carried forward,</i> . . . . .	\$272,194.70

TREASURER'S ACCOUNT — *Concluded.*

<i>Amount brought forward,</i> . . . . .			<i>Amount brought forward,</i> . . . . .	
<i>Printing Account.</i>				
Sale of books and appliances, . . . . .		\$205,202.47		
		552.13		
<i>Kindergarten Account.</i>				
From donations, . . . . .	\$4,709.77			
donation, Mrs. William Appleton Fund, . . . . .	300.00			
" Ladies' Auxiliary Society, . . . . .	8,569.26			
state of Maine, . . . . .	1,200.00			
" New Hampshire, . . . . .	1,333.33			
" Vermont, . . . . .	600.00			
" Rhode Island, . . . . .	3,266.07			
rents, Jamaica Plain, . . . . .	1,005.86			
towns and individuals, . . . . .	228.74			
sundry amounts, . . . . .	26.47			
trustee of Thomas Stringer, for board and tuition,	700.00			
legacy from estate of J. Putnam Bradlee, . . . . .	25,000.00			
" " Mrs. Josephine S. Hall, . . . . .	3,000.00			
" " Miss Dorothy Koffe, . . . . .	500.00			
" " Robert C. Billings, . . . . .	10,000.00			
" " Mrs. Delia D. Thorndike, . . . . .	5,000.00			
" " Mrs. Betsey B. Tolman, . . . . .	500.00			
" " Edward D. Peters, . . . . .	500.00			
		66,440.10		
		\$272,194.70		\$272,194.70

BOSTON, October 10, 1900.

Examined and approved.

HENRY ENDICOTT, } *Auditors.*  
EDWARD W. GREW, }

EDWARD JACKSON, *Treasurer.*





\$272,194.70

Amount brought forward, . . . . .

\$119,952.36

II. Receipts exclusive of income.

From donations, . . . . .

General Account, . . . . .

Kindergarten Account.

Donations.

From Mrs. William Appleton Fund (additional), . . . \$300.00  
 other donations, . . . . . 4,709.77  
 ladies' auxiliary, current expenses, . . . \$6,841.76  
 ladies' auxiliary, endowment, . . . . . 1,727.50

\$8,569.26

Legacies.

General Account.

From J. Putnam Bradlee, . . . . . \$25,000.00  
 Robert C. Billings, . . . . . 23,750.00  
 Stephen W. Marston, . . . . . 4,500.00  
 Mrs. Susan B. Lyman, . . . . . 1,809.78  
 Edward D. Peters, . . . . . 500.00  
 Mrs. Mary Ann P. Weld, . . . . . 400.00

13,579.03

Kindergarten Account.

From Mrs. Josephine S. Hall, . . . . . \$3,000.00  
 J. Putnam Bradlee, . . . . . 25,000.00  
 Robert C. Billings, . . . . . 10,000.00  
 Mrs. Della D. Thorndike, . . . . . 5,000.00  
 Mrs. Betsey B. Tolman, . . . . . 500.00  
 Edward D. Peters, . . . . . 500.00  
 Miss Dorothy Roffe, . . . . . 500.00

55,959.78

Collected, Chicago, Burlington & Northern R.R. bonds,  
 Chicago, Burlington & Quincy bonds, . . . . .

\$14,700.00  
 1,000.00

15,700.00  
 21,282.28

Cash on hand August 31, 1899, . . . . .

\$272,194.70

\$272,194.70

## ANALYSIS OF MAINTENANCE ACCOUNT.

Meats, 35,157 pounds, . . . . .	\$3,485.15
Fish, 4,494 pounds, . . . . .	218.54
Butter, 4,179 pounds, . . . . .	1,094.19
Bread, flour, meal, etc., . . . . .	1,177.57
Potatoes and other vegetables, . . . . .	909.11
Fruit, fresh and dried, . . . . .	469.59
Milk, 37,690 quarts, . . . . .	2,014.03
Sugar, 9,332 pounds, . . . . .	499.73
Tea and coffee, 1,208 pounds, . . . . .	326.90
Groceries, . . . . .	1,203.46
Gas and oil, . . . . .	440.48
Coal and wood, . . . . .	3,613.98
Sundry articles of consumption, . . . . .	527.27
Wages, domestic service, . . . . .	8,183.21
Salaries, superintendence and instruction, . . . . .	31,775.36
Medicines and medical sundries, . . . . .	72.33
Furniture and bedding, . . . . .	1,178.08
Clothing and mending, . . . . .	51.91
Expense of stable, . . . . .	167.34
Musical instruments, . . . . .	286.22
Manual training supplies, . . . . .	73.94
Stationery, printing, etc., . . . . .	1,627.74
Construction and repairs, . . . . .	6,185.22
Taxes and insurance, . . . . .	888.45
Travelling expenses, . . . . .	91.42
Sundries, . . . . .	302.57
	\$66,863.79

## WORK DEPARTMENT.

*Statement for the Year ending August 31, 1900.*

Cash received from sales, . . . . .	\$21,146.69
Cash paid for salaries and wages, blind people, . . . . .	\$4,958.32
Cash paid for salaries and wages, seeing people, . . . . .	3,605.28
Cash paid for rent, stock and sundries, . .	11,300.12
	<u>19,863.72</u>
Paid Perkins Institution on loan account, . . . . .	\$1,282.97
Stock on hand and receivable bills August, 1899, . . . . .	\$6,711.01
Stock on hand and receivable bills August, 1900, . . . . .	6,697.78
	<u>13.23</u>
Gain, . . . . .	<u>\$1,269.74</u>

## MEMORANDUM.

Amount due to the Perkins Institution for loans, . . . . .	\$45,040.11
Gain for the year ending August 31, 1900, . . . . .	1,269.74
	<u>\$43,770.37</u>







The following account exhibits the state of the property as entered upon the books of the institution September 1, 1900:—

Building 288, 290 Devonshire street, . . . . .	\$74,200.00	
Building 250, 252 Purchase street, . . . . .	83,300.00	
Building 172-178 Congress street, . . . . .	90,600.00	
Building 205, 207 Congress street, . . . . .	69,000.00	
Building 363 Boylston street, . . . . .	31,000.00	
Building 383 Boylston street, . . . . .	35,000.00	
House 11 Oxford street, . . . . .	9,000.00	
House 402 Fifth street, . . . . .	4,300.00	
Houses 412, 414, 416 Fifth street, . . . . .	9,300.00	
House 424 Fifth street, . . . . .	3,700.00	
Houses 426, 428 Fifth street, . . . . .	11,600.00	
Houses 430-440 Fifth street and 103, 105 H street, . . . . .	47,200.00	
Building 442 Fifth to 111 H street, . . . . .	21,300.00	
House 537 Fourth street, . . . . .	4,400.00	
Houses 541, 543 Fourth street, . . . . .	8,800.00	
House 555 Fourth street, . . . . .	2,500.00	
Houses 557, 559 Fourth street, . . . . .	15,100.00	
Houses 583, 585, 587, 589 Fourth street, . . . . .	19,900.00	
Houses 591, 593, 595 Fourth street, . . . . .	15,500.00	
House 99, 101 H street, . . . . .	3,500.00	
Real estate, St. Paul, Minn., . . . . .		\$559,200.00
Real estate at Wachusett street, Forest Hills, left to the kindergarten by the will of the late Ezra S. Jackson, subject to a life annuity to Mrs. Jackson, . . . . .		32,818.51
<i>Real Estate used by the Institution.</i>		
Real estate, Broadway and Fourth street, House 418 Fifth street, . . . . .	\$322,124.00 3,100.00	
House 422 Fifth street, . . . . .	3,700.00	
Real estate used for school purposes, Jamaica Plain, . . . . .		328,924.00
Unimproved land, South Boston, . . . . .		243,872.00
Mortgage notes, . . . . .		5,196.00
		145,500.00
<i>Railroad Stock.</i>		
Boston & Providence R.R., 100 shares, cost, . . . . .	\$25,048.75	
Fitchburg R.R., preferred, 250 shares, cost, . . . . .	23,973.33	
Chicago, Burlington & Quincy R.R., 105 shares, cost, . . . . .	13,818.04	
Boston & Maine R.R., 31 shares, cost, . . . . .	3,938.96	
Boston & Albany R.R., 200 shares, cost, . . . . .	41,254.08	
New York Central & Hudson River R.R., 115 shares, cost, . . . . .	12,512.57	
<i>Amounts carried forward, . . . . .</i>	\$120,545.73	\$1,324,010.51

<i>Amounts brought forward,</i> . . . .	\$120,545.73	\$1,324,010.51
West End Street Railway, 200 shares, cost, . . . . .	17,987.50	
Consolidated R.R. of Vermont, 4 shares, cost, . . . . .	400.00	
		138,933.23
<i>Railroad Bonds.</i>		
Eastern R.R., one 6% bond, cost, . . .	\$1,270.00	
Chicago, Burlington & Quincy R.R., 25 4s, cost, . . . . .	24,190.00	
Chicago, Burlington & Quincy R.R., Illinois division, 2 bonds, cost, . . . .	2,000.00	
Kansas City, St. Joseph & Council Bluffs R.R., 5 7s, cost, . . . . .	6,375.00	
St. Paul, Minnesota & Manitoba R.R., 10 4s, cost, . . . . .	8,800.00	
Kansas City, Clinton & Springfield R.R., 3 5s, cost, . . . . .	3,051.25	
Atchison, Topeka & Santa Fé } R.R., 10 4s, . . . . .	} cost, . 15,646.79	
Atchison, Topeka & Santa Fé } R.R., adjusted, 5 4s, . . . . .		
Atchison, Topeka & Santa Fé } R.R., 62 shares, . . . . .		
Fitchburg R.R., 25 5s, cost, . . . . .	25,531.25	
Chesapeake & Ohio R.R., 20 5s, cost, . .	23,628.60	
Consolidated R.R. of Vermont, 5 4s, cost,	4,006.25	
		114,499.14
United States Hotel Company, 68 shares,		10,840.50
Ground Rent Trust Company, one share,		900.00
Suffolk Real Estate Trust Company, 15 shares, . . . . .		15,480.00
Albany Trust Company, 100 shares, . . .		10,000.00
Illinois Steel Company bonds, 35 5s, cost,		36,360.26
Cash, . . . . .		57,021.96
Household furniture, South Boston, . . .	\$17,900.00	
Household furniture, Jamaica Plain, . . .	13,400.00	
		31,300.00
Provisions and supplies, South Boston,	\$882.00	
Provisions and supplies, Jamaica Plain,	165.00	
		1,047.00
Coal, South Boston, . . . . .	\$1,800.00	
Coal, Jamaica Plain, . . . . .	1,440.00	
		3,240.00
<i>Work Department.</i>		
Stock and bills receivable, . . . . .		6,697.78
<i>Musical Department.</i>		
Sixty-seven pianos, . . . . .	\$10,850.00	
One large organ, . . . . .	4,000.00	
Four small organs, . . . . .	100.00	
Band instruments, . . . . .	956.00	
<i>Amounts carried forward,</i> . . . . .	\$15,906.00	\$1,750,330.38

<i>Amounts brought forward, . . .</i>	\$15,906.00	\$1,750,330.38
Stringed instruments, . . . . .	120.00	
Musical library, . . . . .	1,200.00	
		17,226.00
<i>Printing Department.</i>		
Stock and machinery, . . . . .	\$2,900.00	
Books, . . . . .	14,394.00	
Electrotype and stereotype plates, . .	25,652.00	
		42,946.00
<i>Miscellaneous.</i>		
School furniture, . . . . .		9,000.00
Library of books in common print, . .	\$4,600.00	
Library of books in embossed print, . .	21,258.00	
		25,858.00
Boys' shop, . . . . .		115.50
Stable and tools, . . . . .		475.00
		\$1,845,950.88
Less mortgage on building 363 Boylston street, . . . . .		20,000.00
		\$1,825,950.88

The foregoing property represents the following funds and balances, and is answerable for the same:—

INSTITUTION FUNDS.		
General fund of the institution, . . . . .	\$119,751.10	
Stephen Fairbanks fund, . . . . .	10,000.00	
Harris fund, . . . . .	80,000.00	
Richard Perkins fund, . . . . .	20,000.00	
Stoddard Capen fund, . . . . .	13,770.00	
LEGACIES.		
Mrs. Eleanor J. W. Baker, . . . . .	2,500.00	
J. Putnam Bradlee, . . . . .	50,000.00	
Robert C. Billings, . . . . .	23,750.00	
T. O. H. P. Burnham, . . . . .	5,000.00	
Mrs. Eliza Ann Colburn, . . . . .	5,000.00	
John N. Dix, . . . . .	10,000.00	
Albert Glover, . . . . .	1,000.00	
Benjamin Humphrey, . . . . .	25,000.00	
Mrs. Susan B. Lyman, . . . . .	4,809.78	
Stephen W. Marston, . . . . .	4,500.00	
Edward D. Peters, . . . . .	500.00	
Henry L. Pierce, . . . . .	20,000.00	
Mrs. Elizabeth P. Putnam, . . . . .	1,000.00	
Mrs. Charlotte B. Richardson, . . . . .	40,507.00	
Mrs. Matilda B. Richardson, . . . . .	300.00	
Samuel E. Sawyer, . . . . .	2,098.00	
Joseph Scholfield, . . . . .	2,500.00	
Mary F. Swift, . . . . .	1,391.00	
Mrs. Ann White Vose, . . . . .	12,994.00	
Joseph K. Wait, . . . . .	3,000.00	
Mrs. Mary Ann P. Weld, . . . . .	2,000.00	
Thomas Wyman, . . . . .	20,000.00	
Cash, . . . . .		\$481,370.88 31,123.35
PRINTING FUND.		
Capital, . . . . .	\$108,500.00	
Additions, . . . . .	49,948.76	
KINDERGARTEN FUNDS.		158,448.76
Mrs. William Appleton fund, . . . . .	\$13,000.00	
Nancy Bartlett fund, . . . . .	500.00	
Miss Helen C. Bradlee fund, . . . . .	90,000.00	
Miss Harriet Otis Cruft fund, . . . . .	6,000.00	
Mrs. Helen Atkins Edmands fund, . . . . .	5,000.00	
Eugenia F. Farnham fund, . . . . .	1,015.00	
Albert Glover fund, . . . . .	1,000.00	
Moses Kimball fund, . . . . .	1,000.00	
Mrs. Warren B. Potter fund, . . . . .	25,000.00	
Mrs. Benjamin S. Rotch fund, . . . . .	8,500.00	
Mary Lowell Stone fund, . . . . .	500.00	
Transcript ten dollar fund, . . . . .	5,666.95	
Mrs. George W. Wales fund, . . . . .	10,000.00	
LEGACIES.		
Mrs. Harriet T. Andrew, . . . . .	5,000.00	
Mrs. Eleanor J. W. Baker, . . . . .	2,500.00	
<i>Amounts carried forward,</i> . . . . .	\$174,681.95	\$670,942.99

<i>Amounts brought forward,</i> . . . . .	\$174,681.95	\$670,942.99
Mrs. Ellen M. Baker, . . . . .	9,000.00	
Sydney Bartlett, . . . . .	10,000.00	
Robert C. Billings, . . . . .	10,000.00	
Samuel A. Borden, . . . . .	4,250.00	
Mrs. Sarah Bradford, . . . . .	100.00	
John W. Carter, . . . . .	500.00	
Benjamin P. Cheney, . . . . .	5,000.00	
George E. Downs, . . . . .	3,000.00	
Mrs. Lucy A. Dwight, . . . . .	4,000.00	
Mary B. Emmons, . . . . .	1,000.00	
John Foster, . . . . .	5,000.00	
Mrs. Elizabeth W. Gay, . . . . .	7,931.00	
Mrs. Ellen M. Gifford, . . . . .	5,000.00	
Mrs. Josephine S. Hall, . . . . .	3,000.00	
Mrs. Ann E. Lambert, . . . . .	700.00	
Elisha T. Loring, . . . . .	5,000.00	
Augustus D. Manson, . . . . .	8,134.00	
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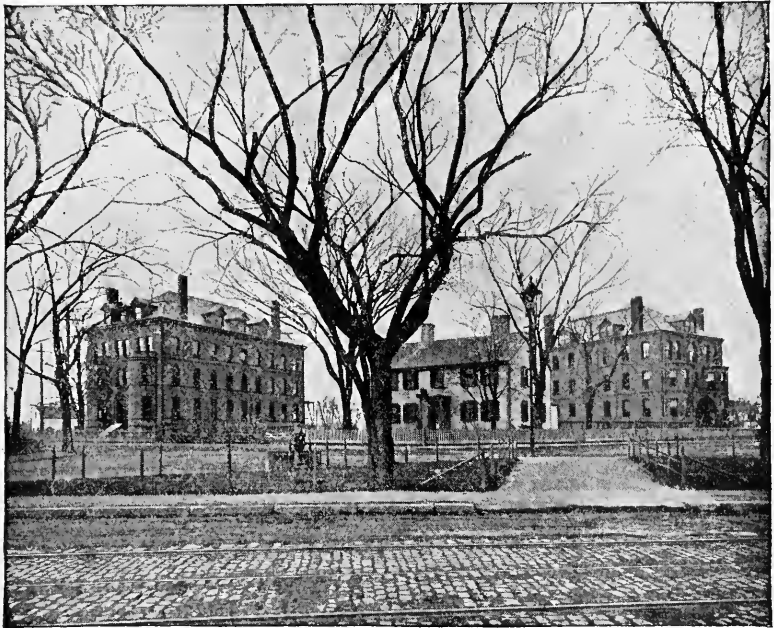
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FOURTEENTH ANNUAL REPORT  
OF THE  
KINDERGARTEN FOR THE BLIND

AUGUST 31, 1900



BOSTON  
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1901



Commt, lasst uns den Kindern leben.

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## GIFTS IN LIFE AS WELL AS IN DEATH.

DEAR FRIEND:— Are you thinking of making your will and of disposing of the whole or a part of your estate for educational and benevolent purposes? If so, do not forget the Kindergarten for the Blind in Jamaica Plain. Pray bear in mind the fact that this institution is doing a holy work for the needy little sightless children, its object being to mitigate the sad effects of their affliction, to improve their condition physically, intellectually and morally, and to free them from the fetters of helplessness and dependence.

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 FORM OF BEQUEST.

I give, devise and bequeath to the corporation of the Perkins Institution and Massachusetts School for the Blind, Boston, Mass., for the sole use and benefit of the Kindergarten for the Blind, the sum of \_\_\_\_\_ dollars.

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 FORM OF DEVISE OF REAL ESTATE.

I give, devise and bequeath to the corporation of the Perkins Institution and Massachusetts School for the Blind, Boston, Mass., for the sole use and benefit of the Kindergarten for the Blind (here describe the real estate accurately), with full power to sell, mortgage and convey the same, free of all trusts.

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*The Kindergarten for the Blind is located at the corner of Perkins and Day streets, Jamaica Plain.*

*The Jamaica Plain electric cars pass within ten rods of the building.*

# KINDERGARTEN FOR THE BLIND.

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## REPORT OF THE TRUSTEES.

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*To the Members of the Corporation.*

LADIES AND GENTLEMEN:— The lapse of another year has made it incumbent upon us to render an account of our stewardship to the members of the corporation and to all those who take an active interest in the welfare of the little blind children and contribute liberally toward their support and education.

We discharge this duty most cheerfully since the period covered by our report is one of progress and general prosperity.

In the course of the past twelve months nothing has occurred, which requires special mention or explanation. There have been no deaths and no cases of severe illness, good health having invariably prevailed. The work of educating and training the children has been carried on regularly and systematically, and the administration of the different departments of the little school has been conducted with uniformity, perfect harmony and success.

We take very great pleasure in being able to state that the amount of money received during the past twelve months from annual subscriptions and donations shows no falling off from the receipts of previous years. For this favorable result we beg to express our sense of profound gratitude to the loyal friends and constant benefactors of the little blind children,

and at the same time to remind them that the kindergarten depends upon their generosity not only for the continuance of its beneficent work within the present limits, but for the realization of the larger plans of usefulness, which have already been formed and made known to the public.

#### CONDITION AND WORK OF THE KINDERGARTEN.

The kindergarten is in a flourishing condition and continues to do a good work. It has long been firmly established in the confidence of the community.

Organized in 1887, the little school has been ever since in operation and has proved its value by the fruits of its ministrations as a prime factor and as one of the most beneficent agencies in the education of the blind. Its doors are kept wide open to all the little sightless children of both sexes, who seek admission, and scores of these flock to it and receive under its roof tender care and suitable nurture of body and mind, while their spiritual needs are not neglected. They are placed under the best domestic influences, developed in conformity with the laws of their being and trained according to the principles of Froebel's philosophy of pedagogy. They are led out of intellectual and moral darkness into light and enabled to acquire a knowledge of the world of objects around them through the senses of hearing, touch, taste and smell. They are taught to control themselves, to appreciate industry, to use their fingers skilfully and to be honest, truthful, courteous, orderly, patient, unselfish, painstaking in their work and thoughtful of the comfort and happiness of others.

The results already obtained show that, in this gar-



den of childhood, life is unfolded on all sides under universal laws, the nature of the pupils is broadened and deepened as well as quickened, their mind is developed and enlivened, while their hands are trained, their self-activity is fostered and their self-reliance promoted. The children are treated not merely as bundles of faculties to be cultivated and disciplined, nor as complicated mechanisms to be adjusted and put into motion, but as many-sided human souls to be set in harmonious relations with the whole order of things — spiritual, social and material — of which they are a part.

The kindergarten has unquestionably attained a high standard of excellence, and, if this is to be still further elevated, or if the little sightless children are to be amply provided with such facilities and improvements as may be demanded by the progress of pedagogical science, in addition to the advantages which they are now enjoying, the public in general and the stanch friends of the blind in particular must come generously to the support of the little school and keep its treasury in a healthy condition.

Fortunately our community abounds in philanthropic men and women, who are looking for a blessed opportunity to turn their beneficence into the channels where it is most needed and where it will yield the largest return, and we cannot refrain from urging them most earnestly to turn their attention toward the sacred cause of the little sightless children.

#### EXERCISES AT TREMONT TEMPLE.

At the commencement exercises in Tremont Temple, on the afternoon of June 5, the little people from

the kindergarten held full sway upon the stage during the first part of the programme, which was their share of the entertainment. They were eager listeners to the music by the older pupils, which opened the exercises, and were then alert in beginning their own work, charming the audience by their happiness in songs and games.

Too much cannot be said of the wonderful progress of Tommy Stringer, which was demonstrated by his *Story of a Dime*, the first exercise. This was his own weaving into an imaginative tale of the impressions gained at a visit to the mint in Philadelphia. The paper was as thoughtful, as well written, as logical and as descriptive as that of any seeing, hearing boy of his age could be. It reflected the greatest credit upon his teachers, who have sought to effect his rational and systematic development, and upon his own carefully-trained powers of concentration, observation and appreciation, while it proved that the saving grace of humor is not lacking among his characteristics. The story followed the fortunes of a dime from its first home in the depths of a mine to its final resting-place in a little boy's pocket, where Tommy bestowed it with evident satisfaction. It was illustrated throughout by a series of articles and silhouettes, which Tommy held up in full view of the audience.

When the applause elicited by Tommy's achievements had quite died away, four tiny children advanced to their familiar low kindergarten table and began to model in clay the martial figures of knights and soldiers. While they were thus engaged Gen. Appleton introduced the speaker of the afternoon, Rev. Alexander McKenzie, D.D., of Cambridge, who had very kindly consented at the last minute to fill the

vacancy caused by the illness of the Rev. Thomas Van Ness, and who did so most effectively in the following impressive words:—

*Ladies and Gentlemen:*—If there ever was an hour when it was presumption for a man to speak, this is the time, between the address to which we have listened and the address which is at this moment going on before our eyes. To attempt through the common vehicle of speech to say anything of interest seems to be a vain undertaking. You will be kind enough to pass up your money while these children are before you; or if you do not care to do that just now, you may present your card with the amount of your subscription written upon it. I take it for granted that you all understand why we are here. The managers of the Perkins Institution are not presenting a drama for our amusement. These children are not brought here today for any mere purpose of entertainment. This is a very real, a very earnest, a very important work. You have not come here to see any mere exhibition. If you have, there is time now for you to recover from your mistake and to go out. This is simply nature on a very large and impressive scale, and the intention of it is to show us what has been done and what can be done under very great difficulties by divine ingenuity, and then to move us to continue the work. All this which you see has been learned, and it is necessary to continue and to carry on this learning, and to offer it to others that they may profit by the same kind of instruction. You are here to see what has been accomplished and to help to extend the doing of it. "The Story of the Dime" has been told you. It is in one chapter. The "Story of the Dollar" is now to be told. You are to tell the first chapter, and these teachers will tell the next; but the second chapter will be another manifestation of these great and blessed results. In these June days we all realize how fair and pleasant everything is, and rejoice that we have passed out of the death and dearth of winter into the gladsome season when the prominent thing about us is life. It is only a short time since it was winter, and yet we see that everything is green and beautiful—the birds are singing in the trees and the air is filled with music; and as you walk abroad your path lies through the green grass where the red berries nestle and await your coming. We can en-

joy all this. The great question is, can this good world be opened to these children. Would you like to take one of these children out into the fields and, putting your finger on his eyes, show him the great trees and the green everywhere and the beautiful flowers and birds? That is precisely what you are asked to do. If you could say, "no, I will see the trees and the green grass and the roses and lilies, and I will enjoy the pleasure with which the coming and the going of the birds fills me, and that is all I care for," the difference between that and utter selfishness would not be apparent to my mind. The aim and object of this institution, of its managers and its teachers, is simply to let these children see and enjoy through our assistance the things which are open to us. It is not only the things which we see that delight us, but it is the thought within us. While we see the summer and enjoy it, we enter into its meaning, and know that the beautiful bird flying and singing through the air is our cousin, and that there is not a bee that hums who is not our blood relation, or a tree with which we cannot claim some kinship. The primrose by the river's brim shares life with the child who takes it into his hand. It is that which you cannot see through your eyes, but which you find through your mind, which is to be given to these children who are to be taught at this institution. For you can teach them. You can do this ever marvelous thing of gaining access to their minds. You can tell them that life is one, that all nature is one, and that it is all the work of the one God who is our Father and Saviour, and in this you are doing a gracious and sublime work. If anything appeals to our ambition in the highest and best sense, it must be to take one who has never looked into the world of nature and teach him these blessed truths for the uplifting of himself and the making of his own life divine.

I am sure that there is no need of making an appeal to this audience for aid for this work. I am told there is to be no appeal today. But it is all appeal. The air trembles with eloquence. Here is our chance. Think of it — calmly, quietly. Do you want these boys and girls to know what your children know? Are you willing to go without luxury, if that be necessary; are you willing to go beyond your path, that those whom Providence has thrown into our way may have the means opened up to them whereby they may learn the ways of Providence in nature and have them interpreted to them, in order that they may know the world which is?

The world is not much better known to us than it may be to them. I think if we recognize this wonderful opportunity we shall be impressed with its importance. There is one of the great verses in the New Testament which comes to my mind, especially in these days when some people do not recognize the marvelous things which are going on about them. Christ does more than summon our faith to believe in his miracles. He said, "the works that I do shall ye do, and greater works than these." I say for these children, when you have opened up to them the love of God and of Jesus Christ, you have done a greater miracle than was done for Bartimeus when he sat at the gate of the city and by divine power his eyes were opened and he could see, for in the educating of these children you open the eyes of the mind, and the heart—and they are enabled to see and to feel the unseen and eternal. See these girls and boys before you, and behold the illustration of the greater work, which enables them to have that sight which does not see simply the thing, but admits them into the divine thought and order.

There is much yet needed to be done. I think one of the most profound moments I have had for a long time was in reading a report of this society a year ago, when I came upon a very touching story of the orator who was just now speaking to you. He was taken upon a mountain. After long climbing he stood on an immense height, as it seemed to him. He thought that when he reached the summit he would be close to the sky, and standing there on the mountain he naturally lifted up his hands to see how the sky felt, and he could not touch it. There was great disappointment because he could not touch the clouds. Now, what we have to do is to take that disappointed boy and let him stand on our shoulders, and then he will reach as far as we can. Tell him that the sky is vapor, and that it would not do him any good to touch it. Tell him, through his teachers, about the earth and the sky and he will know what they are. He will know how high a mountain is, and what is above it, and how far off is that range of pure substantial clouds floating upon the heights of thought, love, imagination. Lift him up, until when he raises his hands he shall feel the great realities, the divine truths, until he knows heaven and earth and the maker of earth and heaven, and goes with the immortals up the steeps of light, and here upon the earth has the delight of that country of ours which seems very far off, but is close upon his spirit.

You know, my friends, that you and I are the world to these children. They never see your face, or any human face. Their idea of what men and women are depends upon their opinion of us. We are the world. We are the love of God. We are humanity. We are affection to these children. There was once a man who was born blind, and he recovered his sight. The moment he passed out from darkness into light so that he could see, what a transformation there was! He had a notion, I dare say, that people were kind and beautiful. He found that every face he looked upon was wrinkled and wore a scowl. He found that every man was ugly, that the men who spoke to him were trying to bewilder him. They twitted him and accused him. By and by he saw his father and his mother. He had never seen his mother's face, and he had idealized her beauty, but he found that she looked down upon him, and was ready to disown him, indeed she half denied him. His father frowned in such a way that I should not wonder, if the poor man prayed, "Oh Lord, deliver me from the disappointment. Take away the sight which you have given me. Take away the father and the mother I see and give me the father and the mother I used to dream about." See these blind children — what do you suppose their idea about you and me is? I suppose they think every man is a kind man and every woman is a kind woman. "Oh, if I could look upon the genial faces of these kind men and women," I fancy I hear one of these children saying. "They tell me every man and every woman's face is beaming with interest in me, they are reaching out with sympathy to me and brimming over with love of me." The teacher stands showing the world to them, showing human nature to them; and since they must interpret the divine through the human, we are showing to them what it is to call God Father. What do you suppose it meant to that blind man when he learned first that God was his father, and then thought of his own father! It reminds me of the experience of a good missionary who went out West, where she found such a condition of things that she did not dare to teach the Lord's prayer to the children. The boys she found did not know what the love and respect of a father is. The fathers they knew had done little but abuse their children, so that the good missionary found that the worst thing she could say to a boy was, "God is your father." We are here in God's name, in the name of fathers and of mothers, and in the name of friends, and what these boys

and girls are to learn of the world of men and women is what they learn of us, is what we are; and I do not know that there will come to us soon a greater opportunity than this to reveal the eternal things and the divine love to these quick minds which, behind these benighted eyes, are waiting for the revelation of that human nature through which the divine is known. This is the meaning of the hour. This is the opportunity. This adds one page to the New Testament, one illustration;—these are the greater works of which the Master spoke.

This powerful appeal stirred the hearts of his hearers to their depths, and the emotions aroused by it were quickened by the sight of the bonny little lads and lassies, who sang and played at "Heroes and Soldiers," but whose cheerfulness and happiness told a tale of unconscious heroism, underlying their innocent child-lives.

Thanks be to its benevolent founders and friends for the kindergarten, which lightens the clouds for these blighted buds of humanity and gives them the blessed sun for their unfolding and rejoicing! Having here come into their own—a happy childhood—the clouds can never again be so dense, no matter what the future may bring to them. In truth, it is not for them that the heart's depths should be stirred: rather, let it be for those other little ones, still in their unlovely homes, barred out from these beneficent privileges by lack of accommodations.

The rendering of *A Merry Sleigh-ride Party* by the kinder orchestra showed excellent work on the part of the little boys, whose musical ability and interest seem thoroughly awakened and whose talents are ripening early. This brought to an end the part which the kindergarten took in the

commencement exercises, and with it the climax of the day's pleasure was reached, if we may judge by the melting away of a large number from the audience when the little children had disappeared from the scene of action, which was then left to the devices of the older pupils.

All which is respectfully submitted by

WILLIAM ENDICOTT,  
CHARLES P. GARDINER,  
ROBERT H. GARDINER,  
JOSEPH B. GLOVER,  
N. P. HALLOWELL,  
J. THEODORE HEARD,  
HENRY MARION HOWE,  
FRANCIS W. HUNNEWELL,  
GEORGE H. RICHARDS,  
WILLIAM L. RICHARDSON,  
RICHARD M. SALTONSTALL,  
S. LOTHROP THORNDIKE,

*Trustees.*



# KINDERGARTEN FOR THE BLIND.

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## FOURTEENTH ANNUAL REPORT OF THE DIRECTOR.

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For the structure that we raise  
Time is with materials filled ;  
Our todays and yesterdays  
Are the blocks with which we build.

— LONGFELLOW.

*To the Board of Trustees.*

GENTLEMEN:— We stand at the meeting point of two years, one that is just ended and the other that is taking its vacant place. The past we know well, and while we recall to mind and review with pleasure what has been done during its course for the advancement of the cause of the little blind children, we turn our attention to the present and look forward with faith and confidence for greater achievements.

At no former period has the prosperity of the kindergarten been more satisfactory than during that of the past twelve months, nor has the success of its operations ever been better or larger.

There have been 74 children in attendance. The health of these little pupils has been so good throughout the year that there is nothing amiss on this score to report except six cases of chicken-pox, which made its appearance at the beginning of the school term, and eight of whooping-cough, which occurred later in the winter.

We desire in this connection to express once more our sense of profound gratitude to Dr. Henry W. Broughton for his unfailing attention and unsurpassed kindness to every one of the children who seemed to be sick or ailing and were in need of his care. Ever since the opening of the kindergarten in 1887 Dr. Broughton has been its faithful friend and regular attending physician, and although he has responded most readily and cheerfully to all calls for examining and treating such cases of illness or indisposition as are unavoidable in large households, the only compensation he has ever been willing to receive has consisted in hearty thanks and not in gold or silver. We are also greatly indebted to his younger brother, Dr. Arthur N. Broughton, to our ophthalmic surgeon, Dr. Francis Ingersoll Proctor, and to Dr. Clarence J. Blake for professional services, which they have gladly rendered whenever they were requested to do so.

The domestic management of the different households of the kindergarten has received proper attention and diligent care, and I take sincere pleasure in reporting, that harmony, peace and a spirit of good will and of mutual helpfulness have been conspicuous in every department.

The necessities which called the kindergarten into existence fourteen years ago are as urgent today as they were then. The number of little blind children has been steadily increasing, while the reasons for the speedy removal of the majority of them from their surroundings and for the early training of all of them are even more urgent at the present time than heretofore.

## THE NEW ORGANIZATION WORKS ADMIRABLY WELL.

We are blessed in the change.

— SHAKESPEARE.

As was stated in our last annual report, the radical change in the administration of the kindergarten, which became obviously inevitable some time ago, was effected at the beginning of the past year without the least difficulty.

At the opening of the school term in September, 1899, the office of the principal matron was abolished, and, as far as internal management is concerned, the different families, into which the recipients of the benefits of the kindergarten are divided, were made entirely independent of the control of a central authority and perfectly free from the administrative jurisdiction of any officer residing on the premises.

According to the new plan of organization, the matrons in charge of the different houses are placed on a footing of absolute equality, and there is nothing to indicate any distinction of priority or superiority among them. Each of them is charged with the duty of conducting the affairs of the household over which she presides in accordance with the established rules and with instructions emanating from the headquarters at South Boston without interference from any other source.

It was confidently expected that this change would bring about happy results and our anticipations have been fully realized. Since the discontinuance of the services of a principal executive officer there has prevailed throughout every department of the kindergarten a spirit of good will and of perfect harmony, which —

Spreads undivided and operates unspent.

Nowhere has there been friction. The matrons have held cordial social relations and have cherished the kindest feelings toward one another. They have coöperated heartily in all matters relating to their work and have tried to be mutually helpful. They have shown a disposition of pleasing concord in their actions and have pursued in every instance the right way with a steady and even step. Moreover, by attending closely to the requirements of their house-keeping and to the details of their domestic affairs, they have looked after the proper use of provisions, prevented unnecessary waste in the kitchen and the dining room and have promoted wholesome economy, which is the legitimate offspring of intelligent supervision and conscientious management.

Thus the change in the form of the administration of the kindergarten has been productive of excellent fruits, and we have ample cause to feel that we are "blessed in it."

#### IMPERATIVE NEED OF A PRIMARY BUILDING.

An enterprise, when fairly once begun,  
Should not be left till all that OUGHT is won.

— SHAKESPEARE.

Among the educational institutions, which are established and maintained for the amelioration of the condition of the afflicted members of the human family, none is doing a holier work or is growing at a more rapid rate than the kindergarten for the blind.

The pupils of this school are drawn from all classes of people, but principally from such families as are living in ignorance and poverty and are utterly incapable of making the physical situation and environment of their little ones pleasant and morally healthful, or

of taking any measures either for their development and training or for their protection from noisome and debasing influences.

It is sad to relate that in many instances these hapless little creatures, born in misery and reared in wretchedness, are vegetating in the midst of loathsome and filthy surroundings and are constantly assailed by "the blasts and fogs" that come upon them from every direction. Although not entirely deprived of the necessaries of existence, they are so poorly fed and so insufficiently clad that they are stunted in their growth of body and mind and suffer for lack of raiment. They are often confined to dirty and unwholesome quarters, breathing foul air and imbibing the poison of the vile and blasphemous talk which is prevalent in their neighborhood. No ray of cheer or gleam of gladness enters their dismal abodes to brighten the darkness of their affliction, nor is there a fire of affection kindled therein to warm their shivering hearts and impart glow to their souls. They are either rudely treated or entirely neglected and their lot in life is as hard and as unbearable as the cruel hand of fate could make it.

In order to be able to save these children from the horrors of a future of absolute darkness and wretchedness we must have ample accommodations for them, so that we can take them away from their environment as soon as they are reported to us and keep them in a healthful place, where they can have the best and most fitting training under the wisest supervision and where they may ripen like apples in the sun of affection and parental care before the seeds of evil tendencies and inherited taints have time to germinate, take root and blossom.

So far as the boys are concerned we are well prepared to do this, the erection and equipment of a primary building for their benefit having supplied us with sufficient room to meet all demands promptly. But the case of the little girls is altogether different. We have only one house for them, and, as this is already filled to overflowing, we are compelled to postpone indefinitely the admission of a number of suitable applicants, who pray fervently to be allowed to come in and who ought to be received at once and placed under the roof of the kindergarten.

It is hardly needful to say that the inability to open widely the doors of the infant institution and take in instantly every sightless child of tender age, who knocks at them earnestly and who is famishing for the bread of life and in sore need of the comforts of an orderly home, is radically wrong and grievously unjust to one half of our tiny pupils. The only way to rectify this injustice is to erect a primary building for the girls similar to that which was provided for the boys three years ago. Justice and humanity alike demand that this should be done without delay and that the educational advantages afforded to the blind should be equal for both sexes.

In view of these facts we place the matter before the public in general and the friends of the blind in particular and beg of them to supply the means for the erection and equipment of a commodious building. The remarkable work which is done by the kindergarten is in itself a resistless appeal to those who appreciate its value and who are eager not only to secure its continuance but to provide for its enlargement.

May we hope that the plea which is earnestly made

in furtherance of this most worthy project will fall upon friendly ears and touch sympathetic hearts and thus prove to be something more than an ineffective voice crying in the wilderness ?

### THE HELEN CURTIS BRADLEE FUND.

Ten thousand vows from yearning hearts  
 To heaven's own gates shall soar,  
 And bear you up, as Anselm's hand  
 Those unseen angels bore.

— S. TEACKLE WALLIS.

The trustees of the estate of the late J. Putnam Bradlee, complying with the instructions which his sister, Miss Helen Curtis Bradlee, left with them shortly before her death, have given to the kindergarten another sum of \$25,000. With this addition the gifts received from Miss Bradlee at different times make a grand total of \$100,000. One-tenth of this amount has been used for building purposes and the remainder, namely \$90,000, stands as a permanent fund bearing the name of the donor.

In recording these facts we can find no words in which to pay an adequate tribute of gratitude to Miss Bradlee for her benevolence and boundless generosity. Through her princely liberality she has won the highest place in the ranks of the noble army of the benefactors of the blind and raised an imperishable monument to herself and to her honored family.

Wishing to have the name of this great friend of the little blind children indissolubly connected with the kindergarten we have decided to dedicate to her memory the house on Perkins street which is occupied by the girls and to the erection and equipment of which she was the largest contributor. A simple

brass plate containing the words HELEN CURTIS BRADLEE BUILDING, has therefore been placed on the front door of the edifice, and it will be kept there forever. This tells the story of our profound gratitude briefly but very distinctly. We could hardly find a simpler and more fitting memorial than this. The capital letters, in which the name of Miss Bradlee is ineffaceably engraved on the metallic tablet, are symbolic of the golden characters in which her blessed memory is so deeply written in the hearts of the blind that no lapse of time will ever blot it out.

The founders and supporters of the kindergarten will be always grateful to the trustees of the Bradlee estate, Messrs. William L. Strong and William H. Hodgkins, for their active and unfailing interest in the cause of the little sightless children.

#### LEGACIES AND GIFTS TO THE KINDERGARTEN.

The soul that gives is the soul that lives,  
 And bearing another's load  
 Doth lighten your own and shorten the way,  
 And brighten the homeward road.

— WASHINGTON GLADDEN.

The amount received from legacies during the past year is a little larger than that recorded in our last annual report and shows that the value of the ministrations of the kindergarten is duly appreciated by eminent men and women, noted for their intelligence, for their public spirit and for the soundness of their judgment.

In addition to Miss Helen C. Bradlee, whose legacy of \$25,000 has been already mentioned in the foregoing pages, there are six others, who remembered the infant institution in their wills in a very substantial



manner and whose honored names are indelibly inscribed on the golden roll of the distinguished benefactors of the little sightless children: Mr. Robert C. Billings, Mrs. Delia D. Thorndike, Mrs. Josephine S. Hall, Mr. Edward D. Peters, Miss Dorothy Roffe and Mrs. Betsy B. Tolman.

We acknowledge with grateful appreciation the receipt of a legacy of \$10,000, which was left to the kindergarten by the will of the late ROBERT C. BILLINGS and which was paid to our treasurer by his executors, Messrs. Thomas Minns, Matthew Luce and Joseph S. Kendall. Mr. Billings was a public benefactor in the widest and best sense of the term. His sole purpose was to benefit his fellow men without distinction of race, color or creed. Like Henry L. Pierce, Augustus D. Manson and Robert Brock Brigham, he was distinguished by a liberality and catholicity of spirit, which did great credit to his head and heart and at the same time are a stern rebuke to the narrowness of some wealthy persons who are so nearsighted that they see but little good outside of their immediate circle or of the sect to which they belong. Although no special services were held in commemoration of Mr. Billings' life and work and no high-pitched and gorgeously colored sermons were preached to glorify his deeds, the monument which he built to his memory by his liberal bequests to worthy causes will be greatly appreciated by generations to come, and his generosity will receive its due meed of praise and admiration.

The widow of the late John H. Thorndike, Mrs. DELIA D. THORNDIKE, left by her will a legacy of \$5,000 to the kindergarten, which amount has already been paid to us, free from taxes. Mrs. Thorndike

was a woman of rare devotion to many good causes and a very generous contributor to them. She had deeply at heart the welfare of the little sightless children and her active interest in them never abated a jot from the time that it was first awakened, when the establishment of the infant institution was decided upon, up to the last day of her valuable life. Gifted with a broad mind, with quick intuition, with a conscience as pure as that of a child and with a sympathy that embraced every living creature, she has raised through her innumerable deeds of benevolence and charity a lasting monument to her memory, which will be more enduring than any shaft of granite.

From the estate of Mrs. JOSEPHINE S. HALL, widow of the late Martin L. Hall, we received through the executor of her will, Mr. A. W. Hooper of New Haven, Connecticut, a legacy of \$3,000. Mrs. Hall was a true and noble woman, highly esteemed and dearly beloved by those who knew her. Benevolence was her predominant quality. She was always and under all circumstances a faithful friend to the kindergarten, and while she was one of the regular contributors to its funds she was trying at the same time to persuade others to follow her example. She did so much for the cause of the little sightless children, that we shall never cease to mourn her loss and to cherish her memory.

The late EDWARD D. PETERS was a man of sympathetic and kindly nature, of tender feelings and of sterling character. His deeds of charity were countless, and he never wearied of well doing. He was a loyal friend to the cause of the little sightless children and a contributor to the means for its

furtherance. Before his death he expressed the desire that the sum of \$500 be given to the kindergarten from his estate. This wish has been carried out most faithfully by his son, Mr. W. Y. Peters, who sent to us last July a cheque for one thousand dollars, one half of which amount was to be applied to the needs of the parent institution and the remainder to those of the little school.

Miss DOROTHY ROFFE of Boston bequeathed to the kindergarten the amount of \$500, which has been received from the executor of her will, Mr. John Lawrence of Groton. Miss Roffe was a woman of solid worth of character,—benevolent, liberal, public-spirited, refined, retiring, unostentatious. She proved to be one of the true friends of the kindergarten, and we bless her name, rejoice in the inspiration of the beautiful memory she left to us and bring our tribute of reverence and affection for what she did and for all that she was.

By the will of Mrs. BETSY B. TOLMAN of Norwell, Mass., widow of the late Joseph C. Tolman, the sum of \$500 was left to the kindergarten and was paid to our treasurer in May last by the executor of her estate, Mr. David B. Ford. When the project of building the infant institution was placed before the public, Mr. Tolman showed his hearty approval of it by sending a gift of \$800. Mrs. Tolman followed in the footsteps of her dear husband by leaving a legacy to it, and for this kind action she will be held in grateful remembrance by those who will be benefited by her thoughtful generosity for generations to come.

While we are paying a just tribute to the blessed memory of the above mentioned benefactors of the

blind, who provided most generously for the kindergarten by their wills, we cannot let the opportunity pass without expressing our sense of profound gratitude and everlasting obligation to a host of living friends, who do not cease to manifest a warm and unflagging interest in the cause of the little sightless children and who, although their ranks are being steadily thinned by death, still continue to be one of the strongest pillars of its support. In this list are included the honored names of Mrs. William Appleton, Mrs. Annie B. Matthews, Miss Sarah M. Fay, Mrs. Warren B. Potter, Mrs. Prescott Bigelow of Brookline, Mrs. Samuel Downer of Dorchester, Mr. Henry H. Fay, Mr. Francis W. Hunnewell, Mrs. Samuel Eliot, Mr. M. S. Kettell of Brookline, Miss H. W. Kendall, Mr. Eliot C. Lee, Mrs. Joseph Lee, Miss M. M. Dutton, Mrs. Leopold Morse, the Misses Peabody of Cambridge, Mr. Francis H. Peabody, Mr. Wallace L. Pierce, Miss Adelaide Standish, Miss Elizabeth B. Thacher, Mr. Charles A. Welch, Miss Ruth Williams, Mr. Charles L. Young, Mrs. George N. Black, Mr. George A. Gardner, Mr. Joseph B. Glover, Mr. D. W. Hitchcock, the Misses Loring, Mrs. Theodore Lyman of Brookline, Miss Fanny E. Morrill, Mrs. George H. Perkins, Mrs. Mahlon D. Spaulding, Mrs. Frederick L. Ames, Miss Mary S. Ames, Mrs. Charles W. Amory, Mr. Zenas Crane of Dalton, Mr. H. H. Hunnewell, Mrs. William V. Kellen, Mrs. Marcus M. Kimball, Mrs. Winthrop Sargent, Mrs. William H. Slocum of Jamaica Plain, Mrs. Bayard Thayer, Mrs. Francis C. Foster of Cambridge and Mrs. Henry Clark of Worcester.

In addition to these generous benefactors there have been many who have proved their interest by regular

and unfailing subscriptions to the funds of the kindergarten and whose names, together with the amount of their respective contributions, are given in the several lists of acknowledgments which are printed in full elsewhere.

For all the bequests, donations and annual subscriptions recorded in this report, whether large or small, whether reaching thousands of dollars or limited to modest sums, we are truly and profoundly grateful to those who gave them. Our hearts are also replete with thankfulness to them for the kind and encouraging words and for the cordial and earnest wishes for the achievement of greater results, with which their gifts have often been accompanied.

The noble friends of the blind, who supplied the means for the establishment of the kindergarten and upon whose unceasing liberality it depends both for the continuance of its ministrations in their full integrity and for the increase of its usefulness, may well experience a delightful feeling of satisfaction when they see that the object of their beneficence is a living and helping force, diffusing among the little sightless children educational advantages and home comforts or domestic enjoyments which are of inestimable value to these maimed lambs of the human flock.

Who are the blest?

They who have kept their sympathies awake,  
And scattered joy for more than custom's sake,—  
Steadfast and tender in the hour of need,  
Gentle in thought, benevolent in deed.

May we hope that the kindergarten will continue liberally remembered in the wills of its steadfast friends and benefactors?

### APPEAL TO ANNUAL SUBSCRIBERS.

The quality of mercy is not strained ;  
 It droppeth, as the gentle rain from heaven  
 Upon the place beneath : it is twice bless'd ;  
 It blesseth him that gives, and him that takes :  
 'Tis mightiest in the mightiest ; it becomes  
 The throned monarch better than his crown.

— SHAKESPEARE.

#### *To the Friends of the Little Blind Children.*

Once more the time has come to bring our work before you and to tell of its constant growth, as well as to thank you earnestly for your generosity during the past year and to express constantly the hope that you will sustain the kindergarten in the future and will not allow its life-giving ministrations to be crippled by the lack of sufficient funds.

We take very great pleasure in stating that the sum of money received through the ladies' auxiliary society and its various branches from annual subscriptions and donations amounts to \$8,569.26. This sum exceeds by \$8.26 the receipts for the year 1899.

For this satisfactory result we are profoundly grateful to each and all of the contributors.

But the needs of the kindergarten have been rapidly increasing and render it imperative for us to ask for further additions to the list of generous givers. A second or primary school building for the girls, similar to that which was erected for the little boys three years ago, has now become an absolute necessity. The number of the tiny applicants awaiting admission is steadily increasing, and we cannot receive them for want of room.

It is sad enough when children with all their senses are kept out of our public schools through lack of

proper accommodations, but when the little blind boys and girls are deprived of an education which literally means life itself to them, we are brought face to face with a tragedy that is all the greater because it is silent, the dumb suffering of young and helpless human beings.

Since blindness is in the majority of cases the result of infringements of the laws of health and cleanliness, it is most common among the poor and vicious. The young creatures doomed to pass through life without looking on the faces of their kind or beholding the cheerful sunshine and all the beauties of bounteous nature are usually born into cramped and narrow, not infrequently into degraded homes. His infirmity renders it impossible that such a child should go abroad alone, often there is no one to take him. So he must remain in the foul air of a small room in some shabby tenement house, perhaps in the immediate vicinity of a hot cook-stove in summer, while in winter he shivers for lack of exercise and of fuel to heat the poor apartment.

If his mother goes out to work, he is perhaps locked up here with the risk of fire; if she stay at home, she is too overworked and worn with care to teach one who needs long and special training. So he remains inert and still, suffering from neglect, passive, helpless. Or if he is naturally of an active disposition, and his abode is among the vicious, the seeds of future wickedness are sown in the best possible soil, that of idleness and misery. In one of the novels of Charles Dickens, there is a graphic and terrible description of a clever blind rascal, a criminal leader of criminals. Perhaps this painful portrait was drawn from the novelist's own experience of the

slums of London. It should certainly serve to remind us of the danger of leaving the sightless subjected to the dark temptations that often surround them.

From all this wretchedness and sin, from gloomy and noisome dwellings, as well as from better homes where the little blind child vegetates through mistaken kindness, growing up absolutely helpless and unable even to put on his own shoes, from these we propose to rescue all little sufferers and to provide for them a sunny and delightful home within the precincts of that wonderful child-garden where so many little ones have already found salvation from the evils surrounding them at birth. All our energies therefore must be bent toward this needed increase of our work and toward raising funds for maintaining another family in the building soon to be erected. This will involve an additional yearly expense of seven or eight thousand dollars. For the funds necessary to meet these increasing liabilities we are constrained to appeal to those who have so generously helped us hitherto and who will not suffer the good work, which is largely their own, to languish in the midst of a community renowned for benevolence, wise philanthropy and public spirit.

Will not the tried and faithful friends of the kindergarten increase the amount of their annual subscriptions to give the lamp of life to the little ones waiting for admission? Will they not persuade their neighbors to become annual subscribers and thus enlarge the circle of sympathy which sustains this blessed home for the stricken lambs of the human fold?

To you who have visited the kindergarten, who have seen the happy beaming faces of the children



there, who have noted their eagerness to learn, their delight in play, this appeal will not come in vain. Fifteen or twenty more little blind girls to be given the birthright of a happy, active, natural childhood ; to be brought out of darkness into light and taught to walk, run and play in the fashion of seeing children ; to acquire the habit of using feet and hands instead of sitting all day in a chair, like a passive lump of clay ; to "learn by doing," progressing ever by easy gentle steps toward higher and higher knowledge according to the beautiful method of Froebel ! Another score of young sightless children to enter upon the path leading to independence, self-support and self-respect and be brought at every step further and further away from the dangers of pauperism and crime ! This is the object for which we propose to erect our new building and for which we count confidently upon the support of all good citizens and especially of those who are blessed with children possessed of all their faculties. Let all such happy parents bring a thank offering to help the sons and daughters of affliction, lest some day they find their own homes desolate.

We have never asked in vain for help for the little creatures standing in such sore need ; surely our appeal will go to the hearts of those who —

Have love. Not love alone for one,  
But man as man their brother call,  
And scatter like the circling sun  
Their charities on all.

We shall be very grateful for any additional contributions, which may be sent for the erection of a second building for the use of the girls.

## In Memoriam.

### DEATH OF FRIENDS OF THE KINDERGARTEN.

As thrills of long hushed tone  
 Live in the viol, so our souls grow fine  
 With keen vibrations from the touch divine  
 Of noble natures gone.

— LOWELL.

Since the publication of our last annual report death has robbed the kindergarten of some of its staunchest friends and most constant benefactors. In the list of the deceased are included the honored and beloved names of Mrs. George Baty Blake, Mrs. John T. Coolidge, Mrs. Lewis S. Dabney, Mr. Epes Sargent Dixwell, Mrs. M. Day Kimball, Mrs. John Ellerton Lodge, Mrs. George Augustus Meyer, Mr. Edward Dyer Peters, Mrs. L. Miles Standish, Mrs. John H. Thorndike, Mrs. George P. Upham, Mrs. Robert C. Waterston and Mrs. Thomas Goodwin Wells.

A life that was especially valuable to the community was brought to a close by the death on December thirtieth, 1899, of Mrs. SARAH PUTNAM LOWELL BLAKE, widow of the late George Baty Blake. She was prominently connected with many patriotic societies and philanthropic movements and did much to lighten the burdens of the poor and the needy. Both her natural inclinations and the obligations of inheritance, which had come down to her from her ancestors, made it impossible for her to show indifference to the sorrows and the sufferings of those who were in trouble, or to be unwilling to engage in the work for their relief and solace. She was deeply devoted to the service of King's chapel,

as she was to all matters pertaining to the welfare of the parish. Her pecuniary aid to the kindergarten was generous and unflinching. Mrs. Blake's personality made the home, in which she always reigned as a gracious queen, one of the most delightful resorts of men of letters and of the best society in the highest sense of the word. She has left a host of relatives and devoted friends to mourn her death and to revere her memory. As Campbell expresses it,—

To live in hearts we leave behind  
Is not to die.

By the solemn seal of death, which was placed upon the life of Mrs. ANNA TUCKER COOLIDGE, wife of John T. Coolidge, on the eighteenth of October, 1899, the community at large lost a rare woman and the kindergarten for the blind one of its most loyal friends and munificent benefactors. She was a philanthropist in word and deed, believing that the noblest service is to help one's fellowman. She devoted herself largely to charitable objects and her benefactions were numerous. In every relation of life she presented to the world the beautiful and helpful example of a pure, useful, noble and public-spirited woman. No one could come into personal contact with her without feeling the strength and grace of her character. Her interest in the little blind children was as strong as it was profound. This was made manifest by a codicil added to her last will and testament, whereby she bequeaths to the kindergarten all the residue of her estate after the payment of some personal legacies and the satisfaction of certain life trusts. This testamentary provision for the benefit of the stricken lambs of the

human fold is in itself a beautiful and enduring monument, which will perpetuate the memory of Mrs. Coolidge for generations to come. The death of such a person causes an irreparable loss to the community, and those who knew her intimately grieve with her bereaved husband in his great sorrow. The world is poorer because she has ceased to live in it, but the hearts of her numerous friends and acquaintances are richer for the many loving memories that she has left to them as an undying legacy. Here was —

A blessed life of service and of love,  
Heart wide as life, deep as life's deepest woe!  
His servants serve him day and night above,  
Thou servedst day and night, we thought, below.

By the death of Mrs. CLARA BIGELOW DABNEY wife of Mr. Lewis S. Dabney, which occurred in Paris, France, on Monday, the sixteenth of October, 1899, the kindergarten has been bereft of a valuable friend whom it could ill afford to lose,—one who proved to be a constant benefactor of the little sightless children. She was the daughter of the late Hon. George Tyler Bigelow and an estimable and unselfish lady, to whose sterling qualities and noble characteristics we can hardly pay too high a tribute. The sad news of her decease in a foreign country came as a great shock to all her relatives, but especially to her afflicted husband, who has in his deep sorrow the warmest sympathy of a host of friends. Mrs. Dabney was a tireless worker in alleviating the suffering and in ameliorating the condition of the unfortunate. She leaves a memory which will abide forever in the hearts of those who knew her well, and which shall grow —

Greener with years, and blossom through the flight  
Of ages.

Mr. EPES SARGENT DIXWELL died at his home, No. 58 Garden street, Cambridge, on the second of December, 1899, at the age of ninety-two years. For a long period of time he was teacher and head master of the English High school and of the Boston Latin school. Under his tuition and direction were taught and trained two generations of men, many of whom have become eminent while some are still playing a very important rôle in the intellectual, social, political and business circles of the city. He was not only a generous and public-spirited citizen, but also a man beloved and revered in private life. His devotion to his profession was exemplary, and he placed all his talents — “all that he knew and was” — at the service of his fellowmen. Pure, serene, refined, elevated in the tone and tenor of his life,— *serus in coelum rediens*,— he left behind him a ripe harvest of the fruits and the flowers of his earthly career.

So blest is he, and ever blest,  
Who patient sows where others reap ;  
And ever-ripening fields shall best  
His ever growing memory keep.

A severe loss has befallen the cause of the little blind children in the death of Mrs. SUSAN TILLINGHAST KIMBALL, widow of the late M. Day Kimball, which occurred on the twenty-second day of March, 1900. She was a lady of great worth and of many noble traits of character, widely known for her many public and private charities and beneficent deeds. In spite of her age and feeble health she was ever ready to listen with patience to the stories of woe and privation brought to her by a regular visitor of the poor,

whom she was able to see, and to give not only time and thought but money for the relief of the suffering. Thus she kept both her heart and her purse open to those in distress. She was a woman of great vital force and energy. Those who were in the inner circle of her friends remember her indomitable fortitude under serious infirmities and the fine courage which minimized her own physical ills. Nothing could hinder or deter her from doing what conscience and duty commanded her to do. Her gifts to the kindergarten were liberal and unfailing, and these were usually sent to us through her esteemed friend and our honored benefactor, Mr. George W. Wales. Mrs. Kimball was a genuine "heir of the true line and stock" of her ancestors. She is fittingly depicted in the following words of Carey:—

Noble by heritage,  
Generous and free.

May her devotion to works of benevolence and her active sympathy with the needy and the suffering abide with her descendants, and may these be inspired by her example to go on and do likewise.

The sudden and lamented death of Mrs. ANNA CABOT LODGE, widow of the late John Ellerton Lodge, which occurred on the nineteenth of February, 1900, deprived the kindergarten of another of its stanch friends. The career of this most estimable lady was characterized by true liberality, noble beneficence and public spirit. She had always been identified with many philanthropic and benevolent societies and she gave generously from her means for the advancement of many good cause. To the funds of the kindergarten she was a regular and

thoughtful contributor, and, in several of the letters, with which she accompanied her gifts, she expressed in warm terms her appreciation of the work of the little school. The life of Mrs. Lodge was long, active and useful, although during the past few years she had lived in close retirement in consequence of failing health. She had outlived the great majority of her immediate contemporaries, yet her memory will be tenderly cherished by many loving friends, and her innumerable good deeds will remain engraved on the tablets of eternity. The following lines form a most suitable epitaph for her: —

Life's race well run,  
Life's work well done,  
Now cometh rest.

Mrs. GRACE HELEN MEYER, widow of the late George Augustus Meyer, died on the twenty-third of September, 1900, in the sixty-sixth year of her age, and the managers of the kindergarten have good and substantial reason to feel her loss keenly. She was preëminently a charitable woman, and her life has been a useful and upright one. She was identified with several charitable societies and was ever ready to lend a helping hand to the cause of the little sightless children in time of need. Beloved by her friends and highly respected by all who knew her, she leaves a memory which is in itself a noble inheritance. In the words of the poet, she surely showed —

Patience and abnegation of self and devotion to others.

The late EDWARD DYER PETERS, who died on the twentieth day of February, 1900, was another of the devoted friends and unfailing helpers of the cause of

the little blind children. In many respects he was a remarkable man. He belonged to the old school of New England gentlemen whereof he was one of the few survivors. His kindness of heart was as boundless as his courtesy was conspicuous. His efforts and labors were stimulated by an earnest desire to be of service and to render assistance to those whom fortune had placed under heavy disadvantages. Humane and benevolent by nature, he felt a tender sympathy for the little sightless children, and this has been practically expressed in several contributions of money, which he sent from time to time to our treasurer for the benefit of the kindergarten. These gifts were finally supplemented by a legacy of five hundred dollars, which his son, Mr. W. Y. Peters, has recently paid to us. Through these tokens of his deep interest in the cause of the blind, Mr. Peters won for himself our affection and gratitude, and in his death we feel the loss of a personal friend,—one whose —

Friendship was like the sun's eternal rays ;  
Not daily benefits exhaust the flame :  
It still is giving and still burns the same.

Another valued friend of the blind was removed from our midst by the death of Mrs. OLIVE L. STANDISH, widow of the late L. Miles Standish, which occurred on the twelfth day of September, 1900. Mrs. Standish, like her dear daughter, Miss Adelaide Standish, was intensely interested in our work for the amelioration of the condition of the little sightless children and made regular yearly contributions towards its support. Tenderness of feeling, sweetness of nature, warm sympathy for all sufferers and sterling moral worth were the principal features of her character, and nothing could



be told of her life, which would not tend to justify the high esteem in which she was held and to increase the strong affection with which her friends cherish her memory. She was a lovable woman, broad-minded and large-hearted, and hers was —

A soul of beauty, light and grace.

The kindergarten has suffered a most serious loss in the death of Mrs. DELIA D. THORNDIKE, widow of the late John H. Thorndike, which occurred at Nice, France, on the thirtieth of October, 1899. She was one of the noblest and most benevolent women in our community. For many years her name appeared regularly in the "acknowledgments" for all worthy causes, great or little. The message of her decease, which came from over the ocean, created profound grief in many a friendly bosom. It announced the loss of a regular giver. It marked the departure of a cherished associate in life's battles against the foes of human welfare. Mrs. Thorndike had the heart of a child and the sweet and gentle spirit of a saint. Hence to preserve her faith and interest in all things high and pure was an easy task for her. The benefactions of this noble woman were systematically and widely bestowed. Her kind motives were matched by discriminating judgment. The cause of the little sightless children had in her one of its truest friends and staunchest supporters. When the first building of the kindergarten was opened in 1887, she gave the greater part of the furniture of her own drawing-room to furnish its parlor. Her annual contributions both to the endowment fund and to the account for current expenses were as regular as the return of the seasons of the year. These gifts were crowned by a

legacy of \$5,000, which has already been received from the executors of her will, free from all taxes. Mrs. Thorndike wrote her name in kindness, love and mercy in the hearts of the blind and of all persons who were recipients of her bounty, and she will never be forgotten. Her good deeds will stand as a perpetual monument to her memory and will shine as brightly on the earth as the stars in heaven. Hers was —

A strong yet gentle soul whose presence shed  
 An influence that cheered and comforted,—  
 One of those chosen few who seem to be  
 The pledge of heaven and immortality.

A noble woman has been lost to the community by the death of Mrs. SARAH SPRAGUE UPHAM, wife of Mr. George P. Upham, which occurred on the twenty-second day of January, 1900. Mrs. Upham was endued with rare virtues and gifts, uniting in herself the qualities of sweetness, refinement and strength, which seldom are found in such excellent combination. Her heart and energies were enlisted in various sorts of philanthropic work, and her purse was freely and generously opened to the cause of the little blind children; but her wise and widespread liberality was known only to few persons. Her left hand was entirely ignorant of what the right one did. Quietly and unostentatiously she did an immense amount of good and exerted a silent influence, which can hardly be overrated. One who was well acquainted with her has said that for more than twenty years he never met her without going on to his work refreshed and strengthened by some gracious word of encouragement or by the sympathetic smile, with which she was wont to greet her friends and fellow

workers. Mrs. Upham's name holds a high place on the list of the charitable women of Boston, and will always be remembered with honor and love. There was no trace of vanity or of thirst for fame in her character. Her ambition was to serve and help not to talk and shine. No murmur of complaint over her illness or infirmities was ever heard, but to the day of her death she was unceasingly thoughtful of others. Her infinite patience, serenity and humility were natural expressions of the unalterable trust in the "eternal goodness," which possessed her through life and which was not shaken either by pain or by bereavement.

What was the secret of that calm, strong soul,  
 Calm, sweet, yet strong for life's activities?  
 What, of the power that either touched the goal  
 Or turned its failures into victories?  
 Her face looked sunward, like the heliotrope's,  
 That was the secret. Out of sky-born hopes  
 Her life was lighted, till the shadows fell.

By the death of Mrs. ANNA CABOT LOWELL QUINCY WATERSTON, widow of the late Robert C. Waterston, which occurred on the fourteenth of October, 1899, the kindergarten has lost a firm friend and the community a woman, who acted a noble part in life's drama and whose uniform kindness and consideration for others won the deserved respect of those who knew her well. Possessing uncommon natural endowments and unusual acquirements, Mrs. Waterston was as distinguished and as prominent in the literary and social life of Boston as she was modest in her demeanor and unassuming in her manners. Like her late husband, she had a heart of remarkable capacity for tender feeling and warm sympathy with all sufferers, and she manifested a

profound interest in the cause of the little sightless children from the time that their special needs were first brought to the notice of the community. She contributed freely to the support of many philanthropic enterprises and her benefactions reached the full extent permitted by her means. Generosity was a dominant feature of her character, and now that she has left us forever and gone on to the "beautiful river of rest," she will be greatly missed, and, to use Milton's words, she will —

Be honored ever with grateful memory.

The death of Mrs. ELIZABETH SEWALL WELLS, widow of the late Thomas Goodwin Wells, which occurred on the eighth of August, 1900, inflicted a great loss upon the kindergarten for little sightless children. She was very happy in being of service to the blind, and her interest in their welfare never abated or faltered from the time that it was awakened to the last day of her noble life. She was endued with an acute understanding and quick perceptions, and was ever ready to engage or assist in works of charity. She was a worthy and public-spirited lady, one whose kindness of heart was equal to her wisdom. Through her long and beneficent earthly career she endeavored to follow Tennyson's advice and to —

Live pure, speak true, right wrong.

In addition to these names the obituary record of the past year contains those of Mrs. William Cumston of Brookline, Mrs. Octavius B. Frothingham of Boston, Mr. Louis P. Ober of Brookline, Mrs. John C. Robinson of Jamaica Plain, Mr. Barthold Schlesinger of Brookline, Mr. Benjamin F. Smith of Boston, Mr. Lucian Sharpe of Providence and Mrs. Mary

E. Wright of Boston. All these were valued friends of the little sightless children and annual subscribers or regular contributors to the funds of the kindergarten, and their departure from among us is keenly felt and deeply lamented.

Nor virtue, wit, or beauty, could  
Preserve from death's hand this their heav'nly mould.

In closing these tributes of reverent esteem and affectionate remembrance to the above-named eminent citizens of Boston and New England and great benefactors of the blind, we fervently hope that their vacant places will soon be filled by new men and women. When we think of the tenderness and the benevolence of these departed saints, their devotion to deserving causes, their participation in the advancement of philanthropic movements and their unfaltering public spirit, we feel that the world is emptier and poorer without them. We gather up the completeness of finished and blessed lives like these and place it in the shrine of memory to be thenceforth a power and an incitement to good and great works for all time to come.

#### ANNUAL RECEPTION AT THE KINDERGARTEN.

And each of them doth all his diligence  
To do unto the feast all reverence.

— CHAUCER.

On the 23d of April, the date of the reception given by the ladies' visiting committee at the kindergarten, many anxious eyes scanned the frowning skies for some promise of brightness; but no kindly fate dispelled the clouds, so that the warm sun might

add to the attractiveness of the scene of the little festival. These untoward conditions necessarily deterred many persons from attending the exercises; but for the large number of guests, who did gather within the walls of the several buildings, there was no lack of cheerful welcome and hospitality emanating from every group of little hosts and hostesses or from their older guardians. All were eager to "do reverence unto the feast" and to assist in entertaining their friends,—here a tiny pupil rapidly folded colored papers into symmetrical shapes for presentation to the chance visitor who paused to admire the work; there an older boy, with quickly moving forefinger, read his story aloud to the group around him, while little black Joe, a centre of interest, was too busily engaged in making friends and in examining everything that his little fingers could reach, to accomplish his own appointed task of sewing upon a card with bright worsted.

The half-hour passed all too quickly in moving from room to room, viewing these busy little folks at their various occupations and marvelling at the dexterity and self-possession which they manifested. The visitors then assembled in the hall, where special preparations had been made for their entertainment. Row upon row of the little people graced the platform, ready to raise their joyous, melodious voices in the fresh, bright songs of the springtime. Gen. Francis H. Appleton, who presided on this occasion, greeted the audience with a few well-chosen words of welcome, and paid the following tribute to the many friends and benefactors of the little school:—

Although the appropriate time for public expression, as to the importance of all branches of our institution and school, is at the

graduation exercises in June, as president of the corporation, of which this valuable kindergarten is so important a part, it is proper and right that I should say a very few words now in opening these exercises.

To the ladies of the visiting committee, who have held the reception today, we are both deeply grateful for their active interest in the kindergarten and very appreciative of their kindly guiding and helpful work throughout the year in connection with the little school.

Through generous contributions by personal gift and by bequest, this good work goes on. We thank all the generous givers.

I would express hearty appreciation on behalf of the corporation to all the laborers in this field of humanity. In so doing, I am sure that we are all mindful of the cheerful and faithful work of the director, the assistants and teachers.

In order to bring about the best results, the work of love must go hand in hand with that of duty at the kindergarten as elsewhere, and such is the nature of the work that we recognize in the staff of this school. For this we sincerely thank them.

It is not for me to detain you longer, nor the children, whom we greet today with our best wishes and our kindly thoughts.

The first number in the order of the exercises is an operetta. The details of this are given in full on the programme, which you all have before you.

Then in flitted the flowers, the bees, the birds, the frogs and the polliwog, with mirthful faces and in appropriate garb, each to add a glad testimony to the joy of living and growing. Such happiness could but communicate itself to the audience whose laughter and bursts of applause were quick to greet each distinctive feature of the cantata, while to the little performers the educational value of their attempts at representation upon the stage must be counted an important part of the day's achievement.

The parts of the operetta, *Voices of Nature*, were thus assigned:—*Buttercup*, Helen Clark; *sunflower*,

Mary Allen; *violet*, Lucy Barabesic; *daisy*, Laretta Noonan; *queen bee*, Nettie Gray; *honey bee*, Edna Abbott; *lively bee*, Ludge Jean; *drone*, John Curran; *robin*, Daniel Crandall; *woodpecker*, John Wetherell; *crow*, Edward Ray; *polliwog*, Joseph Rodrigo; *frogs*, Alfred Heroux and Harry Rand.

Gen. Appleton next introduced the speaker of the afternoon, the Rev. Everett D. Burr, whose interest in the work of the kindergarten ensured the sympathetic and moving quality of the address which is here given in full.

ADDRESS OF REV. EVERETT D. BURR.

Mr. president and friends, it is a real pleasure to me to speak a word of congratulation this afternoon for the splendid work that is done here. This institution has always seemed to me the incarnation of science and love, not the great exception, as some people are inclined to think of it, but rather the most superb expression of the new education. The time was, you know, when the child was thought of as a little receptacle, into which information was to be poured as molten metal into the mold, but the modern teaching does not seek to inform a child, but to form new life in the child. The modern teacher does not seek to leave a thought, but to find a thought. Instead of looking upon the child's mind as a granary to be stored with grain, and the will an armory to be furnished with weapons, and the memory an art gallery to be hung with pictures, we have come to think of the child soul as a seed, for which the school is to furnish the atmosphere and soil that it may paint its own pictures, forge its own weapons and develop its own resources. The true education is education of the soul. The mother in the household has been the great leader in the new education. The sweetest task, the task at once the most difficult and the most delicate, is the nurture of the child's soul. We used to have educational theories chiseled out of the heads of grown-up people, but since Froebel has led us, we have been living with the child, thinking with the child, and allowing the child to think for himself. He has taught the teacher to continue what the mother so wisely begins. That



little bit of humanity in the mother's lap has eyes but cannot see, ears but cannot hear accurately, and hands that wander aimlessly. It is her pleasant task to teach the eye to see correctly, the ear to hear accurately, and the hand to move deftly. She holds her hand at that little back until the spine ossifies.

What more are the teachers doing today than this? Are we not taking this imprisoned child soul and seeking to give it its own expression, to allow the imprisoned soul to get away from its incarceration and express itself? It seems to me that we are thinking in these days of the child's soul as a seed, in which there are wrapped all the possibilities of future development, and it is the function of the school and of the home to provide the atmosphere, the soil, the sunshine, the shower, in which that seed will mature.

One of the many sententious expressions of Froebel's, which has interested me greatly in the study of child nature, is that the child is first the child of nature; after that, the child of humanity, and after that the child of God, and as that child's soul is led out into these wider reaches of thought, we have the fully developed, symmetrical human soul. This is the education of which this kindergarten is a splendid illustration.

We have seen this afternoon a most beautiful triumph. That is the one thought, which filled my heart as I listened to these songs, as I saw these children demonstrating the fact that they were close relatives of the flowers, the birds, the bees and the frogs. Their identity with the flower life was so actual and so real that they have breathed their fragrant music upon us. We have listened to the song of the bird, or the croak of the frog and the aspiration of the polliwog. You wonder at the genius of our most versatile and most fascinating author, Rudyard Kipling, you marvel how he can assume such Protean forms and with equal ease become a polo pony, a locomotive engine, a ship, a seal, or an elephant.

This mature genius is but the larger expression of the imprisoned powers, which we have seen in these budding geniuses this afternoon. Such growth is the result of the splendid industry and faithful sympathy of teachers, who have provided the atmosphere, and soil, and rain, and sunshine, in which these little lives have developed.

Let us forget our German for a minute, and realize that we are in a child-garden, and that we are giving care and culture to

these children's souls as really as any naturalist gives care and culture to some rare plants. We can no longer think of a child as a volume to be read, a riddle to be solved, a block to be chiseled into form, material to be built into a structure. The achievements of this kindergarten have led us into the very being of the child and revealed the only true method of education, to work in harmony with nature, and recognize the laws of normal growth.

A child is one of the expressions of God to man. He is not the true master of horticulture, who produces out of season some unusual results for his own pleasure. He is the true teacher, who sees to it that the child gives expression to the thought of God, which God intended through him, and would not for his life insist that the child should be forced to fit any one's idea of what he should be. Self-expression is the triumph of today. I am sure that the president of the corporation and his associates, teachers, visitors and all who are interested in this process of education, realize the grandeur of this triumph, the splendor of this achievement. It is as we work together, officers and teachers, friends and patrons of this institution, that the best and brightest sunbeams can be afforded to these child-flowers, that the most nutritious soil can be furnished them, and their lives nourished in all that makes for the best in living.

I am under the embarrassment in speaking today of having an audience behind me as well as before me, and I must show equal courtesy to both.

I want to speak just a word to the children, for it is with the children that I love most to play. I am sure you will pardon me if I turn my back to those who are sitting in the hall, and speak to those who have entertained us, in order that I may entertain them for just a moment.

I have been perfectly amazed to hear what treasures of song you have in your throats, and what treasures of thought you have in your minds. I am not sure but you have some treasures in these lives of yours of which at this moment you are not conscious.

I wonder if you have ever heard the story of Hans and the four big giants. Hans was a boy who, with his bundle of clothes on his back, went out to find a chance to make his living. He found his first task in a blacksmith shop. While he was working one day there drove by the princess of the realm in a beautiful car-

riage drawn by a pair of ponies. He said, as he caught the light from her eyes, to the blacksmith who was by his side, who can that beautiful creature be? He was told that it was the princess. Well, said he, I must secure a place in the palace of the king that I may serve that beautiful life. It was not very long before he went to the palace and found an entrance into the presence of the king. The king asked him why he was there. He said he desired to enter the service of the princess, and the king gave him a great task to test his worth. He said, if you will go to the North Sea and find a beautiful necklace of pearls that was lost there in the sea, you may have the best place in the realm. You may come and serve the king.

It was a great task. How far it was to the great North Sea, he did not know, but he started off on his long, long journey. As he went along he saw what looked to him like a great boulder of rock by the roadside. He thought it was a queer looking boulder. He came near to sit down upon it to get rested and think. But it moved, turned over, got up and spoke. It was a great giant.

Who are you? Where are you going? Hans told him of his errand. Can I help you? said the giant. Perhaps so, said Hans. What can you do? And he said, I have the longest legs, and I can run faster than the wind. I am more fleet than the deer on the mountains. So they went on together and soon met another great friend, who offered his services. Who are you? said Hans, what can you do? The giant answered, I am the giant with the great eyes. I have wonderful sight. I can see the ships far out to sea. I can watch the birds in their higher flights. Can I help you? Well, said Hans, I don't know but you can; come along. So they went on together and pretty soon came to another good friend and Hans asked him, what can you do? The giant replied, I have a very long arm. I can reach to the skies and touch the stars, and I can reach down deep into the sea. I can reach down in the mines, and pick up treasures hidden from view. Can I help you? I think you can, said Hans, come along. So they went on together and came to another giant, the best and biggest of all. Hans asked him what he could do. Said the giant, I have wonderful power of hearing. I can hear the ripple of the waves in mid-ocean. I can hear the whispers of the birds in the night when their day songs are still. I can hear children's secrets whispered in the dark. So Hans went on his journey with his

four new friends, whom he had found on his way, until he came to the North Sea. They took a boat and rowed far out upon the sea until one of them said, I see the pearl necklace brilliant white down deep in the ocean. Then they stopped rowing, and the man with the long arm reached way down in the water and picked up the necklace of pearls, and when they came to shore the man who could listen so acutely put his hand to his ear and listened and said, it is the birthday of the princess at the king's palace. They are giving her a birthday party, and if there ever was a time when the princess should have the necklace, it is this very day. Well, said the man with the long legs, I can get you to the palace before the party is over. You get upon my shoulder and I will go as fast as I can. Hans climbed to the giant's back, and oh, how he rode! He reached the palace in time, left Hans at the gate, who, with the necklace of pearls in his hands went into the presence of the king. The king put the necklace of pearls upon the princess' neck, and placed her hand in the triumphant hand of Hans, saying, this hand that has found the treasure may have a gift more precious, and the heart that was true to a task may have a task that is greater, and he made him his prime minister.

It seems to me that the German writer who gave us this little story of Hans and the four big giants was just trying to have us understand ourselves. You children have learned already of some of the powers wrapped up within you. But I want you all to know that you have four big giants right in yourselves ready to help you. (One of the children here exclaimed, "oh, my! I am not big enough.") Here is little Robert sitting on the front seat. I have known him for four years, but nobody ever told him before that he had four giants to help him, but it is true, true as can be, and each one of these giants will help you accomplish your task in the world, just as the four big giants helped Hans perform his. They are your *mind*, your *heart*, your *will*, and your *conscience*. If you will train your mind so that it will think only of what is true, and think accurately, discipline that heart of yours and allow it to love only what is pure and beautiful, sweet and high, gird that will of yours and let it do only what is worth doing, and hold that conscience of yours to approve only what is just and right, these four wonderful powers within your own little selves, a *mind*, a *heart*, a *will* and a *conscience*, will bring the treasures of earth and heaven within your grasp. These powers are grander than giants, more

powerful than giants, and more really helpful than giants, because they are your own selves, not somebody outside of yourselves, but powers within yourselves, and I am sure, if you will work with these teachers of yours as faithfully as they work for you, you will discover treasures and win crowns, you will have the highest place in all the realm, for your life will find its highest expression. All honor today to the great teacher who taught us the value of a child and the dignity of childhood. All praise to the faithful teachers who have nurtured these child-flowers and made the garden radiant with their varied growths. We pledge to you our heartiest coöperation and our loyal sympathy in all your beautiful tasks.

The children's delight in the part of the speech addressed to them burst all bounds of dignified silence, and they chatted gaily over the remarkable story, which had been told to them, until Gen. Appleton's closing words again drew their attention.

The last number on the programme was the *Fest Waltz*, which was excellently rendered by the orchestra in admirable time and tone.

In leaving the hall many paused to offer to the laborers in this field of activity words of commendation and appreciation, which could not fail to bring encouragement to them in their task. This consists largely in patiently smoothing the rough places, tenderly urging forward the little feet on the pathway of education and gently guiding the wandering little hands to which the dexterity that seems so wonderful does not come in a moment, but is the result of daily, painstaking care in each individual case. The guests could not have failed to carry away with them a deeper and more abiding faith in the sacredness of this work of opening the eyes of the blind, that, through intellectual life and vigor if not through physical means, they may indeed see, and a

higher and firmer resolve to uphold the hands of those, whose labor of love it is to lead these little blind children toward the light.

THOMAS STRINGER.

I live not in myself, but I become  
 Portion of all around me; and to me  
 High mountains are as feeling.

—BYRON.

These words of the great poet are so peculiarly appropriate to the case of Tommy Stringer, that they almost seem as if expressly written to give utterance to his sentiments and to portray his happy deliverance from solitary confinement in the dreadful dungeon of total darkness and of absolute stillness and his restoration to his human estate.

When we consider the forlorn and distressing condition, in which Tommy was nine years ago, and compare it with that in which he is now, we cannot help seeing that a wonderful development has taken place in his case, which, whether it is regarded from a physical or from an intellectual and moral standpoint, represents an educational achievement of the utmost importance.

Tommy was born near Waynesburg, Greene county, Pennsylvania, on the third day of July, 1886. In early infancy he sustained an irreparable loss through the death of his mother. This affliction was followed by a terrible disease, spinal meningitis, which left the hapless baby at the age of two years without the senses of sight and of hearing. After the occurrence of this frightful calamity his father removed to Washington, Pennsylvania, whence the little child was taken subsequently to the Allegheny hospital.

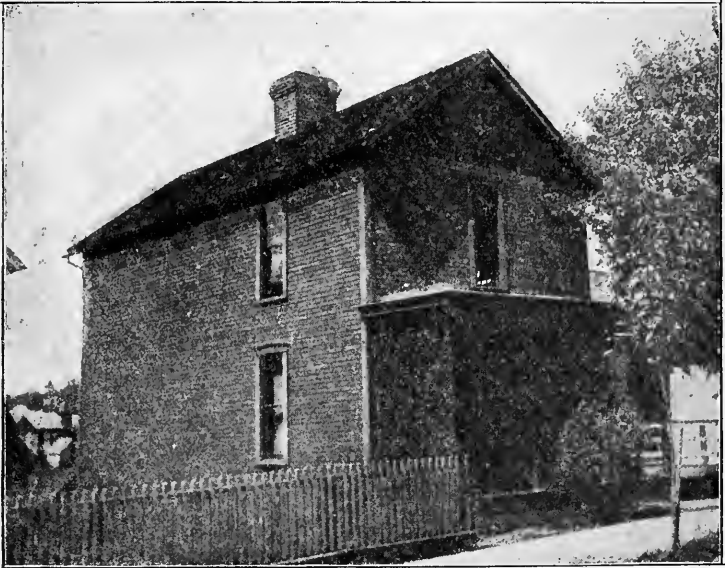


THOMAS STRINGER.





On the eighth of April, 1891, Tommy was brought to us from that institution, under the care of one of its nurses, who seemed to be very much attached to him. He was then nothing but a mass of flesh, fashioned in the form of a child, with the breath of life in it; a spiritless little creature with a low



THE HOUSE IN WASHINGTON, PENN., FROM WHICH TOMMY WAS TAKEN TO THE ALLEGHENY HOSPITAL.

degree of intelligence, somewhat resembling a puppy in his instincts and characteristics.

On the day of his arrival in Boston Tommy was placed in the kindergarten for the blind at Jamaica Plain in charge of a special teacher, who was employed to devote all her time to him, and measures were immediately taken to awake him from his torpid condition and to discover some way of penetrating the triple walls of the prison, in which his spirit was locked up.

The task of rescuing the little victim of affliction from the captivity of darkness and of bringing him out into the light of intelligence and of human fellowship was a tremendous one. Indeed, when all circumstances attendant on his case are taken into account, it is no exaggeration to call it herculean. Owing to his physical infirmity and mental vacuity there seemed little hope of improvement. He was heedless, dull, inactive and a very unpromising subject. He was found to be as passionate as a little brute, tearing his clothes and screaming violently. He was entirely isolated from the rest of mankind and utterly indifferent to what was going on around him. He had no means of expressing himself save a monotonous, fretful moan, which was not a cry and which manifested neither pleasure nor pain. Although he was nearly five years old, he could not walk upright, but crawled on hands and feet, and that backward, for sad experience had evidently taught him that, when he crept forward, his head ran the risk of coming unexpectedly in contact with things harder than itself.

Such was Tommy when he was received at the kindergarten, and we set about the task of transforming him and making an intelligent boy of him.

From the very start it was obvious to us, that nothing could be done to arouse the helpless little creature from the strange drowsiness, which "had locked up his mortal sense," and to quicken his mental faculties without a decided amelioration of his physical organization. Hence our principal efforts were at once concentrated upon the attainment of this end. A series of simple exercises were prescribed for him and were carried on faithfully. These

were calculated to strengthen his flabby muscles, to quicken the circulation of the blood and build up his nerve-tissues, to regulate the performance of his bodily functions, to increase his vital force and corporeal activity and thus enable him to stand erect and move about unassisted, to feed and dress or undress himself and to walk and play in the open air.

Through constant efforts and innumerable trials, varying both in character and in duration, a positive gain was obtained in this direction, and then steps were taken to establish the means of communication between Tommy and the outer world.

The methods and processes employed for the accomplishment of this purpose were precisely those, which were devised by the illustrious liberator of Laura Bridgman, Dr. Samuel G. Howe, and used by him with wonderful success in the emancipation of his famous pupil. These were applied in Tommy's case with unwavering faith, ardent hope, steadfast perseverance and intense enthusiasm. Most of the operations were repeated hour after hour with unflagging industry and renewed ingenuity, but apparently without effect. The enormous difficulties, with which the pathway to progress was thickly beset, were intensified by Tommy's stolid apathy and obstinate resistance. He was unwilling to make the slightest exertion, and it appeared more than probable that the efforts to reach his mind, put forth by his teachers, would result in failure. But in spite of these immense obstacles and in the face of—

The body's ills that clog the mind  
And the bold spirit bind,

the work of rescuing the unfortunate child went on

uninterruptedly, and, although it was prosecuted with great earnestness and exemplary fidelity, days, weeks and months had to pass before he could be made to comprehend that things have names, which can be represented by arbitrary signs or letters of the manual alphabet, formed upon the fingers. Finally a ray of light was introduced into the prison-cell of his mind, dispersing gradually the sullen clouds that surrounded it, and the education of Tommy was fairly begun.

He was put through a regular and systematic course of training, based upon Froebel's principles of natural development and of "learning by doing," and a veritable pedagogical miracle has been wrought. Out of the puny, weakly, listless, lifeless little creature with debilitated body and vacant mind there has been evolved a fine specimen of childhood,—a most attractive boy,—tall, erect, robust, manly, straightforward, alert, self-reliant, alive from top to toe, thirsting insatiably for knowledge and possessed of a brain which is well stored with general information and teeming with ingenious conceptions. It is indeed a "far cry," as one friend has aptly expressed it, from the Tommy Stringer of those early days,—as he is represented in the first photograph which was taken of him several months after his admission to the kindergarten,—to the one who stands before us at the close of the century and who is admirably portrayed in the picture facing this sketch.

At the present time Tommy shows an activity both of body and of mind, which is indefatigable and which forms a striking contrast to the lethargy of his early years. He is doing something all the time. He thinks, plans, executes, achieves. He enjoys life im-

mensely and is full of sportiveness and jollity, as well as of amiability and of affection for those around him. His heart is as tender as it is pure and spotless. He keeps vigilantly the current of thought scrupulously clear and absolutely clean. Candor, serenity, generosity, patience, perseverance, devotion to duty, unswerving loyalty to truth, these constitute the principal traits of his character. He is a faithful and persistent worker. In whatever he undertakes to do he evinces an unflagging energy and sustained industry. He has an unquenchable fondness for fun and for playing tricks upon others, but there is not a vestige of malice or of cruelty in his jokes.

The grand work of rescuing this unfortunate boy could hardly have been accomplished anywhere outside of the kindergarten. There was no place so well fitted as this for its performance. Here Tommy found those opportunities, which were needed to secure his salvation from the thralldom of his triple affliction and his elevation in the scale of intelligence. Here he was surrounded by everything that was good and gentle and lovely and inspiring. Here he tasted the



TOMMY STRINGER AS HE AP-  
PEARED SHORTLY AFTER  
ARRIVING IN BOSTON.

fruit of parental affection and drank the milk of human kindness in abundance. Here his wants were promptly supplied and the work of his transformation and development was carried on with diligent care and watched over with assiduous solicitude. Here he lived and grew in the light of love and sympathy and was steeped in them, moulded by them and transfigured into their own image. Lastly, it was in the vivifying air and genial warmth of this garden of childhood that the sound seeds of the qualities of his character, which had been planted in the soil of his mind by the hand of nature, were fostered and freed from noxious weeds and are now sprouting and blossoming forth into physical strength, intellectual power and moral beauty.

Tommy has been peculiarly fortunate in all his relations and associations, but especially in the uprightness and nobility of the character of those persons under whose immediate control he was placed. He has been tenderly protected and carefully shielded from all mean, deceitful and debasing influences, which might pervert his mind, shake his confidence in justice and friendship, destroy his love of truth and veracity, ruin his simple and fearless trust in human goodness and upset his implicit faith in the kindness, sincerity and probity of his fellow men. Nor has he ever come in contact with unscrupulous tutors and dishonest or vindictive mentors, whose sole aim in caring for him would have been to secure for themselves a comfortable place and fame as distinguished pedagogues and who, in order to be able to accomplish some selfish end, would not have hesitated to drag him into the mire of falsehood and deceit, to use him as the means for obtaining personal advantages or for gaining admission

to polite society and literary circles, and to fill his soul with gloomy views and his heart with bitter feelings of distrust and sentiments of arrogance and ingratitude.

During the past year there have occurred in Tommy's life two events of paramount importance and of great help and usefulness to him.

First, he was admitted early in the autumn to the Lowell public grammar school in Roxbury and took his place among the pupils of the sixth grade. Then, at the beginning of the spring vacation in April, he was enabled, through the unfailing kindness of his dear friend, Mr. William T. Ellis of Philadelphia, to visit both that city and Washington.

On entering the Lowell school Tommy was very kindly received by its master, as well as by the teacher of the sixth grade, in which he was placed, and he was made to feel quite at home. He began to work with great earnestness and assiduity and by means of his appliances and with the aid of his tutor and interpreter he succeeded in keeping up with his classmates in all their studies and in doing as well as most of them. Owing to the peculiarity of his case and to the manliness of his bearing, he was the centre of loving solicitude and tender compassion among his young companions, and it is the voluntary testimony of the teachers of the Lowell school, that the chivalry which he aroused, even in the roughest and most troublesome pupil, more than compensates for the slight loss of attention through interest in him.

The noble sentiments and humane feelings which Tommy's presence excites are not confined to the pupils of the Lowell grammar school nor to Boston and Massachusetts. They are found through the

length and the breadth of the country. One of the most touching incidents, which has come to our knowledge, was the personal sacrifice made by a little boy of Tommy's age,—one of the scholars in the infant class of a Sunday school in Pittsburgh, Pennsylvania. He was sick with typhoid fever for a long time. During his protracted illness he exacted from his parents five cents for every dose of medicine taken by himself, which sum was to be given to Tommy Stringer. These little contributions, added together, made a total of ten dollars, and this amount was sent to Tommy by his unknown young friend as soon as the latter had been restored to health and was able to join his class in the Sunday school and confer with its treasurer. A more pathetic instance of genuine and cordial interest, actively manifested by a temporary sufferer in one who is fated to go through life without hearing a single note of the music of the birds or getting a glimpse of the beauties of the visible world, can hardly be found in the annals of kind and tender-hearted children.

Tommy's trip to Philadelphia and Washington has proved a source of great benefit and of inexpressible joy to him. Through it fresh fields of knowledge and new channels of thought have been opened to his keen mind. Among the many pleasant excursions which he enjoyed there was a delightful visit to the United States mint in Philadelphia, where the successive processes of coinage were revealed to him. The facts thus learned were embodied by the boy himself in a brief descriptive paper, which he read before the audience at the commencement exercises in Tremont Temple in June last. He wrote it in the Braille point system and read it with his left hand



while his right one was engaged in spelling it out in the manual alphabet for interpretation to the large number of guests, who listened to every word with intense interest. It was illustrated by objects, representing the things referred to in the paper, which Tommy held into view at the proper moments, and the happy smile with which he carried out the suggestion at the conclusion of his exercise, by pocketing his coin, showed how thoroughly he enjoyed his little joke. The paper is here given in full.

#### THE STORY OF A DIME.

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

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

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

Two of the staunchest friends and most constant benefactors not of Tommy alone but of all needy and suffering children, Mrs. Quincy A. Shaw and Mrs.

William H. Slocum, have made him exceedingly happy. The former has presented him with a sloyd-bench of the newest and most improved pattern, supplied with a full complement of tools, and the latter has purchased for him a companion bicycle, on which he rides with the guidance of a seeing person. Both of these invaluable gifts afford to him very great pleasure and the means of exercise and recreation. In the following letter, which he wrote to me last summer, he makes special mention of them, as well as of his trip to Philadelphia and Washington: —

JAMAICA PLAIN June 25.

DEAR MR. ANAGNOS It is a long time since you went away. Are you having a good time? We are all going away for vacation very soon. Mrs. Shaw has given me a sloyd bench to use at Wrentham with all the tools. I am going to take care of Mr. Brown's home now. I will work hard all summer. Mrs. Slocum has given me a wheel and all the boys have fun riding it. I had a very good time when I went to Philadelphia and Washington in April. I went to the White House. We came home on the boat and slept on it all night. I hope that you will have a very pleasant summer and come back safely next fall.

Good-bye. With much love

TOM STRINGER.

Under the supervision of his kind friend, Mr. Gustaf Larsson, Tommy continues to take lessons in sloyd from the same skilful and devoted instructors, who have shown great interest in his manual training.

Miss Helen S. Conley, who for the past seven years has been Tommy's special teacher, sincere friend, devoted companion and unselfish assistant, has prepared with great care a full report of his work and experiences during the past twelve months. In point of accuracy of statement, clearness of expression, skilful grouping of facts and general excellence, this account

is all that could be desired, and we take pleasure in publishing it herewith *in toto*, being sure that it will be eagerly read by those who take a deep interest in the unfortunate boy.

The opening of the school-year last September marked for Tommy the beginning of a new epoch in his life, when he was transferred from the kindergarten department to the primary building. With apparent realization of his added dignity and importance, he settled himself and his possessions in his new home, feeling evidently that this was the first vital step in putting away forever childish things and in becoming a man, which is the summit of his ambition. The change proved at once to be wise and beneficial, for the sense of larger things, which all his surroundings suggested, reacted as a mental stimulus, and the desire to rival "the big boys" in all their achievements was a constant spur to energies oft-times prone to flag. With the facility of childhood he adapted himself to the new and strange conditions, finding the keenest satisfaction and enjoyment in the fact that he could feel a personal ownership in the new building, characterized by Tommy as "a pretty house," because of its unmarred freshness. The year thus began most auspiciously for the little fellow, happy in his environment.

For the first few months of the term, Tommy entered the classes with the primary boys, taking the regular course of work assigned to them. Then it was deemed advisable to make a change, both for the purpose of comparing Tommy's standing in all lines of general knowledge with that of normal boys of his own age and also of bringing him into contact with the world outside the kindergarten since it may be necessary hereafter for him to live there. A request for Tommy's admission to one of the public grammar schools in the vicinity of the kindergarten was therefore made. With perfect willingness and great kindness on the part of both principal and teacher, the request was granted, and Tommy became a regular attendant at the Lowell school, entering the sixth grade.

It is safe to say that not one of all the pupils who daily entered the school did so with greater alacrity or found more pleasure in the work than Tommy. No change in the routine of class work was made for his benefit, and no concessions were granted, save a few which were absolutely unavoidable. Using his own appliances and having the prescribed work for the day interpreted to him through the medium of these and of the manual alphabet, he found no difficulty in following the general line of study. It was a satisfaction to his teachers and friends to learn that, in most respects, Tommy's knowledge and ability compared favorably with those of boys whose average age was but little below his own. After several weeks of attendance at the Lowell school, the results of the experiment began to be evident, and they were wholly gratifying. There could be detected an increase in ambition and self-reliance, and a recognition of the necessity of application, if he, alone, would not be found with a task unfinished,—a situation which he came to abhor and to look upon as humiliating and needless.

The sense of good comradeship, which gradually developed between Tommy and the other pupils, was one of the most valuable results attending those few months of companionship. On the part of the normal children, Tommy's presence among them awakened all the chivalry and unselfishness of their natures, and it was the cordial testimony of the teacher that any inattention in the case of the pupils, created by Tommy's presence in the school-room, was far outweighed by the spirit which had been unconsciously engendered in all, even in the hardest, roughest boy, whom all other means had failed to reach. As for Tommy, he thoroughly enjoyed the association with the other children, seeming to realize intuitively that some subtle difference existed between them and himself and, accordingly, to admire them and emulate their accomplishments. To be one of this little school-world, to work at a desk and feel the importance of his position as a school-boy, was worth even the struggle with long division and the conquest of the perplexities of decimals and fractions. Because "the big boys" considered it neces-

sary to learn how and when to use the marks of punctuation, Tommy at once decided that it was his duty to inform himself concerning these formerly despised adjuncts of composition, and he soon became proficient in their use. At the close of the term Tommy packed up his books for departure, assuring all that he would be glad to return in the autumn.

Two lessons each week in manual training have been taken by Tommy under the oversight of his good friend, Mr. Larsson, with no abatement on the part of his kind instructors of the skill and interest and devotion to Tommy's best good, which have characterized their teaching in previous years. His knowledge of the use of tools still continues to furnish Tommy with pleasure and profit, and the results of these years of instruction in sloyd now prove indisputably its value to him. It has meant to him, this year, happy employment for many a leisure hour, the pleasure of giving to others that which represented his own unaided efforts, and an increasing sense of independence as his confidence in his own skill and ability became more assured at each new step. The making of a nail-box for a friend who was furnishing a new home, a number of desk blotters and rulers for Christmas gifts and a new top for his sled, characteristically finished in October, and the repairing of divers broken toys, have been some of the many ways in which he has exercised his talent. In the regular sloyd work he has made a wood-carrier and a small cabinet or medicine-closet.

One of the greatest joys of Tommy's life has come to him with the ownership of a sloyd bench, a happiness made possible through the generosity of Mrs. Quincy A. Shaw, who not only gave the bench but also fitted it with all the requisite tools. This was sent to Wrentham for his use during the summer vacation. Long before the close of school, Tommy mentally located his bench, weighing the respective merits of one spot after another and finally announcing that he had decided to place it in "the barn near the window and the horse's stall," feeling sure that the space would admit it, and that the horse would enjoy his

companionship. In acknowledging the gift, Tommy declared "now I shall take all the care of Mr. Brown's house," feeling well equipped to undertake the welcome duty and daunted by nothing, for in "Mr. Brown's house" Tommy feels an equal share of privilege and responsibility with the owner. Subsequent events have proved that Tommy has valiantly kept to his purpose, and through the hot summer days he has found his greatest pleasure at his bench. He has neatly replaced worn door-sills with new ones, made a new barnyard gate and assumed the self-imposed duty of repairing the smoke-house, beginning the task by making a most ingenious shutter for an open window, which, he explained, would serve upon occasion either to allow the smoke to escape or to shut out the cold.

Another gift, for which it is indeed difficult to find fitting expression of appreciation, was that of a beautiful companion bicycle, given by Mrs. William H. Slocum. This has been a source of infinite pleasure and of great physical benefit to Tommy, who was indeed a proud and happy boy when he found that his desire for a wheel was to be gratified. He mastered at once the few difficulties incident to riding a vehicle of this sort and thenceforth enjoyed keenly the exhilarating sense of rapid motion and the tonic of air and sunshine. Nor were all the joys of this long-coveted possession realized by Tommy alone, for he was always ready to resign his place in favor of one of the other boys,— particularly when the ride was to be an early morning one before breakfast. If left in undisturbed enjoyment of that last half-hour in bed, he never failed to be in waiting at the barn upon the return of the riders, to see that the wheel was properly cared for and the barn locked,—a duty which he assumed of his own accord.

More and more Tommy is growing to feel the responsibility of himself and of his possessions, and a care and interest in those around him. This he is encouraged to do as far as possible, oftentimes with surprising and most satisfactory results. He will pack his own trunk as neatly and compactly as possible, collecting all necessary articles for a jour-

ney and proving as reliable as a memorandum in reminding others of the small details, so likely to be forgotten.

In common with all children, Tommy thoroughly enjoys the novelty and excitement of travel, but, his only journey of any length having been taken when he was far too young to appreciate it, his experience in this direction has been quite limited until this year. In the last spring vacation, however, a new and delightful opportunity came to Tommy through the great kindness of his good friend Mr. William T. Ellis, who arranged for the little fellow a trip to Philadelphia and Washington. With every faculty keenly alert to receive new impressions and with his mind ready and eager for information, Tommy was prepared to enjoy to the full every hour as it passed; and, when the journey was ended, his world had been infinitely broadened, for it is safe to venture the assertion that few boys of thirteen return from a pleasure trip with a better recollection of what they have seen or a more definite knowledge of the places and objects visited than Tommy displayed. He proved himself one of the best of travellers and an ideal companion, for the common annoyances, incident to travel, were calmly accepted by him as inevitable, and no amount of fatigue or excitement produced the least display of irritation on his part. His excellent memory and sense of responsibility enabled him to take care of himself and his possessions with little assistance from others.

New York has long been a Mecca, to which he has wished to turn his steps, but lack of time made sight-seeing there impossible. Tommy's dreams of the great metropolis suffered a downfall, for the hurried transit across the city and the roughness of the street pavements left a very vivid impression upon his mind. Thereafter, when he wished a simile for instability and general discomfort, he would say, "like the New York cabs." Stepping from the train in Philadelphia, almost before greetings were exchanged with his friends, Tommy drew himself up and with an air of pride remarked, "my state," like one, who after long absence had returned to claim his inheritance. From that moment until

his return to the state of his adoption, some new pleasure was constantly opening to him, and everything which love and thoughtfulness could devise was made to minister to his enjoyment.

There was a visit to the mint, a veritable treasure-house into whose innermost recesses Tommy was privileged to penetrate, for here, as everywhere, bolts and bars gave way before him. With great satisfaction Tommy here exchanged a silver quarter for bright new pennies to take as souvenirs to "all the boys." Each day brought some new delight in visits to the historic and interesting spots, in which Philadelphia abounds, all bringing valuable knowledge to Tommy, from whom they often elicited comments both striking and original. Were the truth told, he would doubtless count as best among the happy experiences of that week his visit to the great locomotive works, where he examined the construction and mechanism of the huge engines to his entire satisfaction, for nineteenth-century achievements are certainly of more vital interest to Tommy than the most valiant deeds of a century ago.

After a week in Philadelphia, Tommy continued his journey to Washington. Here came his first experience of hotel life, and how thoroughly he did enjoy it! Washington presents to all sight-seers a field both profitable and interesting, and Tommy certainly found this to be true. But the most memorable occasion of all was his visit to the white house, and nowhere did the independence of the spirit of young America manifest itself more plainly than in his interview with the president. Fatigued by the unusual heat of the season and the constant strain of sight-seeing, Tommy was thoroughly tired when the hour appointed for his visit to the executive mansion arrived. After acknowledging the introduction to the president, Tommy prepared to seat himself. Being advised to remain standing during the conversation, he earnestly remonstrated: "I am too tired. The president can sit down too. There are many chairs." However, he finally abandoned this idea and decided to conform to the etiquette required by the occasion. Feeling that the



time was brief, Tommy lost none in gaining from the president all the information possible. He first ascertained the name of the state which the president claimed as his and then plied him with innumerable questions concerning the "red room," the "blue room" and the "green room." With sincere interest and sympathy, plainly manifested, the president asked Tommy if he would not like to see "his house." The delighted acceptance of the proffered privilege left no room for doubt, and Tommy went eagerly from room to room, noting the minutest details of finishing and furnishing, and in the end announcing that "the blue room is the prettiest," being duly impressed with the silk hangings on the walls.

Tommy had learned about the destruction of Pompeii not long before he went to the national capital, and the story was made real to him by a visit to the halls of the ancients, where, without reservation, Tommy was free to wander and examine the accumulations of years. His first ride in an automobile was through the city of Washington, a red-letter experience for him, since he is deeply interested in electricity, and his questions concerning this strange vehicle were very intelligent.

The journey home was made by steamer from New York, a decided novelty to Tommy as it was his first night upon the water. To the kindness of Mr. O. L. Taylor of the Fall River line of steamboats, this pleasure was due, for, learning of Tommy's visit to Washington, he asked the privilege of providing two tickets over that route for the travellers' return. The construction and arrangement of so large a boat was a constant source of inquiry on Tommy's part, the sleeping accommodations in particular exciting his interest. He at once selected the upper berth for himself, and then, fearing that he had taken the best and left his friend in an uncomfortable position, he issued frequent warnings not to "bump your head" to the occupant of the lower berth. In a letter of acknowledgment written after his return, he described the boat trip thus: "It was a very nice boat and a

very pretty boat. The beds were very small and very high—but I did not fall out—for it was just like sleeping in a sink.” Who but Tommy would ever have thought of such a comparison?

To all who opened their doors in gracious and delightful hospitality and who were instrumental in bringing so much happiness to him, Tommy surely owes a debt of gratitude, for by the experiences of these ten days, he has gained a wealth of knowledge of incalculable benefit and an amount of pleasure beyond computation.

After such a royal good time it was a little hard to settle down once more to fractions and geography and articulation, but Tommy made a valiant effort to do so, and thus, by faithful application to the duties of each day, the year of study drew to a successful close.

The twelve months have brought many changes to Tommy, both physical and mental, and it is hard to realize that the little boy is so fast disappearing and the manly, independent and dignified one taking his place. Little by little, the close surveillance has been relaxed, reliance now being placed upon Tommy’s own sense of right and honor to control his action,—upon a principle rather than upon conformity to definite rules. Tommy has not taken advantage of this, for though oftentimes mischievous and sometimes irritable, he is never maliciously naughty, and the necessity for discipline during the past year has been very slight. Seeing a possible temptation or quicksand before him, it is usually sufficient for one to say, “of course you would not do that, for you know better, and I can trust you.” Whether he ever contemplated the deed or not, having been considered virtuous, he feels it incumbent upon him to live up to his reputation.

The other boys are loyal and generous to a fault where Tommy is concerned, and, unless one is an eye-witness to a misdemeanor on his part, it is almost impossible to get one of his schoolmates to admit that Tommy is in the wrong. On one occasion he “borrowed” from

another boy some much desired article, without the preliminary of seeking permission and regardless of the distinction between "mine and thine." With Tommy's full knowledge of the transaction and of the reason for it, this loss was made good from Tommy's treasures. He recognized the justice of the act, and uttered no remonstrance, even helping in the selection of the articles. But the remarks, "it is too mean to treat poor Tom this way," and "what's the first day I can give it back to him?" proved that the young victim of Tommy's rapacity was quite unconvinced that the latter's moral interests required such treatment of him.

The demands of Tommy's active mind grow increasingly hard to satisfy, for the air above, the earth beneath and the waters under the earth, all present to him a field for research and thought. Hitherto it has been deemed advisable to give to him no definite religious instruction, but to wait rather until his mind, developed sufficiently to comprehend the idea of a creative power, should prove itself so by reaching out for the truths, which would answer his own questionings. Slowly but surely, from the depths of his own consciousness alone, Tommy has recognized, through the visible, tangible reality of the known, the supreme power behind it in the unknown. Essentially a child of nature, with a close and personal love for all her children, the birds and trees and flowers, he has walked most naturally and sweetly "from nature up to nature's God." Knowing man's power, he came also to realize its limitations. With growing knowledge, he said: "The world is very large. Men make houses and ships, but men cannot make land. Who made the land?" "Who sends the rain?" "Who tells the birds where and when to go?" From year to year he has seen the unfailing regularity of the return of the seasons and has learned that seed-time and harvest, summer and winter, have not ceased, that night ever follows the day and that the tides ebb and flow,—all controlled by a more than human power "which governs the world it created." So Tommy has come to feel that this power, which brings such wonderful blessings into

our lives, is one not to be feared but to be loved, and, with no creed nor ritual nor dogma, to formulate for himself his simple childish faith.

Often in the past Tommy's progress has seemed slow indeed and well nigh hopeless; yet one cannot but feel, as one looks at him today, that the faith, which long ago braved opposition and criticism to lift him from that darkness and stillness, has been vindicated. Today Tommy stands, eager and expectant, just at the threshold of a larger life, as anxious to press forward now as nine years ago he was hesitating and reluctant, knowing then not even the hand that should lead him.

Mecca, the central and most holy city of all Islam, is no more attractive to the Moslems than Wrentham is to Tommy. He is as eager to visit that town and spend weeks and months on the farm of the Rev. William L. Brown, examining all its parts, as every Mohammedan is to undertake a pilgrimage to the birthplace of Mahomet and walk around the sacred shrine of Kaaba in the centre of the immense enclosure of the great mosque, starting from the famous "black stone," laid in its corner, which is believed to have been brought from heaven by angels and which is touched and kissed by the faithful with the highest veneration.

Throughout the summer vacation Tommy is a welcome guest in the family of his dear friend, Mr. Brown, and is considered as one of its members. He is so kindly treated and so affectionately cherished, that he has come to regard Mr. Brown's residence as his own home and to feel that he must share with its owner in the care and responsibility of the estate. He makes frequent tours of inspection all over the place,—through the rooms and the cellar of the house, through the barn and the shed, the garden and the

orchard, over the stone walls and the fences,— and, apart from his amusements, many are the changes and improvements which his busy brain plans and his deft fingers execute. He is as skilful in making repairs and additions of various kinds as he is quick in discovering the need of them.

Miss Laura E. Brown, Tommy's former teacher, is strongly attached to him. She looks after him and cares for him in the best possible manner while he stays at her father's house. Like Miss Conley, she takes the most profound interest in the development of his mental faculties and the formation of his character and gives to him cheerfully her time and attention to the full extent of her strength. From the notes, which she kept during the summer months, she has written with great care and excellent taste a brief statement of what Tommy did and how he spent his vacation at Wrentham. This account forms a continuation of that of Miss Conley and is published herewith as its complement.

Once more, as the vacation season draws to a close, an outline may be given of the manner, in which Tommy has spent the past twelve weeks in Wrentham. Throughout the entire period he has been very well and full of such ceaseless activity as a healthy boy of fourteen should display.

A source of endless pleasure and of beneficial occupation was provided for Tommy in the kind gift of Mrs. Quincy A. Shaw, that of a sloyd-bench and the requisite tools, and the greater part of his time was spent in their use. Indeed, the barn, in which the bench was kept, was the first place in which he was sought, when wanted. He would often speak of John, the boy employed on the farm, as "a farmer boy," but of himself, with evident pride, as "a carpenter boy."

Many were the tasks which he considered it necessary to perform, calling his hammer, screw-driver, saw and plane into

service. One of his first achievements was to fit to the lower part of the bench a removable shelf, made of two boards joined by cleats, which held numerous boxes of nails, screws and extra tools, while the wall near by was decorated with odds and ends of iron, brass or steel, hung on nails. This was called a hardware store, but the public was not desired to make any purchases, since Tommy decided that he needed them for his own use. These arrangements completed, Tommy sallied forth in search of work.

Some of the boards in the flooring of the porch were replaced, a railing was put up for aid in going up and down the shop stairs, and hooks were driven into the walls to fasten every door which was in any danger of being slammed by the wind. The railing was considered a pressing need by Tommy, since one member of the family had fallen down these rather steep stairs. When this was in place, Tommy walked up and down the stairs with a tread, which could be heard all over the house. When a step was found to have been broken by this means, it furnished Tommy with an excuse to "put on a new board. The old step was not strong and it was better to have a new one, as it might have broken and hurt Mr. Brown badly."

One morning Tommy came into the house to announce that he had just mended the cows' stalls, where they had torn down the boards with their horns and that twelve nails had been required to repair the damage, the number showing the extent and importance of the work to his mind. His explanation ended, as usual, with the remark: "Mr. Brown will be so glad to have me do it."

Before the close of the school-year, Tommy had made a wooden shutter for the smoke-house. When this had been put into place with hinges, a fastener and a long hook to hold it open at the proper angle for the fresh air to come in, Tommy adopted this little building as his especial field of labor. The wooden button on the door was removed, and a latch, evolved from discarded pieces of brass and iron, was substituted. A large wooden knocker was screwed on the outside for the use of callers, since the door was always

fastened when Tommy was "at home." An old chair and stand were procured for furniture, although the former seldom held anything except tools or strips of wood. The sliding windows were taken out, given new frames and replaced on hinges, and bars, thick and strong, were nailed across the outside of the windows to prevent the cows from breaking the glass with their horns. Thus securely protected, Tommy spent many happy hours in the little house, now putting up a shelf, or adjusting a board, or adding a brace to strengthen some part of his habitation.

Having arranged the interior to his satisfaction, Tommy turned his attention to the surroundings. Close by the smoke-house was a stone wall which had been partly overthrown. In a few days, not only was the wall rebuilt very creditably, but the loose stones and pine needles were neatly cleared away.

But Tommy's crowning achievement was the planning of a means of opening a window in the shed, which had never been honored by spring or weight. By his ingenious arrangement it was easily raised or lowered and was made self-locking by a piece of iron, which dropped back when the window was closed, thus acting as a check. At the top of the lower sash a cord was fastened, which ran through pulleys overhead and down one side of the window. The weight at the end of the cord was a bar of iron, which swung to and fro freely. Tommy considered this dangerous for cats and people, so he devised a scheme for preventing any accident. With strips of leather he fastened to the wall a piece of iron piping, one end resting on the floor, the top snugly covered with a tin can in which there was a hole for the cord to pass through, the weight being thus secured in a box.

Another idea, in executing which Tommy had the assistance of a kind friend, was that of a "bicycle," or "foot-car," as it was finally called. It looked not unlike a carpenter's horse, but instead of four legs it had but two, terminating in wooden wheels. In front a bell was held aloft by a strip of iron, and its tinkle could be heard whenever Tommy took a ride, sitting astride his

queer vehicle. Provision was made for a passenger, but no other child derived the pleasure that he himself did from his car. If while on the road Tommy perceived the approach of a wagon, he grasped his car quickly and wheeled it into the grass, returning to the road when the team had passed. The car was completed toward the end of the week and the desire to use it on Sunday was strong. On being refused permission to do so, he argued: "The electric cars and steam cars run on Sunday." He was reminded that he had six days for work and play and one day for rest. "But the conductors and motor men work on Sundays," objected Tommy. "Did God tell them to rest?" "Have they bibles?" "Do they go to church?" were some of the many questions which followed.

Tommy frequently spoke of God and expressed some original and quaint ideas, showing the workings of his mind. One day he asked questions concerning the contents of a purse. When he was told to whom it belonged, he replied: "No, it is God's money." At another time his puzzling question, "who helps John ride his bicycle?" was answered thus: "John works the pedals with his own feet," but Tommy said, correcting the speaker, "God makes John strong and helps him ride his wheel." At bedtime one night Tommy mentioned a slight trouble, but with "God will make it well," he dismissed the subject. In the morning he announced cheerfully: "It is all better. God fixed it."

Another of Tommy's choicest possessions was the bicycle, which Mrs. W. H. Slocum gave him and from which he derived great enjoyment, although the excessive heat and dust prevented him from using it as much as he would otherwise have done. He took pride in sitting up very straight and in doing more than half the pushing, and, after the first slight fear was overcome, he enjoyed riding very fast.

All of the hours were not spent in pursuing his own pleasure, for, aside from the one or two hours of study, which Tommy accomplished daily, he performed many



little tasks to aid the family. The winter's supply of wood was housed as formerly, the clothes wringer and ice-cream freezer were turned, doubtless with preference for the latter, water was pumped and the tubs emptied and the wood-box was kept well filled, all by the same busy hands.

Two weeks before the time for returning to school, Tommy packed up his bench and cleaned the tools with an unnecessary amount of oil for fear of rust. Boxes of choice bits of metal, nails, screws and other things dear to his heart were neatly tied up days before hand, awaiting the time for packing his trunk. Then began the last lingering but business-like survey of the premises. Nothing was overlooked, and by the close of the last day everything had been completed. Then, with a firm conviction that he had "helped Mr. Brown" by all his doings, Tommy was again ready for school.

Thus runs the story of Tommy's life and work at school and in his beloved summer home at Wrentham, and also of his visit to Philadelphia and Washington with his experiences at the white house and his sensations in the great government buildings. An excellent photograph of the dear boy, taken a few weeks ago, has been reproduced and placed at the beginning of this account, showing how much he has grown and how manly he looks.

We may repeat here what has been said in our last annual report, that so far as achievement of results is concerned Tommy's record surpasses that of all other persons in his condition. It bears witness to the marked enlargement of the capacities of his mind, the steady development of the sweetness of his nature and the constant increase of the admirable qualities of his character. Moreover, it speaks very eloquently of the unstinted liberality of those who have kindly volun-

teered to supply the means for his maintenance and education. Nothing could have been done without their assistance.

The most prominent of Tommy's benefactors, to whose generosity his emancipation and training are mainly due, are Mr. Joseph B. Glover, a dear anonymous friend, who has paid from time to time such deficits as occurred in Tommy's accounts and upon whom we are obliged to call again this year for the amount of \$85.34, Mrs. Warren B. Potter, Mrs. George W. Wales, Mrs. Annie B. Matthews, Miss Sarah M. Fay, A.B., Mrs. A. A. Ballou, Detroit, Michigan, Dr. B. H. Buxton, New York, Master Willie B. Conrad, Mr. James Eckersley of Plattsburgh, N.Y., Mrs. J. Conklin Brown of Berkeley, California, and her little son Warner, the Misses Jane F. and Lucia Dow of Milton, Miss Mary D. Sohier, Mrs. Dudley L. Pickman, Mrs. B. L. Young, Mrs. John Jay Chapman of New York, Miss Susan Day Kimball, Miss Eleanor G. May, trustee of the Lydia Maria Child fund, Mrs. William H. Slocum, Mr. John Gribbel, Philadelphia, Mrs. M. Abbie Newell, Mrs. Henrietta M. Reed, Mrs. E. Rollins Morse, children of the kindergarten at Florence, Mass., Mr. Robert D. McGonnigle of Pittsburg, Pa., the late Miss Emily M. Everett of Cleveland, Ohio, and many others, whose names are printed in full in another part of this report. All these generous and kind-hearted givers have ample reason to rejoice over the splendid results which have been obtained by the help of their gifts. Through their liberality Tommy has been restored to human fellowship, is comforted in the bosom of society and is enjoying the advantages of education and the blessings of domestic life.

I cannot refrain from speaking at this juncture of the groundlessness of the impression, which prevails among many people, that sufficient provision has already been made for Tommy, that he is favored with a large number of sympathizers who are actively interested in him, and that all his wants, present and future, are amply supplied. I wish from the bottom of my heart, that these notions were correct; but I am grieved to be obliged to state that they are entirely erroneous.

The truth of the matter is that, with the exception of the amount of fifty dollars per annum, which has been provided for him through the keen foresight and thoughtful generosity of his beloved friend, Mr. Joseph B. Glover, Tommy has nothing coming to him regularly from any direction. Indeed, it is with immense difficulty and by means of constant personal appeals that the requisite sum of money for his support is obtained.

But for obvious reasons this state of things is exceedingly precarious, and we feel, that a surer and more permanent source of revenue ought to be procured for the unfortunate boy without further delay. Action should be taken while the intelligent and well-to-do members of our community are still manifesting both a profound interest in Tommy and his work and a disposition to lend a helping hand to him and encourage him to go forward. It is high time for us to seize the opportunity and inaugurate an immediate movement for securing a fund for his benefit large enough to yield a yearly income of five hundred dollars, such fund to be raised with the distinct understanding that it is to be placed under the care and control of the trustees of the Perkins Institution and Massachusetts

School for the Blind, and that only its net income is to be given to Tommy so long as he lives or is in need of it, the principal remaining intact forever. It should be further understood, that at his death, or when he is otherwise provided for, another child similarly afflicted shall have the benefit of this fund.

With this explanation we appeal most earnestly to the public in general and to Tommy's loyal friends and benefactors in particular, asking them for gifts toward this permanent fund, as well as for a sufficient number of annual subscriptions to pay his current expenses, and we fervently hope that this request will meet with a favorable response.

From the depths of the dense darkness and awful stillness in which he is plunged, the unfortunate boy is as incapable of pleading his own case in eloquent words as he is of singing a song of glee or a carol of joy. His voice can be of no service to him in portraying his condition or in presenting his claim to a thorough education, which is to him the veritable bread of life and therefore of infinitely greater importance than to children possessed of all their faculties. In all probability he does not realize fully the extent of his indebtedness to his benefactors, and therefore he does not take up his pencil to write a few words to them, acknowledging their goodness towards him and expressing his sentiments of high appreciation and of profound gratitude to them for what they have done for him. Nevertheless, he is gradually becoming conscious of the inestimable value of the aid which they bestow upon him, and, although mutely and unostentatiously yet touchingly and earnestly,—

He sends a prayer from his heart's deep core,  
And flings a plea upwards to heaven's door,

for their spiritual well-being, as well as for their happiness and continued prosperity.

In the whole range of humble and pathetic supplications is there one, which can reach the throne of glory more quickly or will be heard more attentively than that, which emanates from the white soul and the sealed lips of Tommy Stringer?

### LET US PRESS TOWARD THE MARK OF PERFECTION.

I trust it will grow to a more prosperous perfection.

— SHAKESPEARE.

We close another chapter in the history of the kindergarten with a feeling of thankfulness for the un-failing support, which has been generously given to this beneficent institution, and with a sense of profound gratitude for the "numerous blessings, which have been yearly showered upon it."

The review of the work of the past twelve months presents a record, which is marred by no drawbacks of any kind and is full of hopefulness, encouragement and inspiration. It shows clearly that steady advancement has been made toward the goal of perfection, which we are striving to approach, and, it serves as an incentive to further exertions in the same direction and as a pledge and promise of the accomplishment of the best that we desire and plan for the blind, one and all.

In the light of the facts which lie before us we can readily see that no preceding year can compare with the one just closed in material prosperity, in the richness of fruition and in the extent of its beneficent influences on the lives and characters of the little sightless children.

Is it not possible for us to continue our progress without interruption?

The kindergarten for the blind, with its sacred ministrations to the needs of tiny afflicted human beings, is unquestionably one of the innumerable precious legacies, which have been bequeathed to us by the nineteenth century. In entering upon its successor, let us carry into the latter and intensify the noble spirit, which prompted the founders and promoters of the little school to establish and endow it for the care, development, comfort and happiness of the stricken lambs of the human fold.

Respectfully submitted by

M. ANAGNOS.

## WORK OF THE KINDERGARTEN.

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### *Extracts from the Reports of the Teachers.*

A report of the kindergarten would be by no means complete without the personal testimony to the value of its work, afforded by the laborers among the little blind children. In their own faith in its beneficence, they offer a perfect justification of the constant, strenuous efforts put into this field of labor and a strong note of encouragement for its continuance and expansion. We take pleasure in presenting some brief excerpts from the records of each teacher in the little school.

**GIRLS' SECTION.** *Kindergarten.* In this department of the work the little children are led gently and patiently into a wonderful world, aglow with beauty of which their starved little hearts have never dreamed. Miss Alice E. Shedd thus speaks of her little charges in this division:—

During the school-year ending in June, 1900, fourteen little girls were included in the three classes, into which the kindergarten department is divided, while one little new pupil joined this number during the last three months of the session. By the daily programme two periods of time have been devoted to each of the younger classes for work on gift and occupation, and one hour of the first class, connecting with the primary grade. The three classes have met together during the first hour in the morning for a general talk and again, later in the forenoon, for games,—two periods, which have

been particularly helpful in bringing the little blind child into touch with the life around her.

Simple talks on such subjects as cotton, wool, leather, wood, iron, coal and animal life were given in connection with the work in nature, which has followed the course of the seasons through the year. An attempt has been made to teach the children to recognize at a touch the common nuts, some of the leaves and the first wild flowers of spring, and to identify the notes of the birds, which are most frequently heard. As a result of the latter effort nearly every child knows the notes of the crow, robin, oriole, yellow warbler and blue-jay.

One day, when the first class of kindergarten children had gone into the park to listen for the birds, they came upon a redstart, singing his characteristic song, — “*Zweeoo-weeoo-weeoo!*” “Why,” exclaimed one of the little girls, “it sounds just like a star, but it only has three points.”

In regard to the technical work of this department, the progress has been fair throughout the school-year, and, at its close, four little girls proudly took their places in the primary grade.

*Primary Class.* Through the influence of kindergarten training, the children grow into the more self-reliant and independent work of this class, in which individual development is the dominant note. Here is Miss Alice M. Lane’s report of the results attained in their cases: —

The work of the primary class in the girls’ department has been along the same lines as in previous years.

The aim has been to gain the free and individual development of each child, by allowing her, as far as possible, to follow out her own intellectual interests and by encouraging her to the highest attainment in mental progress.

Work in nature forms a very important part of our programme, being full of fresh delights and abounding in pleasurable discoveries respecting our animate and inanimate friends. Through the study of language, which with us is closely related to work in nature, they find expression for their awakened interests and novel experiences.



All of the little girls enjoyed the work of reproducing leaves, fruits, nuts, maps or designs in clay or with pins upon cushions,—an accomplishment which was called by one child “drawing.”

A visit to the state house and to Boston common furnished material for many lessons upon our form of government and for talks upon the history of Boston. The work of the class in arithmetic has been, with few exceptions, satisfactory.

The girls have shown ambition and interest in their daily tasks, and most of them have made good progress.

*Music Department.* Music offers such thorough enjoyment to the little blind child and such complete relaxation from the daily routine of the school-room, that no urging is needed to secure the hearty coöperation of the tiny students with their teacher of music, Miss Elfie M. Fairbanks, who thus summarizes the year's achievements:—

In the work of the music department the aim, throughout the year, has been to make music a living reality and not a merely mechanical manipulation of the keyboard.

Fifteen girls have received instruction on the pianoforte, while two of these have also studied the violin. All the girls have had daily instruction in singing and training in the recognition of tones, with frequent lessons in elementary harmony. As a whole, the pupils have worked with interest and zeal and have made good progress.

One evening each week has been devoted to reading about the world of music, and the brief selections of matter relating to music or musicians have been listened to with earnest attention.

At frequent intervals the children have been allowed to play to each other, and the “little concerts,” as they called these occasions, have been a source of profit as well as pleasure to the participants.

**BOYS' SECTION.** *Kindergarten.* Here are taken the first timid steps on the path which leads to

heights towering so far beyond the little climbers that an immediate revelation of them might well overshadow the delights of the successive gifts, occupations and games. But in serene unconsciousness of their future responsibilities the children rejoice in the sunlit way. Miss Grace W. Thomas describes the possibilities of the work as follows: —

To give a correct idea of the work of the past year, it would be gratifying to record the progress of each individual child.

Be it yours to give bread unto men  
Be it mine to give men unto themselves,

are the words expressing the life purpose of the great founder of the kindergarten. This work, as a rich legacy, he has bequeathed to us, his humble followers.

In this department there have been sixteen little boys, many of whom, even if they had their sight, could not be reckoned normal children. Their lives were sadly fettered. What could be done to free them has been the problem, which has daily presented itself to us.

But encouraging signs of progress have not been wanting. The games, the walks and other physical exercises have tended to develop freedom in bodily activity. A marked improvement has been noted in the children's ability to concentrate their thoughts on the continued stories, which are read to them daily. At the tables, in their work with the gifts and occupations, it was quite evident that their powers of perception had steadily increased, and the ability to express what has been revealed to them has likewise grown in proportion.

The work in nature has been one of the most hopeful features of the year's work. As opportunities have offered, the children have been taken out to breathe in the freedom of "God's out-of-doors." To its influence their young hearts have been wonderfully responsive.

*Primary Class.* In a greater or less degree the children respond to the teachings of the kindergarten and bring to this higher grade the results of such

training, to continue here the development of mind, body and heart. Miss L. Henrietta Stratton has given the following account of the year's work :—

The class of 1900 numbered ten. The record of work for the year is quite satisfactory, although at the beginning of the school term the prospect was not as bright as in some previous years. These boys did not manifest a spirit of investigation and were not mentally alert, but, on looking back at the close of the year, it can be seen that they have grown stronger both physically and intellectually and, on the whole, have made commendable progress. The development in some cases has been very slow and has required much patience and individual attention on the part of the teacher.

The class has done excellent work in reading. One of their number reads as rapidly with his fingers as the average boy of the same age who has his sight. Instruction in reading was begun with two boys who were thought to be too weak mentally to learn. It was a hard struggle, but the task was accomplished and at the end of the term both boys were reading from books.

It has always been hard for the children to learn to write, since proficiency in this art does not appeal to them tangibly or through any sense and fails to attract or interest them, but the exercise has proved to be of the utmost value in training brain and hand to work together. In some cases the attempt to teach the square-hand method of writing has been necessarily abandoned, but in no case has a pupil failed to learn to read.

Their modelling in clay has been very good. The children enjoy this work as much as anything which they do, and they form a happy little group when they are seated around the tables, busily engaged in shaping some object. They have made leaves, flowers, fruit, cups and saucers, pitchers and candlesticks. Some of their articles have been baked and glazed.

*Music Department.* The use of Miss Fletcher's "musical simplex system" has been so fully set forth that it is hardly necessary to call attention to its value,

as proved by the advancement of the little boys through instruction by this method. These results are admirably shown by the following extract from Miss Eleanor Maud Hamilton's record of the year's work : —

During the last school-year 18 boys have studied music, beginning their work with the "Fletcher musical simplex system," the value of which to our blind children has been amply demonstrated by the results obtained by its use and by the interest and appreciation inculcated by this mode of teaching. Although the progress of the several boys has varied greatly, the average advance has quite realized all expectations.

The work of the most advanced of the three classes may be summed up as follows : —

In musical history, the boys have studied the lives of Palestrina, Scarlatti, Bach, Handel, Gluck, Haydn, Mozart, Beethoven and Rossini.

They can read and write easily the Braille system of musical notation.

They are able to distinguish all intervals and almost any tone.

They can play all the scales (major and minor) with correct fingering, each hand alone; the triads of all scales in the three positions; cadences in all keys, commencing with the root positions or either of the inversions of the triads; dominant and diminished sevenths in any key, resolving them; several brief selections from Orth's *Mother Goose Songs without Words*, placing the hand in a good position, and one piece from Faelten's *Reader* in any key, major or minor.

The boys of the second class have completed the elementary course, which was pursued by the older pupils last year, and the youngest children or those of the third class have accomplished about one half of this work. Nearly all the boys have taken a great delight in this study and have been willing workers.

**DEPARTMENT OF MANUAL TRAINING.** Both the little boys and the little girls follow out a well-arranged course of manual training, which is excellently adapted to meet the needs of their growing organisms, and,

while holding their voluntary interest, imparts strength to weak muscles and increases mental vigor. Miss Laura A. Brown briefly narrates the successful work of this department as follows:—

In the department of manual training, knitting and sewing have been regularly taught according to the system followed in previous years. There have been forty-eight pupils, twenty-seven of whom were girls, and twenty-one boys.

The work has progressed smoothly throughout the year, and the advance made by the majority of the pupils has been all that could be desired. Not only were greater skill and dexterity acquired in the use of the fingers, but a corresponding mental development was distinctly noticeable.

#### WORK OF THE PRIMARY DEPARTMENT.

When the boys have attained the proud distinction of promotion to this department, they scorn to be designated "kindergarten children" and desire due stress to be laid upon their new-found dignity as "primary boys." An incentive to greater diligence is thus furnished, and the result is shown in a sturdier effort and a deeper purpose. Without instituting new methods or abandoning the healthful and regenerative activities of the kindergarten course, the lines of work in this department broaden and widen to find outlet for the larger capabilities of the growing boy. The progress in this direction during the last twelve months has been marked, while the strong spirit of mutual helpfulness, coöperation and forbearance throughout this household, as well as in every one connected with the kindergarten for the blind, has been most commendable and has contributed largely to the success noted in the history of the year.

*Literary Classes.* The regular course which has here been established and carried out under the supervision of its two teachers, Miss Bertha G. Hopkins and Miss Anna Parish Knapp, is free from stereotyped forms and seeks by natural and progressive methods the development of each young individual. Miss Hopkins, the teacher of senior standing, thus recounts the labors of the year: —

At the beginning of the school-year in September, 1899, this department opened with an enrolment of twenty pupils. Of these, twelve had been here during the preceding year, while the remaining eight were transferred from the kindergarten. On account of the increase in the number of boys one new teacher was added to the literary department.

The pupils have been divided into four classes according to the degree of knowledge attained. All have received instruction in arithmetic, reading, spelling, writing, both in the "square-hand" method and in the Braille point system, language, geography, history and the study of nature. The object of the work in the last three subjects has been not only to increase their knowledge of the country and people about which they study, but to widen their horizon and create an interest in more remote parts of the world.

With few exceptions the boys have completed the course so satisfactorily that nearly all have been advanced in grade, while the seven students who formed the highest class were promoted at the end of the school-year to the institution at South Boston.

*Music Department.* Under Miss Minnie C. Tucker, the study of music has continued in this department, as well as in the kindergarten, to be taught according to the principles of Miss Fletcher's "musical simplex system," to which, in its results for little blind children, too much credit cannot be given for its presentation of "learning by doing," for its inculcation by natural methods and for its union of the interests of blind and

seeing in the use of musical symbols. Of her work among the boys of this department, Miss Tucker, speaks as follows:—

In the musical studies of the boys' primary department fourteen boys have received instruction in playing upon the pianoforte, three on the violin, two on the flute, two on the clarinet, and six on brass instruments, two of the latter beginning the work in January, 1900. The boys have been taught musical notation by the use of Miss Fletcher's "musical simplex system," that most delightful of methods for little children, by which they pass naturally and easily into the complexity of musical knowledge, without realizing that it is other than a pleasant game.

Close study has been given to intervals and chords, and the ear has been carefully trained. A class in singing has had daily practice, following a line of work similar to that taught in public schools. The results obtained have been satisfactory considering the limited amount of time allowed for practice.

*Department of Manual Training.* The system of work in knitting and sewing, which aids in the development of the kindergarten child, here gives place to a course of wood sloyd, which awakens a fresh interest in the half-grown lad, to whom the use of tools is always a joy. A systematic training in this direction has been found to be of incalculable benefit to every side of a boy's nature, and the success of this branch of education in our school is unquestionable. Miss Martha E. Hall thus describes the training of her pupils in this work:—

Each of the nineteen boys has spent one recitation period every day in the sloyd room during the past year. Those who had already received a year's training in this work were able to continue the regular course from the point, at which they had left it in the previous June, and during the past year these have not only completed the elementary course, but have also begun the work arranged for boys of the seventh grade, with

such changes as were necessary to meet the requirements of the pupils. The difficulty in copying the models was greatly increased for them by the use of the third dimension, thickness, for they found it much harder to plane four surfaces true than only two, as heretofore. A few of the most ambitious boys completed the work of the seventh grade and made a few models utilized in the eighth division.

The boys who entered this department from the kindergarten at the beginning of the school-year have pursued the ordinary elementary course for beginners.

The ability of the pupils to grasp the idea of the proper use of the tools was as marked as in the previous year, but their interest in the work has remained unabated and their progress during the year has been satisfactory.



## ACKNOWLEDGMENTS.

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We take great pleasure in acknowledging our indebtedness to the firm friends and benefactors of the little blind children for many gifts and benefits bestowed upon them during the past year.

The musical interests of the little school have been furthered by the gift of a pianoforte from Mrs. Whitney, through her son, Mr. E. G. Whitney.

Mr. John M. Rodocanachi has again most generously remembered the needs of the kinder orchestra and has given twenty dollars for new instruments for the little band of tiny musicians.

The products of garden and orchard have come in bountiful measure from Mrs. W. H. Slocum and Mrs. George R. Fowler, both of Jamaica Plain, from Mrs. L. B. Schwarz and Mrs. Prescott Bigelow of Brookline, Miss Cornelia A. French of Boston, Miss Brown of Roxbury, Mrs. Joseph Burns of Taunton, Mrs. J. D. Randall of Portland, Maine, Mr. Noonan of Dorchester, Mrs. O. H. Stevens of Marlborough, Mrs. F. B. Allen and Mrs. J. W. Kirkham of Springfield, Temple Adath Israel, the Flower Mission of the Woman's Christian Temperance Union of Boston and from the Mission Band of the Congregational Church of Wollaston, which also donated bed-linen. A gift of jelly has been presented by Mrs. E. D. Bell of Dorchester.

Articles of clothing have been received from the employment department of the First Church, Boston, from Mrs. Richard Freeman of Wollaston, the Misses Ware of Cambridge and Mrs. Mary S. Swift of Waquoit. Mrs. Robert Reed of Jamaica Plain and Miss Atwood of Chelsea have assisted in clothing two of the little girls.

Miss Mollie Learned of New London, Conn., manifested her interest in the little school by the gift of five dollars. At Christmas time Mrs. Walter C. Baylies sent ten dollars for Christmas gifts, while a generous supply of candy in dainty boxes was presented by Mr. Andrew Gunaris. The gift of ice-cream and cake from Mrs. Warren B. Potter and Mrs. E.

Preble Motley made the occasion one of festivity, long to be remembered. Candy was also sent to the children by Mr. J. B. Glover and Mr. Howard Wade.

On Easter Sunday the children were invited to the Unitarian Church in Jamaica Plain, where each was presented with a potted plant.

The children enjoyed to the full a drive through the parks, followed by a feast of strawberries,—a pleasure made possible by the kindness of Mr. Nelson Curtis, who gave twenty dollars for the purpose. They were further indebted to Mrs. Thomas Mack for a delightful sleigh-ride.

Through the kindness of Miss Helen W. Aubin arrangements were made for one of the little boys to spend his vacation at the Children's Island Sanitarium in Marblehead.

Dancing lessons have been given to the little ones by the Misses Gill and their friends, the season ending with a German, for which bells were provided by Miss Nichols.

A musical entertainment was furnished for the children's pleasure by the "Hospital Music Fund," through Dr. John Dixwell.

Eight tickets for a concert by the Apollo Club were sent to the children by its secretary, Mr. Henry Basford.

A band of young people at Crow Point, Hingham, acting under the kindly guidance of Mrs. J. D. Scudder, held a fair for the benefit of the kindergarten, the net proceeds of which amounted to \$278.39. This sum was received too late to appear in our accounts for this year, but it will be duly entered in our next annual report. Mrs. Scudder is the daughter of the late Samuel Downer, who was one of the most intimate friends and constant associates of Dr. Howe, Charles Sumner, Horace Mann and Theodore Parker.

Gifts of money for the purchase of books have been received from Mrs. Frank Stevens of Boston and Mrs. O. H. Stevens of Marlborough, and additions to the library have been made by Mrs. S. B. Jackson of Newton, Miss Oliver of Southborough and Miss Isabel Greeley who gave *Christmas at Deacon Hackett's* and *How Tommy saved the Barn*. The musical library was enriched by the gift of *A Naples Lullaby*, from Dr. A. P. Reed of Naples, Maine.

*The Jamaica Plain News* and *The Junior Christian Endeavor World* have been sent gratuitously to the little school by their publishers throughout the year.

## LIST OF THE CHILDREN.

---

Abbott, Edna May.	Casey, Frank A.
Allen, Mary K.	Corliss, William A.
Anderson, Elizabeth.	Cotton, Chesley L.
Barabesic, Lucy.	Crandall, Daniel L.
Brannick, Elizabeth.	Cummings, Edwin,
Brayman, Edith I.	Curran, Edward.
Burns, Nellie.	Curran, John.
Clark, Helen F.	Ellis, John W.
Curran, Mary I.	Farley, Charles.
Finnegan, Alice.	Gibson, Leon S.
Flaudo, Rena.	Giles, Lawrence F.
Foss, Jessie E.	Goyette, Arthur.
Goodale, Elcina A.	Graham, William.
Gray, Nettie C.	Hamlett, Clarence S.
Hamilton, Annie A.	Hart, D. Frank.
Hamlet, Ethel.	Hickey, Bernard.
Knap, Mary G.	Jean, Ludge.
Langdon, Margarita.	Jordan, John W.
Mather, Flora L.	Kettlewell, Gabriel.
McGill, Marie.	Kirshen, Morris.
Miller, Gladys.	McDonough, William.
Miller, Margaret.	McQueeney, William.
Miller, Mildred H.	Mills, Walter F.
Minahan, Annie E.	Musante, Anthony.
Noonan, Marian L.	Nelson, Charles S.
Perella, Julia.	Pierce, Charles F.
Randall, Helen I.	Rawson, Willey.
Smith, Elena.	Ray, Edward R.
Viles, Alison P.	Rodrigo, Joseph L.
Walsh, Annie.	Ryan, Michael J.
Watts, Kate.	Sacco, Nicola.
Wilde, Agnes.	Safford, Robert F.
Anderson, Adolf A.	Stringer, Thomas.
Bardsley, William E.	Sullivan, Thomas B.
Bates, Harold W.	Tyner, Edward T.
Bixby, Charles A.	Wetherell, John.
Blood, Howard W.	White, Thomas E.

# FINANCIAL STATEMENT OF THE KINDERGARTEN

FOR THE YEAR ENDING AUGUST 31, 1900.

## *Receipts.*

Cash on hand September 1, 1899, . . . . .	\$13,075.51	
<b>LEGACIES:—</b>		
Mrs. Josephine S. Hall, . . . . .	3,000.00	
J. Putnam Bradlee, . . . . .	25,000.00	
Robert C. Billings, . . . . .	10,000.00	
Mrs. Delia D. Thorndike, . . . . .	5,000.00	
Mrs. Betsy B. Tolman, . . . . .	500.00	
Edward D. Peters, . . . . .	500.00	
Miss Dorothy Roffe, . . . . .	500.00	
<b>GIFTS:—</b>		
Mrs. William Appleton fund (additional), . . . . .	300.00	
Endowment fund, . . . . .	\$4,709.77	}
Endowment fund, through Ladies' Auxiliary Society, . . . . .	1,727.50	
Annual subscriptions through Ladies' Auxiliary Society, . . . . .	6,841.76	
Board and tuition, . . . . .	7,355.21	
Rents, . . . . .	1,238.12	
Income from investments, . . . . .	16,127.81	
	\$95,875.68	

## *Expenses.*

Maintenance, . . . . .	\$20,922.53	
Expenses on houses let, . . . . .	369.33	
Bills to be refunded, . . . . .	90.89	
Taxes and annuity, Jackson estate, Wachusett street, . . . . .	594.32	
Invested, . . . . .	48,000.00	
	\$69,977.07	
Balance September 1, 1900, . . . . .	25,898.61	
	\$95,875.68	

## PROPERTY BELONGING TO THE KINDERGARTEN.

Mrs. William Appleton fund, . . . . .	\$13,000.00
Nancy Bartlett fund, . . . . .	500.00
Miss Helen C. Bradlee fund, . . . . .	90,000.00
Miss Harriet Otis Cruft fund, . . . . .	6,000.00
Mrs. Helen Atkins Edmands fund, . . . . .	5,000.00
Eugenia F. Farnham fund, . . . . .	1,015.00
Albert Glover fund, . . . . .	1,000.00
Moses Kimball fund, . . . . .	1,000.00
Mrs. Warren B. Potter fund, . . . . .	25,000.00
Mrs. Benjamin S. Rotch fund, . . . . .	8,500.00
Mary Lowell Stone fund, . . . . .	500.00
Mrs. George W. Wales fund, . . . . .	10,000.00
<i>Amount carried forward,</i> . . . . .	\$161,515.00

Amount brought forward, . . . . . \$161,515.00

LEGACIES:—

Mrs. Harriet T. Andrew, . . . . .	5,000.00
Mrs. Eleanor J. W. Baker, . . . . .	2,500.00
Mrs. Ellen M. Baker, . . . . .	9,000.00
Sydney Bartlett, . . . . .	10,000.00
Robert C. Billings, . . . . .	10,000.00
Samuel A. Borden, . . . . .	4,250.00
Mrs. Sarah Bradford, . . . . .	100.00
John W. Carter, . . . . .	500.00
Benjamin P. Cheney, . . . . .	5,000.00
George E. Downs, . . . . .	3,000.00
Mrs. Lucy A. Dwight, . . . . .	4,000.00
Mary B. Emmons, . . . . .	1,000.00
John Foster, . . . . .	5,000.00
Mrs. Elizabeth W. Gay, . . . . .	7,931.00
Mrs. Ellen M. Gifford, . . . . .	5,000.00
Mrs. Josephine S. Hall, . . . . .	3,000.00
Mrs. Ann E. Lambert, . . . . .	700.00
Elisha T. Loring, . . . . .	5,000.00
Augustus D. Manson, . . . . .	8,134.00
Miss Sarah L. Marsh, . . . . .	1,000.00
Mrs. Richard Perkins, . . . . .	10,000.00
Edward D. Peters, . . . . .	500.00
Mrs. Caroline S. Pickman, . . . . .	1,000.00
Francis L. Pratt, . . . . .	100.00
Miss Dorothy Roffe, . . . . .	500.00
Miss Edith Rotch, . . . . .	10,000.00
Miss Rebecca Salisbury, . . . . .	200.00
Joseph Scholfield, . . . . .	3,000.00
Mrs. Eliza B. Seymour, . . . . .	5,000.00
Mrs. Cornelia V. R. Thayer, . . . . .	10,000.00
Mrs. Delia D. Thorndike, . . . . .	5,000.00
Mrs. Betsy B. Tolman, . . . . .	500.00
Royal W. Turner, . . . . .	24,082.00
Mrs. Mary B. Turner, . . . . .	7,574.00
Mrs. Charles E. Ware, . . . . .	3,500.00
Mary H. Watson, . . . . .	100.00
Mrs. Julia A. Whitney, . . . . .	100.00
Miss Betsy S. Wilder, . . . . .	500.00
Miss Mary Williams, . . . . .	5,000.00
Almira F. Winslow, . . . . .	306.80
Transcript ten-dollar fund, . . . . .	5,666.95
Funds from other donations, . . . . .	60,452.25
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	\$404,712.00
Real estate subject to annuity, . . . . .	8,500.00
Cash in the treasury, . . . . .	25,898.61
Land, buildings, and personal property belonging to the kindergarten, Jamaica Plain, . . . . .	258,877.00
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Total amount of property belonging to the kindergarten, . . . . .	\$697,987.61

# KINDERGARTEN ENDOWMENT FUND.

## LIST OF CONTRIBUTORS

From August 31, 1899, to September 1, 1900.

A friend, . . . . .	\$0.25
Balfour, Miss Mary Devens, Charlestown, . . . . .	10.00
Bemis, J. M., . . . . .	15.00
Bigelow, Mrs. Prescott, . . . . .	100.00
Billings, Mrs. Elizabeth, . . . . .	1.00
Bradshaw, Mrs. Martha A., Washington, D.C., . . . . .	5.00
Brown, Mrs. Samuel N., . . . . .	10.00
B. R. S., . . . . .	5.00
Bryant, Mrs. Annie B. Matthews, . . . . .	10.00
Bullard, Miss Katherine E., . . . . .	15.00
Cabot, Louis H., . . . . .	10.00
Children of Miss Bean's class in the Sunday-school of Harvard Church, Brookline, . . . . .	10.00
Children of the Primary class in the Sunday-school of Harvard Church, Brookline, . . . . .	5.00
Children of the Florence Kindergarten, . . . . .	5.00
Children of Miss Sheldon's Kindergarten, Herbert street, Salem, . . . . .	7.00
Children of Miss Seeger's School, Jamaica Plain, . . . . .	19.06
Clapp, Miss Helen, . . . . .	2.00
Class in the Sunday-school of the First Congregational Society of Jamaica Plain, Miss Cummings', . . . . .	5.26
Codman, Edward W., . . . . .	5.00
Coolidge, John T., . . . . .	10.00
Crosby, Sumner, . . . . .	5.00
Curtis, Miss Bella P., . . . . .	5.00
Dabney, Miss Roxana L., Milton, . . . . .	3.00
Dalton, C. H., . . . . .	10.00
Downer, Mrs. Samuel, Dorchester, . . . . .	50.00
Drew, Frank, Worcester, . . . . .	2.50
<i>Amount carried forward, . . . . .</i>	\$325.07

<i>Amount brought forward,</i>	\$325.07
Ellis, George H.,	75.00
Fairbanks, Miss C. L.,	10.00
Farnham, the Misses,	5.00
Fay, Henry H.,	100.00
Fay, Miss Sarah M.,	1,000.00
Forbes, Mrs. William H.,	10.00
Hale, Mrs. Robert,	5.00
Hemenway, Miss Clara,	20.00
Hill, Mrs. S. A.,	1.00
Howe, Mrs. James H.,	10.00
Hunnewell, F. W.,	100.00
Iasigi, Miss Mary V.,	15.00
In memory of Dr. Samuel Eliot, from Mrs. Eliot,	100.00
In memory of Miss Alice M. C. Matthews,	100.00
In memory of his mother, from M. S. Kettell, Brook- line,	100.00
Jennings, Miss Julia F., Wellesley,	1.00
Kendall, Miss H. W.,	50.00
Knapp, George B.,	25.00
Lee, Elliot C.,	75.00
Leeds, Miss Caroline T., Cambridge,	1.00
Lend-a-hand Club of the First Unitarian Church in Worcester,	5.00
Lombard, the Misses,	10.00
Lord, John, Lawrence,	50.00
Matthews, Mrs. Annie B.,	1,000.00
M. M. D.,	100.00
Morse, Mrs. Leopold,	100.00
Motley, Mrs. E. P.,	25.00
Moulton, Mrs. Louise Chandler,	25.00
Moulton, Miss Maria C.,	25.00
Newell, Mrs. M. Abbie,	40.00
Nichols, Miss Sarah H.,	10.00
Otis, Mrs. William C.,	20.00
Peabody, the Misses, Cambridge,	50.00
Peabody, F. H.,	100.00
Pierce, Wallace L.,	100.00
<i>Amount carried forward,</i>	\$3,788.07

<i>Amount brought forward,</i> . . . . .	\$3,788.07
Primary Department of the Union Church Sunday-school of Weymouth and Braintree, . . . . .	15.00
Proceeds of fair held in Cambridge by Mary Woodman, Anna Woodman, Molly Gardner, Katharine Dorr, and Josephine Dorr, . . . . .	33.11
Proceeds of entertainments given by the pupils of Perkins Institution, February 22, 1900, . . . . .	42.69
Raymond, Master Fairfield Eager, . . . . .	5.00
"Relief," . . . . .	100.00
Rogers, Miss Catharine L., . . . . .	15.00
Rogers, Miss Clara B., . . . . .	5.00
Seabury, the Misses, New Bedford, . . . . .	25.00
Shepard, Mrs. Otis (Emily E. Shepard), Brookline, . . . . .	6.00
Sohier, Miss E. D., . . . . .	25.00
Sohier, Miss E. L., . . . . .	25.00
St. Agnes Guild of Trinity Parish, Melrose, . . . . .	5.00
Standish, Miss Adelaide, . . . . .	50.00
Stockwell, Miss M. Louise, . . . . .	1.00
Story, Mrs. George O., . . . . .	2.00
Sunday-school of the First Church, Boston, . . . . .	89.18
Sunday-school of the Shepard Church, Cambridge, through Mr. Henry T. Burrage, treasurer, . . . . .	17.62
Talbot, Mrs. Thomas H., . . . . .	3.00
Thacher, Miss Elizabeth B., . . . . .	50.00
"The Cranford Ladies," through Miss Annie C. Thornton, . . . . .	75.00
Tolman, Miss Elizabeth, . . . . .	1.10
Upham, Mrs. Evelina, . . . . .	1.00
Vose, Miss C. C., Milton, . . . . .	10.00
Walnut Avenue Congregational Church, Roxbury, . . . . .	5.00
Welch, Charles A., . . . . .	50.00
White, Prof. C. J., . . . . .	25.00
White, Miss Eliza Orne, . . . . .	5.00
Whitehead, Miss Mary, . . . . .	15.00
Whitney, Miss Elizabeth J., . . . . .	5.00
Williams, Miss Louise H., . . . . .	15.00
Williams, Miss Ruth, . . . . .	100.00
Young, Charles L., . . . . .	100.00
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	\$4,709.77



## CONTRIBUTIONS FOR CURRENT EXPENSES.

Annual subscriptions through the Ladies' Auxiliary Society, Miss S. E. Lane, treasurer, . . . . .	\$5,654.00
Cambridge Branch, through Mrs. E. C. Agassiz, treasurer, . . . . .	518.76
Dorchester Branch, through Mrs. J. Henry Bean, treasurer, . . . . .	206.00
Lynn Branch, through Mr. L. K. Blood, . . . . .	109.00
Milton Branch, through Mrs. William Wood, treasurer, . . . . .	140.00
Worcester Branch, through Mrs. Gilbert H. Harrington, treasurer, . . . . .	214.00
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	\$6,841.76

*All contributors to the fund are respectfully requested to peruse the above list, and to report either to EDWARD JACKSON, Treasurer, No. 53 State street, Boston, or to the Director, M. ANAGNOS, South Boston, any omissions or inaccuracies which they may find in it.*

EDWARD JACKSON, *Treasurer.*

NO. 53 STATE STREET (ROOM 840), BOSTON.

DONATIONS AND SUBSCRIPTIONS FOR  
THOMAS STRINGER.

FROM AUGUST 31, 1899, TO SEPTEMBER 1, 1900.

A. B., . . . . .	\$10.00
Ballou, Mrs. A. A., Detroit, Mich., . . . . .	10.00
Brown, Mrs. J. Conklin, Berkeley, Cal., . . . . .	10.00
Bryant, Mr. John D., . . . . .	5.00
Buxton, Dr. B. H., New York, . . . . .	15.00
Calvary Presbyterian Sunday-school, Wyncote, Pa., through Mr. Homer L. Pond, . . . . .	20.50
Chapman, Mrs. Elizabeth W., New York, . . . . .	25.00
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<i>Amount carried forward,</i> . . . . .	\$95.50

<i>Amount brought forward,</i> . . . . .	\$95.50
Children of the Ashmont Hall School, Dorchester, through Miss Mary E. Nightingale, . . . . .	6.25
Children of the first grade of Winthrop School, Brook- line, . . . . .	1.00
Children of Miss Katherine C. Baker's class of the Cogswell Primary School, Ipswich, . . . . .	2.00
Children's Aid Society of Washington County, Pa., . . . . .	25.00
Churchill, Mrs. Annie S., New Britain, Conn., . . . . .	2.00
Conant, Miss Grace W., Wellesley Hills, . . . . .	2.00
Conrad, Master Willie Britton, . . . . .	10.00
Dow, Miss Lucia A., Milton, . . . . .	25.00
Fay, Miss Sarah M., . . . . .	50.00
First Parish Boys' Club, . . . . .	5.00
George, Master Robert Hudson, . . . . .	1.00
Gribbel, Mr. John, Philadelphia, . . . . .	50.00
Hatch, Mrs. Jennie B., Reading, . . . . .	5.00
Heath, Mrs. Sarah A., . . . . .	5.00
Hudson, Miss Mary R., . . . . .	1.00
Infant class Lend a Hand Club of Howard Sunday- school, Bulfinch street, Boston, . . . . .	6.00
In memory of Miss Emily M. Everett, . . . . .	25.00
Jackson, Mrs. Mary J., . . . . .	2.00
Jenckes, Dr. J. F., . . . . .	3.00
Junior Children's Aid Society of Washington County, Pa., . . . . .	37.00
Keeler, Mary F., Circle of King's Daughters, Somer- ville, . . . . .	3.00
Kimball, Miss Susan Day, . . . . .	25.00
Kindergarten at Florence, through Miss Frances H. Look, . . . . .	5.00
Kindergarten department of Washington Street Baptist Church, Lynn, . . . . .	5.00
Lilly Kindergarten at Florence, through Miss Frances H. Look, . . . . .	5.00
Matthews, Mrs. Annie B., . . . . .	50.00
May, Miss Eleanor G., trustee of Lydia Maria Child fund, . . . . .	35.00
<i>Amount carried forward,</i> . . . . .	<u>\$486.75</u>

<i>Amount brought forward,</i>	\$486.75
McGonnigle, Mr. Robert D., Pittsburg, Pa.,	2.50
Mission Band of Congregational Church, Wollaston,	2.00
Moore, Mrs. G. W., Brookline,	2.50
Morse, Mrs. E. Rollins (annual),	5.00
Newell, Mrs. M. Abbie,	10.00
Peyraud, Mademoiselle Rosalie J. (annual),	1.00
Pickman, Mrs. D. L.,	10.00
Primary class in Sunday-school of Walnut Avenue Congregational Church,	5.00
Primary department of Immanuel Sunday-school, through Miss Antoinette Clapp,	10.00
Reed, Mrs. Henrietta M.,	50.00
"Rodelmer,"	2.75
Sohier, Miss Mary D.,	25.00
Sunday-school of First Methodist Protestant Church of Pittsburg, Pa., through Mr. Robert D. McGonnigle,	7.50
Treat, Mr. M. C., Washington, Pa., through Mr. John A. McIlvaine, Jr.,	10.00
Wales, Mrs. George W.,	50.00
Young, Mrs. B. L.,	10.00
Zakrzewska, Dr. Marie,	5.00
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	\$695.00

## PERMANENT FUND FOR THOMAS STRINGER.

A. B.,	\$100.00
Eckersley, Mr. James, Plattsburgh, N.Y.,	25.00
Friend C.,	10.00
Income from the Glover Fund,	40.00
Potter, Mrs. Warren B.,	100.00
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	\$275.00

## DONATIONS THROUGH THE LADIES' AUXILIARY.

"A. E. S." . . . . .	\$1.00
A friend, Roxbury, . . . . .	1.00
Ahl, Mrs. Daniel, . . . . .	25.00
Allan, Mrs. Bryce J., . . . . .	25.00
Anonymous, . . . . .	5.00
Anonymous, . . . . .	1.00
Appleton, Mrs. R. W., . . . . .	5.00
Bailey, Miss Elizabeth H., Peterborough, N.H., . . . . .	5.00
Bailey, Mr. Edward S., . . . . .	1.00
Ballard, Miss Elizabeth, . . . . .	5.00
Baylies, Mrs. Walter C., . . . . .	10.00
Benedict, Mrs. William L., Brookline, . . . . .	10.00
Bennett, Mrs. M. S., . . . . .	5.00
Bigelow, Miss Mary A., . . . . .	10.00
Black, Mrs. George N., . . . . .	50.00
Blake, Mrs. Arthur W., Brookline, . . . . .	10.00
Blanchard, Mrs. W. G., Roxbury, . . . . .	1.00
Bowditch, Mrs. Alfred, . . . . .	10.00
Bowditch, Mr. William I., . . . . .	5.00
Burgess, Mrs. S. K., Brookline, . . . . .	5.00
Cabot, Mrs. George E., . . . . .	3.00
Cabot, Mrs. Joseph S., . . . . .	5.00
Caldwell, Mrs. J. F., . . . . .	2.00
Carruth, Mr. Frank H., Roxbury, . . . . .	5.00
Cary, Miss Georgiana S., . . . . .	4.00
Cary, Mrs. Richard, . . . . .	9.00
Chester, Mrs. H. C., Brookline, . . . . .	2.00
Child, Miss Helen M. C., Cambridge, . . . . .	1.50
Clapp, Mrs. Channing, . . . . .	5.00
Collar, Mr. William C., Roxbury, . . . . .	2.00
Colman, Mrs. Moses, . . . . .	10.00
Cotting, Mrs. C. E., . . . . .	5.00
Crane, Mrs. James B., Dalton, . . . . .	10.00
Crane, Gov. W. Murray, . . . . .	25.00
Crane, Mrs. Z. Marshal, Dalton, . . . . .	30.00
Crocker, Mrs. Uriel H., . . . . .	10.00
<i>Amount carried forward, . . . . .</i>	<u>\$318.50</u>

<i>Amount brought forward,</i>	\$318.50
Cross, Dr. H. B., Jamaica Plain,	5.00
Cumston, Mrs. William, Brookline (since died),	10.00
Curtis, Mrs. Charles P., Jr.,	5.00
Cushing, Mrs. J. W., Brookline,	2.00
Dabney, Miss Roxana L., Milton,	3.50
Devlin, Mr. John E.,	15.00
Donations at the Annual Reception,	3.00
DuBois, Mrs. L. G.,	10.00
Ernst, Mrs. H. C., Jamaica Plain,	5.00
Evans, Mrs. Glendower,	5.00
Farnam, Mrs. Henry, New Haven, Conn.	25.00
FitzGerald, Mrs. Desmond, Brookline,	5.00
French, Miss C. A.,	25.00
Frothingham, Miss J. W.,	5.00
Galloupe, Mr. Charles W.,	25.00
Gardner, Mrs. Augustus P.,	10.00
Gardner, Mr. George A.,	50.00
Gavett, Mrs. S. E., Roxbury,	1.00
Glover, Mr. Joseph B.,	100.00
Goddard, Mr. A. W., Brookline,	10.00
Gooding, Mrs. T. P.,	1.00
Green, Mr. Charles G., North Cambridge	10.00
Greene, Miss Emily, Jamaica Plain,	5.00
Grew, Mr. Edward S.,	25.00
Guild, Miss Harriet J.,	5.00
Hall, Miss Laura E.,	5.00
Hallowell, Miss Henrietta T., Milton.	1.00
Hill, Mrs. L. C.,	5.00
Hitchcock, Mr. D. W.,	50.00
Hodges, Miss P. C.,	5.00
Hollings, Mrs. H., Roxbury,	2.00
Howe, the Misses, Brookline,	10.00
Hunt, Mrs. William D., Brookline,	5.00
Jenks, Miss C. E.,	5.00
Kimball, the Misses, Longwood,	10.00
Leavitt, Mr. Frank M., Roxbury,	5.00
Lincoln, Mr. A. L., Jr., Brookline,	5.00
<i>Amount carried forward,</i>	<u>\$792.00</u>

<i>Amount brought forward,</i>	\$792.00
Lockwood, Mr. Thomas S.,	5.00
Loring, Mrs. Augustus P.,	10.00
Loring, the Misses,	50.00
Lowell, Mrs. George G.,	20.00
Lyman, Mrs. Theodore, Brookline,	200.00
Melvin, Miss Rebecca S.,	10.00
Monks, Mrs. George H.,	10.00
Morrill, Miss Amelia,	20.00
Morrill, Miss Fanny E.,	50.00
Peabody, Mr. Francis H.,	90.00
Perkins, Mrs. George H.,	50.00
Perry, Mrs. C. F.,	2.00
Peters, Mrs. Francis A.,	10.00
Pickering, Mrs. Edward,	5.00
Pierce, Mrs. Wallace L.,	10.00
Putnam, Mrs. James J.,	5.00
Schlesinger, Mr. Barthold, Brookline,	10.00
Schmidt, Mr. Arthur P.,	5.00
Sherwin, Mr. Edward,	10.00
Shumway, Mrs. Nelson, Groton,	1.00
Skinner, Mr. Francis, Jr.,	10.00
Spalding, Miss Dora N.,	25.00
Spaulding, Mrs. Mahlon D.,	100.00
Sprague, Mrs. Charles F., Brookline,	15.00
Sprague, Dr. Francis P.,	10.00
Stetson, Mr. Amos W.,	20.00
Stevenson, Miss Annie B., Brookline,	5.00
Stowell, Mrs. H. B.,	3.00
Strong, Mrs. Alex.,	15.00
Tapley, Mrs. Anna S.,	10.00
Thayer, Mr. Bryon T.,	5.00
Thorndike, Mr. Albert,	5.00
Townsend, Mrs. William E.,	2.00
Tucker, Mrs. A. E., Roxbury,	1.00
Turner, Miss Esther Parkman, Brookline,	1.00
Turner, Oliver, Brookline,	1.00
Vialle, Mr. C. A.,	5.00
<i>Amount carried forward,</i>	<u>\$1,598.00</u>

<i>Amount brought forward,</i>	\$1,598.00
Ware, Miss Mary L.,	25.00
Warner, Mr. R. L.,	2.50
Warren, Mrs. Susan C.,	10.00
Watson, Mrs. Thomas A., Weymouth,	10.00
Wesson, Miss Isabel,	5.00
Whiting, Miss Anna M., Newton,	5.00
Whiting, Mrs. S. B., Cambridge,	15.00
Whitman, Mr. James H., Charlestown,	10.00
Whitman, Mrs. James H., Charlestown,	10.00
Whitney, Miss Kate A.,	5.00
Whitney, Miss Maria D.,	5.00
Willson, Miss Lucy B., Salem,	5.00
Windram, Mrs. Westwood T.,	10.00
Wood, Mrs. R. W., Jamaica Plain,	5.00
Woodman, Mr. Stephen F., Jamaica Plain,	5.00
Young, Mr. Calvin, Dorchester,	2.00
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	\$1,727.50

## ANNUAL SUBSCRIPTIONS.

Through the Ladies' Auxiliary Society, Miss S. E. LANE, *Treasurer.*

Abbot, Miss A. F.,	\$1.00
Abbot, Miss G. E.,	1.00
Abbott, Mrs. J.,	5.00
Abel, Mrs. S. C., Roxbury,	1.00
Adams, Mrs. Charles H., Jamaica Plain,	5.00
Adams, Mr. George, Roxbury,	1.00
Adams, Mrs. Hannah P.,	5.00
Adams, Mrs. James, Longwood,	1.00
Adams, Mrs. Waldo,	5.00
Adams, Mr. Walter B.,	10.00
Alford, Mrs. O. H., Longwood,	5.00
Allen, Mrs. A. N.,	2.00
Allen, Mrs. F. R.,	5.00
Allen, Mrs. Thomas,	5.00
Allen, Mrs. W. H.,	5.00
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<i>Amount carried forward,</i>	\$57.00

<i>Amount brought forward,</i>	\$57.00
Allen, Mrs. W. L., Chestnut Hill,	2.00
Alley, Mrs. John R., Jamaica Plain,	10.00
Ames, Rev. Charles G.,	10.00
Ames, Mrs. Frederick L.,	50.00
Ames, Miss Mary S.,	50.00
Amory, Mrs. C. W.,	50.00
Amory, Mrs. William,	5.00
Anderson, Miss Anna F., Lowell,	2.00
Anderson, Mrs. J. F.,	5.00
Andrews, Miss Ellen,	10.00
Anthony, Mrs. S. Reed,	5.00
Appleton, Miss Fanny C.,	2.00
Appleton, Mrs. William,	5.00
Archer, Mrs. Ellen M. H., Charlestown,	1.00
Armstrong, Mr. George W.,	10.00
Arnold, Mrs. Richard,	2.00
Atkins, Mrs. Edwin F., Belmont,	5.00
Atkinson, Mrs. Edward, Brookline,	10.00
Ayer, Mrs. James B.,	5.00
Ayer, Mrs. Monroe,	2.00
Bacon, Miss Ellen S., Jamaica Plain,	5.00
Bacon, Miss Julia, Jamaica Plain,	5.00
Bacon, Miss Mary P., Roxbury,	5.00
Bailey, Mrs. Hollis R., Cambridge,	2.00
Balch, Miss Elizabeth A.,	2.00
Balch, Mrs. F. G.,	5.00
Baldwin, Mr. E. L.,	1.00
Baldwin, Mrs. J. A., Brookline,	2.00
Bancroft, Mrs. J. C.,	5.00
Bangs, Miss Edith,	10.00
Bangs, Mrs. Edward,	5.00
Barnard, Mrs. Mary C. E., Dorchester,	2.00
Barnes, Mrs. Amos,	1.00
Barnes, Mrs. Charles B.,	10.00
Barron, Mr. Clarence W.,	5.00
Barstow, Miss C. A.,	5.00
Bartlett, Miss Mary H.,	5.00
<i>Amount carried forward,</i>	<u>\$373.00</u>



<i>Amount brought forward,</i> . . . . .	\$373.00
Bartol, Rev. Cyrus A., D.D., . . . . .	10.00
Bass, Mrs. Emma M., Newtonville, . . . . .	10.00
Basto, Mrs. Mary A., Roxbury, . . . . .	3.00
Batcheller, Mrs. A. H., . . . . .	5.00
Batcheller, Mr. Robert, . . . . .	2.00
Bates, Messrs. W. and S. W., . . . . .	2.00
Batt, Mrs. C. R., . . . . .	5.00
Bayley, Mrs. M. R., . . . . .	1.00
Beebe, Mrs. J. Arthur, . . . . .	25.00
Belknap, Mrs. George E., Brookline, . . . . .	1.00
Bemis, Mr. J. M., . . . . .	5.00
Bemis, Mrs. John W., . . . . .	2.00
Berlin, Dr. Fanny, . . . . .	1.00
Berwin, Mrs. Jacob, . . . . .	5.00
Bigelow, Mrs. Alanson, Chestnut Hill, . . . . .	2.00
Bigelow, Mrs. A. O., . . . . .	5.00
Bigelow, Mrs. G. T., . . . . .	5.00
Bigelow, Miss Helen O., . . . . .	5.00
Bigelow, Mrs. J. S., . . . . .	10.00
Bigelow, Mrs. Prescott, Brookline, . . . . .	10.00
Bigelow, Mrs. Prescott, Jr., Brookline, . . . . .	5.00
Billings, Mrs. J. B., . . . . .	2.00
Blacker, Miss Eliza F., Allston, . . . . .	5.00
Blackmar, Mrs. W. W., . . . . .	5.00
Blake, Mrs. Charles, . . . . .	5.00
Blake, Mrs. George B., . . . . .	15.00
Blake, Mrs. J. A., Brookline, . . . . .	1.00
Blake, Mrs. S. Parkman, . . . . .	5.00
Blake, Mr. William P., . . . . .	5.00
Boardman, Miss E. D., . . . . .	2.00
Boardman, Miss Madeleine, . . . . .	2.00
Boland, Dr. E. S., South Boston, . . . . .	5.00
Bolster, Mrs. Wilfred, Roxbury, . . . . .	1.00
Boody, Mr. J. H., Brookline, . . . . .	5.00
Bowditch, Dr. Henry P., Jamaica Plain, . . . . .	2.00
Bowditch, Dr. Vincent Y., . . . . .	2.00
Bradford, Mrs. C. F., . . . . .	10.00
<i>Amount carried forward,</i> . . . . .	<u>\$564.00</u>

<i>Amount brought forward,</i> . . . . .	\$564.00
Bradlee, Mrs. Caleb D., Brookline, . . . . .	2.00
Bradt, Mrs. Julia B., . . . . .	1.00
Bremer, Mrs. J. L., . . . . .	5.00
Brewer, Mr. Edward M., . . . . .	5.00
Brewer, Miss Lucy S., . . . . .	10.00
Bridge, Mrs. J. G., . . . . .	1.00
Broughton, Mrs. U. H., . . . . .	10.00
Brown, Miss Abby C., . . . . .	5.00
Brown, Mrs. Atherton T., Roxbury, . . . . .	10.00
Brown, Miss Augusta M., . . . . .	5.00
Brown, Mr. C. H. C., Roxbury, . . . . .	5.00
Brown, Miss Elizabeth Bowen, Roxbury, . . . . .	5.00
Brown, Miss Rebecca Warren, . . . . .	5.00
Brown, Mrs. Samuel N., . . . . .	7.00
Browne, Miss Harriet T., . . . . .	10.00
Bruerton, Mrs. James, Malden, . . . . .	10.00
Bryant, Mrs. J. D., . . . . .	2.00
Bullard, Mr. Stephen, . . . . .	10.00
Bullard, Mrs. William S., . . . . .	10.00
Bullens, Miss Charlotte L., Newton, . . . . .	1.00
Bullens, Mrs. George S., Newton, . . . . .	1.00
Bumstead, Mrs. Freeman, Cambridge, . . . . .	10.00
Bunker, Mr. Alfred, Roxbury, . . . . .	2.00
Burgess, Mrs. Sophia K., Brookline, . . . . .	10.00
Burkhardt, Mrs. P. W., Brookline, . . . . .	10.00
Burnett, Mrs. Joseph, . . . . .	5.00
Burnham, Mrs. H. D., . . . . .	5.00
Burnham, Mrs. John A., Jr., . . . . .	5.00
Burr, Mrs. Allston, Chestnut Hill, . . . . .	2.00
Burr, Mrs. C. C., Auburndale, . . . . .	10.00
Burr, Mrs. I. Tucker, Jr., Readville, . . . . .	10.00
Butler, Mrs. Charles S., . . . . .	2.00
Butler, Mrs. William S., . . . . .	2.00
Cabot, Dr. A. T., . . . . .	5.00
Cabot, Mr. John H., Brookline, . . . . .	5.00
Cabot, Miss Mary E., Brookline, . . . . .	5.00
Cabot, Mrs. Walter C., Brookline, . . . . .	10.00
<i>Amount carried forward,</i> . . . . .	<u>\$782.00</u>

<i>Amount brought forward,</i>	\$782.00
Caldwell, Mr. J. A., Roxbury,	1.00
Calkins, Miss Mary W.,	2.00
Capen, Mr. Samuel B., Jamaica Plain,	3.00
Carlton, Mrs. John, Roxbury,	2.00
Carpenter, Mr. F. B.,	5.00
Carr, Mrs. Samuel,	10.00
Carter, Mrs. George E.,	5.00
Carter, Mrs. John W., West Newton,	5.00
Carter, Miss M. Elizabeth,	10.00
Carter, Mrs. William S., Jamaica Plain,	2.00
Cary, Miss Ellen G.,	20.00
Cary, Miss Georgiana S.,	1.00
Cary, Mrs. Richard,	1.00
Caryl, Miss Harriet E.,	2.00
Case, Mrs. James B.,	5.00
Cate, Mr. Martin L., Roxbury,	2.00
Cate, Mrs. Martin L., Roxbury,	5.00
Center, Mr. Joseph H., Roxbury,	5.00
Chamberlain, Mrs. M. L.,	5.00
Chandler, Mrs. Cleveland A., Jamaica Plain,	5.00
Chandler, Mrs. Frank W.,	5.00
Channing, Miss Blanche M., Brookline,	1.00
Channing, Mrs. Walter, Brookline,	5.00
Chapin, Mrs. H. B., Jamaica Plain,	5.00
Chapman, Mrs. D. R., Cambridge,	1.00
Chapman, Miss E. D., Cambridge,	1.00
Chapman, Miss J., Cambridge,	2.00
Cheney, Mrs. Arthur,	5.00
Chick, Mrs. I. W.,	2.00
Choate, Mr. Charles F.,	10.00
Church, Mrs. H. A.,	1.00
Clapp, Miss Antoinette,	2.00
Clapp, Dr. H. C.,	2.00
Clapp, Miss Helen,	3.00
Clark, Mrs. B. C.,	5.00
Clark, Miss Eleanor J.,	10.00
Clark, Mrs. Frederick S.,	10.00
<i>Amount carried forward,</i>	<u>\$948.00</u>

<i>Amount brought forward,</i>	\$948.00
Clark, Mrs. J. J.,	2.00
Clark, Mrs. John T., Jamaica Plain,	10.00
Clark, Miss Mary,	2.00
Clark, Miss Sarah W., Beverly,	10.00
Clement, Mrs. Hazen,	5.00
Clerk, Mrs. W. F., Roxbury,	3.00
Cobb, Mrs. Charles K., Chestnut Hill,	5.00
Cobb, Mrs. Francis D.,	1.00
Coburn, Mrs. George W.,	25.00
Cochrane, Mrs. Alexander,	5.00
Codman, Mrs. Charles R.,	10.00
Codman, Mrs. J. Amory,	5.00
Codman, Mr. Robert,	5.00
Coffin, Mrs. C. C.,	2.00
Coffin, Mrs. George R., Brookline,	2.00
Cole, Mr. B. E.,	5.00
Collamore, the Misses,	5.00
Conant, Mrs. William M.,	1.00
Conrad, Mrs. David, Brookline,	2.00
Converse, Mrs. C. C.,	5.00
Converse, Mrs. E. S.,	5.00
Coolidge, Mrs. Algernon,	5.00
Coolidge, Mrs. J. Randolph,	10.00
Cordis, Mrs. Edward, Jamaica Plain,	5.00
Corey, Mrs. H. D., Newton,	2.00
Cotton, Miss Elizabeth A., Longwood,	5.00
Covel, Mrs. A. S.,	2.00
Cowing, Mrs. Martha W., West Roxbury,	25.00
Cox, Mrs. Wm. E., Chestnut Hill,	10.00
Crafts, Mrs. James M.,	30.00
Craig, Mrs. D. R.,	5.00
Craigin, Dr. G. A.,	5.00
Crane, Mrs. Aaron M.,	5.00
Crane, Mr. Zenas, Dalton,	50.00
Crehore, Mrs. G. C.,	5.00
Crocker, Mrs. Sarah H.,	5.00
Crosby, Mrs. S. V. R.,	5.00
<i>Amount carried forward,</i>	<u>\$1,237.00</u>

<i>Amount brought forward,</i>	\$1,237.00
Cumings, Mrs. Charles B., Jamaica Plain,	2.00
Cummings, Mrs. Charles A.,	5.00
Cummings, Mr. George W., Brookline,	2.00
Curtis, Mrs. Charles P.,	20.00
Curtis, Mr. George W., Roxbury,	5.00
Curtis, Mrs. H. G.,	5.00
Curtis, Mrs. J. F.,	5.00
Curtis, Mrs. M. P., Roxbury,	10.00
Curtis, the Misses, Roxbury,	2.00
Curtis, Mr. William O., Roxbury,	5.00
Cushing, Mrs. H. W.,	5.00
Cushing, Miss Sarah P.,	5.00
Cutler, Mr. C. F.,	1.00
Cutler, Mrs. E. G.,	2.00
Cutter, Master Edward L., Dorchester,	1.00
Cutter, Mrs. Ellen M.,	1.00
Cutter, Mrs. Frank W., Dorchester,	1.00
Cutts, Mrs. H. M., Brookline,	1.00
Dale, Mrs. Eben,	5.00
Dana, Mr. Samuel B.,	10.00
Dane, Mrs. E. S., Longwood,	2.00
Danforth, Mr. James H.,	10.00
Daniell, Mrs. Henry W.,	5.00
Dary, Mr. George A., Roxbury,	2.00
Davis, Mrs. Edward L.,	5.00
Davis, Mrs. James H., North Andover Depot,	5.00
Davis, Mrs. Joseph E.,	5.00
Davis, Mrs. Simon,	3.00
Day, Mrs. Lewis, Norwood,	2.00
Day, Mrs. William F., Egypt,	2.00
Dean, Mr. Charles A., Roxbury,	10.00
Dehon, Miss Cornelia,	5.00
Deland, Mrs. Thomas W., Roxbury,	5.00
Dennison, Mrs. E. W. Brookline,	5.00
Denny, Mrs. Arthur B., Chestnut Hill,	5.00
Denny, Mrs. W. C., Pittsburg, Pa.,	2.00
Derby, Miss Caroline,	5.00
<i>Amount carried forward,</i>	\$1,408.00

<i>Amount brought forward,</i>	\$1,408.00
Derby, Mrs. Hasket,	5.00
Dewey, Miss Mary E.,	2.00
Dexter, Miss Rose L.,	5.00
Dexter, Miss Sarah V.,	10.00
Dillaway, Mrs. Charles K., Roxbury,	1.00
Dixon, Mrs. L. S.,	2.00
Doliber, Mrs. Thomas, Brookline,	5.00
Dove, Mrs. G. W. W.,	2.00
Dow, Mrs. R. S.,	2.00
Downes, Mrs. Lilla A., Roxbury,	2.00
Dowse, Mrs. Chas. F.,	1.00
Draper, Dr. F. W.,	5.00
Driscoll, Mrs. Dennis, Brookline,	2.00
Drost, Mrs. C. A., Brookline,	2.00
Drummond, Mrs. James,	5.00
Dunbar, Mrs. James R.,	5.00
Dunn, Mrs. E. H.,	2.00
Dwight, Mr. Edmund (since died),	5.00
Dwight, Mrs. James,	1.00
Dwight, Mrs. Thomas,	1.00
Dwight, Mrs. Thomas, Jr.,	1.00
Eager, Mrs. G. H.,	2.00
Edmands, Mr. H. H. W., Roxbury,	2.00
Edmands, Mrs. M. G., Brookline,	10.00
Edmond, Mrs. Emma H., Brookline,	1.00
Edwards, Miss Hannah M.,	5.00
Edwards, Mr. John C., Brookline,	10.00
Eldredge, Mrs. J. T.,	10.00
Eliot, Mrs. Amory,	2.00
Ellis, Mrs. Caleb,	1.00
Elms, Mrs. Edward C., Newton,	2.00
Elms, Miss Florence G., Newton,	1.00
Elms, Mr. James C., Newton,	2.00
Elms, Mrs. James C., Newton,	2.00
Ely, Mrs. Harriet E.,	5.00
Emerson, Miss Elizabeth, Brookline,	1.00
Emerson, Mrs. Susan, Brookline,	1.00
<i>Amount carried forward,</i>	\$1,531.00

<i>Amount brought forward,</i> . . . . .	\$1,531.00
Emerson, Mrs. William P., Brookline, . . . . .	3.00
Emery, Mrs. Mark, North Anson, Me., . . . . .	1.00
Emmons, Mrs. George Beale, Brookline, . . . . .	5.00
Emmons, Mrs. Henry, Roxbury, . . . . .	3.00
Emmons, Mr. N. H., . . . . .	10.00
Emmons, Mrs. R. W., 2d, . . . . .	10.00
Endicott, Mrs. Henry, . . . . .	5.00
Endicott, Mrs. William C., . . . . .	5.00
Ernst, Mrs. C. W., . . . . .	2.00
Estabrook, Mrs. Arthur F., . . . . .	5.00
Eustis, Mrs. H. H., Brookline, . . . . .	5.00
Eustis, Mrs. W. T., Brookline (since died), . . . . .	2.00
Evans, Mrs. Charles, . . . . .	2.00
Everett, Miss Caroline F., Roxbury, . . . . .	5.00
Fairbairn, Mrs. R. B., . . . . .	2.00
Fairbanks, Mrs. C. F., . . . . .	5.00
Fairbanks, Mrs. Horace, St. Johnsbury, Vt., . . . . .	10.00
Farmer, Mr. L. G., Roxbury, . . . . .	1.00
Farwell, Mrs. Susan W., . . . . .	5.00
Faulkner, Mrs. Charles, . . . . .	10.00
Faulkner, Miss Fannie M., . . . . .	10.00
Fay, Mrs. Dudley B., . . . . .	10.00
Fay, Mrs. Henry H., . . . . .	10.00
Fay, Mrs. Joseph S., . . . . .	10.00
Fay, Miss Sarah B., . . . . .	10.00
Fay, Miss Sarah M., . . . . .	10.00
Ferrin, Mrs. M. T. B., Newton, . . . . .	5.00
Ferris, Mrs. Mortimer C., Brookline, . . . . .	5.00
Ferris, Miss M. E., Brookline, . . . . .	5.00
Fessenden, Mrs. Sewell H., . . . . .	2.00
Field, Mrs. D. W., Brockton, . . . . .	5.00
Field, Mrs. George P., . . . . .	2.00
Fisher, Mrs. James T., Jamaica Plain, . . . . .	2.00
Fisk, Mr. Lyman B., Cambridge, . . . . .	10.00
Fiske, Miss Elizabeth S., . . . . .	10.00
Fiske, Mrs. Joseph N., . . . . .	5.00
Fitch, Miss Carrie T., . . . . .	10.00
<i>Amount carried forward,</i> . . . . .	\$1,748.00

<i>Amount brought forward,</i>	\$1,748.00
Fitz, Mrs. S. J.,	2.00
Fitz, Mrs. Walter Scott,	25.00
Flagg, Mrs. Augustus,	6.00
Flint, Caroline E.,	5.00
Folsom, Miss Ellen M.,	2.00
Foote, Mr. Henry W.,	10.00
Forbes, Mrs. W. H., Jamaica Plain,	3.00
Forster, Mrs. Henry, Jamaica Plain,	5.00
Foss, Mrs. Eugene N., Jamaica Plain,	10.00
Fottler, Mrs. Jacob,	5.00
Frank, Mrs. Daniel,	2.00
Freeman, Mrs. A. Forbes,	2.00
Freeman, Mrs. Louisa A.,	2.00
French, Mrs. E. A.,	5.00
French, Mrs. John J.,	5.00
Friedman, Mrs. Max, Roxbury,	5.00
Friedman, Mrs. S., Roxbury,	5.00
Frothingham, Miss Ellen,	10.00
Frothingham, Mrs. L. F.,	2.00
Frothingham, Mrs. O. B. (since died),	5.00
Fry, Mrs. Charles,	10.00
Fry, Mrs. E. V. Sheridan,	5.00
Gaffield, Mr. Thomas,	5.00
Gardner, Mrs. John L.,	5.00
Gaston, Mrs. W.,	5.00
Gates, Mr. Gardiner P.,	5.00
Gay, Mrs. Albert, Brookline,	1.00
Gay, Dr. Warren F.,	5.00
Gilbert, Mr. Joseph T.,	5.00
Gill, Mr. Abbott D., Roxbury,	2.00
Gill, Mrs. George F.,	1.00
Gillett, Mr. S. Lewis, Roxbury,	3.00
Gilmore, Mrs. K. M., Lexington,	5.00
Gleason, Mrs. Cora L., South Boston,	2.00
Goddard, Mrs. Thomas,	3.00
Goodhue, Mrs. George H., Chestnut Hill,	1.00
Goodwin, Mr. Frank,	1.00
<i>Amount carried forward,</i>	<u>\$1,928.00</u>



<i>Amount brought forward,</i> . . . . .	\$1,928.00
Gorham, Mrs. W. H., . . . . .	5.00
Graeff, Miss Virginia E., Cleveland, Ohio, . . . . .	1.00
Grandgent, Prof. Charles H., Cambridge, . . . . .	5.00
Grandgent, Mrs. Lucy L., Cambridge, . . . . .	5.00
Grant, Mrs. Robert, . . . . .	2.00
Graves, Mrs. J. L., . . . . .	5.00
Graves, Mr. J. L., . . . . .	10.00
Gray, Mrs. John Chipman, . . . . .	10.00
Gray, Mrs. Joseph H., . . . . .	5.00
Gray, Mrs. Morris, Chestnut Hill, . . . . .	5.00
Gray, Mrs. Reginald, Chestnut Hill, . . . . .	5.00
Greeley, Mrs. R. F., . . . . .	5.00
Greene, Mrs. J. S. Copley, . . . . .	2.00
Greenleaf, Mrs. L. B., . . . . .	5.00
Greenough, Mrs. A. A., Jamaica Plain, . . . . .	5.00
Grew, Mrs. H. S., . . . . .	10.00
Griggs, Mr. B. F., Roxbury, . . . . .	1.00
Gunsenhiser, Mrs. A., Brookline, . . . . .	1.00
Hall, Mrs. Anthony D, . . . . .	2.00
Hall, Miss Fanny, . . . . .	1.00
Hall, Mr. George G., . . . . .	2.00
Hall, Mrs. Jacob, . . . . .	2.00
Hall, Mrs. Solomon, Dorchester, . . . . .	10.00
Hammond, Miss E., Cambridge, . . . . .	5.00
Harding, Mrs. E., . . . . .	10.00
Hardy, Mrs. A. H., . . . . .	3.00
Harrington, Mrs. F. B., . . . . .	5.00
Harrington, Dr. Harriet L., Dorchester, . . . . .	2.00
Harris, Mrs. William, Jamaica Plain, . . . . .	2.00
Hart, Mrs. Thomas N., . . . . .	2.00
Harwood, Mrs. George S., Newton, . . . . .	5.00
Haskell, Mrs. C. A., Newton, . . . . .	2.00
Haskell, Miss Louisa P., . . . . .	2.00
Hastings, Mr. Arthur E., Brookline, . . . . .	1.00
Hastings, Miss Emily A., Brookline, . . . . .	1.00
Hastings, Mrs. L. W., Brookline, . . . . .	1.00
Hayden, Mrs. C. R., . . . . .	5.00
<i>Amount carried forward,</i> . . . . .	\$2,078.00

<i>Amount brought forward,</i> . . . . .	\$2,078.00
Hayden, Miss Lena E., . . . . .	5.00
Head, Mrs. Charles, . . . . .	25.00
Healey, Miss Helen, . . . . .	1.00
Heard, Mrs. J. Theodore, . . . . .	5.00
Heath, Mrs. Sarah A., . . . . .	2.00
Hemenway, Mrs. C. P., . . . . .	10.00
Henshaw, Mrs. Harriet A., . . . . .	10.00
Herman, Mrs. Joseph M., . . . . .	2.00
Herrick, Miss A. J., . . . . .	1.00
Hersey, Miss M. T., . . . . .	1.00
Higginson, Mrs. Corina, . . . . .	5.00
Higginson, Miss E. C., Brookline, . . . . .	5.00
Higginson, Mrs. Henry L., . . . . .	15.00
Hill, Mrs. C. W., Roxbury, . . . . .	1.00
Hill, Mrs. S. A., Brookline, . . . . .	1.00
Hills, Mrs. E. A., . . . . .	5.00
Hills, Mrs. S. E., Jamaica Plain, . . . . .	2.00
Hoadley, Mrs. John C., Roxbury, . . . . .	2.00
Hobbs, Mrs. Warren D., . . . . .	2.00
Hogg, Mr. John, . . . . .	25.00
Holbrook, Mrs. Walter, Newton, . . . . .	1.00
Hollander, Mrs. Louis P., . . . . .	5.00
Hood, Mrs. George H., . . . . .	5.00
Hooper, Mrs. James R., . . . . .	10.00
Hooper, Mrs. N. L., . . . . .	1.00
Hooper, Mrs. R. C., Sr., . . . . .	10.00
Hopkins, Mrs. Charles A., Brookline, . . . . .	10.00
Horton, Mrs. E. A., . . . . .	2.00
Houghton, Miss Elizabeth G., . . . . .	10.00
Houston, Mr. James A., Roxbury, . . . . .	5.00
Howe, Mrs. Arabella, . . . . .	2.00
Howe, Mrs. George D., . . . . .	5.00
Howe, Mr. George E., . . . . .	2.00
Howe, Mrs. J. S., Brookline, . . . . .	5.00
Howes, Mrs. Osborn, . . . . .	2.00
Howland, Mrs. D. W., Brookline, . . . . .	1.00
Hoyt, Mrs. J. C., . . . . .	5.00
<i>Amount carried forward,</i> . . . . .	<u>\$2,284.00</u>

<i>Amount brought forward,</i> . . . . .	\$2,284.00
Hubbard, Mrs. Eliot, . . . . .	10.00
Hudson, Mrs. John E., . . . . .	5.00
Hunneman, Miss Elizabeth A., Roxbury, . . . . .	3.00
Hunneman, Mrs. S. W., Roxbury, . . . . .	2.00
Hunnewell, Mrs. Arthur, . . . . .	10.00
Hunnewell, Mr. H. H., . . . . .	50.00
Hunnewell, Mr. Walter, . . . . .	10.00
Hutchins, the Misses, . . . . .	3.00
Hutchins, Mrs. Constantine F., . . . . .	5.00
Iasigi, Mrs. Oscar, . . . . .	10.00
In memory of Mrs. Charles Lowell Thayer, . . . . .	3.00
In memory of Mrs. Robert Swan, . . . . .	10.00
Ireson, Mrs. S. E., . . . . .	5.00
Jackson, Mrs. J. B. S., . . . . .	20.00
Jelly, Dr. George F., . . . . .	10.00
Jenkins, Mr. Charles, . . . . .	5.00
Jenney, Mrs. Annie S., Weston, . . . . .	2.00
Jennings, Miss Julia F., Wellesley, . . . . .	1.00
Jewett, Miss Annie, . . . . .	2.00
Jewett, Miss Sarah Orne, South Berwick, Me., . . . . .	5.00
Johnson, Miss, . . . . .	5.00
Johnson, Mr. Arthur S., . . . . .	5.00
Johnson, Mrs. Edward, . . . . .	2.00
Johnson, Mr. Edward C., . . . . .	10.00
Johnson, Miss Fanny L., Wollaston, . . . . .	1.00
Johnson, Mrs. F. W., . . . . .	2.00
Jolliffe, Mrs. T. H., Brookline, . . . . .	5.00
Jones, Mrs. B. M., . . . . .	10.00
Jones, Miss Ellen M., . . . . .	10.00
Jones, Mrs. Jerome, Brookline, . . . . .	10.00
Jones, Mr. Rollin, Brookline, . . . . .	10.00
Jordan, Mrs. Eben D., . . . . .	5.00
Josselyn, Mrs. A. S., . . . . .	5.00
Joy, Mrs. Charles H., . . . . .	10.00
Keep, Mrs. F. E., Brookline, . . . . .	1.00
Kellen, Mrs. William V., . . . . .	50.00
Kenerson, Mr. Austin H., Roxbury, . . . . .	2.00
<i>Amount carried forward,</i> . . . . .	<u>\$2,598.00</u>

<i>Amount brought forward,</i>	\$2,598.00
Kennard, Mrs. Charles W.,	5.00
Kenney, Miss E. I.,	2.00
Kettle, Mrs. C. L.,	1.00
Kidder, Mrs. Henry P., Milton,	5.00
Kidner, Mrs. Reuben,	2.00
Kimball, Mrs. D. P.,	25.00
Kimball, Mr. Edward P., Malden,	10.00
Kimball, Mrs. Marcus M.,	50.00
Kimball, Miss Susan Day,	2.00
King, Mrs. D. Webster,	2.00
Kingsbury, Miss Mary E., Brookline,	1.00
Klous, Mr. Isaac, Roxbury,	2.00
Koshland, Mrs. Joseph,	10.00
Kuhn, Mrs. Grace M.,	10.00
Lamb, Miss Augusta T., Brookline,	1.00
Lamson, Mrs. J. A.,	1.00
Lancaster, Mrs. W. B.,	5.00
Lane, Mrs. Benjamin P., Roxbury,	1.00
Larkin, the Misses,	2.00
Lavalle, Mrs. John,	5.00
Lawrence, Mrs. Abbott,	5.00
Lawrence, Mr. Charles R., Brookline,	5.00
Leach, Mrs. M. E., Roxbury,	1.00
Lee, Mrs. George C.,	10.00
Lee, Mrs. Henry, Brookline,	20.00
Lee, Mr. James S.,	10.00
Lee, Mrs. Joseph,	100.00
Leighton, Mrs. John W., Brookline,	5.00
Leland, Mrs. Mary E.,	2.00
Lincoln, Miss C. K. T.,	1.00
Lins, Mrs. Ferdinand, Jamaica Plain,	2.00
Livermore, Mr. Thomas L., Jamaica Plain,	10.00
Locke, Mrs. Charles A., Chestnut Hill,	10.00
Loring, the Misses,	15.00
Loring, Mrs. Harrison,	3.00
Loring, Mrs. W. C.,	25.00
Lothrop, Miss Mary B.,	5.00
<i>Amount carried forward,</i>	\$2,969.00

<i>Amount brought forward,</i>	\$2,969.00
Lothrop, Mrs. Thornton K.,	25.00
Lothrop, Mrs. W. S. H.,	5.00
Loud, Miss Sarah P.,	5.00
Lovering, Mrs. C. T.,	10.00
Lovett, Mr. A. S., Brookline,	5.00
Lowell, Mrs. Charles,	5.00
Lowell, Mrs. Edward J.,	5.00
Lowell, Mrs. John, Chestnut Hill,	5.00
Lowell, Mrs. John, Jr., Chestnut Hill,	5.00
Lyman, Mr. John Pickering,	10.00
Lyman, Mrs. Theodore, Brookline,	20.00
Mack, Mrs. Thomas,	5.00
Mackinnon, Mrs. T. A.,	5.00
Mackintosh, Mrs. W. H., Roxbury,	3.00
Magee, Mr. J. L., Chelsea,	10.00
Mallory, Mrs. F. B.,	2.00
Mandell, Mrs. S. P.,	5.00
Mansfield, Mrs. George S., Malden,	5.00
Marrs, Mrs. Kingsmill, Wayland,	10.00
Marsh, Mrs. Robert,	1.00
Marshall, Mrs. J. P. C.,	10.00
Martin, Mrs. Alex.,	1.00
Mead, Mrs. S. R.,	10.00
Means, Mrs. James,	5.00
Means, Mrs. William A.,	10.00
Melville, Mrs. H. H.,	10.00
Meredith, Mrs. J. H.,	5.00
Merriam, Mrs. Charles,	5.00
Merriam, Mr. Frank,	10.00
Merrill, Mrs. J. Warren, Providence, R.I.,	10.00
Merritt, Mrs. George W.,	5.00
Merritt, Mrs. Mary E.,	1.00
Messenger, Miss Susan D., Roxbury,	1.00
Meyer, Mrs. George A.,	10.00
Meyer, Mrs. George von L.,	25.00
Mitton, Mrs. E. J., Brookline,	5.00
Mixer, Miss M. A.,	1.00
<i>Amount carried forward,</i>	\$3,239.00

<i>Amount brought forward,</i>	\$3,239.00
Mixter, Mrs. William,	1.00
Monks, Mrs. George H.,	5.00
Monroe, Mrs. George H., Brookline,	5.00
Morison, Mr. George B.,	3.00
Morison, Mrs. John H.,	5.00
Morrill, Miss Annie W.,	5.00
Morrill, Miss Ellen A., Roxbury,	5.00
Morrill, Miss Fanny E.,	5.00
Morrill, Mrs. F. Gordon,	2.00
Morris, Mrs. Frances Isabel, Westchester, New York City,	5.00
Morse, Mrs. Jacob,	5.00
Morse, Mr. John T.,	5.00
Morse, Miss Margaret F., Jamaica Plain,	5.00
Morss, Mrs. Anthony S., Charlestown,	5.00
Moseley, Miss Ellen F.,	5.00
Motte, Mrs. Ellis L.,	2.00
Murdock, Mrs. Joseph, Roxbury,	1.00
Nazro, Mrs. Fred H., Roxbury,	2.00
Nazro, Miss Mary W., Roxbury,	2.00
Neal, Miss Caro F., Charlestown,	5.00
Newell, Mrs. James W., Brookline,	2.00
Newell, Mrs. M. A. M., Roxbury,	5.00
Newton, Mrs. E. Bertram,	1.00
Nichols, Mrs. E. H.,	2.00
Nichols, Mrs. Fred S.,	5.00
Nichols, Mr. Seth, New York,	5.00
Nickerson, Mr. Andrew,	10.00
Nickerson, Miss Florence S., South Boston,	1.00
Nickerson, Miss Grace E., South Boston,	1.00
Nickerson, Miss Isabel J., South Boston,	1.00
Niebuhr, Miss Mary M.,	1.00
Norcross, Miss Edith C., Roxbury,	1.00
Norcross, Mrs. J. W., Roxbury,	1.00
Norcross, Mrs. Otis,	5.00
Norcross, Mrs. Otis, Jr.,	5.00
North, Mrs. J. N., Brookline,	2.00
<i>Amount carried forward,</i>	\$3,365.00

<i>Amount brought forward,</i>	\$3,365.00
Norton, Mrs. Frank L.,	5.00
Noye, Mrs. W. F.,	1.00
Noyes, Mrs. George D., Brookline,	1.00
Oliver, Miss Martha C., Philadelphia,	2.00
Osborn, Mrs. Anna F., Pittsfield, Me.,	1.00
Osborn, Mrs. John,	2.00
Osgood, Mrs. John Felt,	10.00
Page, Mrs. Calvin Gates,	2.00
Page, Rev. Charles L., Roxbury,	1.00
Palfrey, Mrs. J. C.,	2.00
Parker, Miss Eleanor S.,	5.00
Parker, Mrs. T. K., Winchendon,	1.00
Parkinson, Mrs. John,	20.00
Parsons, the Misses, Roxbury,	5.00
Patterson, Miss M. J.,	2.00
Paul, Mrs. Frank, Roxbury,	3.00
Payne, Miss S. A., Jamaica Plain,	5.00
Peabody, Mr. F. H.,	10.00
Peabody, Mrs. Oliver W., Milton,	5.00
Peabody, Mrs. S. Endicott,	10.00
Pearson, Mrs. C. H., Brookline,	5.00
Pecker, the Misses Annie J. and Mary L.,	5.00
Peirce, Mrs. Silas, Jr., Brookline,	2.00
Peirson, Mrs. Charles L.,	10.00
Penfield, Mrs. James A.,	2.00
Percy, Mrs. Fred B., Brookline,	2.00
Perry, Mrs. C. N., Roxbury,	5.00
Perry, Miss Elizabeth H., Bridgewater,	2.00
Peters, Mr. Edward D. (since died),	10.00
Pfaff, Mrs. Jacob,	10.00
Philbrick, Mrs. E. S., Brookline,	3.00
Phillips, Mrs. Anna T.,	25.00
Phipps, Mrs. Mary J.,	25.00
Pickman, Mrs. Dudley L.,	25.00
Pierce, Mrs. N. W.,	2.00
Pierce, Mr. Phineas,	5.00
Pitkin, Mrs. C. L., Brookline (since died),	2.00
<i>Amount carried forward,</i>	\$3,598.00

<i>Amount brought forward,</i>	\$3,598.00
Plumer, Mrs. Avery,	1.00
Poor, Mrs. C. C.,	1.00
Pope, Mrs. Albert A.,	25.00
Pope, Drs. C. A. and E. F.,	2.00
Porteous, Mrs. John,	4.00
Porteous, Miss M. F.,	1.00
Porter, Mrs. A. S.,	1.00
Porter, Miss Nellie E., North Anson, Me.,	1.00
Porter, Mrs. P. G., Cambridgeport,	1.00
Potter, Mrs. Warren B.,	100.00
Poulsson, Miss Emilie,	1.00
Poulsson, Miss Laura E.,	1.00
Prager, Mrs. Phillip,	3.00
Prang, Mr. Louis,	10.00
Prendergast, Mr. James M.,	10.00
Prescott, Dr. W. H.,	2.00
Preston, Dr. A. F.,	2.00
Preston, Mrs. G. H.,	2.00
Prince, Mr. C. J.,	1.00
Proctor, Miss Ellen O., Brookline,	10.00
Proctor, Mrs. H. H.,	2.00
Putnam, Mrs. George,	5.00
Putnam, Miss Georgina Lowell,	10.00
Putnam, Mrs. J. Pickering,	5.00
Quincy, Mrs. C. F., Chicago, Ill.,	2.00
Quincy, Mrs. Geo. H.,	10.00
Quincy, Mrs. H. P.,	5.00
Ramsdell, Mrs. E. A.,	1.00
Ranney, Mr. Fletcher, Brookline,	5.00
Ratshesky, Mrs. I. A.,	5.00
Raymond, Mrs. Henry E., Brookline,	5.00
Raymond, Mrs. T. C., Cambridge,	5.00
Reed, Mrs. William H.,	10.00
Revere, Mrs. Paul J.,	1.00
Reynolds, Mr. Walter H.,	5.00
Rhodes, Mrs. Albert H.,	5.00
Rhodes, Miss Florence R.,	2.00
<i>Amount carried forward,</i>	\$3,860.00



<i>Amount brought forward,</i>	\$3,860.00
Rhodes, Mrs. S. H.,	5.00
Rice, Mr. David, Jamaica Plain,	10.00
Rice, Mrs. David, Jamaica Plain,	15.00
Rice, Mrs. David Hall, Brookline,	2.00
Rice, Mrs. Henry A.,	5.00
Rice, Mrs. N. W.,	5.00
Rice, Mrs. W. B., Quincy,	2.00
Rice, Mrs. W. P.,	5.00
Richards, Miss Alice A., Brookline,	5.00
Richards, Miss Annie Louise,	20.00
Richards, Miss C.,	5.00
Richards, Mrs. Dexter N., Brookline,	10.00
Richardson, Mrs. E. C.,	2.00
Richardson, Mr. Homer B.,	5.00
Richardson, Mr. Spencer W.,	5.00
Richardson, Mrs. Mary R., Newport, R.I.,	10.00
Ridgway, Miss H. B.,	1.00
Riley, Mr. C. E., Newton,	10.00
Ripley, Mr. Frederic H.,	2.00
Robeson, Mrs. Andrew,	5.00
Robinson, Mrs. Henry H., Brookline,	2.00
Robinson, Miss H. M.,	25.00
Roby, Mrs. C. C.,	10.00
Rochford, Master Francis J., Newton Lower Falls,	1.00
Rodman, Mr. S. W.,	10.00
Roeth, Mrs. A. G.,	1.00
Rogers, Miss Anna P.,	10.00
Rogers, Mrs. Jacob C.,	5.00
Rogers, Mrs. J. F.,	3.00
Rogers, Mrs. J. P.,	5.00
Rogers, Miss Susan S., Milton,	5.00
Rogers, Mrs. William B.,	3.00
Rosenbaum, Mrs. L.,	1.00
Ross, Mrs. Waldo O.,	5.00
Rotch, Mrs. C. M., New York,	10.00
Rotch, Miss Mary R., New York,	5.00
Rotch, Mrs. T. M.,	2.00
<i>Amount carried forward,</i>	\$4,092.00

<i>Amount brought forward,</i>	\$4,092.00
Rothwell, Mrs. W. H., Longwood,	5.00
Russell, Mrs. Eliot,	2.00
Russell, Mrs. Henry G., Providence, R.I.,	25.00
Russell, Mrs. Isaac H., Roxbury,	5.00
Rust, Mrs. Nathaniel J.,	2.00
Rust, Mrs. W. A.,	10.00
Sabin, Mrs. Charles W., Brookline,	2.00
Sabine, Miss Catherine, Brookline,	2.00
Sabine, Mrs. G. K., Brookline,	2.00
Sacker, Miss Amy M.,	5.00
Sacker, Mrs. H. H.,	2.00
Saltonstall, Mrs. Henry,	10.00
Saltonstall, Mrs. Leverett, Chestnut Hill,	10.00
Sampson, Mrs. Edwin H., Cambridge,	1.00
Sampson, Miss H. H.,	1.00
Sampson, Mrs. O. H.,	5.00
Sanborn, Mrs. C. W. H., Brookline,	1.00
Sargent, Mrs. E. P., Brookline,	2.00
Sargent, Mrs. F. W.,	5.00
Sargent, Mrs. Winthrop,	50.00
Sawyer, Mrs. Timothy T.,	5.00
Scaife, Miss Helen,	2.00
Schoff, Miss M. H.,	1.00
Schouler, Mrs. James,	5.00
Schmidt, Mr. Arthur P.,	10.00
Scott, Mrs. William M.,	2.00
Seamans, Mr. James M., Brookline,	10.00
Sears, Mrs. A. P., Brookline,	1.00
Sears, Mr. Frederick R.,	25.00
Sears, Mrs. Herbert M.,	25.00
Sears, Mrs. Knyvet W.,	10.00
Sears, Mrs. Philip H.,	10.00
Sears, Mrs. Willard T.,	5.00
Severance, Mrs. Pierre C.,	5.00
Shattuck, Mrs. G. B.,	5.00
Shaw, Mrs. Benjamin S.,	5.00
Shaw, Mrs. G. Howland,	10.00
<i>Amount carried forward,</i>	\$4,375.00

<i>Amount brought forward,</i>	\$4,375.00
Shaw, Mrs. George R.,	2.00
Shaw, Mrs. Henry Russell,	10.00
Shaw, Mrs. Robert Gould,	5.00
Shepard, Mrs. L. H., Brookline,	5.00
Shepard, Mr. O. A., Brookline,	3.00
Shepard, Mrs. Thomas H., Brookline,	5.00
Shepard, Mrs. T. P., Providence, R.I.,	25.00
Sherburne, Mrs. F. S.,	5.00
Sigourney, Mr. Henry,	10.00
Simons, Mrs. S. B., Wellesley,	2.00
Simpkins, Miss Mary W., Jamaica Plain,	5.00
Skinner, Mrs. William, Holyoke,	5.00
Slatery, Mrs. William,	1.00
Slocum, Mrs. William H., Jamaica Plain,	50.00
Smith, Miss Anne E., Roxbury,	2.00
Smith, Mr. B. F. (since died),	5.00
Smith, Mr. Charles Gaston, Jr., Roxbury,	5.00
Smith, Mrs. Samuel,	5.00
Smith, Mrs. Thomas P., Brookline,	2.00
Snow, Mrs. F. E.,	20.00
Soren, Mr. John H., Roxbury,	1.00
Sowdon, Mr. A. J. C.,	10.00
Stack, Mrs. James H., Brookline,	1.00
Stackpole, Miss Roxanna,	5.00
Stadtmiller, Mrs. F., Jamaica Plain,	5.00
Standish, Mrs. L. M.,	10.00
Stearns, Mr. and Mrs. Charles H., Brookline,	30.00
Stearns, Mrs. R. H.,	10.00
Stearns, Mrs. R. S., Jamaica Plain,	10.00
Stedman, Mrs. Daniel B., Jr.,	1.00
Steese, Mrs. Edward, Brookline,	5.00
Steinert, Mrs. Alex.,	3.00
Stetson, Miss Sarah M.,	10.00
Stevens, Mrs. H. H.,	5.00
Stevens, Mr. J. C.,	2.00
Stone, Mrs. Edwin P.,	5.00
Stone, Mrs. Frederick,	20.00
<i>Amount carried forward,</i>	\$4,680.00

<i>Amount brought forward,</i>	\$4,680.00
Stone, Mrs. J. S.,	5.00
Storer, the Misses,	4.00
Strauss, Mrs. J. W., Jamaica Plain (since died),	2.00
Strauss, Mrs. Louis,	2.00
Strauss, Mrs. Philip,	2.00
Strong, Mrs. Alex.,	10.00
Sturgis, Mrs. John H.,	5.00
Swan, Mr. Charles H.,	5.00
Swan, Mrs. Elizabeth B., Dorchester,	5.00
Swan, Mr. Robert, Dorchester,	10.00
Swann, Mrs. John, Stockbridge,	10.00
Sweetser, Mr. Frank E.,	5.00
Sweetser, Mrs. Frank E.,	5.00
Sweetser, Miss Ida E.,	10.00
Sweetser, Mr. I. Homer,	10.00
Symonds, Miss Lucy Harris,	5.00
Talbot, Miss Leslie, Ashmont,	1.00
Talbot, Mrs. Thomas, North Billerica,	25.00
Talbot, Mrs. Thomas Palmer, Ashmont,	1.00
Tappan, Miss Mary A.,	15.00
Tarbell, Mrs. J. P.,	5.00
Taylor, Mrs. Charles H., Jr.,	10.00
Taylor, Mrs. E. B.,	5.00
Thacher, Mrs. H. C.,	10.00
Thacher, Mrs. Lydia W., Peabody,	10.00
Thayer, Miss Adela G.,	10.00
Thayer, Mrs. Bayard,	50.00
Thayer, Mrs. Ezra Ripley,	15.00
Thayer, Miss Harriet L.,	5.00
Thayer, Mrs. William G., Southborough,	10.00
Thomas, Miss Catharine C.,	2.00
Thomson, Mrs. Arthur C., Brookline,	5.00
Thorndike, Mrs. A.,	5.00
Tilton, Mrs. Joseph B.,	5.00
Tilton, Mrs. William S., Newtonville,	5.00
Tippett, Miss Constance,	1.00
Tippett, Mrs. J. Emory,	1.00
<i>Amount carried forward,</i>	<u>\$4,971.00</u>

<i>Amount brought forward,</i>	\$4,971.00
Topliff, Miss Mary M.,	2.00
Townsend, Mrs. Thomas D.,	2.00
Tucker, Mrs. James,	1.00
Tucker, Mrs. J. Alfred, Newton,	1.00
Tuckerman, Mrs. C. S.,	2.00
Turner, Miss Abby W., Randolph,	10.00
Tyler, Mr. Edward Royall,	5.00
Tyler, Mrs. J. H.,	5.00
Van Nostrand, Mrs. Alonzo G.,	5.00
Vaughn, Master William M.,	1.00
Vickery, Mrs. Herman F.,	5.00
Vogel, Mrs. Frederick W.,	5.00
Vorenberg, Mrs. S.,	1.00
Vose, Mr. Frank T., Jamaica Plain,	5.00
Wadsworth, Mrs. A. F.,	5.00
Wadsworth, Mrs. Clarence S.,	10.00
Wadsworth, Mrs. O. F.,	5.00
Wainwright, Miss R. P.,	10.00
Waldo, Mr. Clarence H.,	1.00
Wales, Mrs. George W.,	5.00
Walker, Mrs. J. Albert,	2.00
Walker, Mrs. Nathaniel U., Brookline,	1.00
Walley, Mrs. William Phillips,	1.00
Ward, Miss Ellen M.,	5.00
Ward, Mrs. Henry V.,	5.00
Ware, Miss Charlotte L., Cambridge,	20.00
Ware, Miss Harriot, Brooklyn, N.Y.,	2.00
Warner, Mrs. F. E.,	5.00
Warren, Mrs. Frederick,	5.00
Warren, Mrs. Susan C.,	10.00
Warren, Mrs. William W.,	25.00
Washburn, Mrs. Rufus A.,	1.00
Wason, Mrs. E., Brookline,	5.00
Watson, Mrs. H. H.,	2.00
Wead, Mrs. Leslie C., Brookline,	2.00
Webster, Mrs. F. G.,	5.00
Weeks, Mrs. A. G.,	5.00
<i>Amount carried forward,</i>	\$5,158.00

<i>Amount brought forward,</i>	\$5,158.00
Weeks, Mr. A. G., Jr.,	5.00
Weld, Miss Alice B., Jamaica Plain,	10.00
Weld, Mrs. A. Davis, Jamaica Plain,	5.00
Weld, Mrs. A. W., Chestnut Hill,	2.00
Weld, Mrs. Samuel M., North Chatham,	2.00
Weld, Mrs. William F.,	20.00
Weston, Mrs. H. C.,	10.00
Whalen, Mrs. J. E., Melrose Highlands,	1.00
Wheeler, Mrs. G. H.,	1.00
Wheelwright, the Misses,	2.00
Wheelwright, Mrs. Edward,	5.00
Wheelwright, Mrs. G. W., Jamaica Plain,	10.00
Wheelwright, Mrs. J. W.,	10.00
Whidden, Miss Georgia M.,	25.00
Whipple, Mrs. J. Reed,	10.00
White, Miss A. B.,	1.00
White, Mrs. C. T.,	2.00
White, Mr. George A.,	25.00
White, Miss G. R.,	2.00
White, Mrs. Jonathan H., Brookline,	10.00
White, Mrs. Joseph H., Brookline,	2.00
White, Mrs. W. H., Brookline,	20.00
Whiting, Mrs. J. K., Longwood,	5.00
Whiting, Miss Susan A., Newton,	5.00
Whiting, Mrs. S. B., Cambridge,	10.00
Whiting, Mrs. W. S., Brookline,	5.00
Whitman, Mrs. Henry,	25.00
Whitney, the Misses,	2.00
Whitney, Mrs. Edward, Belmont,	25.00
Whitney, Mr. Edward F.,	10.00
Whitney, Mr. George M., Winchendon,	1.00
Whitney, Mrs. H. A.,	5.00
Whitney, Mrs. Henry M., Brookline,	5.00
Whitney, Miss Mary,	1.00
Whittington, Mrs. Hiram, Roxbury,	2.00
Whitwell, Mrs. Frederick A.,	5.00
Whitwell, Miss S. L.,	10.00
<i>Amount carried forward,</i>	<u>\$5,454.00</u>

<i>Amount brought forward,</i> . . . . .	\$5,454.00
Willard, Mrs. A. R., . . . . .	5.00
Willard, Miss Edith G., . . . . .	2.00
Willcomb, Mrs. George, . . . . .	5.00
Willcutt, Mr. Levi L., Longwood, . . . . .	10.00
Williams, the Misses, . . . . .	2.00
Williams, Miss Adelia C., Roxbury, . . . . .	10.00
Williams, Mrs. Charles A., Brookline, . . . . .	5.00
Williams, Mrs. Harriet C., . . . . .	25.00
Williams, Mrs. Jeremiah, . . . . .	2.00
Williams, Mr. Moses, . . . . .	5.00
Williams, Mrs. T. B., . . . . .	5.00
Wilson, Miss Annie E., Brookline, . . . . .	5.00
Wilson, Mrs. Edward C., Brookline, . . . . .	5.00
Wilson, Miss Lilly U., Brookline, . . . . .	5.00
Winkley, Mrs. Samuel H., . . . . .	25.00
Winslow, Miss Helen M., . . . . .	1.00
Winsor, Mrs. Ernest, Chestnut Hill, . . . . .	1.00
Withington, Miss Anna S., Brookline, . . . . .	1.00
Wolcott, Mrs. Roger, . . . . .	5.00
Wood, Mrs. E. S., . . . . .	2.00
Wood, Mr. Henry, Roxbury, . . . . .	5.00
Woodbury, Mrs. John P., . . . . .	5.00
Woodworth, Mrs. A. S., . . . . .	10.00
Worthington, Mrs. Roland, Roxbury, . . . . .	5.00
Worthley, Mrs. George H., Brookline, . . . . .	2.00
Wright, Miss M. A., . . . . .	3.00
Wright, Mrs. Mary E., . . . . .	5.00
Wyman, Mr. A. E., Newtonville, . . . . .	15.00
Young, the Misses, Brookline, . . . . .	5.00
Young, Mrs. Benjamin L., Auburndale, . . . . .	10.00
Young, Mr. Calvin, Dorchester, . . . . .	2.00
Young, Miss Lucy F., Groton, . . . . .	2.00
Ziegel, Mr. Louis, Roxbury, . . . . .	5.00
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	\$5,654.00

## CAMBRIDGE BRANCH.

Through Mrs. E. C. AGASSIZ.

Abbot, Miss Anne W., . . . . .	\$10.00
Abbot, Mrs. Edwin H., . . . . .	10.00
Allen, Mrs. J. H., . . . . .	2.00
Ames, Mrs. James B., . . . . .	5.00
Anonymous, . . . . .	15.00
Anonymous, . . . . .	5.00
Anonymous, . . . . .	5.00
Bartlett, Mrs. John, . . . . .	2.00
Batchelder, Miss J., . . . . .	2.00
Beard, Mrs. Edward L., . . . . .	1.00
Bemis, Mrs. J. W. (since died), . . . . .	10.00
Blatchford, Miss M. E., . . . . .	5.00
Boott, Mr. F., . . . . .	2.00
Bradford, Miss Edith, . . . . .	5.00
Brewster, Mrs. William, . . . . .	5.00
Brooks, Miss Martha W., Petersham, . . . . .	5.00
Buttrick, Miss Anne, . . . . .	1.00
Cary, Miss, . . . . .	2.00
Cooke, Mrs. J. P., . . . . .	5.00
Coolidge, Mrs. J. I. T., . . . . .	1.00
Cushman, Miss Edith W., . . . . .	1.00
Davis, Mrs. W. M., . . . . .	2.00
Dixwell, Mr. E. S. (since died), . . . . .	50.00
Emery, Miss Octavia B., . . . . .	2.00
E. M. H., . . . . .	1.50
Eustis, Mrs. Frank I., . . . . .	1.00
Everett, Mrs. Emily, . . . . .	10.00
Everett, Miss Mildred, . . . . .	10.00
Fish, Mrs. F. P., . . . . .	5.00
Fisk, Mrs. James C., . . . . .	5.00
Foote, Miss M. B., . . . . .	5.00
Foster, Mrs. Francis C., . . . . .	100.00
Goodale, Mrs. G. L., . . . . .	1.00
Goodwin, Miss A. M., . . . . .	5.00
Goodwin, Mrs. H. B., . . . . .	5.00
<i>Amount carried forward, . . . . .</i>	<u>\$301.50</u>



<i>Amount brought forward,</i> . . . . .	\$301.50
Goodwin, Mrs. W. W., . . . . .	5.00
Harding, Mrs. C. L., . . . . .	10.00
Harris, Miss Charlotte M., . . . . .	1.00
Hayward, Mrs. J. W., . . . . .	2.00
Hedge, Miss Charlotte A., Brookline, . . . . .	5.00
Henchman, Miss A. P., . . . . .	10.00
Hollis, Mrs. I. N., . . . . .	1.50
Hopkinson, Mrs. J. P., . . . . .	5.00
Horsford, Miss, . . . . .	5.00
Horsford, Mrs. E. N., . . . . .	5.00
Houghton, Miss, . . . . .	10.00
Lamb, Mrs. George, . . . . .	5.00
Lyon, Mrs. D. G., . . . . .	2.00
McKean, Mrs. H. S., . . . . .	1.00
Moore, Mrs. L. T., . . . . .	1.00
Morison, Mrs. Robert S., . . . . .	2.00
Norton, Prof. Charles Eliot, . . . . .	10.00
Orne, Miss M. E., . . . . .	1.00
Page, the Misses, . . . . .	2.00
Palfrey, the Misses, . . . . .	5.00
Palfrey, Mrs. C., . . . . .	2.00
Pickering, Mrs. E. C., . . . . .	5.00
Read, Mrs. William, . . . . .	1.00
Richards, Mrs. J. R., . . . . .	2.00
Saville, Mrs. H. M., . . . . .	1.00
Scudder, Mr. S. H., . . . . .	1.00
Sedgwick, Miss M. T., . . . . .	5.00
Sharples, Mrs. A. W., . . . . .	2.00
Simmons, Mrs. M. E., . . . . .	1.00
Smith, Mrs. Horatio S., . . . . .	2.00
Spelman, Mrs. I. M., . . . . .	5.00
Stark, Mrs. W. F., . . . . .	1.00
Swan, Mrs. S. H., . . . . .	5.00
Thayer, Mrs. J. B., . . . . .	1.00
Thorp, Mrs. J. G., . . . . .	10.00
Toffey, Mrs. A. S., . . . . .	10.00
Toppan, Mrs. R. N., . . . . .	5.00
<i>Amount carried forward,</i> . . . . .	\$449.00

<i>Amount brought forward,</i> . . . . .	\$449.00
Tower, Miss A. E., . . . . .	1.00
Wesselhoeft, Mrs. W., . . . . .	2.00
White, Mrs. J. Gardner, . . . . .	5.00
White, Mrs. M. P., . . . . .	5.00
Whittemore, Mrs. F. W., . . . . .	10.00
Whittemore, Mrs. G. W., . . . . .	1.00
Willson, Mrs. Robert W., . . . . .	5.00
Woodman, Mrs. C. F., . . . . .	25.00
Interest, . . . . .	15.76
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	\$518.76

## DORCHESTER BRANCH.

Through Mrs. J. HENRY BEAN.

Atherton, Mrs. Samuel, Boston, . . . . .	\$1.00
Barnard, Mrs. C. F., . . . . .	2.00
Barry, Mrs. Elizabeth S., . . . . .	1.00
Bartlett, Mrs. S. E., Boston, . . . . .	1.00
Bates, Mrs. Henry L., . . . . .	1.00
Bean, Mrs. J. Henry, . . . . .	1.00
Bennett, Miss M. M., Wellesley College, . . . . .	1.00
Bird, Mrs. John L., . . . . .	1.00
Bockus, Mrs. Charles E., . . . . .	1.00
Bradford, Mrs. Martin L., . . . . .	2.00
Brigham, Mrs. Frank E., . . . . .	1.00
Burdett, Mrs. Charles A., . . . . .	5.00
Callender, Miss, . . . . .	1.00
Callender, Mrs. Henry, . . . . .	1.00
Churchill, Mrs. J. R., . . . . .	1.00
Clark, Mrs. W. R., Jr., . . . . .	1.00
Copeland, Mrs. W. A., . . . . .	1.00
Cushing, Mrs. Benjamin, . . . . .	1.00
Cushing, Miss Susan T., . . . . .	1.00
Cutter, Mrs. D. J., . . . . .	1.00
Dolan, Miss, . . . . .	1.00
Dorchester Woman's Club, . . . . .	10.00
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<i>Amount carried forward,</i> . . . . .	\$37.00

<i>Amount brought forward,</i> . . . . .	\$37.00
Downer, Mrs. Samuel, . . . . .	5.00
Eaton, Mrs. Albert, . . . . .	1.00
Eliot, Mrs. Christopher R., Boston, . . . . .	1.00
Estabrooks, Miss, . . . . .	1.00
Everett, Mrs. William B., . . . . .	1.00
Faunce, Mrs. Sewall A., . . . . .	1.00
Fay, Mrs. M. C. T., Milton, . . . . .	2.00
Flusk, Miss Elizabeth A., . . . . .	1.00
Forrest, Mrs. R. M., . . . . .	1.00
Foster, Mr. Lucius, . . . . .	2.00
Galvin, Mrs. John Mitchell, . . . . .	2.00
Hall, Miss Adelaide, . . . . .	2.00
Hall, Mrs. Henry, . . . . .	1.00
Hearsey, Miss Sarah E., . . . . .	1.00
Hemenway, Mrs. Edward A., . . . . .	1.00
Howland, Mrs. J. F., . . . . .	5.00
Humphreys, Mrs. R. C., . . . . .	2.00
Jordan, Mrs. H. J., Hingham Centre, . . . . .	1.00
Joylin, Mrs. L. R., Wakefield, . . . . .	1.00
King, Miss S. Frank, . . . . .	1.00
Knight, Mr. Clarence H., . . . . .	1.00
Lanning, Mr. Charles D., . . . . .	5.00
Lee, Mrs. Charles J. (donation), . . . . .	25.00
Lee, Mrs. L. M., . . . . .	1.00
Lindsey, Mrs. W. H., . . . . .	1.00
Miller, Dr. C. H., . . . . .	5.00
Moore, Mrs. L. M., Lexington, . . . . .	1.00
Murdock, Mrs. Harold, . . . . .	5.00
Nash, Mrs. Edward, Boston, . . . . .	1.00
Nichols, Mrs. Smith W., . . . . .	2.00
Nightingale, Mrs. C., . . . . .	1.00
North, Mrs. F. O., . . . . .	1.00
Noyes, Miss Mary E., . . . . .	1.00
Peabody, Mrs. Charles K., Cambridge, . . . . .	1.00
Phillips, Mrs. John G., . . . . .	1.00
Phillips, Miss Mary H., . . . . .	1.00
Pierce, Miss Henrietta M., . . . . .	1.00
<i>Amount carried forward,</i> . . . . .	<u>\$124.00</u>

<i>Amount brought forward,</i> . . . . .	\$124.00
Powers, Mr. E. C. (donation), . . . . .	10.00
Pratt, Mrs. Laban, . . . . .	2.00
Preston, Mrs. John, . . . . .	1.00
Rhodes, Mrs. T. M., . . . . .	1.00
Robinson, Miss A. B., . . . . .	2.00
Sayward, Mrs. W. H., . . . . .	2.00
Shepard, Mrs. John, Jr., Providence, R.I., . . . . .	1.00
Smith, Mrs. Bryant G., . . . . .	1.00
Smith, Miss H. J., . . . . .	1.00
Smith, Mrs. W. H. L., . . . . .	1.00
Soule, Mrs. Elizabeth P., . . . . .	5.00
Stearns, Mrs. Albert H., . . . . .	1.00
Stearns, Master A. Maynard, . . . . .	1.00
Stearns, Master A. T., 2d, . . . . .	1.00
Stearns, Mrs. Fred P., . . . . .	2.00
Stearns, Master Henry D., . . . . .	1.00
Stearns, Miss Katherine, . . . . .	1.00
Swan, Mrs. Joseph W., . . . . .	3.00
Swan, Miss M. E., . . . . .	1.00
Thacher, Mrs. A. C., . . . . .	1.00
Thacher, Mrs. Charles A., . . . . .	2.00
Thacher, Miss Elizabeth M., . . . . .	1.00
Thacher, Miss M. H., . . . . .	1.00
Torrey, Mrs. Elbridge, . . . . .	10.00
Vinson, Miss Ellen H., . . . . .	2.00
Waitt, Mrs. William Gay, . . . . .	1.00
Warner, Mrs. F. H., . . . . .	2.00
Whitcher, Mr. F. W. (donation), . . . . .	2.00
Whiton, Mrs. Royal, . . . . .	1.00
Wilder, Miss Grace S., . . . . .	3.00
Willard, Miss Ellen E., . . . . .	1.00
Willard, Mrs. L. P., . . . . .	1.00
Wood, Mr. Frank, . . . . .	5.00
Wood, Mrs. Frank, . . . . .	5.00
Woodbury, Miss Mary, . . . . .	1.00
Wright, Mr. C. P., . . . . .	5.00
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	\$206.00

## LYNN BRANCH.

Through Mr. L. K. BLOOD.

Averill, Miss M. J., . . . . .	\$1.00
Bancroft, Mrs. Thomas, . . . . .	1.00
Berry, Mrs. B. J., . . . . .	5.00
Blood, Mr. E. H., . . . . .	5.00
Blood, Mr. L. K., . . . . .	5.00
Caldwell, Mrs. Ellen F., Bradford, . . . . .	1.00
Chase, Mrs. Alice B., . . . . .	5.00
Earp, Miss Emily A., . . . . .	1.00
Elmer, Mr. V. J., . . . . .	5.00
Frazier, Mrs. Lyman B., . . . . .	5.00
Harmon, Mrs. R. E., . . . . .	1.00
Haven, Miss Cassie S., . . . . .	1.00
Haven, Miss Rebecca E., Philadelphia, . . . . .	2.00
Heath, Mrs. Caroline P., . . . . .	2.00
Hollis, Mrs. S. J., . . . . .	10.00
LeRow, Mrs. M. H., . . . . .	1.00
Little, Mrs. William B., . . . . .	1.00
MacNair, Mr. John, . . . . .	5.00
Melcher, Mrs. Angelia O., . . . . .	1.00
Morgan, Mrs. William F., . . . . .	5.00
Newhall, Mr. Charles H., . . . . .	25.00
Pinkham, Mr. Charles H. (since died), . . . . .	5.00
Pope, Mrs. M. J., . . . . .	1.00
Sheldon, Mrs. Mary L., . . . . .	5.00
Sprague, Mr. Henry B., . . . . .	5.00
Thomson, Mr. Elihu, Swampscott (donation), . . . . .	5.00
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	\$109.00

## MILTON BRANCH.

Through Mrs. WILLIAM WOOD.

Baldwin, Miss Alice W., . . . . .	\$1.00
Barnard, Mrs. James M., . . . . .	1.00
Breck, Mrs. C. E. C., . . . . .	1.00
Brewer, Miss Eliza, . . . . .	5.00
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<i>Amount carried forward,</i> . . . . .	\$8.00

<i>Amount brought forward,</i> . . . . .	\$8.00
Brewer, Mrs. Joseph, . . . . .	1.00
Brooks, Mrs. Edward, Hyde Park, . . . . .	1.00
Channing, Miss, . . . . .	1.00
Clarke, Mrs. D. O., East Milton, . . . . .	1.00
Clum, Mrs. Alison B., . . . . .	1.00
Dow, Miss Jane F., . . . . .	2.50
Dow, Miss Lucia A., . . . . .	2.50
Emerson, Mrs. W. R., . . . . .	1.00
Forbes, Mrs. J. Murray, . . . . .	5.00
Gilbert, Mrs. H. J., . . . . .	1.00
Gilmore, Miss Mary E., North Easton, . . . . .	1.00
Glover, Mrs. T. R., . . . . .	1.00
Hemenway, Mrs. Augustus, Readville, . . . . .	25.00
Hicks, Miss Josephine, . . . . .	1.00
Hinckley, Miss Mary, Mattapan, . . . . .	1.00
Hollingsworth, Mrs. Amor, . . . . .	3.00
Hollingsworth, Mrs. P. R., Mattapan, . . . . .	5.00
Jacques, Mrs. Francis, . . . . .	5.00
Jacques, Miss Helen, . . . . .	10.00
Klous, Mrs. Henry D., . . . . .	1.00
Ladd, Mrs. William J., . . . . .	3.00
Loring, Miss Edith, . . . . .	2.00
Loring, Mrs. Elisha, . . . . .	3.00
Mackintosh, Mrs., . . . . .	1.00
Morse, Mrs. Samuel, . . . . .	1.00
Perkins, Mrs. Charles E., . . . . .	5.00
Pierce, Mrs. M. V., . . . . .	1.00
Pierce, Mrs. W. L., . . . . .	1.00
Richardson, Miss N., . . . . .	2.00
Richardson, Miss S. H., . . . . .	1.00
Rivers, Mrs. George R., R., . . . . .	2.00
Roberts, Miss Rachel, . . . . .	1.00
Roberts, Mrs. R. H., . . . . .	1.00
Rotch, Miss Joanna, . . . . .	1.00
Safford, Mrs. N. M., . . . . .	2.00
Tilden, Mrs. George, . . . . .	2.00
Tilden, Mrs. William P., . . . . .	1.00
<i>Amount carried forward,</i> . . . . .	<u>\$108.00</u>

<i>Amount brought forward,</i> . . . . .	\$108.00
Tileston, Miss Edith, Mattapan, . . . . .	1.00
Tileston, Miss Eleanor, Mattapan, . . . . .	1.00
Tileston, Mrs. J. B., Mattapan, . . . . .	5.00
Tucker, Miss Sarah, Hyde Park, . . . . .	1.00
Tucker, Mrs. Stephen A., Hyde Park, . . . . .	1.00
Tuell, Mrs. Hiram, . . . . .	1.00
Vose, Miss Caroline C., . . . . .	2.00
Wadsworth, Mrs. E. D., . . . . .	1.00
Ware, Mrs. Arthur L., . . . . .	2.00
Weston, Mr. William B., . . . . .	1.00
Weston, Mrs. William B., . . . . .	1.00
White, Mrs. F. B., . . . . .	1.00
Whitney, Mrs. A. D. T., . . . . .	1.00
Whitwell, Mrs. F. A., . . . . .	1.00
Whitwell, Miss Natalie S., . . . . .	1.00
Wood, Mr. William, . . . . .	1.00
Wood, Mrs. William, . . . . .	10.00
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	\$140.00

### WORCESTER BRANCH.

Through Mrs. GILBERT H. HARRINGTON.

Allen, Miss Katherine, . . . . .	\$5.00
Allen, Mrs. Lamson, . . . . .	1.00
Baldwin, Mrs. John S., . . . . .	1.00
Ball, Miss Helen, . . . . .	2.00
Ball, Mrs. Phineas, . . . . .	2.00
Bigelow, Mrs. C. F., . . . . .	1.00
Blake, Miss Louisa, . . . . .	1.00
Brigham, Mrs. John S., . . . . .	1.00
Clark, Miss Harriet E., . . . . .	5.00
Clark, Mrs. Henry, . . . . .	50.00
Coes, Mrs. Fred, . . . . .	1.00
Comins, Mrs. E. I., . . . . .	1.00
Day, Mrs. John E., . . . . .	1.00
Denholm, Mrs. W. J., . . . . .	1.00
Fay, Mrs. H. B., . . . . .	1.00
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<i>Amount carried forward,</i> . . . . .	\$74.00

<i>Amount brought forward,</i>	\$74.00
Fobes, Mrs. Celia E.,	2.00
Gage, Mrs. Homer,	5.00
Gage, Mrs. Thomas H.,	1.00
Gates, Mrs. Charles L.,	1.00
Gross, Mrs. Henry J.,	1.00
Harrington, Mrs. C. G.,	2.00
Harrington, Mrs. G. H.,	5.00
Hoar, Mrs. George F.,	2.00
Johnson, Mrs. W. W.,	1.00
Knowles, Mrs. F. B.,	5.00
Leland, Mrs. L. K.,	1.00
Lincoln, Mrs. Winslow S.,	1.00
Lowell, Mr. A. S.,	5.00
Marble, Mrs. John O.,	5.00
Moore, Mrs. Jessie,	1.00
Morse, Mrs. E. D. F.,	1.00
Morse, Miss Frances,	1.00
Murdock, Mrs. Julia T.,	1.00
Newton, Mrs. George L.,	1.00
Norcross, Mrs. O. W.,	1.00
Pratt, Mrs. Henry S.,	10.00
Putnam, Mrs. Otis,	1.00
Rice, Mrs. William E.,	5.00
Richardson, Mrs. W. A.,	1.00
Rogers, Miss Nellie,	1.00
Rogers, Mrs. Nellie F.,	1.00
Russell, Mrs. Herbert,	1.00
Russell, Mrs. J. M.,	2.00
Salisbury, Hon. Stephen,	10.00
Scofield, Mrs. J. M.,	5.00
Sinclair, Mr. J. E.,	1.00
Sinclair, Mrs. J. E.,	1.00
Thayer, Mrs. Adin,	5.00
Thayer, Mrs. E. D., Jr.,	10.00
Torrey, Mrs. L. H.,	1.00
Washburn, Mrs. Charles G.,	25.00
Wesson, Mrs. James E.,	1.00
<i>Amount carried forward,</i>	<u>\$198.00</u>



<i>Amount brought forward,</i> . . . . .	\$198.00
Wesson, Mr. Wallie, . . . . .	1.00
Wheeler, Mrs. Leonard, . . . . .	1.00
Whipple, Mrs. W. E., . . . . .	1.00
Whipple, Mrs. W. F., . . . . .	1.00
Winslow, Mrs. Samuel, . . . . .	2.00
Witter, Mrs. Henry M., . . . . .	3.00
Wood, Mrs. E. M., . . . . .	6.00
Wyman, Miss Florence W., . . . . .	1.00
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	\$214.00

